

**OFFENDERS' PERCEPTIONS OF CORRECTIONAL EDUCATION PROGRAMMES
IN THE CORRECTIONAL FACILITIES OF TSHWANE**

by

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Promoter: Prof Kofi K.P. Quan-Baffour

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DECLARATION

I hereby declare that the study entitled: **OFFENDERS’ PERCEPTIONS OF CORRECTIONAL EDUCATION PROGRAMMES WITHIN THE CORRECTIONAL FACILITIES OF TSHWANE**, is my original work, and that all sources used or cited in this thesis have been indicated and acknowledged by means of a complete reference list, and that this work has not been submitted before for any other degree at any university or any institution of higher learning.

Lineo Rose Johnson

Student Number: 53956184

.....

Signature

.....

Date

DEDICATION

I thank you God the Almighty Father for giving me strength, good health and life. Above all Lord, I thank you for guiding and strengthening my Faith in you.

Hail Mary full of Grace!

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ABSTRACT

People-against-the-law is a societal phenomenon that will never disappear, even in societies where law and order are effectively enforced and practised. Political, economic and social conditions contribute to reasons why some people end up in correctional facilities. This study investigated the perceptions of offenders enrolled in education and training programmes offered by three correctional centres in Pretoria.

The study adopted a pragmatic qualitative methodology in which the perceptions of the offenders in the educational programmes, and officials were investigated on whether the programmes addressed their personal development and that of their communities. Interviews and observations were used to collect data during tuition activities. Sixty-five (65) males, females, youth offenders, ex-convicts and officials from Correctional Services and non-governmental organisations participated in the study. Bronfenbrenner's systems and Knowles' andragogy were used as the theoretical base to understand the dynamics of adult learning in challenging prison environments.

The study concluded that educational programmes offered by the Department of Correctional Services must be needs-based and align to employment opportunities, self-esteem and proper rehabilitation of individual offenders. Adult education programmes grounded on andragogic principles and practices should be revisited in correctional centres' contexts. Thus educational programmes within Correctional Services should not only be mandatory, but teaching and learning activities should be conducted by qualified adult educators, and address the social needs of the adult offenders.

Key words: correctional facilities, prison, offenders, andragogy, ecological or eco-system, adult education,

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
CAPS	Curriculum Assessment Policy Statements
CSSP	Correctional Services Sentencing Plan
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
FCC	Female Correctional Centre
MCC	Male Correctional centre
NICRO	National Institute on Crime Prevention and Reintegration of Offenders
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSFAS	National Students Financial Aid Scheme
NYDA	National Youth Development Agency
OVCs	Orphans and Vulnerable Children
SRAC	Sports, Recreation, Arts and Cultural
UN-SMR	United Nations Standard Minimum Rules for Treatment of Offenders
YCC	Youth or juvenile Correctional Centre

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

There are various reasons why people end up in jail. Some of the reasons that contribute to people's incarceration are discussed in this study. During the apartheid era, economy and political power were in the hands of the White minority, and the majority of African population could not access the country's resources, leading to high levels of poverty, illiteracy and marginalisation, (Thompson, 2000). In addition, since the early 1980s, the young population was affected by the plight of AIDS deaths that left orphans and vulnerable children all over the world and particularly in South Africa.

Against this backdrop, thousands of youth in South Africa were socialised in lawless gangs, which contributed to the rampant crime that has become a hallmark of South African society (Thompson, 2000). Pelsers (2008: 1) states that youth crime is a "real indictment of our politics and our policy priorities". This phenomenon still prevails some twenty years after South Africa become a democracy. These sentiments are echoed by the Department of Correctional Services (DCS, 2005:35) thus;

The South African history and circumstances have resulted in many families in South Africa living on the edge of survival. Families living on the edge of survival have a great possibility of becoming dysfunctional. Many children grow up in families without a mother, or even both parents. Factors such as poverty, the migrant labour system, outdated traditions, the effects of AIDS and the changing roles of men and women, cause hunger, hardship and challenges to traditional socialization processes. Trusting and respectful relationships are an exception rather than the rule.

Most of these youths who break the law have no basic education (knowledge and skills) for employment, many have no source of livelihood and cannot make ends meet. Carstens-Sakuth, Pretorius, Vercueil, Walls, and Bromfield (2006) asked a similar question about why teens become offenders. They stated various reasons such as the breakdown of family structure resulting in single parenting or parents separated from their children for financial and other reasons, unemployment, poverty, depression, frustration, anger, lack of parental or adult supervision and erratic discipline given by parents or adults. Lack of role-models within our

society can also contribute to young people growing up with behaviours and influences they emulate from media and their peers. There is also a belief among some people that violence is a viable means of solving problems. These reasons and many others result in society where young people end up in conflict with the law and are put into Correctional Centres or experience recidivism. The National Development Plan 2030 (National Planning Commission, 2011) reported that South Africa loses half of every cohort that enters the school system by the end of the 12-year schooling period, wasting significant human potential and harming the life-chances of many young people. It is the plight of these young people who leave school with a bleak future that they frequently end up in jail for lack of better services and providence. This study investigates the perceptions of the young people and adults who are incarcerated in three correctional facilities around Tshwane Metropolitan area, formerly and popularly known as Pretoria. For this reason, Tshwane will be used throughout the study.

In terms of the Constitution of South Africa (Republic of South Africa, 1996), education is a right for all citizens, regardless of their circumstances. The Government of South Africa has since 1996 formulated various legislation and policy frameworks regarding correctional services programmes and welfare of prisoners, including their rights to education. For this reason, education opportunities are made available to people who are incarcerated. However, offenders as citizens have choices while in Correctional Centres and after their sentences. Some prison inmates learn because such opportunities are made available, or their engagement becomes mandatory, or just to kill boredom. These are some reasons why they choose to enrol in studies, while others may choose not to join any educational activities. This study explores perceptions of those who chose to study during incarceration, how their participation was benefitting them and how they perceived educational programmes offered in the correctional facilities.

Conventionally, all over the world, prisons have been built because there are some members of society whose behaviours deviate from the acceptable norms of society. The deviant and abnormal behaviour could land perpetrators behind bars. Society generally believes that after a certain time, a prisoner would come back transformed, well-behaved and conforming to acceptable societal norms, codes of conduct and demeanour; hence correctional service. In most parts of the world, prisons focus on rehabilitation of offenders because there is a shift from the conventional understanding of prison as simply a place of punishment, to a rehabilitative mode of treating an offending behaviour. The new democratic and political dispensation in South

Africa shares this sentiment about correctional facilities (Jovanic, 2011), where the essence of correctional education lies in rehabilitation of offenders. This translates also into equipping them with skills for personal development, re-admission into communities and realisation of social cohesion.

Although “prisoners” is the term used globally, in South Africa and in this study, the preferred terms are offenders and inmates. In acknowledging the paradigm shift in the contemporary approach to offenders, the White Paper on Correctional Services in South Africa (DCS, 2005) was introduced, legislated and justified as follows:

The fundamentals of this White Paper are derived from our Constitution of 1996, the Correctional Services Act (Act No 11 of 1998) and our integrated justice system. While safety and security remains at the heart of our core business in Correctional Services, it is informed by the strategic imperatives of correcting offending behaviour, rehabilitation and correction as a societal responsibility.

This reinforces the commitment that the Government of South Africa has demonstrated through its legislative and policy frameworks on the rehabilitation and correctional processes for offenders. The effects of these frameworks are dealt with in separate sections throughout this study.

1.2 THE CONTEXT OF THE STUDY

Historically, the apartheid laws divided the country’s education system into four separate racially-divided departments. The Whites had a better education system that was well resourced with good infrastructure and highly qualified teachers or educators. Then it was the Indian population, the Coloureds and lastly the Africans (Black population) who got the crumbs and left-overs from the three departments. During the apartheid regime, at least between 63 – 68% of the black population in South Africa were functionally illiterate because they were never schooled or never reached completed primary school education. The ratio of White literacy to Black literacy then was estimated at 263:5 (Wilson & Ramphele, 1989).

I remember a time when all the good jobs were reserved for the white people because they were the only people who had education. Now things are different, even African and Coloureds can work in the banks, the post office, and fill other good paying jobs. But the problem with our people is that they cannot afford to keep their children at school,

because if they do, the family will starve and by the time the child has obtained his/her good paying job there will be no family left to enjoy the benefits.

(Ouma Anna, Philipstown (33:19) cited in Wilson & Ramphela, 1989: 138)

There was a huge disparity in funding and facilities for the Black child compared to the other three groups, which surfaced with the implementation of the apartheid policies.

The scenario given above characterises the historical and structural poverty borderlines between the Whites and the Black population then. The situation continues to prevail even today, 20 years into democracy despite the new government's changes in legislation and policies, (Legotlo, 2014). There are various reasons why, to many South Africans, the situation still has insignificant changes. The majority of South Africans see political changes where Black leaders rule the country. Many still regard the economic struggle as far from over. The economic power of the country is still in the hands of a few Blacks and the White minority, and that still leaves majority of the population in dire need of resources and services like education. The structural poverty created by the many years of apartheid rule where the Black population still occupies townships far from economic centres continues to prevail. This study contends that such structures of society where poverty, unemployment, unequal distribution of resources, the disparity between the rich and poor and a large, still-unschooled population contribute significantly to high levels of crime where youths and young adults resort to criminal acts and end up in jail. When they go to correctional facilities without a good education, they are still vulnerable to societal problems and there is a likelihood they might re-offend in order to care for themselves and their families, if they remain unschooled during incarceration. For these reasons, the study conceived that educational programmes should be seen as a mitigating factor, and thus it is only if offenders had positive perceptions towards programmes offered in Correctional Centres, that they would be willing to participate in them.

According to the DCS, a third of the prison population is made up of youths aged 18 – 35 years, representing 35.4% of the whole prison population in South Africa (DCS, 2010). Another report by the National Youth Development Agency (NYDA, 2011) revealed that incarcerated youths were held at 15 youth development medium and maximum facilities for aggressive crimes. The youths are catered for separately in terms of formal education, skills development (vocational and entrepreneur training), sports recreation, arts and cultural (SRAC) activities, production workshops and agriculture, care programmes, HIV/AIDS, risk profiling and risk assessment. For

these reasons, the study identified three Correctional Centres for females, males and the youth, in order to investigate their experiences and perceptions of educational opportunities offered in the centres.

According to the DCS (2005), significant emphasis is placed on the provision of literacy classes and basic schooling for offenders, where literacy, schooling and Adult Basic Education (ABE) are considered priorities (DCS, 2005). Additionally, non-formal and informal educational programmes are the projects informed by Government's commitment to sustainable development, which are a core component of the Department's commitment to the prevention of crime and re-offending or recidivism. The DCS provides skills development programmes that are regarded as educational opportunities for offenders, in an effort to prepare them for employability and poverty alleviation. The educational opportunities, as defined within the confines of the DCS are an amalgamation of activities in formal, non-formal and informal clusters.

The DCS offers formal correctional education, as well as non-formal adult education programmes, including vocational and production activities aimed at providing offenders who have worked on the farms or workshops or in production centres with an accredited and certificated record of their employment in these facilities. Their certification enhances their ability to find employment once back in the community, and perhaps decreases some of the stigma attached to having been an offender. Through adult education, formal and non-formal education and training programmes, the DCS has adopted an integrated approach towards poverty alleviation and social responsibility culminating in community empowerment and offender rehabilitation. Formal and non-formal education and training as provided within the Correctional Centres is designed to afford personal development to all offenders. In order to do so, the DCS has designed its educational programmes to be needs-based. This implies that educational, skills and other development-related programmes are aimed at facilitating the reintegration of offenders into their communities.

1.3 BACKGROUND TO THE PROBLEM

Due to high HIV and AIDS deaths in the communities, orphans and vulnerable children (OVCs) assume the role of adults at a tender age and some, for lack of any means to support themselves and their siblings, resort to criminal acts, and consequently they become adult by default.

Adulthood is a concept used within the Adult Education discourse for various reasons. Before one can describe a person as an adult, the concept has to be clearly delineated. This is because adults are defined differently in different settings. Adulthood is determined by the ability of a person to fulfil certain roles and responsibilities. Such roles can either be through traditional norms, historical, for socio-economic, political, and/or sometimes for psychological reasons (Knowles & Associates, 2012; Fasokun, Katahoire & Oduaran, 2005; Tennant, 2006; Merriam, Caffarella & Baumgartner, 2007; Quan-Baffour, 2011). Different countries also have certain determinants that define adults in their societies. In some societies or countries like the US, India, China and South Africa, a person legally becomes an adult at the age of 18 years. In Indonesia and Japan, an adult is 20 years old, (Fasokun, *et al.*, 2005). It is therefore not enough only to say an adult is an opposite of a child, because as a determining factor, age is not an ideal description. Age in most contexts is determined legally to distinguish between a youth and an adult, but clearly this is not universal.

According to the South African National Qualifications Framework (NQF) (SAQA, 2012), a person is considered literate if they have reached Grade 9. Most of offenders in the facilities are adults and youth who have done Grade 9 and are, therefore, considered literate. However, there are also those who are totally illiterate as they have only completed lower grades or have not been in school at all. These are the adult participants that this study focuses on. In correctional facilities, this group does informal literacy classes under the banner of the Kha Ri Gude¹ literacy campaign while the semi-literate (below Grade 9) are upgraded to reach the formal literacy level. Later in life, this grouping ventures into other aspects of educational activities in informal adult education programmes such as life-orientation like conflict and anger management and gender rights issues to name a few (NYDA, 2011). SAQA (2012) defines this as Adult Basic Education (ABE) NQF Level 1.

On the other hand, adult education programmes are offered via distance learning or through self-study for those who obtained Grade 9 and proceeded to Grade 12 or Further Education and Training NQF Level 4. At upper formal levels, the study focuses on those participating learners who were studying through the University of South Africa (UNISA), because until such time as the advent of massification of educational opportunities in distance learning as envisaged by the

¹ Kha Ri Gude is a national literacy campaign initiated in 2009 by the South African government to address adult illiteracy. Kha Ri Gude is a Venda word meaning “Let us Learn”.

Department of Higher Education (DHET, 2014a), UNISA has remained the largest distance education provider in Africa. Some offenders were studying through other institutions for higher education in South Africa, and this has been discussed where considered relevant.

Additionally, another group of participants for this study who were taking part in various non-formal education programmes was taken into account. Vocational education has been practised in correctional facilities through various activities that are considered empowering, and bring integrity to offenders, ensuring their employability or self-reliance particularly after their release. These non-formal educational activities impart Basic Education and Training programmes equipping offenders with skills without necessarily affording them a qualification.

In summary, this study focused on participating offenders in the adult informal, formal and non-formal educational programmes offered in the correctional facilities. At non-formal and informal adult education programmes level, the Policy Framework on Differentiation in the South African Post-School System (DHET, 2014b) considers vocational training and education as important components in the skills such as training in carpentry, agricultural production horticulture, livestock farming and vegetable gardening, brickmaking, welding, computer-programming, panel-beating, construction, designing, stonework and manufacturing, and cooking to name a few. These are activities that are provided and undertaken by offenders on a daily basis to equip them with knowledge and skills (NYDA 2011; DHET 2013).

Correctional education has gained currency in South Africa since 1994. While the implementation of education programmes for inmates is aimed at equipping offenders with knowledge and skills, there are many challenges in the process. The provision of adult education in an inclusive manner requires that offenders in facilities be equipped with relevant skills and knowledge to help them participate in the economic development of the country after their release. Although the DCS is content with the provision of free education in its facilities, the offenders' perception is an imperative in the equation, and the success of such claims rests in how the recipients perceive the kind of education offered by the DCS. This study therefore interrogates how adult offenders perceive the impact the educational programmes has on their lives during and after their incarceration.

1.4 PROBLEM STATEMENT

There are eligible offenders who participate in literacy training, and those involved in various adult education programmes on a formal, non-formal and informal basis as offered by Correctional Services. The problem this research sought to address was offenders' perceptions of correctional education programmes in the correctional facilities of Tshwane. The researcher was aware that their participation could be influenced by perceptions they previously or currently had towards educational programmes offered. The study further sought to investigate the types of educational programmes offered, their aims and purpose in improving the offenders' personal development, reducing recidivism and/or their contribution to their socio-economic conditions, during their incarceration and post-release. Much of the literature on correctional discourse focuses on other areas like recidivism; juvenile delinquency, penology and criminology, and few studies have investigated how the provision of educational programmes affects adults in correctional environments. This study thus contributes to the body of knowledge on adult educational programmes.

1.5 PURPOSE AND OBJECTIVES

The purpose of this study was to explore the perceptions of offenders who were enrolled in education and training programmes and those benefitting from other educational opportunities offered in correctional facilities. The offenders serving medium to long term-imprisonment, with the intention of being re-united with their families and communities after their release, were targeted for the study. This was made on the assumption that they would essentially benefit from their educational opportunities after their incarceration. The objectives of the study were to:

- Explore the perceptions of those participating in adult education programmes, how they are benefitting from such programmes, and beyond their sentencing.
- Establish what curriculum issues are addressed through teaching and learning activities.
- Investigate how teaching and learning occur in correctional facilities.
- Establish the impact of conditions prevailing in the correctional facilities on education and learning.

1.6 RESEARCH QUESTIONS

This study answers the following four questions:

- What are the perceptions of offenders participating in educational programmes offered in three Correctional Centres?
- How do offenders perceive the curriculum of prison education in South Africa?
- How are the teaching and learning activities conducted in the correctional facilities?
- How do conditions prevailing in the three correctional facilities impact education and learning?

1.7 ASSUMPTIONS

Based on the objectives of the study, the following assumptions were formulated:

- Adult education programmes have various forms and connotations. Three levels of adult education programmes are provided by correctional services in terms of the correctional and development programmes or plans outlined in the needs-based Correctional Services Sentence Plan (CSSP) (DCS, 2005). The underlying assumption within the theory of andragogy is that teaching, learning and participation of offenders in these programmes should embrace adult education principles as espoused in the theory of andragogy (Knowles, 1980).
- Exploring the theories of the eco-system and other theories in correctional behaviour, offenders who participate in adult education programmes in correctional facilities can make a significant contribution towards effective correctional education if a favourable environment, support and resources for learning are provided.

1.8 METHODOLOGICAL ISSUES

This thesis investigates the perceptions of offenders participating in adult education programmes in three Correctional Centres in Tshwane. Male, female and juvenile sites were selected as cases for the study. According to the United Nations Standard Minimum Rules for Treatment of Offenders (UN-SMR, 1955 ratified in 1977; clause 8 (a)), the separation of categories implies that “men, women and youth shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate”. A qualitative design was selected and the case study method was used. The multiple case study approach enabled the researcher to interact with offenders and officials, while addressing diversity in the implementation of different strategies in providing education within the Correctional Services. The thesis used primarily two research instruments –

interviews and observations – for data collection, where an interview guide with open-ended questions and an observation guide/checklist, respectively were used. Due to security protocols to follow in Correctional Services, convenience sampling was used with 50 offenders and 15 officials making up a total of 65 participants. Details on methodology are discussed in chapter 3.

1.9 SIGNIFICANCE OF THE STUDY

Quan-Baffour and Zawada (2012) confirm that recidivism can be avoided if inmates are more engaged in educational programmes in correctional facilities and the institutions of high education in South Africa, like UNISA, should rise to the challenge. The authors also recommend that inmates with relevant academic and trade skills should be educators and facilitators in correctional services. This study addresses this recommendation on how effectively the participants in adult education programmes benefit themselves and the Department of Correctional Services in implementing their skills after completing their studies. Further findings and recommendations of this study would be of significance to Correctional Services in their quest for improving their educational programmes.

The empirical evidence from this study is aimed at contributing to the literature that is already used by institutions of higher education in South Africa in formulating strategies and programmes in correctional education. This study could benefit the DCS in general, and the various programmes such as Corrections, Care and Development sections. These sections are instrumental in integrating, collaborating and cooperatively contributing to the efficacy of educational programmes offered to offenders. There is literature from developed countries such as the US, UK, Scandinavian countries, and Eastern countries like Japan and China on correctional and adult education discourses but studies on correctional education and the impact of adult education discourses in Africa in general, and South Africa in particular, are still scanty. This study therefore contributes to the body of knowledge.

1.10 SCOPE

After 1994, the country was demarcated into nine provinces – Free State, Limpopo, Mpumalanga, North West, Gauteng, Kwazulu Natal, Northern Cape, Western Cape and Eastern Cape Provinces. Pretoria (Metropolitan City of Tshwane, a new name) is the capital city of Gauteng, and the seat of the national government. With the South African population of 52.8

million, the city of Tshwane has an estimated population of 3 million (Statistics South Africa, 2011).

Pretoria is still dominated by a White population that comprises about 52%; Blacks at 42% and 6% other minority groupings. The female to male ratio is estimated at 52:48. This research selected a sample of three case studies of male, female and youth centres to show the diversity of operations and how each centre reflects the commitment, innovativeness and creativity of management in implementing educational programmes. The assumption is that the majority of offenders in the three Correctional Centres are from and around the city of Tshwane. While placing and accommodating inmates nearer to their places of origin is a requirement and a rule, overcrowding remains critical in implementing such a rule.

Table 1.1: Correctional facilities across South Africa

Males only	Females only	Juveniles	Mixed	Total
129	8	15	91	243

(Source: www.dcs.gov.za)

The table above signifies the demographics and the disparity between the male to female and juvenile ratios, in terms of facilities available throughout the country. This study was conducted in Tshwane Metropolitan city, which has eight correctional centres:

- i) Pretoria Local;
- ii) Kgosi Mampuru 1 – Pretoria Central;
- iii) Kgosi Mampuru 11 – Pretoria Maximum;
- iv) Baviaanspoort – Emthonjeni;
- v) ODI;
- vi) Zonderwater;
- viii) Kgosi Mampuru – female; and
- viii) Atteridgeville.

In order to conceal the identities of the centres and those of the participants, the three centres selected for this study are referred to only as centres – *males*, *females* and *juvenile* or *youth*, referred to as MCC, WCC and YCC, respectively.

1.11 DELIMITATION OF THE STUDY

This study was conducted in three of the eight correctional centres in Tshwane. The interviews and observations were done with offenders and warders. For these reasons, the inquiry was confined only to those centres that participated in the study. While in South Africa educational programmes and their implementation would vary from one context to another, they are all guided by the Correctional Services Act (1998, amended in 2008) (DCS, 2008) and other legal and policy frameworks. Since the focus is on only three Correctional Centres the findings would therefore not necessarily be able to be generalised to fit into other correctional centres' settings in Gauteng Province in particular and in the country in general, let alone in other countries. Other

correctional facilities may experience educational programmes differently from what this study would suggest.

1.12 CHAPTER DIVISION

This study is divided into seven (7) chapters as follows:

- Chapter 1 covers the orientation to the study. It discusses the setting and context of the study; background to the problem, statement of the problem, research questions, aim, objectives and assumptions of the study. The chapter also introduced the methodology on how the study was conducted. It provided the scope for the study and its significance.
- Chapter 2 discusses the ecological system theory, the andragogy theories and four theories in correctional educational education. The chapter ends with some discussion on perception.
- Chapter 3 focuses on literature review. The literature on correctional education globally with a focus on some countries in developing world is discussed. Regionally, the study analyses the trends in correctional trajectory and its evolution in some countries and the challenges that still inhibit expected progress against the international benchmarks, and the spirit of *Ubuntu*. The literature interrogates the progress made in correctional education discourse in South Africa.
- Chapter 4 discusses the design and approach adopted for the study. The rationale on strategies, methods and techniques used to collect and analyse data is given in the chapter.
- Chapter 5 discusses the presentation of the interviews and observations made during field-work. The chapter further introduces the themes that were identified, to be discussed in the next chapter.
- Chapter 6 presents and analyses the findings from the interviews, observations and documents. The findings are based on the four research questions and two assumptions made for the study.
- Chapter 7 provides a summary of the findings, the conclusions and recommendations made from the main findings on the correctional educational discourse in South Africa.

1.13 CHAPTER SUMMARY

This first chapter provided an orientation giving the historical factors that led South Africa to being a state beset by a high crime rate. The four research questions, aim and objectives of the study guided the study in identifying issues for debate in correctional adult education programmes discourse. The chapter provided the scope and methodological issues of the study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Describing the theoretical framework in social sciences where societies are studied, Merriam (2009) states that a theoretical framework is an interpretive lens through which data is viewed. This chapter presents four main theories:

- The ecological systems or the eco-systems theory by Bronfenbrenner (1977) is viewed as a suitable theory to address the perceptions of offenders in their educational settings within the prison environment. Understanding the inmates' backgrounds helps researchers and educators to understand their perceptions and how that could be utilised to their advantage.
- The theory of andragogy was espoused by Knowles, Holton and Swanson (2012). The theory provides six basic tenets in adult education that are described as the pillars for educators involved in the teaching of adults. The principles are used and observed by those who take andragogy as “the science and art of teaching adults” with its epistemological foundations.
- The four contemporary theories of correctional behaviour – incapacitation, recurrent or deterrent, retribution or restorative and rehabilitative and reintegration theories, and
- The theory of perception – perception is the process by which we form impressions of situations in our environment and make inferences about them. It involves how we select, organise, interpret, and negotiate information (Adler, Rosenfeld & Proctor, 2012).

2.2 THE ECOLOGICAL OR ECO-SYSTEMS THEORY

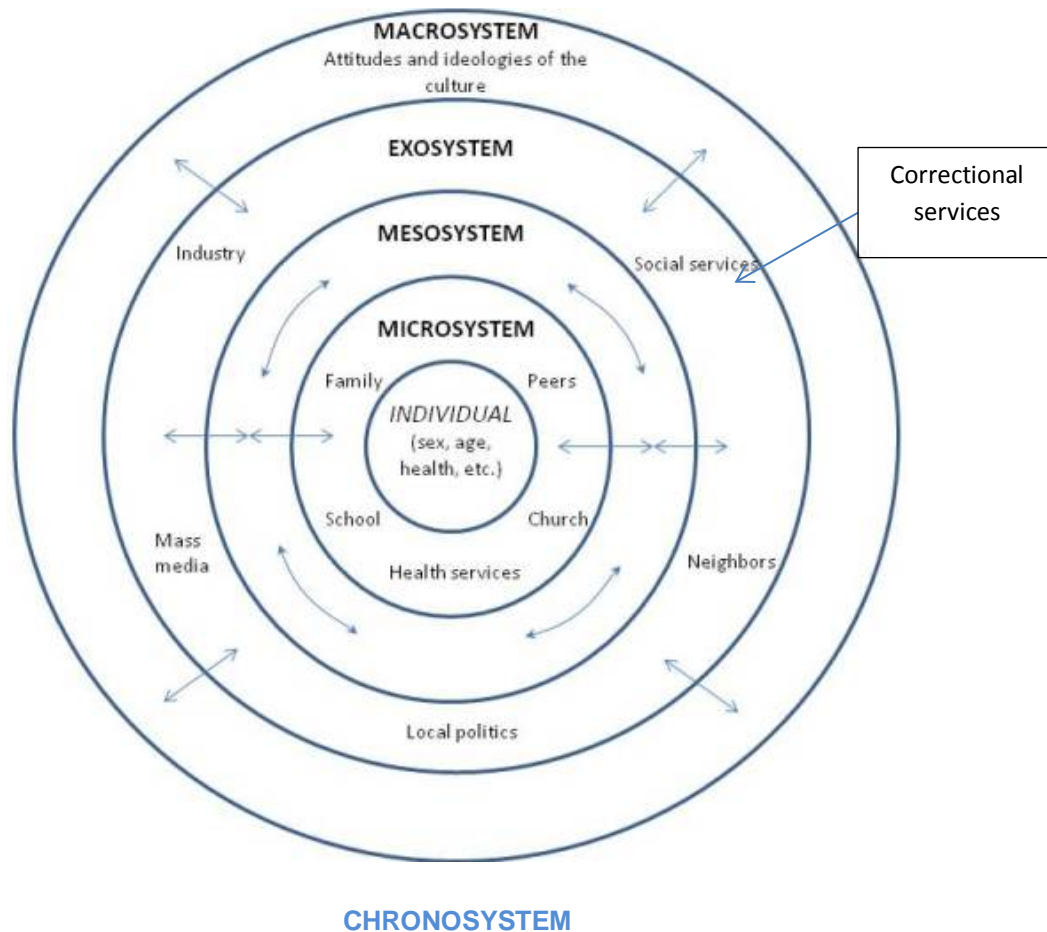
The ecological system theory used in this study provides a five-tier model to illustrate the levels of society and an understanding of why people commit crime (Figure 2.1). An acknowledgment of societal systems that contribute to crime helps researchers and policy-makers not only to become proactive in addressing crime and its consequences, but to go beyond providing remedial interventions, such as educational opportunities. The eco-systems theory has been selected to anchor this study because the researcher argues that, while environments, contexts and society breed law-abiding citizens, offenders are also bred by same elements in a similar fashion.

In order to understand human development, one must consider the entire ecological system in which that development occurs. This system is composed of five socially organised subsystems that help support and guide human growth. They range from the

microsystem, which refers to the relationship between a developing person and the immediate environment, such as school and family, to the macro-system which refers to institutional patterns of culture, such as the economy, customs, and bodies of knowledge.

(Bronfenbrenner, 1994: 38)

Figure 2.1: Bronfenbrenner's eco-systems theory



Source: Wikipedia (2012)

This study looks at the eco-systems theory and addresses the different tiers or layers that constitute South African society. The study admits that here we are dealing with a highly diverse, multi-cultural and complex society. When a society understands the dynamics of the eco-system, it will be able to address correctional education measures and other interventions rationally in addressing crime levels. The layers of the eco-systems theory include defining and understanding the cultures, level of literacy, socialisation processes, attitudes, perceptions and new trends in value systems of the society. Correctional services are a social service and fit into the exo-system

layer. It is through understanding of these dynamics that stakeholders in correctional education can remain informed and be able to interpret the imperatives therein.

The theory of eco-systems dates as far back as the 1970s. Espoused by Bronfenbrenner (1977), it has since evolved and been applied in various disciplines and studies including education in general. However, no studies have specifically directed themselves at relating the ecological theory to adult education, or to the correctional education phenomenon. The theory thus helps adult education stakeholders to understand why there are criminals in our society and how societies can be transformed to reduce the levels of crime; educational programmes are seen as one of the interventions. The ecological system posits that a person is a product of the systems within the society in which he lives.

There are members of society who believe that prisoners should be locked up and keys lost so that they rot in jail. They believe offenders are incarcerated because they have wronged society, need to be severely punished for their misdemeanour and they are outcasts (Foley & Gao, 2004; Hall & Killacky, 2008). On the other hand, some members of society believe that offenders should be given certain privileges, rights and reprieve in order to redeem themselves. Interventions are varied according to this view. Provision of educational opportunities is seen as key to transforming and empowering offenders to repent and become better human beings.

2.2.1 Microsystems and Family Values

The eco-system is about an individual person at its centre. People are born free from sin and any bad behaviour. The first layer is the microsystem, which has the first interaction with the individual. The microsystem starts with a family as a social institution and values embedded in it. The ecological theory explains a typical society where family households provide the main social structure. It interrogates the family as a social institution and how each human being learns and develops originally within a family. The functions of the family as a social institution described by Calhoun, Light and Keller (1997) are that the family provides the fundamental human needs. The needs are:

- For love and emotional security;
- To protect the young and the old;
- To place people in the social order;
- To regulate sexual behaviour; and

- To produce new generations.

It is within the micro-system layer of the eco-systems theory that a pattern of activities, social roles and interpersonal relations experienced by an individual are first developed. So too are values, attitudes and perceptions. Families are therefore critical in the socialisation processes. Level of resilience in children sometimes is a result of how they were brought up: as the saying goes 'children learn what they live'. Every individual is a product of a family as a social institution. The presence of these important functions grounded in the family institution plays a critical role in moulding law-abiding citizens, and their absence can lead to consequences where children grow up with no direction, no proper role-models, no family values and lack of respect for other human beings. This, however, does not imply that all children brought up in families with so-called good morals and values end up as good children. Children are unique. Even those from good backgrounds or from affluent families can end up against-the-law. Coming from good families alone is not enough to produce good citizens.

According to the National Planning Commission (2011), in the South African society in the past, families were conventional because then the definition was confined to a unit where there was a father, a mother and/or child(ren), but the contemporary definition of a family has been broadened to include the following as envisaged by the National Development Plan: Vision 2030 (National Planning Commission, 2011: 462).

Family can be defined as a social group related by blood, marriage, adoption or affiliation. This definition allows for all forms of families, including single-headed families, cohabitation, multigenerational family, single-sex families and the nuclear family.

The DCS (2005) further recognised the importance of all the five-tiered systems of the ecological system, by acknowledging that correction is a societal responsibility, where:

- a family is regarded as the basic building block of any healthy and prosperous community and nation;
- other social institutions and individuals in society have a role to play;
- the role of the state is to provide, through its various government departments and communities, with all its social institutions for the development of a correcting environment for children and the youth.

There are other factors such as poverty and lack of education or illiteracy that contribute significantly to how people live their lives. Individuals, who are not able to access amenities in their households and communities, are mostly people with no income or employment opportunities. The situation inhibits their potential to fend for their families, leading to increased poverty levels. In South Africa, this is more visible with many young and old people in the streets in every town. They are mostly men and women who have missed out on educational opportunities. The DCS (2005) stated that while offenders come from all sectors of the society, both the affluent and the marginalised, dysfunctional families and historical-political factors which range from poverty, hunger, unemployment, absent figures of authority and care, a distorted value system to other general hardships, have largely contributed to criminality.

Due to historical, economic and structural poverty in South Africa, many children come from disenfranchised and dysfunctional families. Many children grow up without fathers and mothers. They grow up on their own or at best with grandparents and extended families who can only feed them, and sometimes have no shelter and no food. When the grandparents die, the children are left without anyone to care for them, and they become homeless and destitute. The advent of HIV and AIDS has compounded the problem to crisis levels. Even where there were both parents (father and mother), the scourge of the pandemic has sometimes wiped out families, households, villages and the whole fabric of the family institution. The increase in the numbers of street-children in any town and city in South Africa is overwhelming, to say the least. One way or the other, these children may end up committing crimes to survive and live. The South African government and other service providers, mostly the non-governmental organisations, provide shelters to accommodate homeless people especially children, but this is certainly not working. In Africa, the family institution and unit is a significant part of indigenous life and without that, South African society is in danger of losing its roots.

Since the 1990s, South Africa has seen an increase in the phenomenon of teenage pregnancies. The problem is especially devastating at our schools where girls as young as 13 years become mothers. Some of these girls are orphans and vulnerable children who are also left behind by their parents who died from AIDS. These young teenage mothers are expected by society to raise these children. These are some of the factors in society that Bronfenbrenner (1977) referred to in his theory.

2.2.2 Mesosystems and Community Organisations

This section is on community organisations that individuals can belong to. An individual can belong to community organisations such as schools, peer-groups (friendships) and work places. The second layer of the ecological system, the mesosystem suggests that individual members of a family are surrounded by many competing forces that influence their behaviour. At this level, teenagers face peer-pressure problems and relationship clashes in a challenging environment. If this challenging space becomes a vacuum, it is easily filled with social ills such as criminal acts, youths in conflict with the law and misdeeds. Studies such as Bronfenbrenner (1995) and Chen and Agbenyega (2012) commented on the effect of the relationships in mesosystems that, although parents live with their children in the microsystem, relationships develop with peers in community organisations, in schools, with friends, villages and their extended environments where they interact with other members of the society. During the apartheid era and particularly during the political uprisings and insurgency of the 1970s, many black South African youths suffered brutalities, broken families and bitterness, often resulting in negative perceptions towards the then Bantu education system. It is a fact that some youths took advantage of the political uprisings to abscond. There were others who wanted to study but the political situation affected their educational rights, opportunities and perceptions. The researcher argues that some of these factors have contributed to the state of crime in South Africa, and the repercussions still have a great influence on the values and certain behaviours manifested in society, including that of the levels of crime.

2.2.3 Exosystems in Inclusive Education

South Africa went through some rigorous changes in reforming certain institutions, legislation and structures to accommodate the new political dispensation since 1994. Correctional Services is one such institution that has transfigured itself to move from penal to correctional processes and practices. In chapter 1, the context of this study was outlined in the light of the historical, economic and political factors that contributed to high levels of crimes in South Africa. Every modern society expects children to be at school from a young age of approximately 6 years (preschool and primary) until they are in their mid- or late teens. This study does not debate the importance of education at this age, because the researcher is convinced that school is a passage to human development. However, the historical factors in non-inclusive education in South Africa are still being felt some 20 years into democracy. The South African education system

was divided into four racial segments, and those divisions meant poor resources and poor quality education for the majority of Indians, Coloureds and Blacks. Inclusive education in the three marginalised sectors was not even considered (Legotlo, 2014). That left many learners frustrated and some dropping out of school because they were not receiving enough attention to improve their performance. Many Black children were therefore left out of the education stream, thereby leading to a situation where there are many uneducated Black youths. Materechera (2014) cited in Legotlo (2014), noted the fundamental principles of inclusive education where all children regardless of their situation must learn together, and be provided with adequate resources and support according to their needs.

South Africa is still struggling with addressing the disparities created during apartheid where many children from under-resourced communities and schools dropped out of school to the detriment of their future prospects in securing decent lives. The exosystem concept as part of the ecological framework in this study is discussed in an attempt to understand the dynamics and challenges of non-inclusive education and its dire consequences for members of society who are left out of the mainstream education system. This study argues that offenders, who find themselves in prison, should get a second-chance and be provided with opportunities to advance their personal development through education, and that chance should be provided for by the institutional structures within the exosystem. Thus, the DCS in South Africa is applauded for its role in this, but the question remains as to whether education provided is perceived by inmates as solving their problems that brought them there in the first place.

2.2.4 Macro- and Chronosystems – Implementation of Policies

The fourth and fifth levels of the ecological system theory are the macro and the chronosystems. These levels relate to the national and international contexts of society. South Africa is an exemplary country with a progressive constitution, democratic and robust legislation, policies and programmes in many respects. This is largely because the country gained its democracy later than other developing African countries. It was able to learn from the mistakes of other countries. Despite all that, the country is still criticised in many circles for its lack of proper implementation of these good frameworks. Crime is not prevented by robust policies alone. The social ills of unemployment, lack of knowledge and skills for employment and high poverty levels are an everyday reality for South Africans, particularly the Black majority. For as long as these two system levels do not relate to each other in the sense that robust policies are not

translated into good implementation and the eradication of problems, crime will continue unabated. After 20 years of democracy, the DCS is still grappling with effectively providing education opportunities to all offenders. The Constitution of South Africa (1996) provides that all citizens must have equal educational opportunities regardless of their status. One may ask whether that piece of the legislative framework is practical though. By virtue of being in correctional facilities, offenders waive certain rights, privileges and benefits. They cannot be treated as if they are free human beings. Educational resources for all its citizens are still a major challenge facing the education sector, let alone those in prison. The DCS still faces challenges of overcrowding and other security priorities according to its national mandate. This study argues that even if all these other problems can be minimised, they cannot all be totally eradicated. Countries are guided by international protocols that are used as yardsticks, and benchmarks, but implementation of policies such as the United Nations – Standards Minimum Rules of the Treatment of Prisoners (United Nations, 1955) depends on availability of resources in each country and must take into account other national laws and practices. In countries like Uganda and Tanzania, reports show that some standards cannot be applied due to lack of resources for educational provision (Dissel, 2001). To a large extent that also applies to South Africa. The high crime rate in the country contributes to overcrowding, and culminates in overstretched resources in correctional facilities. In summary, crime is about human beings as the quote below confirms. It will not be totally eradicated but can only be minimised.

Unique in its capacity to adapt to, tolerate, and especially to create the ecologies in which it lives and grows. Seen in different contexts, human nature... turns out to be plural and pluralistic; for different environments produce discernible differences, not only across but within societies, in talent, temperament, human relations, and particularly in the ways in which each culture and subculture brings up the next generation. The process and product of making human beings human clearly varies by place and time. Viewed in historical as well as cross-cultural perspective, this diversity suggests the possibility of ecologies as yet untried that hold a potential for human natures yet unseen, perhaps possessed of a wiser blend of power and compassion than has thus far been manifested.

(Bronfenbrenner, 1979)

The eco-system theory illustrates that in dealing with human beings, criminality will not be eradicated because of the dynamics in societies, cultures, sub-cultures and diversities. No society or community is immune from these influences. Where the dynamics are dysfunctional, it seems

logical to conclude that human behaviour will be aberrant, evidenced by the commission of offences, many of them being criminal offences.

2.3 ANDRAGOGY: THE THEORY OF ADULT EDUCATION

The theory of andragogy has its evolutionary history and origins in adult education. Knowles (1980), Nafukho, Amutabi and Odunga (2006) and Knowles, Holton and Swanson (2012) define andragogy as the art and science of helping adults learn in which the teacher facilitates the learning process. The theory of andragogy was selected for its relevance to the study of adult learners, namely the offenders participating in educational programmes. Andragogy and adult education are two complementary concepts that cannot be discussed on their own, because andragogy is a theory used in adult education.

2.3.1 Adults, Adulthood and Adult Learners

Different scholars agree that adults are generally different from children, and this is further illustrated in educational studies where pedagogy is defined as the science and art of teaching children to learn. Andragogy is the science and art of helping adults to learn (Knowles & Associates, 1990; Knowles, Holton & Swanson, 2012). An adult is defined as a mature, grown-up or fully grown or developed person (The Free Dictionary, 2015). However, it is a fact that not all grown-up or fully developed persons are mature. Sometimes, in communities we come across grown-up people, who are irresponsible and show no signs of maturity at all. There are also children as young as 12 sometimes left as heads of households. The phenomenon of child-headed households (CHHs) is no longer new, because of pandemics like the HIV/ AIDS. This disease kills many parents leaving orphans and vulnerable children to play the role of adults at a very tender age. Although the concept of adult seems difficult to define, the legal age of adulthood in South Africa starts at age 18 (National Planning Commission, 2011). In the previous section on ecological systems, the study referred to children growing up without functional families due to other social problems. The phenomenon of single parents where children are brought up with only one parent and children growing up without role-models has increasingly become a societal norm. It is therefore important to define the two key concepts of ‘adult’ and ‘adulthood’ for this study.

Scholars in adult education concur that adult and adulthood are concepts with many interpretations. However they all agree on two distinct characteristics: age and social constructs

(Fasokun *et al.*, 2005; Tennant, 2006). Furthermore, these two constructs also have many variables. By implication, they are inconclusive because they are not universally agreed upon as criteria for defining adults from one context, or country to the other. In the view of this researcher:

- Adults are not children;
- Adults are defined according to age; and
- Adulthood is a socially constructed phenomenon.

For these reasons many explorations of adulthood are made. Tennant (2006) and Fasokun, *et al.* (2005) broaden the scope of adulthood essentially to include age, biological, social, historical, psychological, legal and political parameters. This study is premised on adult offenders, including youth-against-the-law. Youth refers to childhood, adolescence, infancy, a minor and someone in formative or early years of life. And yet, that is still inconclusive because some cultures in Africa and the Middle East, children at the age of 13 are considered adults. In some societies or countries like the US, India, China and South Africa, legally a person becomes an adult at the age of 18 years. In Indonesia and Japan, an adult is 20 years old (Fasokun, *et al.* 2005). It is therefore not enough only to say an adult is not a child, because as a determining factor, age is not an ideal description. Age in most contexts is determined legally to distinguish between a youth and an adult, and clearly this is not universal. However, the authors caution that since it is not written anywhere that a certain age is fit for an adult, chronological age alone is not a reliable criterion by which to define an adult. For these reasons, it is critical to explain and understand the concept of adulthood and youth in this context.

The African concept of adulthood is defined in terms of the roles that a person plays. In adulthood, the concept refers to a parent, a worker, an uncle, an aunt, a cousin, an older brother or sister. Society assigns duties and responsibilities to the adult that may be commensurate with his or her growing maturity (Braumoh & Biao, 1988, cited in Fasokun, *et al.*, 2005). Another criterion is that transmission of oral history and tradition presumably can be told by an adult person, who has accumulated some experience over a number of years. Usually people who tell traditional folk-tales and proverbs are older people in the households and communities – adults. But again, what about children in child-headed households, with no adults to transmit the culture? The criterion alone therefore is not also reliable to determine an adult in that situation (Fasokun, *et al.*, 2005).

Political and legal determinants are closely linked. A person is regarded an adult at a certain age that is considered legal in a particular country. In South Africa, an adult is any individual of the age of 18; they can vote, obtain a driving licence, marry and make their own decisions about their lives. They are not minors anymore; they can be charged and arrested, smoke and drink, and enter into contractual obligations. They can gamble, watch pornography and engage in prostitution and sexual activity.

Biological determinants define physical characteristics where children at a certain developmental stage of their lives reach puberty or adolescence. Their sexual characteristics change – males develop deep voices, grow facial hair and experience ejaculation, and girls start to menstruate, and grow breasts and hair on their private parts. Lately due to changes in eating habits and nutrition, children grow faster than they did some decades ago. Some children young as 10 years old can develop biological features of adults, and therefore physically be seen as grown adults.

For this study, all offenders participating are considered adults. They were incarcerated and charged according to the South African laws. Even juveniles in the centres of excellence were considered as adults in this study because they were not with their parents or in family care. They committed crimes and they are paying for them – taking responsibility for their actions. Their consequences have forced them to be adults even if they are under the so-called legal age.

Another factor which is unique in the study of adult education is the concept of adult learners. In this study, students in adult education are called adult learners. However, conventionally, adult learners do not refer to university students. The term refers to those who are not studying at tertiary institutions. At UNISA, people registered for all courses are referred to as students. In order to minimise confusion, and in this study, the term adult learners will be used even when it is referring to university students, where appropriate.

2.3.2 Implications of Andragogy for Correctional Education and Assumptions on Adult Learners

Malcolm Knowles, a proponent of andragogy, is regarded as the father of adult education (Merriam, Caffarella & Baumgartner, 2007). He developed six assumptions for the theory of andragogy, which is a theory contrasted to a theory of pedagogy – the art and science of helping children to learn. Knowles clearly saw these assumptions as foundational to designing programmes for adults, and from these, numerous implications for the design, implementation

and evaluation of learning activities with adults are derived. With reference to this theory, the thesis benchmarks the adult education programmes in correctional centres against the six assumptions of adult learning. Correctional education is the teaching and learning process for adult offenders in their own setting, the correctional facilities. It therefore must comply with andragogical principles.

2.3.3 Curriculum in Self-Directed Learning

In this section, the six principles of andragogy are used in discussing the curriculum model in adult education (Knowles, *et al.*, 2012). In incorporating the six principles, Knowles encouraged adult educators and learners to develop a learning contract, where learning becomes a cooperative project, between facilitator/educator and a learner.

The six principles are briefly discussed below:

2.3.3.1 Self-concept

As a person matures, his or her self-concept moves from being a dependent personality toward one of a self-directing human being, (Merriam, *et al.*, 2007; Quan-Baffour, 2011; Knowles, *et al.*, 2012). The theory of andragogy postulates that the adult thus becomes a self-directed learner who does not need rigid control but guidance and support to achieve a specific learning goal (Quan-Baffour, 2011).

2.3.3.2 Use of past experience

Knowles, *et al.* (2012) posited that adult learners come to learning with a repository of knowledge they have acquired informally, formally and non-formally. This prior experience presents a wealth of resources that can be tapped to enrich the new learning.

2.3.3.3 Readiness to learn

Adult learners would join in learning activities when they aspire to learn, not because Correctional Services is offering them such opportunities. The saying, 'You can take a horse to a river, but can't make it drink', is relevant here. If adults are not ready to learn and change their situation, they cannot be forced to do so because adults are volunteers of their own learning.

2.3.3.4 Motivation to learn

Studies in the Serbian correctional facilities (Montross & Montross, 1997) revealed that the majority of inmates in Russia had basic to secondary schooling while only a few had gone to higher educational institutions. Countries still face the challenge of some inmates who are not keen on enrolling in educational opportunities offered. The main reason is cited as lack of motivation. This characteristic and perception can be expected in this study where offenders might indicate similar sentiments. Inmates would have various reasons that motivate them to learn. Such reasons may include fulfilling the gap created mostly by socio-economic conditions of the past. This may apply particularly to those who missed out for political and historical reasons in South Africa. Some reasons may be the quest for more knowledge, boredom in prison, or being pushed and forced by authorities in anticipation of future employment prospects envisaged after incarceration. Sometimes the motivation may be the acquisition of free education and its accessibility in correctional facilities. There could be many reasons. This thesis therefore anticipates that many reasons will be forthcoming during data collection.

2.3.3.5 Orientation to learning

Quan-Baffour (2011) and Johnson (2015) submitted that andragogy in adult learning provides for immediate application of specific knowledge and skills to solve problems now and not for the future. The learning orientation of adults therefore shifts from subject-centred to one of problem-solving or task-orientation which is why adult teaching and learning must be based on problem-solving through practical solutions and not spoon-feeding of learners.

2.3.3.6 Self-direction

The ex-offender and motivational speaker, McKenzie (2013) asserted that unless inmates regard themselves as “hustlers” and accept their challenging environment, they will not be able to achieve their long-term goals. The essence of andragogy is the self-direction of learners to become autonomous in directing their learning. Knowles, *et al.* (2012) see self-direction as part of a natural progression from the dependency of childhood to independence in adulthood. The basic model of self-directed learning (SDL) informs the curriculum design. Knowles, *et al.* (2012) state that the negotiation between the facilitator and learner is paramount in the learning contract process, and the SDL model is easy to judge because it is tied to one purpose – that of educating adults.

From the preceding discussion, it can be seen that each of the assumptions has implications for processes and competencies of educators. The competencies in all the six principles are

- setting an appropriate climate;
- planning; diagnosing needs for learning;
- designing a learning plan/contract;
- engaging in learning activities; and
- evaluating learning outcomes.

The six principles in andragogy are useful for this study as they deal with adults in the correctional facilities being studied. Understanding and applying them in the tuition activities offered, can impact positively on participation and increase the throughput rates for offenders. While there are media reports of successful stories of some offenders who have completed their studies, the success rate remains the tip of an iceberg considering the numbers that are still excluded from participating. South Africa can benefit if educational opportunities can be accessed by the majority of offenders. However, the researcher is aware of practical factors that prevent this from happening. Lack of personnel, logistical arrangements to accommodate all eligible offenders, inadequate resources and infrastructure are some of the reasons this study is investigating.

Sandlin (2005) gave three critical perspectives (feminist, Afro-centric and alternative perspectives) of andragogy that should keep adult education practitioners thinking out-of-the-box. The author made reference to andragogy assuming that education is value-neutral and apolitical, to the extent that it ignores the relationship between adult learners as members of society. To some extent the researcher agrees with the sentiments of Sandlin. If adult learners have succeeded in their tuition based on pedagogic methods, then it goes to show that andragogy cannot be a *carte blanche* principle for all adult learners. Adult learning situations differ and both theories of pedagogy and andragogy should be seen as complementary paradigms, working on a continuum. The study concludes therefore that even though andragogical principles are not applied to teaching and learning, different learning styles and preferences, learning can still take place. In the correctional environment, there is generally no regard for andragogy, and learning tends to take place in a school setting; however, some techniques in teaching and learning apply for both pedagogy and andragogy, and such synergies are what adult education practitioners should capitalise on. While in some respects the researcher does not agree with Sandlin, some of

his criticisms provide food-for-thought. This is because certain environments like correctional centres will not easily change to accommodate certain principles and theories like andragogy. In such instances, learners themselves should be empowered and be self-directing, and educators should use their creative andragogical tactics and maximise them to make learning effective. The next section discusses the theories or models in correctional behaviours.

2.4 THEORIES IN CORRECTIONAL BEHAVIOUR

Literature from various countries including South Africa, points to the fact that civil society organisations and business enterprises are willing to contribute resources towards a crime-free society, behavioural change and rehabilitation of offenders (Hudson, 1996; Dissel, 2008). The business sector could wish to have a society where their businesses are protected from criminals, and where the risk of experiencing theft, burglary and fraud could be minimised. Other stakeholders especially civil society and the public sector wish for a crime-free society where the taxpayers' money is channelled into more developmental and economic endeavours directly reducing the poverty levels, and improving the living and social conditions of the people. Many programmes in the correctional domain in South Africa have demonstrated that through various interventions aimed at reducing crime, rehabilitation and re-integration of offenders into the society can be achieved.

The role of education in the rehabilitation of offenders is a debate highlighted by Bruyns and Nieuwenhuizen (2003) who state that the DCS was overwhelmed with the task, and on its own it was not managing to curb the scourge of increasing crimes. The authors also provided very bleak statistics of a high rate of recidivism in South Africa. If offenders are not equipped with knowledge and skills to curb their unemployment and other poverty related issues, they are likely to re-offend. Offenders in South Africa upon their release also move to other areas where they are not known. In these new re-settled areas, they are not known and they tend to take advantage of innocent people who do not know them, they commit other crimes and go back to jail in another province or area. In order to address interventions on recidivism, the partnerships are encouraged. Multi-disciplinary strategies including the *Ubuntu* spirit and philosophical values should be engaged in addressing community anger amongst others. Education and rehabilitation of offenders are seen as other mitigating factors against recidivism.

Different scholars, including Martinson (1974) and Dissel (2008) concurred that correctional theories need to be debated and continuously interrogated in different societies. Accordingly, correctional rehabilitation and reintegration of offenders is premised on four theories which are discussed below.

Correctional theories are a mixed bag of three main perspectives around the issue of what constitutes punishment. The three perspectives – philosophical, sociological and criminological – represent different and distinct ways of looking at punishment and they collectively deal with what philosophers call the penal theory. The rationale for the combination of perspectives is that a single perspective is insufficient. All proponents of correctional theories – deterrence, retribution or just desserts, rehabilitation, incapacitation and restorative justice – are still battling to come to terms with the concept of true justice in correctional behaviour (Foucault, 1977; Martinson, 1974; Garland, 1990; Hudson, 1996). This study is inclined to dwell on the sociological perspective of the four theories to be discussed. It is important, therefore, to state that the basis of discussion and the evaluation of this thesis will not take the philosophical and the criminological perspectives into account, but the context of the arguments on the theories will be sociologically-inclined.

2.4.1 Deterrence or Prevention Theory

The theory aims to prevent commissioning or re-commissioning of crime through threats of the negative outcomes that may result from the commission of crime. However, research has not proven any significant impact of the theory on crime levels (Dissel, 2000; Muntingh, 2001). This study argues that prevention alone will not deter people from committing crimes. Other interventions such as providing educational opportunities and offenders actually participating and benefiting from them can contribute to reducing crimes and re-offending. Alternative solutions to criminality should be seen in the light of what the eco- systems model suggests. A holistic view of all tiers of the eco-system should be a harmonious system working together and not against each other.

Deterrence theory assumes that people are rational and are in perfect control of their lives and emotions. They are therefore able to make utilitarian decisions with a certain degree of clarity. Empirical evidence suggests that prison, or even the death penalty does not deter some people from committing crime. However, until a viable alternative can be found, deterrent theory still

applies. One cannot imagine a world without prisons. Surely no one wants to see anarchy, lawlessness, mayhem and total obliteration of humankind. Prisons do serve an important purpose in curbing criminality, but are not a total solution. The threat of punishment also does not appear to have any significant impact in terms of preventing people from committing offences. The fact that so many current prisoners are in fact recidivists and have been in prison before clearly shows that the deterrence approach does not hold much promise as a crime reduction strategy (Muntingh, 2001).

2.4.2 Incapacitation Theory

This is another theoretical view of correctional behaviour which suggests that those incarcerated should be incapacitated by temporarily removing them for minor crimes, and curtailing their freedom of being like ordinary members of the society, thus serving in incarceration. Muntingh (2001) observes the shortcoming of this view in that the theory fails to look at other factors in the environment that might cause re-offending. For instance, many offenders with minor crimes stay in awaiting trial facilities where they learn serious crimes from other inmates. Ex-convicts who leave jail and return to the conditions that brought them there in the first place could still go back to their community and re-offend. Unless alternative interventions are made to improve and prevent people from continuous criminality, the theory does not hold or add any value to correctional behaviour.

There are cost implications around incapacitation. In practice, the incapacitation approach is a limited measure as 95% of all prisoners are eventually released (Muntingh, 2001). They return to society still facing the same problems they did at the time when their imprisonment commenced. Apart from the issues of efficacy and cost, the incapacitation approach also gives rise to a number of concerns over human rights. Cost implications and human rights are issues subjected to many different interpretations, controversies and perceptions depending on individual views. While incapacitation theory may have some merits in some countries where an integrated justice system is effective, in countries like South Africa, the justice system still experiences many bureaucratic bottlenecks, where detainees can spend up to 10 years awaiting trial, while investigations are underway. Whereas the Constitution of South Africa says a person can be detained for maximum of 48 hours, it often happens that the period is much longer.

Everyone who is arrested for allegedly committing an offence has the right- (d) to be brought before a court as soon as reasonably possible, but not later than 48 hours after the arrest; or the end of the first court day after the expiry of the 48 hours, if the 48 hours expire outside ordinary court hours or on a day which is not an ordinary court day (Republic of South Africa Constitution, 1996).

The theory is only effective where strong partnerships exist in which first-time offenders and criminals with minor offences can be dealt with amicably.

2.4.3 Retribution and Restoration of Justice Theory

Retributive justice defines a crime as the breaching of a law and therefore an offence against the state and its legislation (Muntingh, 2001). This approach firstly assumes that people are rational and that they will analyse the experience of punishment rationally and come to rational conclusions about it, in other words, not to commit any further offences.

Secondly, the retributive approach states that pain (punishment) should be proportionate to the crime that was committed. Proportion in this sense means that the punishment must be more painful or costly to the recipient than the pleasure or gain derived from the crime. The crime cannot be undone, nor is any restoration sought of the imbalance created by the crime. The punishment is merely society's revenge on the offender.

Thirdly, the restorative justice approach defines a crime as an offence against a person and a relationship, and that the main purpose of such justice is to restore the rights of the victim and the relationship (Dissel, 2000). The restorative justice theory was borne out of the realisation that the retributive approach to punishment is ineffective as it does not compel offenders to take responsibility for their actions and, more importantly, completely ignores the rights of the victim and the interests of society. There is therefore no attempt to restore the breach that was created.

The purpose of the punishment is to make offenders suffer and if the sentence is imprisonment, offenders sacrifice their freedom the only acceptable commodity they own which is of value is the payoff. This theory however, fails to address a number of key issues that are regarded as important if crime is to be reduced and reintegration facilitated. While this study agrees that criminals must pay for their misdeeds for having wronged their fellow human beings and their states or societies that is not enough. If recidivism is to be avoided, offenders must be equipped

with knowledge and skills to be able to face life's challenges. Without proper rehabilitation and reintegration programmes, retributive and restorative justice will not be achieved (Muntingh 2001).

On all the three models, the implementation is similar – people who commit crime must be deprived of their freedom and isolated from the rest of the society until they have served their term of imprisonment. The approaches fail to provide other alternatives or solutions, except to assume that the imprisoned person is rational enough not to re-offend and continually be deprived of their freedom. In South Africa, for instance, some people prefer to remain in custody because life is better there. Criminals enjoy comfort in prisons.

2.4.4 Rehabilitation and Reintegration Theory

Dissel (2000) contends that rehabilitation sometimes is used interchangeably with reintegration. For that reason, both terms will be adopted for this study. Muntingh (2001) questions whether reintegration programmes attempt to change individuals or whether the theory tries to undo the effects of imprisonment? Debate continues to develop and question the effectiveness of the theories in bringing about true rehabilitation of offenders. While South Africa is cited as an exemplary country in driving the rehabilitation and reintegration processes in the continent, a lot of work still needs to be done (Dissel, 2000). This theory is an ideal that faces many challenges. Measures to implement it have reaped success in some countries, especially in developed countries. This is largely due to availability of resources in those countries and the political will of decision-makers in investing in correctional education provisions in penal institutions. In developing countries like South Africa, prisons were built to accommodate small populations, and/or to punish offenders. Thus infrastructural challenges prohibit the approach from being fully implemented. There are overcrowding problems where many offenders have low levels of schooling. Their rehabilitation and reintegration is a mammoth task that needs strong and viable partnerships with various stakeholders. Currently what is seen and felt with South African Correctional Services is that a lot of rehabilitative and reintegration work is left to the offenders themselves, without much support from the DCS and society. Partnerships must be strengthened to ensure that the theory is put into practice.

The Correctional Services Sentencing Plan (CSSP) is described as an all-embracing master-plan with six key service delivery areas tailored to address individual offenders' needs (also called

needs-based sentencing plan). The White Paper recommends that the Department should develop an individualised offender-specific Correctional Sentence Plan that will take the specific correctional setting – correctional centre or probation or community correctional supervision – into account. Such a sentence-plan will be based on the total needs of the specific offender.

These are:

- needs in terms of correcting offending behaviour (Corrections plan);
- security needs taking into account the human rights of the individual (Security plan);
- needs in terms of the physical and emotional well-being of the offender (Care plan);
- education and training needs (Development plan);
- needs in terms of allocated physical accommodation (Facilities plan); and
- needs in terms of the support required for the successful social reintegration of the offender (After-Care plan).

(DCS, 2005: 63)

On this theory, the White Paper CSSP is seen in light of what was postulated by Fine's (1996) 10-point approaches or dimensions to true reintegration. Muntingh (2001) also supports the idea that total CSSP and reintegration programmes should be guided by the 10-point dimensions (Fine, 1996 in Muntingh, 2001) which are:

- Multi-layered and created by people;
- Transformational approach to reintegration;
- Journey-based;
- Process-based;
- Multi-purpose;
- Multi-focused;
- Multi-dimensional;
- Multi-sourced;
- Active experience; and
- Holistic.

This study contributes towards the identified gap in the above theories by adding its voice on what correctional education can achieve and how it can be improved. There is an identified gap

in the literature around correctional education studies in South Africa. This study envisages adding value to some of the previous studies by various researchers. Correctional education discourse needs to be developed and this study contributes towards this goal.

This study is about adult offenders' perceptions. The next section concludes the chapter with an overview of what perceptions are.

2.5 PERCEPTIONS AND THEIR IMPLICATIONS FOR THE STUDY

Perceptions are defined as a constructivist concept to reflect the truth understood from the lived experiences (De Vos, Strydom, Fouche & Delpont, 2011). Mezirow (2009:92) defines perceptions as “codes or canons, which may be cultural, social, linguistic, educational, economic, political, psychological, religious, and aesthetic and others”. This study interprets perceptions as motives which different offenders derive from their lived experiences. They participate in educational programmes offered by the Correctional Services for different reasons and motives (Hall & Killacky, 2008). There could be positive perceptions like a desire for education that some of them may not have had before their incarceration. Hope and perceived opportunities that may be anticipated after incarceration are other positive perceptions. On the other hand, there could also be negative perceptions about participating or not participating. Some negative perceptions could include lack of support from families and officials, previous bad experiences with school, low self-esteem, apathy or lack of empowerment. This study is aimed at providing a space and a discussion forum to offenders to make their voices heard, by expressing and venting their concerns regarding the educational opportunities in correctional facilities.

Theories of perception are classified according to how each branch of philosophy discusses them. Perceptions can represent idealism, realism and phenomenological views. Perceptions are not passive representations; they are a result of accumulation of experiences and the world around us. Perception is a concept used in various disciplines, including mostly in psychological studies and Gestalt theorists on stimuli processes. The Gestalt psychology provides an explanation of mental events and experiences, one of its main tenets being that the “whole is bigger than the sum of its parts”. The Gestalt principle explains how perceptions are organised (perceptual organisation or laws of perceptual organisation) (Theory of Knowledge, 2013). Oppong (2013) summarises many definitions into one description that fit well with the issues discussed in this thesis. The author describes perceptions as the concepts and processes by which

individuals maintain contact with their environment. He illustrates the meaning of perception by showing a relationship between perception, attitude and behaviour. Oppong (2013) further infers that learners' perceptions are informed by the nature of the subject, methods of teaching and assessments, and their prior knowledge and experiences, citing these factors as environments in the study of History. The same is said in the light of offenders' perceptions and factors that influence their educational experiences. Whereas Oppong's case was based on History teachers' perceptions where positive teachers' perceptions can yield positive mind-sets in students, the analogy applies to offenders' perceptions in this study. Perception not only creates our experience of the world around us, but it allows us to act within our environment, hence different theorists define perceptions within contexts, environments, disciplines and experiences in lives of individuals (Gibson, 1972, cited in Oppong, 2013). This study investigates the perceptions of offenders participating in educational programmes as provided by the DCS, in three centres, hence the understanding of perception is imperative. Social perception is described as the study of how individuals form impressions of and make inferences about other people, or things around them.

Self-perception theory is associated with internal and external locus of control. The argument is based on the notion that "individual differences are a result of consequences such as chance, fate, force or powerful others" (Borden & Hendrick, 2012, cited in Oppong, 2013). Individuals' perceptions emanate from interpersonal simulation of the forced compliance dissonance phenomenon (Festinger & Carlsmith, 1959). The individuals whose locus of control is influenced from within (the internal locus) are those who are strong-willed, resilient and have perseverance in their desires. Individuals with an external locus of control generally have low morale, are sceptical and sometimes lazy.

Hall and Killacky (2008) discovered in their study that inmates who expressed regret for their misdeeds are influenced into participating in correctional education mostly by external forces like judges, parole boards, and correctional officers to engage in educational programmes. These are learners who are said to be pushed into educational opportunities merely because they want something out of them, not because they look at long-term benefits, values and personal development. In their study, some offenders said they joined in merely because they wanted parole boards to shorten their sentences (a pre-requisite for parole conditions). The self-perceptions, therefore, are based on individuals' own mixed-bag of attributions – experiences,

attitudes, contexts, behaviours, realities, truths, representations, inferences, impressions, interpretations and meanings attached. From the point of view of perceptions, this study is likely to get positive and negative feedback about adult education programmes. It is therefore imperative while conducting this study to understand how offenders form perceptions and what their perceptions imply. Understanding of such perceptions and experiences by offenders can provide some solutions to the challenges that DCS faces in its efforts to provide educational opportunities. The notion of perceptions is linked to what was discussed earlier in this chapter when discussing what motivates inmates to learn (section 2.3.3.4). Motivation therefore is a culmination of perceptions – either positive or negative.

2.6 CHAPTER SUMMARY

The chapter discussed the theoretical framework, in which two main theories, the ecological or eco-system by Bronfenbrenner (1977), and Knowles' theory of andragogy (1980) were highlighted. Correctional education discourse is guided by theories of correctional behaviour guided by three perspectives – philosophical, sociological and criminological within the penal theory. They culminate in incapacitation, deterrent, retributive/just deserts/restorative and rehabilitative/reintegration theories. The chapter ended with a discussion on perceptions as another main concept used in the study. The next chapter reviews the literature on correctional education.

CHAPTER 3

REVIEW OF LITERATURE

3.1 INTRODUCTION

The chapter presents literature identifying current landscapes and issues in correctional education discourse from a global perspective. Additionally, the literature reviewed enabled the researcher to link the correctional education, theories and experiences from other countries and contexts in general and in South Africa, in particular. In this chapter the four research questions guiding this thesis highlight four pertinent issues:

- What are the perceptions of offenders participating in educational programmes offered in the three correctional facilities?
- What are the participants' perceptions regarding the curriculum of prison education in South Africa
- How are the teaching and learning activities conducted in the correctional facilities?
- What conditions are prevailing in the three selected correctional facilities?

3.2 GLOBAL HISTORY OF CORRECTIONAL EDUCATION

In North America, the history of prison education dates as far back as the 1700s. It started as a religious-type of education where prisoners in penal institutions were provided with the Bibles while in solitary confinement. The idea, according to Laufersweiler-Dwyer and McAnelly (1999) was that they had committed crimes and wronged other people, and being alone in confinement with the Bible would allow them the opportunity for reflection and introspection. The education was provided by clergymen who would come later to talk to prisoners about what they had read in the Bible. Later when the authorities realised that Bibles could be read only by those who have literacy skills, they started literacy classes. The academic training was to teach 4 Rs – Reading, (W)riting, (A)rithmetic and Responsibility (Laufersweiler-Dwyer & McAnelly, 1999).

3.2.1 History of North America and UK Correctional Education

At the beginning of the 20th century, agriculture was seen as the most difficult work to do for inmates to punish them through hard-labour. Inmates were forced to work long hours on agricultural farms to produce food for the penal institutions. They also worked for other departments. Vocational training programmes came later in the 1950s with ten major trade areas.

More inmates were trained to work in the mines and quarries. The main purpose of introducing trade areas was to reinforce manual work that prisoners had to do for the system, for themselves and to punish them through hard labour. A common belief that people committed crimes because their minds were or are idle, prompted the authorities to teach prisoners how to spend their free and leisure time wisely. Recreational facilities were also developed as part of the programme. The Pentonville Penitentiary in the UK and the Auburn Penitentiary in New York were the first penal institutions from which other countries adapted their models. The first prison chaplains involved in religious programmes proved to be highly effective in penitentiaries. Trades programmes also flourished and worked well (Laufersweiler-Dwyer & McAnelly, 1999).

In the late 1950s, female and juvenile correctional education programmes were introduced to take care of the educational needs of female and youth offenders. The rationale behind linking crime to education was that if people were educated, they would not commit crimes. Criminality is associated with social problems, lack of basic resources (poverty) and education. The importance of education in the equation can be seen from this analogy (Laufersweiler-Dwyer & McAnelly, 1999).

What also featured prominently in the evolution of correctional education was the concept of adult education. Of all departments in the US Federal Government, correctional education was delegated to the Adult Education Department, where prison authorities reckoned educators who could teach inmates were adult educators (Laufersweiler-Dwyer & McAnelly, 1999). There was therefore another move to train as many adult educators as were needed by the federal prisons. It should be noted that North America and the United Kingdom were pioneers in the penitentiary programmes, so there was a cross-fertilisation and strong exchange of ideas between the two continents. Their success influenced some other countries like Canada, Australia and the Scandinavian countries, Denmark, Norway and Sweden. Behan (2007: 6) noted that the “Prison education in Europe is based on the adult education model,” as stated in the Council for European (COE) Recommendations Report on Education in Prison (1990). The education of prisoners must, “in its philosophy, methods and content be brought as close as possible to the best adult education in the society outside” (COE, 1990: 8).

3.2.2 Canadian Common School Movement

The notion of free public school education started in the 1800s in Canada. The rapid modernisation, development and urbanisation of big cities prompted the Canadian government to build public schools because they were trying to harness massive urbanisation and influx to the fast growing cities. Public schools were built to provide children with education. The Canadians believed in universal free education for all children, because they considered education would prevent crime from happening. However, with urbanisation and people's movement and mobility, crime levels also increased. The first penitentiary was opened in 1867 in Canada (Angel, 1995). In Canada, the movement was called reformatory, because they wanted people to be reformed and thus being proactive in preventing crimes was their priority. Public schools were regarded as a moral agency where curriculum focused on moral and religious principles. Children were taught morals and etiquette, the ethos considered to guard against crimes. The public schools ran concurrently with the Common School Movement where reformatories would curb the scourge of increasing crimes caused by ignorance, vice, poverty, drunkenness and lunacy (Angel, 1995).

While penitentiary education in Canada was highly influenced by works of penal institutions from other continents like Europe and (North) America, the Canadians were more inclined to have reformatories for juveniles and male adults, and later female reformatories. They introduced what was called secular correctional education where literacy and vocational skills were taught to offenders aimed at their securing jobs after release. Night schools were also introduced in prisons to ensure that inmates, who worked during the day were allowed time to study at night. Canada also pushed for new legislation in prisons where qualified adult educators were employed to teach inmates. Non-governmental organisations became instrumental in organising prisoners to teach them on their rights including being paid for their work. Vocational training in skills such as shoemaking, basket-making, stonecutting, cabinetmaking and other trades created employment opportunities for offenders, and most of them found employment after their release due to high demand for their skills and products. It was during this era that correctional education discourse, exchange programmes and the world becoming aware of prisoners, became topical and were debated around the world at international conferences on penitentiary institutions (Angel, 1995).

3.2.3 The Irish Correctional Education Curriculum

This study has selected the literacy curriculum model practised in Irish penal institutions as an example of a successful programme. The selection is based on its robustness and how it has incorporated the holistic and participatory aspects highlighted when the theory of andragogy was discussed in Chapter 2. One of its unique characteristics is the student-centred approach as indicated in the principles of andragogy. This is contrary to the subject-centredness of the pedagogical approach. In Ireland, according to Kett (2001), literacy tuition is integrated in all contexts of the broader curriculum. This means the literacy model is incorporated in all learning activities, and not as an isolated learning entity. For instance, the components of functional literacy form part of vocational training; while formal education also has embedded built-in literacy knowledge and skills. Kett (2001: 63) further observes that “adult learning is primarily undertaken on a voluntary, self-motivated basis and in a context where the learner rather than the provider is at the centre of the process”.

3.3 CORRECTIONAL EDUCATION IN AFRICA

In Africa, the rights and recourse for offenders pose a serious challenge due to developing economies that have limited resources. However, efforts are made to ensure that offenders also get a share of their national benefits. In this section, Nigeria and Namibia are provided as examples. South Africa, as part of Africa, is being studied as a case for this thesis. Issues discussed in other African countries affect South Africa in one way or the other, and for that reason, the section starts with these two African countries and moves to South Africa as a continuation of the discussion.

In the African context, family is the source of inspiration, socialisation and institution for moral and cultural beliefs. The absence of family units or dysfunctional families poses a challenge to normal, communal, collective spirit and crime-free indigenous societies (Indabawa & Mpofu, 2006). The *Ubuntu* philosophy and indigenisation are highly regarded as virtues, and their absence culminates in disorderly and crime-riddled societies. This section amongst other issues raises the argument whether the time has come for revisiting the African philosophies and values of *Ubuntu* in Africa.

3.3.1. The “Ubuntu” philosophy and indigenisation

The African indigenous belief that “it takes a whole village to raise a child”, and in South Africa, that “any child is my child” came to prominence during the uprising era in South Africa. Any deviant behaviour displayed by children in society was regarded as a social problem, not of an individual family or clan but of the whole community. Communities were collectively raising children, to uphold the values of *Ubuntu* or *botho*. Lately, individualism where people mind their own businesses without any regard for what happens with their neighbour has become more evident. *Ubuntu* has become lip service in South African communities. For a long time now, the South African leadership in all structures has been appealing to communities to build social cohesion, revive *Ubuntu* and the spirit of the African renaissance.

Ntseane (2011: 309) confirms that the embodiment of the African philosophy of *Ubuntu*, epitomises the collective worldview, cultural and spirituality, shared orientation, collective responsibility and collective empowerment: “*Motho ke motho ka batho*” (a person is a person by the people). The spirit of collectivism is what *Ubuntu* values are about. This study therefore finds that the eco- systems approach fits in with the values and principles emphasised in the *Ubuntu* philosophy. The African people have similar histories that were influenced by periods of colonialism, imperialism, social change and global capitalism, among others. These were experiences that made them fight for common cause and purpose. The high levels of crime in Africa should be regarded as one of those contemporary issues that should make governments go back to the drawing board in curbing it, through the spirit of *Ubuntu*. Collective measures to alleviate poverty in Africa have been pronounced in many African forums, and measures against crime should also be regarded as top of the agenda in forums like the New Partnership for Development in Africa (NEPAD) and the African Union (AU) agenda. This study supports the notion of the DCS that rehabilitation and reintegration of offenders is the responsibility of all partnerships. Developing countries such as South Africa, Tanzania and Uganda are still grappling with these new trends for rehabilitation and reintegration purposes. However, there are many partnerships that exist between society and the DCS, at different levels. The eco-systems theory is viewed as reinforcing the spirit of collectivism where partnerships should be encouraged at all levels of society. Towards the end of this chapter, some partnerships with DCS are discussed to shed more light on this.

The plan of action for Africa, known as the Ouagadougou Declaration noted some priority areas related to education and its contribution to the rehabilitation and reintegration of offenders as follows:

- Emphasising literacy and skills training linked to employment opportunities;
- Emphasising the development of existing skills;
- Providing civic and social education;
- Providing social and psychological support with adequate professionals;
- Developing halfway houses and other pre-release schemes; and
- Extending the use of open prisons under appropriate circumstances.

(African Commission on Human and Peoples' Rights, 2002)

Studies by Dissel (2000) and Muntingh (2001) showed that developed countries have been proactive in providing necessary services for pre-release, parolees and other ex-convicts who need such interventions. Recently, the US Department of Justice (2014) released a statement on federal halfway houses and how they are required to boost treatment services for inmates prior to release. The statement made reference to how the effective use of halfway houses has shown significant positive results in reducing recidivism in the US. This thesis shows that even developed countries are still testing the effectiveness of these interventions despite the fact that they have been used for a long time in their countries.

3.3.2 Correctional Education in Nigeria

Nigeria is one of the most populated countries in Africa with a population of over 178 million people (Nigeria National Bureau of Statistics, 2014). With a high density population, it means that there is also a need for many prisons. Obioha (2011: 95) referring to deplorable state of prison situation in Nigeria, stated, "Imprisonment is most appropriately conceived as a formal perspective of inflicting pain on the individuals, which has been an aspect of the traditional criminal justice system in various societies in Nigeria".

Obioha (2011), Imhabekhai (2002) and Asokhia and Agbonluae (2013) all referred to the deplorable conditions and inhumane treatment that offenders in Nigeria are subjected to. "It is apparent that the prison system in Nigeria is faced with the problem of destroying the individual members of the community, which negates the essence of imprisonment, amounting to human development wastage in the national calculus" (Obioha, 2011: 97). One concludes from these

accounts that the welfare services in Nigeria need serious attention from the government, civil society and other stakeholders. International and regional treaties regarding offenders seemed to be completely ignored (Asokhia & Agbonluae, 2013). This study explores the perceptions of offenders participating in adult education programmes offered in correctional facilities in South Africa. While the study does not address the welfare of inmates per se, it is worth noting that the perceptions are influenced by various factors. Welfare and treatment of inmates influences perceptions positively and negatively. When inmates experience bad treatment through their fellow inmates and the system as a whole, they can become hard-core criminals with little hope of rehabilitation. It is from bad experiences that recidivism rate becomes high. Overcrowding is cited by Obioha (2011) as a serious and major crisis situation in prisons in Nigeria. Lack of personnel and other resources including basic infrastructure, vehicles and health facilities are described as appalling and conditions as uncivilised for human habitation. The Standard Minimum Rules (United Nations, 1977) stipulate separate facilities for males, females and young offenders: the stipulation is said to be non-existent in some Nigerian prisons.

Asokhia and Agbonluae (2013) conducted a study in six out of 550 correctional facilities in Nigeria. The findings reflected that educational programmes included adult and remedial programmes and educational development projects. Skills acquisition projects, mid-range industrial production activities and agricultural skills were part of vocational skills training offered. However, among recreational activities, offenders participated more in football than in educational and other activities. There were also other support programmes like counselling and religious services, both Christian and Islamic.

However, there are critical measures that are being taken by various non-governmental organisations including some technical support from international, regional and national reform forums addressing the horrendous crisis in Nigerian prisons. The Prison Reform Initiative in Africa (PRIA) implemented in Nigeria, Kenya, Rwanda, Burundi, Democratic Republic of Congo (DRC) and Zambia is one of the initiatives addressing reforms in Africa. The project is funded by the Dutch Government to promote effective and sustainable prison reforms, in compliance with international and regional human rights standards and good governance (Prisoners' Rehabilitation and Welfare Action (PRAWA), 2012). From the studies and reports on Nigerian prisons, there is a lot more still to be done to improve the basic conditions of offenders before one even considers effective educational programmes. It is disturbing that countries like

Nigeria who gained independence some 50 or more years ago, are still grappling with basic issues regarding offenders. One would expect such countries to be role-models for other new democracies like South Africa. However, there is hope that the reform will help in circumventing the crisis.

3.3.3 Namibia and Correctional Education

Namibia gained its independence in 1990 after many years of apartheid rule by South Africa. Colonialism and apartheid had great influence and impact on what was known as German South West Africa. The Germans colonised the country for more than 106 years. In 1907, South Africa took over from the Germans and political apartheid was introduced. In 1966, the United Nations forced South Africa to end its political rule over the country but the apartheid regime refused. The UN Resolution 435 was then implemented, until 1990 when Namibia became independent. From this history, the country has inherited similar historic features with South Africa. Social, cultural, economy and politics were structurally organised along racial lines. That included prisons' infrastructural hardware left by the apartheid regime. In 1990, the country adopted the UN-Standard Minimum Rules for Non-Custodial Measures (UN, 1977) and in 1995, the Ministry of Prisons and Correctional Services was established.

Comparatively speaking, this study observes that in the Southern African Development Community (SADC) region, Namibian and South African correctional reforms are described as better than those of other SADC countries (Dissel 2000). Educational programmes in Namibia Correctional Services (NCS) provide a range of activities including mandatory functional literacy training for offenders within 12 months of their commencement in incarceration. The Namibian Correctional Service (NCS) uses what they call the accelerated methods to learning approach (AMLA). The idea behind the AMLA is to ensure that all offenders attain literacy skills to enable them to advance to other levels of education. The NCS programmes are incrementally implemented such that every offender must belong somewhere. Vocational training and employment streams enable offenders to enrol in vocational training programmes such as prison farms and workshops, with among other skills, horticulture and building construction, respectively. The third stream embraces activities based on interest. These are activities initiated by offenders themselves to improve their level of attainment. In this case, offenders can choose what they want to study. Obviously, the results in Namibia are achievable because the population of Namibia is only 1.8 million people, and the level of congestion and

overcrowding in correctional facilities is not comparable to the prison population in South Africa and most African countries. The country has 13 correctional facilities.

The structured core programme has two main activities provided for offenders – skills for reintegration and management of substance abuse. They also have support programmes divided along main principles in correctional education – risk (risks that offenders pose on society) and responsivity principles (based on treatment interventions). Those with maximum sentences participate in support rehabilitative activities (Namibia Correctional Service, 2014) NCS has succeeded in introducing a well-structured curriculum in its correctional education. Offenders' rights on whether they want to join or not, have been somewhat waived. This allows for all offenders to partake in educational activities, and this ensures that upon their release all offenders have undertaken rehabilitative educational programmes. This is discussed in more detail below.

While the Correctional Services educational programmes in Namibia are said to be some of the best given the country's economic circumstances, some Namibian scholars are however sceptical about the whole education system in the country. The report by New Era Staff Reporter (2015) highlights some of the dilemmas that the education system in Namibia still bears such as the resemblance of the Bantu education system of the former South African regime. The article brings to light how the education system still disempowers the people of Namibia, and how they seem to have an education system that falls short of equipping them with their national identity, belonging and self-esteem. In other words, the education system is still patriarchal in nature, disempowering and undermining their socio-cultural identity. According to the researcher, this implies that the education system is still flawed with the past racial and colonial tendencies, with indigenous practices still at the periphery. There are many shortfalls that the reporter mentioned, but for this study, only those relevant to the study were cited. Against this backdrop, the researcher's view is that perhaps Namibians should revisit their whole education system, including correctional education. This means that, even if the correctional discourse is good, there is always room for improvement.

3.4 CURRICULUM ISSUES IN SOUTH AFRICAN CORRECTIONAL EDUCATION

Dissel (2000:165) acknowledges that "South African legal framework and policies provide better learning opportunities than most African countries such as Namibia, Mozambique, Uganda and

Zimbabwe”. The DCS was applauded in the report as having better structured adult education programmes with clearly stated objectives than other countries. The report further notes that most South African correctional centres have better facilities in educational provision for offenders. While the DCS in South Africa regards these findings as an indication of success, and due credit for the fulfilment of their educational mandate, this current study regards the achievements as the tip of an iceberg. The study believes the correctional institutions could do better if they regarded education as effectively contributing towards rehabilitating and reintegrating offenders into the society.

The SMR (UN, 1977) provides that so far as practicable, the education of prisoners should be integrated with the educational system of the country so that after their release, they may continue their education without difficulty (UN, 1977). As an implementation measure, one of the claims made by the DCS is to tailor educational opportunities to meet an individual inmate’s level of education, by using a needs-based approach to teaching and learning, and a people-centred model of human development and correctional services sentencing plan (CSSP) or strategy. This is in line with what was discussed earlier in Chapter 2 as a 10-point plan espoused by Fine (1996) and Muntingh (2001). In practice, these good intentions can be challenging and not so clear-cut on their implementation. Inmates participating in educational programmes are placed within the correctional centre educational programmes with placement and aptitude tests to determine the different levels from which they should start (DCS, 2005). This is also done to assess the type of curriculum they should follow. The curriculum addresses their rehabilitation, reintegration and survival and poverty alleviation strategies. Hence they are placed in formal, non-formal and informal programmes.

Correctional Services are obligated to follow similar curricula determined by the national departments of Basic Education and Higher Education and Training. The formal curriculum is from ABET levels 1 – 4 which is an equivalent of Grades 6 – 9 in mainstream educational system. There is another curriculum from Grade 9 upwards normally conducted in further education and training institutions. In correctional services, it is referred as vocational, occupational and handicraft – non-formal. Informal curriculum includes sports, recreation, arts and cultural activities (SRAC), life-skills and library (DCS, 2012).

Quan-Baffour and Zawada (2012) questioned whether the benefits of prison education were being realised in South Africa. They concluded that education empowers ex-inmates with the

skills for employment, social cohesion and a smooth re-integration based on personal needs. Their study validated and confirmed the importance of prison education. This study takes the debate further by unpacking different forms of adult education programmes within correctional education to debate the three forms of adult education (formal, non-formal or informal), and their benefits to the inmates. For these reasons, the following sections look at formal, non-formal and informal educational activities.

3.4.1 Formal Curriculum

Of the 162 000 inmates in South African prisons in 2013, only 32 400 were enrolled in formal qualifications in three categories, namely adult basic education (ABET), tertiary and vocational education, (Jules-Macquet, 2014). This translates into only 20% of offenders in formal education. This study observes this figure as extremely low. However, a recent article by Masondo (2014) shows some achievements of those enrolled in formal education as remarkable. An inmate serving 20 years in Sun City Prison had traded ‘guns for books and exams’. Such stories among many provide a ray of hope for those who are willing to take formal education to higher levels, and this thus gives an optimistic view.

Formal education forms part of the mainstream school and university education where learners and students have to complete a certain number of years in basic, post-primary or secondary, high school and/or university certificate, diploma and degrees curricula (McKay & Quan-Baffour, 2009). Formal education is described as the process of teaching and learning provided, regulated and controlled by governments. This therefore means that offenders in formal educational programmes namely ABET levels 1 – 4; Grade 12 and tertiary education follow a certain set curriculum. While correctional education is said to be highly integrated with mainstream education, the high unemployment rate, particularly amongst the youth and school-leavers leaves a lot to be desired in terms of whether the education is responsive to society’s needs or whether there is a balance between demand and supply. Seemingly, South Africa and Namibia may be in the same boat and need to revisit the whole education system.

3.4.2 Non-Formal Adult Education Curriculum

With only 20% of prisoners in formal education, then the 80% majority in non-formal and informal and those not participating in any form of educational programmes should be clearly accounted for. Dissel (2000) observes that most African countries focus on vocational training,

education and spiritual development rather than on the formal education and psychosocial aspects and behavioural aspects of rehabilitation. The provision of education in many respects depends on availability of professional staff in many of these countries. The lack of qualified educators is one of the impeding factors, not only in South Africa, but worldwide.

Another way of defining adult education is through its mode of delivery. Nafukho, Amutabi and Otunga (2005: 6), citing UNESCO (1976) provided a comprehensive definition of adult education as follows:

[Adult education] denotes the entire body of organised educational processes, whatever the content, level, method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn in a new direction and bring about changes in their attitudes or behaviour in a twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

Many scholars define adult education according to its uses, modes of delivery and how it suits certain contexts and situations. Nafukho, *et al.* (2005) defined it included non-formal education and, making a distinction, they said continuing education is a subset of adult education. Adult education is conceptualised and defined as literacy, basic education and livelihood-related skills training (Aitchinson & Alidou, 2009). Notably, the life-skills programmes include the literacy activities where campaigns such as Kha Ri Gude and other literacy project initiatives by some non-governmental organisations are regarded as promoting informal adult education programmes for offenders. Another definition is that adult formal education programmes offered worldwide in correctional facilities embrace adult basic education; secondary education; computer instruction and some university courses. Vocational skills training include 20 artisan skills from which inmates can choose. This includes skills such as masonry, drafting, food services, welding, brickmaking and horticulture; special services programmes include conflict/anger management, community reintegration, and victim education to mention a few (Bruyns & Nieuwenhuizen, 2003). The various scholars infer that adult education covers a broad spectrum of activities, particularly at non-formal and informal education levels, and many offenders are gaining skills for employability, including literacy from this range of programmes.

Recently, Fellows (2013) reported that inmates in Kenya were being trained as paralegals by one of the non-governmental organisations there (*Kituo Cha Sheria*). With the majority of people accused of committing crime and facing courts without legal representation, the NGO rose to the occasion and filled the gap, by providing non-formal education for paralegals.

3.4.3 Informal Correctional Education Curriculum

Fighting against these harsh realities for correctional services requires more than the provision of formal and non-formal, vocational educational programmes alone. Other informal adult education programmes that are seen as interventions include social and life-skills training to keep idle minds busy. In South Africa the DCS organises programmes in sports, recreation, arts and cultural (SRAC) activities for inmates. Informal correctional education programmes include life-skills activities that embrace re-socialisation where offenders are provided with skills that help them to do introspection of their lives. The DCS envisages life-skills as core programme that all offenders should go through. Life-skills education is crucial because correctional centres are harbouring many criminals with anger issues. If offenders leave the facilities without proper rehabilitation and reintegration through informal learning activities, they will find it easier to survive in prison rather than to struggle outside, often re-offending simply to go back to prison (Correctional Services Portfolio Committee, 2002; Anderson, 2012). Some of the recreational or informal training facilities that are catered for include sports such as soccer, cricket, rugby, card games, table tennis, boxing, chess, pool, volley ball, as well as library, needlework and hair dressing.

Informal educational activities are regarded as pertinent in adult education and as an important feature in lifelong learning (Merriam, Caffarella & Baumgartner, 2007). Some of the life-skills training activities that McKay (1997: 41) regarded as interventions that DCS should provide, alone and in partnership with other stakeholders are listed as follows:

- Sexuality education and HIV and AIDS prevention – with high incidence rate of the pandemic in correctional facilities coupled with sexual abuse and homosexuality, this programme is highly pertinent.
- Substance and drug abuse – drug trafficking in correctional facilities poses a serious challenge to the country. The programme is meant to address and rehabilitate those addicted and affected.

- Building self-esteem, values, processing emotions (anger and depression management, assertiveness training). Many offenders suffer depression and have anger issues and other social problems contributing to their low self-esteem leading to them committing crimes, sometimes heinous ones. Through life-skills, they are able to address these problems and become better persons.
- Criminal/anti/social/self-destructive activities – This programme helps offenders to realise their mistakes and take responsibility for their actions without being destructive to themselves and to other members of the society.
- Conflict resolution, democracy and civic training – Human rights involve being a responsible citizen. Offenders are taught about their human rights while they should also respect others rights.
- Street-law and legal education, life-skills training, career and educational counselling, evaluation of economic alternatives to crime – legal issues are important for them particularly to know when they are abused and victimised.
- Evaluation of progress, fostering of personal responsibility, active involvement in decision-making, taking responsibility for own progress, fostering of leadership and community involvement.

A prime example of how informal skills training can be successful is that of Mackenzie. He spent years in incarceration. His chronicles (Mackenzie, 2013) do not indicate any involvement in formal education, but he has become a renowned international and national role-model and ex-convict motivational speaker who has inspired many offenders with his motivational-speaking, a quality acquired through informal life-skills training.

3.4.4 “*Africanisation*” and Indigenisation of Correctional Curriculum

Curriculum issues continue to spark debate in all countries, but mostly African countries. Africans have begun to interrogate how curriculum especially in institutions of higher education should contribute towards the Africanisation of development. Institutions such as UNISA, according to Prinsloo (2010), are repositioning themselves to meet this complex and challenging demand in re-evaluating their curricula. With reference to UNISA’s 2007 Strategic Plan, Prinsloo (2010) highlights four dimensions that the institution has embarked upon. This section focuses on the two of the four dimensions as follows:

- The quest for an African identity and culture; and
- The development of African curricula.

The DCS offers non-formal and informal educational programmes to offenders where their identity as human beings, as Africans and as part of a broader society, is promoted through some of the main educational activities. It is envisaged that more could be done in this area to strengthen what has already been started and become more engrained in re-developing the cultural identity of offenders through educational programmes.

The context of African curriculum in institutions of higher education as reflected in Prinsloo (2010) and UNISA (2007) is fully supported by this thesis. South African curriculum issues should address serious developmental and social agendas that were not considered when the country became democratic some 21 years ago. For example, xenophobia, as revealed in xenophobic attacks that occurred in 2015, should be addressed as part of the broader curriculum component in every educational endeavour.

3.5 TEACHING AND LEARNING ISSUES

DCS highlights that teaching and learning programmes seek to provide inmates with skills that will promote self-worth such as education, technical skills development, including computer training. The developmental educational programmes are also aimed at facilitating the rehabilitation and reintegration of offenders into communities (DCS, 2012). The section above has highlighted some of the teaching and learning issues within the curriculum spectrum. This section discusses one of the key challenges facing most African countries, namely the lack of qualified adult educators in executing the teaching and learning activities in correctional facilities. De Koning and Striedinger (2009) shed more light on the dilemma in African prisons in their study of eight countries namely – the Republic of Congo, Gabon, Kenya, Somalia, the Gambia, South Africa, Mauritania and Uganda. In some of the countries mentioned, lack of clear policies, funding, facilities and shortage of qualified teaching staff, and use of unqualified volunteers mostly from NGOs, were cited as major challenges facing African penal institutions.

For teaching and learning to happen, resources and services must be available. Adult teaching and learning require qualified educators and practitioners grounded in the epistemological theories and principles of adult education. Educating adults is a job that cannot be done by anyone. Oppong (2013), for example, stated that the tendency of institutions thinking anyone can

teach History by virtue of being a teacher was wrong and not helpful to the discourse. Teaching and learning of adult learners is a highly specialised task; not even those who are qualified in pedagogics may have the requisite knowledge and skills to tackle adult learners' tuition issues. It is for these reasons that the quality of adult educators, who teach adult learners at correctional centres, is fundamental to this study. Use of qualified adult educators is a priority that the DCS needs to address seriously if attrition and recidivism rates are to be reduced, and throughput rates improved. Bruyns and Nieuwenhuizen (2003) observed that the low levels of interest in correctional education could be improved if adult educators were able to motivate learners. The offender as a learner can present significant challenges to educators. Poor self-concept, poor self-image, stress, gang membership, labelling, low achievement levels and learning disabilities all present challenges to correctional education, and it is in such situations that the responsibility of educators is to ensure that the self-concept of inmate learners becomes meaningful for their participation in adult learning (McKay, 1997). The significant role played by qualified adult educators is therefore emphasised in this study for correctional facilities to note and implement in their educational programmes.

Various studies point out that legal and policy frameworks are critical in ensuring quality education. This is being provided in correctional facilities, but that alone is not enough. Human resources and services are also important in ensuring teaching and learning happens in an efficient and effective manner. The Correctional Services Act (No. 111 of 1998, as amended) (DCS, 2008) creates an enormous responsibility to provide development and education programmes, yet it is constrained by lack of resources, such as the shortage of psychologists and teachers. In 2014, there was a vacancy rate of 13.6% for educators, and a 24.3% vacancy rate for psychologists (DCS, 2014). Qualified teachers or educators are required if proper educational programmes are to be achieved. The National Youth Development Agency (NYDA, 2011) provided gloomy statistics regarding the human resources in educational programmes in correctional facilities in South Africa. Only 1 145 educators/trainers were reported, with 327 qualified professional, 234 functional staff members, 157 temporary voluntary workers and only 427 learners. These sentiments were shared by Bruyns & Nieuwenhuizen (2003). To this end, the DCS increased full-time correctional centre schools from only one in 2009 to 13 in 2014. In 2013, the DCS announced that, as from 1st April 2013, it was compulsory for every inmate, without a qualification equivalent to Grade 9, to complete Adult Education and Training (AET) level 1 to 4. From 2012 to 2013, 31 542 inmates participated in education programmes. During

the 2013 academic year, 289 inmates wrote Grade 9 to 11 examinations and obtained an average pass rate of 73% (DCS, 2014).

The DCS (2014) continued to mention several reasons why they failed to reach some of the educational provision targets set for them. The report speaks of overcrowding, the failure to tailor educational programmes to suit individual offenders' needs (needs-based approach), setbacks in reaching throughput rates as expected, reducing high attrition rates and lack of trained personnel as the main challenges. Other authors (Dissel, 2000; Muntingh, 2001; Jules-Macquet, 2014) also indicated that many services that correctional centres need to give to offenders are affected by lack of personnel, let alone qualified and trained staff. Development programmes are mostly affected by lack of qualified educators. Similar sentiments were shared by the National Youth Development Agency (NYDA, 2011; Chireshe & Makura, 2014). While one can accept statistics, what are lacking are the benchmarks. This study regards the figures only as the tip of an iceberg.

The DCS (2012) and in its strategic planning (2008), mentions that the successes and challenges in the delivery of educational programmes could be attributed to a number of factors. The achievement with regard to the number of offenders with correctional sentence plans was reported at 93% (against the set target of 70%). According to the DCS (2012), the targets for offenders participating in further education and training college programmes and in agricultural programmes were also exceeded by 4.1% and 4.35% respectively. The department acknowledged some shortcomings that the department did not achieve the target of 18.9% access to skills development and the 5% improvement on the baseline of 2008/09 with regard to participation in production workshop programmes by offenders. The main reason for the underperformance in skills development was the lack of funding for skills training programmes and in terms of the underperformance in production workshop programmes the main reason was the non-filling of 131 vacant artisan posts (DCS, 2012).

“Participation in correctional programmes was recorded at 239%, however, the process of reporting against participation of offenders in programmes will be refined in order to avoid double counting and to ensure that the offenders are counted and not the number of times they attend programme” (DCS, 2012: 62). The reporting method is posing a serious challenge; it is not only misleading but it is flawed. Various reports have also picked up this misrepresentation of statistics by the DCS (NYDA, 2011; Jules-Macquet, 2014). This study is therefore aware that

sometimes the reports do not factually reflect the reality of the situation regarding offenders that participate in and benefit from educational programmes provided.

It is the view of this research that while resources would never be sufficient in any situation, the use of partnerships should be enhanced and provided some support. A report by the National Youth Development Agency (NYDA, 2011) lists one of the major concerns with partnerships with DCS as the bureaucratic processes that partnering organisations face when proposing to assist the DCS. While this study notes security regulations applied in the facilities as a critical issue, partners are discouraged by having to go through such red-tape in order to provide services for offenders, all to the detriment and loss of services they desperately need.

Recently the DCS in Durban Westville was taken to court for refusing an inmate an access to laptop and a printer, which he claimed to use for his teaching and learning activities (Bareau, 2013). The incident is an example of the many challenges that inmates face on an individual basis in their pursuit for formal education. Institutions of higher education like UNISA are advocating for open distance e-learning (OdeL) and a full-online mode of delivery for learning. This mode requires that learners do almost all their studies online. The outcome of the court case would certainly be of interest to inmates who are studying in such institutions and who aspire to continue with their formal education.

These are some of the successes and challenges that face teaching and learning in correctional facilities. The researcher posits that many challenges could be handled and solved if security issues could be handled rationally. Currently, the facilities seem to be focusing more on security implications than on education pursuits.

3.6 PREVAILING CONDITIONS IN SOUTH AFRICAN CORRECTIONAL FACILITIES

After only two decades into democracy, there are many issues of importance happening within the correctional discourse in South Africa. There are achievements to be proud of in some areas, but there is always room for improvement. In this section, the study identifies some of the issues considered relevant. Some of these issues include how overcrowding, gangsterism, violence and drug abuse negatively affect programmes aimed at rehabilitation and reintegration of offenders, and the juxtaposition of human rights and educational provision and participation.

3.6.1 Overcrowding

The United Nations Standards Minimum Rules of the Treatment of Prisoners (UN, 1977) is still regarded as the standard and international framework in benchmarking the treatment of offenders. The SMR forum continues to advocate for the rights and recognition of offenders as human beings in their respective countries, through review meetings where each country reports on its progress (UN, 1977). The latest of such review meetings was held earlier in 2014 in Brasilia, Brazil (International Justice Resource Center, 2013).

One of the conditions emphasised in the UN-SMR (UN, 1977) is that correctional centres should be separated according to gender and age, namely males, females and youths. Regarding the accommodation rule, the SMR protocol stipulates that as far as possible a cell should have a maximum of four offenders with each having their own beds, chair, and desk to read and work from and a cell must have a flush toilet for proper sanitation. In South African correctional facilities, over-crowding is a serious problem (Shabangu, 2011) and this rule does not work. Over-crowding “increases violence behind bars, spreads illnesses and has a dehumanizing effect on correctional staff” (Egelko, 2008: n. p.; Jules-Macquet, 2014). It also affects other welfare services like recreation, sport and educational provision. As already indicated in Chapter 2, the South African crime rate is very high and maybe disproportionate in comparison with most countries (Brodie, 2013).

According to the DCS (2014), there are approximately 44 000 employees of the department running 243 correctional facilities. In those centres, there are nearly 150 000 inmates at any given time. The population is higher than that catered for in the original design and infrastructure of the correctional facilities (DCS, 2007). The problem of overcrowding is a national crisis that has, over many years, occupied the minds of not only policy-makers and politicians, but other stakeholders in the integrated justice system (Muthaphuli, 2012).

Various studies including the White Paper (DCS, 2005) have pointed out that the main challenge facing the Correctional Services is overcrowding. The Department regards overcrowding as the most critical challenge, as it has significant negative implications on the ability of the Department to deliver on its new core business: that of providing security services to offenders and providing for their educational (development) needs. Some of the reasons for overcrowding include the high crime rate in South Africa, including political crimes committed during the

apartheid era; large numbers of awaiting-trial detainees due to an ailing justice system and continued rising poverty levels and disparity between the rich and poor. Recent statistical reports put general unemployment in South Africa at around 25%, a figure considered to have reduced from the previous years (Statistics South Africa, 2014). Youth unemployment is estimated at 35%. Unemployment is seen as a major contributory factor to high levels of crime in South Africa, leading to overcrowding in correctional facilities. In 2014, the total population of Correctional Services inmates was between 150 000 – 190 000 of which about 50 000 were awaiting-trial detainees (ATD). The ATD figure doubles the maximum number of detainees that the facilities can accommodate.

There are many reasons why the South African correctional facilities are over-crowded. Also one has to look at which categories experience more overcrowding than others. It has been proven beyond doubt that male facilities are the most over-crowded (Jules-Macquet, 2014). Some of the reasons for this is rooted in the socio-cultural environment where males in South Africa were recruited to work in the mines to build the economy of the country, while women were left at homes, mostly in rural areas, farms and then homelands, raising the children. Most women attended schools and that created a gap between literate men and women in South Africa. The effects of that historical social construct, has left a society where women are generally more literate than men. The high unemployment rate of men and their illiteracy levels might render them more likely to commit crimes than women, hence the higher population of men in prisons than women. The female facilities do not experience high volumes (Haffejee, Vetten & Greyling, 2006).

The SMR (UN, 1977) further stipulates that countries must ensure that offenders serve their incarceration as close to their original homes as possible to encourage social re-integration with their families and communities on release (Jules-Macquet, 2014). In South Africa, inmates can be transferred to any of the facilities across the country depending on a number of factors, for instance, space and accommodation availability to avoid over-crowding. While movement of offenders can be a logistical challenge, sometimes the DCS is forced to do it to circumvent the over-crowding problem.

3.6.2 Gangsterism, Violence and Drug Abuse

Various research studies, media reports and stories of gangsterism in correctional facilities in South Africa point to the fact that gangsterism is rife, intense and perhaps higher there than in the outside world (Van Onselen, 1982; Lotter, 1988; Community Law Centre, 2001; Dissel & Ellis, 2002; Pauw, 2014). This is because some offenders were in gangs before landing there and continue to ply their “*trade*” even when incarcerated. It is a fact that some offenders are cleverer and more intelligent than the average person. Some of the most intelligent people are behind bars and are using their intellectual abilities there for criminal activities. The prison environment is dominated by the existence of powerful gangs that can sometimes wield a considerable degree of control over daily life in prisons. Just as gangs have existed in prisons for many decades, so too have they been a feature of the country’s expanding towns and mine settlements since the end of the 19th century (CLC, 2001). Violence is also a feature of gang life, and may be used in initiation rites, for the control of power, and for discipline (Van Onselen, 1982; Dissel & Ellis, 2002). Quoting statistics supplied by the Correctional Services Department, the authors say of the 112 deaths by assault in prison in the period 1990 to 2001, 46% were attributed to assaults by gang members, while 50% were attributed to assaults by another prisoner. Gangsterism is a phenomenon in correctional facilities; where gangs have names, like 26, 28, Ama-china, Joint or Japan to mention a few. “Gangs operate like mafias; they enslave their members and other members of the society; they become a cancer in the society” (Four Corners, 2013: n.p.). “The codes of number gangs” stipulate that their members may “live off” unaligned prisoners or *impatas* (non-gang members). Obtaining goods and sometimes services from *impatas* by trickery, threats or violence are seen as legitimate. Informants belonging to gangs frequently stressed that *impatas* are entitled to nothing (Lotter, 1988 in CLC, 2001).

The documentary movie named, “*Four Corners*” among other stories reveals shocking incidences of gang wars both inside the four walls of prison and outside. The video depicts the abrasiveness of gangsterism in South African prisons; joining them and wishing to leave them later often leads to the murder of those members, and those who are members become slaves even when they no longer want to belong, while those who do not join become victims of beating, harassment, intimidation and torture (Community Law Centre, 2001). The following quote confirms some of the stories of horror or hard-to tell secrets inside prison corridors.

The warder came to open the cell the following morning. There was no way I could tell him what had happened because it was obvious that there was nothing he could or wanted to do for me. Anyway, I had already solved the problem myself – I had become one of the members of “The Joint” (CLC, 2001).

According to Community Law Centre, the quote above is just the tip of the iceberg. Some offenders, who wield a lot of power and respect from such gangs, find it easier to live behind bars than to go outside. When they are released, they keep re-offending so that they are put back into the facilities. This is a vicious cycle of recidivism that needs serious intervention strategies. Education of offenders is seen as one of these interventions.

Recently the South African City Press newspaper made some revealing headlines on gangsterism and collusion of some warders in exacerbating the problem at Gauteng Leeuwkop Correctional Centre. The article highlights how rife the scourge of drug abuse and gangsterism is in correctional facilities. Illegal practices where inmates use crack cocaine, dagga, indulge in sex and sodomy in front of warders are still shocking incidences in South African Correctional facilities (Pauw, 2014). “Gangsters and warders are still smuggling in drugs as inmates stockpile condoms for sex a week after City Press exposed the nefarious goings-on” (Pauw, 2014: n. p.). Community Law Centre (CLC, 2001) also highlights some of the unfortunate crimes that are committed in Correctional Centres such as drug peddling, assault, rape, forced and consensual sodomy, infighting, assaults and ill-treatment by warders.

3.6.3 Recidivism and the Knowledge Gap

Schoeman (2002) and Gaum, Hoffman and Venter (2006) define recidivism as a pattern of repeated sentencing and incarceration characteristic of the criminal justice system. Recidivists are individual offenders who re-offend, more than once. Quan-Baffour and Zawada (2012) define recidivism as the rate at which offenders that have been imprisoned return to crime (and prison) after their release from detention. All the authors agree that correctional education; social integration and rehabilitation can contribute significantly towards reducing recidivism if more thorough methods of interventions are implemented for offenders. This study adds its voice to this.

Gerber and Fritsch (1995) conducted an extensive research study on recidivism in some selected US penal institutions in 1995. Their study has so far been cited and used in other research in

various countries, as the most comprehensive research ever done on recidivism. Another study conducted 10 years later by Jensen and Reed (2006) with some selected penal institutions in the US again has contributed significantly to the understanding of recidivism, its complexity and its ramifications. Both studies were conducted over an extended period of time with large population and sample sizes hence their results may be regarded as reliable and authentic.

Both these studies were conducted in the US, where resources for research are not comparable to the developing countries like South Africa. Recidivism studies are very expensive because they involve experimental research methods where two groups of participants are monitored over a long period of time. Such studies involve technical research processes and demand resources in terms of both time and funds. While the American history of marginalisation and segregation of Black people may be comparable to apartheid South Africa in some respects, the two countries are different in terms of their social, economic and political contexts. For that reason, the American penal institutions are better equipped and resourced than in South Africa or other developing countries. In South Africa, Black people were the oppressed majority, but in America, marginalisation affected the black-minority group. The overcrowding and poor infrastructure facilities that exist in South Africa hamper efforts to focus on educational success rate. In fact, education of offenders is not a high priority at the moment for the country, until more and better-resourced facilities are put in place. It might take a long time for large research studies to be taken seriously, and for now, we will have to deal with recidivism, its ramifications and its consequences.

In supporting the discussion above, in South Africa, Jules-Macquet (2014) observed that different departments use data management systems that are not integrated. The Waterhouse (2011) report made similar recommendations on the Child Justice Act on the Inter-Sectoral Committee on Child Justice (ISCCJ). Both Jules-Macquet (2014) and Waterhouse (2011) made reference to the lack of integrated management systems that did not allow for the provision of authentic recidivism figures. The development of an integrated criminal justice data system was first proposed in 2007 by then-Deputy Minister of Justice, Johnny de Lange. To date, this has not taken place. In 2015, when this study was conducted, that recommendation has still not been implemented.

Bruyns and Nieuwenhuizen (2003) found that there were three different recidivism rates cited for South Africa: between 85 – 94%, according to Ballington (1998); between 55 – 95% (Muntingh

and Prinsloo, cited in Schoeman, 2002), and 24% in (Open Society Foundation for Southern Africa, 2010). These are simply estimates with few scientific statistics. Depending on the magnitude of the study, recidivism is estimated on different sample sizes and populations. It is extremely challenging to count awaiting-trial detainees because offenders' movements from one section fluctuate so often that the figures become fluid.

It is unclear which government department should maintain these figures, as recidivism covers all offenders and not just those in correctional services. Looking at different government departments and governance committees, records of recidivism is subjective depending on which sub-sector of offenders one is looking at. Also offenders have different categories and classifications, and in recording recidivism, one cannot generalise the figure.

(Jules-Macquet, 2014: 38).

It is therefore contended here that until the issues above have been resolved, the rate of recidivism will remain an estimate. Some studies conducted in the US (Martinson 1974; Gerber & Fritsch, 1995; Jensen & Reed, 2006) revealed that recidivism studies cannot be done over a short period of time, or done piece-meal or segmented as Jules-Macquet (2014) observes in the case of South Africa. The studies are not only expensive to do but are also time-consuming and they should involve highly specialised methodological processes and integrated information management systems.

Qualification of what constitutes recidivism should be made if reliable and authentic statistics are to be envisaged. According to Schoeman (2002) and Jensen and Reed (2006) recidivism occurs at various stages, and these should be well extrapolated, and agreed upon nationally, in statistical and management systems and terms as follows:

- Re-arrest;
- Re-conviction;
- Re-incarceration; and
- Revocation or re-arrangement of parole.

Another methodological procedure that is suggested by the authors, which was also used in a study by Gerber and Fritsch (1995) was extrapolating what constitutes success (reduction in recidivism) in the research process. The following were used as scales of measurement:

- Nothing works Programming [Deterrent & Incapacitation approaches];
- What Works Programming [Rehabilitation & Reintegration theories]; and
- What is unknown [inconclusive results].

Participants in treatment and control groups were also used to assess the effectiveness of educational programmes in curbing recidivism and the rate of attrition from educational programmes. Another variable would be the systematic methods and strategies of tracking and tracing released offenders who have undertaken educational activities, in order to evaluate how they benefit from the educational opportunities granted. South Africa is on its way to exploring various intervention strategies along that path. Although it is too soon to talk about results, some attempts at such interventions are discussed in the following section of this report.

Levels of offences were another determinant variable that was seriously considered when recidivism was assessed and evaluated. Table 3.1 below may throw some light on what led to imprisonment of the participants for this study, and how the length of sentencing relates to the nature of crime, and different classifications.

Table 3.1: Classification of offences and sentencing

Schedule	Nature of crime/offence
1	Minor crimes and first offending
2	Assaults
3	Fraud (economic crimes)
4	Theft, hijackings
5	Murder with unintentional motive (e.g. traffic killings, rape, birth concealment); sexual offences
6	Rape, manslaughter, murder with intentional motive
Classification of sentencing	
Low sentencing	1 – 2 years
Medium sentencing	5 – 10 years
Maximum sentencing	10 years minimum – life sentencing

Source: NICRO (2003)

There are low to high risk offences, and the continuum should show which offences are more likely at risk for re-offending (Jensen & Reed, 2006). From the above scenario it can be deduced that studies in recidivism are not as simple and straightforward as one might assume. They involve many thought-provoking variables that have to be agreed upon by each country depending on its context, situation, priorities and needs. Until South African scholars and

researchers on correctional issues, other stakeholders in the integrated justice system and the policy-makers come together and make a concerted effort to study the trends and the landscape in recidivism, there can be no clarity on this issue. The country will depend on estimates and fluctuating, unreliable and unauthentic recidivism rates unless proper measures are taken to address the issue. Countries have to be fully committed to the processes involved in bettering their national statistical information systems, otherwise recidivism rates will forever be based on estimations.

There is an on-going debate on how effective formal educational programmes in prison have been over years. The various studies on recidivism affirm that those who enrolled in educational programmes while in prison are able to get employment through attachment, mentorship and other employment programmes, and once they are able to support themselves financially, they do not reoffend. This is clearly evident with offenders in skills development programmes and the vocational or further education and training (FET) sub-sector. The risk of re-offending is, however, higher if inmates do not progress beyond the lower levels of education (ABET). The reasons are that majority of people on the lower levels will not be able to secure employment nor run small businesses. Therefore the higher the level of participation and completion in educational programmes, the better the chances of not re-offending (Bruyns & Nieuwenhuizen, 2003; Gaum, Hoffman & Venter, 2006; Jensen & Reed, 2006; Hall & Killackey, 2008; Quan-Baffour & Zawada, 2012; Jules-Macquet, 2014).

The researcher is of the view that recidivism rates in any given country should be debated within clear measurable parameters that are explained and understood. Generalising the recidivism rates as the only indicator of whether educational programmes succeed or not, remains inconclusive evidence. Educational programmes are one aspect that can be used in determining recidivism, but not in isolation. Correctional education and rehabilitation is a complex phenomenon.

3.6.4 Offenders and Human Rights Issues

While the legislation and policies in South Africa have significantly changed since 1994, the study is cognisant of the disparity between the framework and the challenges that still face its practical implementation. Some critics of the South African correctional situation, like the researcher of this study, argue that recidivism is high because inmates enjoy more rights than the free citizens and the victims of their crimes. As much as they should not be ill-treated, the

conditions inside should not be too cosy. The argument this study is making is that, although correctional centres have become centres for rehabilitation as the Standards of Minimum Rules for Treatment of Offenders (UN, 1977) and other international and national frameworks dictate, inmates should not enjoy all rights like law-abiding, free people. It appears that offenders enjoy more rights and comforts in prisons than law-abiding citizens. For instance, they get free food, free clothing, free education at lower levels, some benefits that some law-abiding citizens do not get.

3.7 HOLISTIC APPROACHES TO CORRECTIONAL EDUCATION THROUGH PARTNERSHIPS

Education in correctional centres (as embraced within corrections and development key principles) is a challenge not only in developing countries like South Africa, but also in the developed world. “Recent studies in the USA, Russia and Serbia reveal that educational needs of prisoners are compounded by the absence of appropriately skilled and experienced teachers or other educational professionals in prison settings” (Jovanic, 2011: 80). There are various reasons why this is so. Many countries boast of their legal and policy frameworks, including South Africa, but reports indicate the lack of political will in implementing laws and policies. The DCS is left with this mammoth responsibility alone. The situation is such that stakeholders that should be playing their roles step aside and start pointing fingers to criticise what the DCS is *not* doing.

There are some stakeholders in society, at community, national, regional and international levels that express their willingness to participate in the provision of prison education but are disgruntled and frustrated by the red-tape and security bureaucracy within the DCS. While the DCS’s White Paper (DCS, 2005) encourages collaboration with other stakeholders, through an integrated justice system and through other instruments, the reality of DCS’s security protocol hinders many of the efforts that could otherwise be done through partnerships and collaborations. There are some reports that have indicated cordial relationships and it is perhaps appropriate to look at some examples of the relationships, partnerships and collaborations to see what has been done and what can be done to improve on this. This discussion is not exhaustive, and the choice of sectors and organisations in this section does not reflect any form of value judgment over others not mentioned. The government departments that form the Integrated Justice Support System (DCS, 2005) are the:

- Department of Social Development;
- South African Police Services;
- National Prosecuting Agency;
- Department of Justice; and
- Department of Correctional Services.

Whereas these departments are already clustered, the researcher views integration as a noble ideal that should be linked to tangible implementation. The cluster should collectively have a database system that links them in order to avoid the bottlenecks in the system that hinders smooth progress and tracking of offenders. The problem of overcrowding would not be so rife, if the cluster was able to track offenders. In the cluster above, the Social Development Department would be central in locating offenders with their families and communities. The organisation and coordination of a database of offenders would be possible if the departments were willing to cooperate, work together and create a clear *modus operandi*. That coordination would greatly minimise the use of resources where departments work in silos.

The key departments in the Social Sector Cluster directly relevant to corrections are the:

- Department of Education;
- Department of Social Development;
- Department of Arts and Culture; and
- Department of Sports and Tourism.

Looking at the cluster above, again the researcher wonders why these departments cannot offer a joint service to offenders in a collective manner, rather than each department going to the same place with different programmes. This is an example that could also be emulated by non-governmental or civil society organisations and institutions of higher education (HEIs) in the list provided below, to collaborate in providing social services to the correctional facilities. Stakeholders as classified in the White Paper (DCS, 2005):

- Highers Educational Institutions;
- Sector Education and Training Accreditations (SETAs);
- Faith-based and religious sector;
- Business and private sector;

- Civil society organisations; and
- Volunteers and individuals.

There are examples of the institutions of higher education such as UNISA which, through distance education, provides education for prisoners. In 2013, UNISA marked 140 years of its existence and reported on several thousand ex-offenders who are UNISA alumni. The university continues to provide partnerships and collaborations today. Recently a mobile library was provided for offenders in correctional centres in Western Cape (UNISA, 2014). Other institutions like the University of the Western Cape run successful community law projects with various activities including extensive research done by many known scholars in correctional discourse (Muntingh, 2001).

In 2013, the then Minister of Correctional Services, Mr Sibusiso Ndebele told the religious leaders that they should do more to rehabilitate offenders as this was not the sole responsibility of the Department of Correctional Services (DCS, 2013). Notably, the DCS engages the services of volunteers, students, professors and teachers from civil society organisations, churches, international and national local schools and universities. Civil society has played a crucial role in several educational and rehabilitation programmes in various correctional centres. Each province has its own repository of organisations and services that are provided for offenders. Families and communities should go to Correctional Centres for assistance, as well as their municipalities to look for information that can help them to support their family members who are in detention. Another challenge is the lack of coordination of interventions and stakeholders. To reach an Integrated Justice Support System would need a massive overhaul of the sector and considerable time and effort. According to Muntingh (2008), some organisations that have played a critical role in rehabilitation of offenders include the following:

- Khulisa Media and Marketing Programme – provides knowledge and skills in media and marketing to inmates.
- Common Prisoners Rehabilitation Agency (COMPRA) – advocates for the rights of offenders and their rehabilitation programmes.
- National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) – is instrumental in rehabilitation and reintegration programmes for offenders countrywide. They have offices in all provinces in South Africa.

- National Youth Commission; National Youth Development Agency (NYDA) – is a commission with offices in all provinces to provide youths with needed services to enhance their livelihoods.
- South African Prisoners Organisation for Human Rights (SAPOHR) – it advocates for prisoners’ rights during their incarceration and after their release.
- Prisons Fellowship International (PFI) – an international fellowship with chapters in various countries to debate issues on penal institutions/correctional facilities.
- Learn and Eat Trust (LET) – provides literacy and reading (library) skills for offenders in some centres.
- Civil Society Prison Reform Initiative (CSPRI) – a non-governmental organisation focussing on prison reforms by engaging with the government and other stakeholders.
- Young Prisoners Programme within the National Youth Commission – dealing with issues of juveniles in detention and prisons.
- Children’s Rights Project (CRP) – advocating for the rights of the children, particularly those against-the-law and in incarceration.
- Kamros and Kambros – provides services on arts and culture activities to juvenile centres.
- Gauteng Rehabilitation Trust (GRT) – an NGO based in Gauteng caters for the rehabilitation and reintegration of juveniles released from Correctional Centres.
- Victim Offender Dialogue (VOD); Victim Offender Movement (VOM) – provides a forum for victims and their offenders to talk to one another so that true reconciliation can take place between perpetrators and victims.
- Friends of Youth In Prison (FYIP) – a forum of friends of young people in prison.

3.8 ALTERNATIVE STRATEGIES: HALFWAY HOUSES AND OPEN PRISONS

Africa has its regional forums and instruments to ensure offenders’ rights regarding education and second-chance opportunities in life are observed. One of such platforms is the Ouagadougou Plan of Action of 2002 (African Commission on Human and Peoples' Rights, 2002). The declaration stressed the importance of educational participation and its impact and role in transforming the lives of offenders. It further advised countries to look at the indigenous models and interventions that are suited and adaptable to their situations. It makes mention of models such as the half-way houses and open prisons.

Halfway houses and open prisons are seen as temporary shelter secured for offenders, after release where they can be accommodated while they try to re-establish their lives, sometimes without the support of their families. Open prisons are described as institutions with a less restrictive regime, where the aim is to facilitate re-entry of offenders into the community. Successful stories and challenges have been reported on the use of open prisons in countries like Namibia, Mauritius and Mozambique. The use of open prisons, boot camps and halfway houses still needs to be further explored in South Africa (Dissel, 2008).

Different countries use different names for programmes for pre-releases, parolees and post-releases. Muntingh (2001) provides examples such as Boot Camps, Safer Foundation and Project Reintegration of Offenders (RIO) from the US and Ringe Prison from Denmark. National Institute for Crime and the Reintegration of Offenders (NICRO) in South Africa has a range of programmes such as aftercare and tracking. These programmes are offered to NICRO clients who mostly start interventions pre-release. The tracking system is used at intervals of three, six and 12 months. Tracking is either telephonic, face-to-face or a home visit, depending on the availability of social workers. There are many programmes that are tailored for individuals' needs (NICRO, 2012); however, the effectiveness of these programmes in reducing re-offending and in crime prevention has not yet been established.

Since most offenders will be released into the community from which they came, it is essential that their community and family ties are maintained and encouraged while they are in incarceration (Dissel, 2000). Once these ties are broken, offenders have to be kept somewhere, and not dumped in the streets, particularly if the society is concerned about reducing recidivism. Take for example the issue of medical parole. As of 2012, a prisoner may be released on medical parole under the three following conditions: "(a) such offender is suffering from a terminal disease or condition or if such offender is rendered physically incapacitated as a result of injury, disease or illness so as to severely limit daily activity or inmate self-care; (b) the risk of re-offending is low; and (c) there are appropriate arrangements for the inmate's supervision, care and treatment within the community to which the inmate is to be released" (Maravanyika, 2012: n. p.). Recently one medical parolee could not be released as his family could not take care of his disability and medical condition in which he was. He died in custody (Waywell, 2014). The lack of functional families, lack of the spirit of African *Ubuntu* and some economic factors contribute

to this state of affairs. For these reasons, countries should think of open prisons and half-way houses as options to cater for such needs.

In 2013, the Department of Correctional Services piloted the use of electronic monitoring devices for the first time with one parolee in Western Cape Province (Goko, 2013). More parolees have been on electronic monitoring devices and the intervention is showing some positive results, except that it is too soon to assess their effectiveness. However, studies from other countries have proven that electronic monitoring devices are effective in rehabilitation and reintegration of offenders and could help in reducing recidivism.

3.9 EXCLUSION OF AWAITING-TRIAL-DETAINEES

While inmates have rights of access to educational facilities, religious practices of their choice, contact with outside world, and other rights and privileges as specified in the SMR (UN, 1977), this study contends that the reality is far from what the policy intends. Organisational and structural governance of correctional facilities in South Africa, management, administration, lack of personnel, let alone trained and qualified officials, still stand in the way of the implementation of the policies and programmes, including the rights and access to educational opportunities provided. At the beginning of this literature section, it was reported that in South Africa there was an estimated 150,000 inmates, about 50 000 of them are the ATDs (Jules-Macquet, 2014). While the figure translates to about 33% of prisoners, this is not about statistics, but the lives of the people. The Correctional Services Act No 111 of 1998, as amended, Section 16 (DCS, 2008) provides that the DCS may provide development and support services to un-sentenced offenders or, when it does not, should engage other agencies or at least inform awaiting trial detainees (ATDs) of such services. Ironically, the White Paper (DCS, 2005) makes no mention of such provisions at all. Several factors like over-crowding, inadequate personnel and others contribute to the exclusion situation of ATDs from participating in educational programmes. It is often argued that since the individuals have not been convicted, the DCS might not know for how long they might be incarcerated and therefore it is not feasible to put them in educational programmes. The Directorate of Formal Education is “only responsible for providing administrative support, study guidance, counselling and other relevant support in terms of studies to awaiting-trial detainees, parolees and probations” (DCS, n.d.).

This study has identified a gap in this area. While logistics for awaiting-trial detainees remain a serious challenge to the DCS, educational opportunities should be provided for them. Neglecting them and denying them educational opportunities creates a vacuum where gangsterism, violence and drug abuse and other problems can gain a foothold. Recidivism is more prevalent among detainees in awaiting-trial detention facilities than in other sections of the integrated justice system.

3.10 CHAPTER SUMMARY

This chapter discussed literature on the issues related to educational programmes provided in correctional services. The common challenges faced in the facilities such as overcrowding, gangsterism, violence and drug abuse were discussed. Some studies on recidivism were cited and their relevance and implication to South Africa was discussed. The literature also provided some interventions that Correctional Services in other countries are providing, and what lessons South Africa can learn from such educational interventions to improve its own rehabilitation and reintegration programmes. The plight of the awaiting-trial detainees highlights some gaps that need to be investigated.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter discusses the selection of the methodology for the study, and the rationale for such selection. The aim of this study as outlined in chapter 1 is to investigate the perceptions of offenders regarding adult education programmes offered in three Correctional Centres in Tshwane. Explained in this chapter are the research paradigm, the research approach and the methods used for data collection and analysis. Ethical considerations and issues of reliability and validity are also outlined.

4.2 RESEARCH PARADIGM

Bryman and Bell (2011a) described a paradigm as the entire collection of beliefs, values and techniques shared in a given setting or a community. In this study, a paradigm embraces thinking habits of a researcher and rules of procedures guiding the methods and procedures. This study adopted the interpretivist paradigm. Interpretivism is an “opposite of a positivist paradigm which deals mostly with the differences between people and the objects within the natural sciences settings” (Bryman & Bell, 2011a: 14). The interpretivist paradigm is described as a lens through which a researcher defines his or her worldview within the social sciences where people and their institutions are viewed in contrast to the natural sciences. The interpretivist paradigm “explains human action and human behaviours” (Bryman & Bell, 2011a: 16). In this study, the researcher defines the learning of offenders in the prison environment through the lens of an adult educator, where andragogical principles are applied. The significance and relevance of the paradigm to the offenders participating in adult education programmes offered in correctional facilities highlights the level of their transformation and empowerment. However, Bryman and Bell (2011a: 18) confirmed this notion thus: “taking an interpretative stance can mean that the researcher may come up with surprising findings or at least findings that appear surprising if a largely interpretivist stance is taken”. People react differently to things that could lead to their empowerment and transformation. Although learning or education may have empowered one, it may not fundamentally transform another, despite what the theories say.

Through the interpretivist lens, the researcher looked at perceptions, feelings, ideas, thoughts and actions as heard or observed by information-rich informants, namely the offenders and officials directly affected by the phenomenon (Van Wyk, 2013). While the interpretivist paradigm can use both qualitative and quantitative designs, the former is more dominant. With interpretivism, the approach and methods for data collection and analysis are of a qualitative nature. The design of the research is flexible and in this study, semi-structured and unstructured observations, interviews and document reviews were utilised in a flexible manner.

People experience events in their lives that sometimes trigger either good or painful experiences; they critically reflect on such experiences in different forms and, through that process of reflection, they become aware of some meaning-making schemata or perspectives, and that develops into either a new or revised belief which becomes transformative (Kucukaydin & Cranton, 2012). Knowles' (1980) theory of andragogy supports the transformative paradigm where the success of adult learners is anchored in their will to be empowered and become self-directed. Adult learning principles as espoused in andragogy are embedded in empowerment and a transformative ethos, particularly the readiness to learn principle. The notion of providing correctional education in prisons, also stems from society's belief that offenders must be empowered, rehabilitated and reintegrated, based on the ecological system and the four theories of correctional behaviour discussed throughout the study.

Sugarman (2001) defines a developmental task or teachable moment as one that arises at a certain period in a person's life, the successful achievement of which leads to happiness and success with later tasks; while lack of achievement leads to unhappiness, social disapproval, and difficulty with later tasks. Have the offenders found the appropriate moments in their lives to focus on educational programmes perhaps as source of their happiness or being pushed? This study has yet to find out; hence the interpretivist lens of the researcher facilitates the understanding of this.

Daloz (in Mezirow & Associates, 2000) identified transformative learning as perspective transformation, a paradigm shift, whereby we critically examine our prior interpretations and assumptions to form new meaning – the “why”. This perspective transformation is achieved through (1) disorienting dilemmas, (2) critical reflection, (3) rational dialogue, and (4) action. The offenders go through these transformative stages in their lives, and part of that transformation is when they are in incarceration; another stage of transformation is when they

decide to join and participate in the educational programmes. It is that awareness of their lives that makes transformative process a relevant paradigm for this study.

Another set of phases that Daloz (2000) states as a process when people go through transformation involve seven steps or a continuum, as explained below. This continuum is considered relevant for this study of offenders in educational programmes.

- (i) Experiencing a disorienting dilemma – being in correctional environment is a disorienting predicament.
- (ii) Self-examination – by the time they reach the stage of joining education programmes, they would have gone through introspection.
- (iii) Critical assessment of assumptions – rehabilitation/empowerment process
- (iv) Recognising that others have gone through a similar process – mentoring processes provided and locating good role-models
- (v) Exploring options – keep exploring options they have (are they good or bad?)
- (vi) Formulating a plan of action – decision-making time to plan towards transformation path.
- (vii) Reintegration – preparing for the future.

Against this backdrop, this thesis intimates that adult educators should become change agents in the transformative learning of their learners. Therefore they should be aware of their own tuition methods for adults and strive to apply them. It is through application of empowering methods in teaching that the learners become aware of their potential in learning. The study of offenders transforming their lives by participating in educational programmes translates to their quest to become better citizens, particularly in taking charge of their lives against the prison odds to learn. That desire should be complemented by the educators' ability to apply empowering methods to enhance the teaching and learning for offenders.

The selection of research methods for this study was embraced within the qualitative interpretivist paradigms and transformative theory. This entailed narrative data collection with semi- and unstructured interviews and observations to collect and analyse data.

4.3 RESEARCH METHODOLOGY AND APPROACH

A qualitative research design/methodology was employed in this study. This is defined as a useful means of organising research methods and approaches to data analysis (Bryman & Bell, 2011b: 615). The researcher made a deliberate decision to choose qualitative design for this study to be able to select suitable methods yielding responses to the research questions for the study. In this case, qualitative inquiry methods and techniques in research were found appropriate.

A qualitative inquiry, according to Savin-Baden and Major (2013) and Chilisa and Preece (2005), is a research design that assumes a holistic perspective where the research problem is investigated and reported, considering complex and multiple contexts in which the phenomenon occurs in a natural setting, that is the real world (Leedy & Ormrod, 2014). The phenomenon studied is in a complex prison setting, where unlike in schools, inmates are conducting an educational enterprise instead of focusing only on their incapacitation and their limited freedom and confinement. The prison environment is a challenging context and has multiple challenges for teaching and learning. It is this unique characteristic that makes a pragmatic qualitative paradigm appropriate. This is a setting that is subject to many challenges and restrictions.

Leedy and Ormrod (2014) again provide four main principles for the qualitative approach to research. Conducting research in a correctional environment meant that the researcher had to describe certain situations, settings, processes, relationships, perceptions, systems and people. Such descriptions went along with interpretations and perspectives around correctional educational programmes offered; confirming certain claims made by structures offering them like the DCS, other educational agencies and generalisations or even theories around them; coming to conclusions; and recommending practices, options or even measures for change (Leedy & Ormrod, 2014). Pragmatic qualitative inquiry therefore suited these four characteristics or purposes of the design: descriptions; interpretation; verification and evaluation.

The choice of methods used in data collection and analysis as suggested by Denscombe (2010) provides ways in which massive amounts of diverse data can best be managed at these two critical stages. A case study approach was selected for this study. The choice of using three case studies for male, female and youth correctional facilities falls within the qualitative design. In order to gain better understanding of the inmates' stories in the three correctional centres, the

researcher focused on what the inmates said, their experiences and the impact that adult education programmes have on their lives. Qualitative research, by representing the world as experienced by the people studied, gives a voice to people such as prisoners who may not otherwise be heard (MacArthur, 2004; De Vos, Strydom, Fouche & Delport, 2011).

Three cases of male, female and youth correctional facilities provided some boundaries and relevance to the practical problems or theoretical issues being researched (Denscombe, 2010). Practical issues regarding offenders' perceptions of participating in educational programmes were conducive to using the case study approach in this research. Cohen, Manion and Morrison (2010: 167) affirm that research, especially a qualitative inquiry must include "thick descriptions of the contextualised behaviour". In this study, the case studies of the three centres were able to yield thick descriptions through narrative stories of inmates, ex-convicts and officials participating in educational programmes.

4.4 POPULATION

Population is described as a whole universe from which a sample is drawn (Bryman & Bell, 2011b). On the other hand, the sample is a sub-set, a fraction of a whole population. The Correctional Services environment naturally is a complex and highly security-regulated context. The adult learners under investigation were from different backgrounds with different educational entry levels into different educational programmes and streams, in correctional education. It was after talking to correctional officials that the population of offenders enrolled in adult educational activities could be determined. Correctional Centres have inmates participating in educational activities on regular basis, but there are also inmates who do not participate in any of the three categories of educational programmes, namely formal, non-formal or informal educational programmes. There is another category of awaiting-trial detainees who are not included in any educational activity at all because they are not yet convicted. These distinctions made understanding the population and drawing the sample, clearer while simultaneously challenging. In summary the population was broken down as follows:

- A population of 3 000 in the male centre.
- At the juvenile centre, there were only 350 inmates due to the revamping of the facility that was under way. The researcher was informed that the facility had a maximum capacity of

1400 inmates when fully functional. At the time of the study inmates were distributed in other neighbouring facilities which did not form part of this study.

- At the female centre there were 280 inmates.

This study focused on only those inmates who participated in various educational activities. This serves as a population for the study. From the three centres, a population of 1 486 were enrolled or participating in educational activities in one form or another. A table below shows the total number of inmates at the time of the study and those participating in various educational programmes.

A second population was that of the correctional officials serving in the educational programmes at the correctional facilities. The total number of officials from the three centres, at the time of the study was 153 (figures given by one of the senior management officials at the male centre) with youth centre listing small number at the time, then female centre and the majority of officials were those from the male centre. These were officials working as educationists, principals and officials providing services like social workers and chaplaincy. This set of population cluster included officials who also provided services from other agencies particularly from the civil society organisations and faith-based organisations. The total population of officials at the three centres at the time of the study was 153 and from that population, a sample of 15 officials was selected and it will be explained in the sample section.

A third population was that of ex-offenders who had participated in educational programmes while incarcerated. The number was indeterminate.

Table 4.1: Population demographics of inmates registered for educational programmes

Inmates in educational programmes	Female Correctional Centre	Youth Correctional Centre	Male Correctional Centre	Total
Population of inmates	280	350	3 000	3 630
Enrolled in formal/non-formal, or skills development	61	340	1 085	1 486
Percentage enrolment	22%	98%	36%	41%
Officials	12	17	124	153

Considering the total population, which is 3 630 inmates, the male centre had the highest number of 3 000, but at 36% (1085) participation rate, while the juvenile centre had the highest percentage of inmates participating at 98% (340) of the 350 youths, a smaller population compared to the males. The female population was quite small (280) and had the lowest percentage of inmates participating in educational programmes at a mere 22% (61). Thus only 41% of the total population was participating in educational programmes. This translates to less than half the prison population. There are various reasons why others did not participate, and such reasons will be provided in the subsequent chapters. The total population for this study is therefore 1 486 offenders participating in informal, non-formal and formal adult education programmes in the three centres, 153 officials and an indeterminate number of ex-convicts.

4.5 SAMPLING METHOD AND TECHNIQUES

4.5.1 Sample of Prisoners

Sampling method is described as a way that observations are selected from a population to be in the sample (Kongolo, 2015). For this study the researcher used an exploratory sample because it is only a small fraction of the population. The decision was based on the need to probe the perceptions and opinions of participants more deeply than a representative sample would allow for. Also, the researcher felt by using an exploratory sample, sufficient data would be collected to answer the research questions and reach the aim and objectives of the study (Denscombe, 2010). Non-probability sampling as observed by De Vos, Strydom, Fouche and Delport (2011) is applicable because the participants and sites were selected on the basis of convenience and ease of access. Therefore the convenience sampling technique was used to achieve the purpose of the study. Concurring on what constitutes convenience sampling, Denscombe (2010) and Kongolo (2015) state that convenience sampling is made up of people who are easy to reach and available at the time when they are needed. A sample of 50 offenders was selected.

4.5.2 Sample of Officials

From a population of 153 officials as stated in the previous section, a sample of 15 was selected from the three centres. These were officials working as educationists, principals and officials providing services like social workers and chaplaincy. The sample included officials who provided services from other agencies particularly from the civil society organisations and faith-based organisations.

4.5.3 Sample of Ex-Offenders

In order to identify and locate ex-convicts, correctional officials were approached for this information. The ex-convicts' participation in this study was aimed at investigating their past experiences in the formal education system while in incarceration. The saying, 'hearing stories from the horse's mouth' applied in this case. At the male centre, three officials spoke highly about ex-convicts who had good stories to tell. The researcher then asked the officials to allow her to contact them in order to share their participation in educational programmes during their incarceration. All three officials had to make special individual requests to the ex-convicts first before the researcher could contact them. This was to safeguard ethical issues that might arise with the ex-convicts' confidentiality with the officials. In this case, the use of key informants enabled the researcher to identify and contact the three ex-convicts. A sample of three was selected. The selection was based purely on their availability and willingness to participate. It can therefore be concluded that the size of the population was not known. This was in line with their right to privacy, and also it was challenging to obtain the records of the ex-convicts, while the major focus of the study was not on them per se. The researcher felt it was therefore justifiable to use a convenience sample in this instance.

4.5.4 Final Sample

Due to technical factors around security protocols in prisons, the researcher selected a convenience sample where 65 respondents were identified according to the three educational programmes categories, namely formal, informal and non-formal adult education. The decision was largely due to the availability of the respondents during the field-work. Several issues were found with inmates' schedules within the correctional facilities. Some inmates were allocated work in certain areas where they could only be available at certain times. Such factors were taken into account when arrangements were made with the prison authorities. A total sample of 65 was selected from three clusters as follows:

- i) Thirty (30) inmates enrolled in formal programmes from ABET levels 1 – 4, Grade 12 and tertiary/FET and university levels. Inmates engaged as education facilitators while also pursuing their formal qualifications with other tertiary institutions were in this cohort. Three

(3) ex-convicts, who studied while in incarceration, also participated in the study, and were included in the total of 30.

- ii) Twenty (20) respondents doing non-formal and informal educational programmes, mainly from the male centre.
- iii) Fifteen (15) correctional officials – As explained in the population section above, the sample was selected from the educationists, principals and officials providing services like social workers and chaplaincy. The cluster included officials who provided services from other agencies particularly from the civil society organisations and faith-based organisations.
- iv) Exclusion – means the 196 offenders who were observed during the 10 class observations conducted. The rationale for their exclusion from the sample was that they did not participate in the interviews.

From the above categories, a sample of 65 participants was used for the study. A table below illustrates how the sample was broken down:

Table 4.2: Population profile and sample at time of study – (March 2014.)

Participants	FCC	MCC	YCC	Sub-total
Population : Inmates/ex-convicts/facilitators	280	3 000	350	3630
	9 (3%)	36 (1%)	5 (1%)	50
Population Officials and service providers	2	10	3	15
Sample size	11	46	8	65

Key: FCC – Female Correctional Centre MCC – Male Correctional Centre YCC – Youth or juvenile Centre

4.6 RESEARCH METHODS

One of the conditions for conducting research in correctional services was to make logistical arrangements that fitted in with the centres’ development and educational programmes. Re-scheduling of activities was done repeatedly, with changes to accommodate the centres’ schedules. In collecting data to respond to the four research objectives, and further confirm or disprove the assumptions for this study, three main research instruments were used – interview guides (one for learners and another for officials), an observation checklist (for learners in sessions) and a focus group interview guide (Appendix C, D, E and F).

Ten (10) classes were observed during observation sessions as another form of collecting data. There were five sessions in the male centre, where collectively 153 learners were observed with five (5) educators. The purpose of observations was to elicit information on teaching and learning methods and activities that could be used in interpreting perceptions of the inmates. Another three (3) classes were observed at the female centre and two (2) at the juvenile centre. A total number of 196 learners in 10 classes were observed. However, these figures are not included in the total sample where data were collected through interaction with the respondents. Table 3 below illustrates how data were collected using three main research methods – observations, interviews and focus group interviews.

Table 4.3: Participants' allocation in different data collection methods

Centres	Individual Interviews	Focus group interviews	Observations	Males	Females
MCC	38	20	5 classes	34	
Learners/facilitators	16 (6F; 10L)	5 – library 15 – production			
Officials	9			7	4
Ex-convicts	3			3	
Sub-total	28	20	153		
FCC			3 classes		
Learners/facilitators	6 (2F; 4L)				6
Officials	2				2
Sub-total	8		16		
YCC			2 classes		
Learners	5			5	
Officials	4			2	2
Sub-total	9		27	51	14
Total sample	65		(196)	51 (78%)	14 (22%)

Key: L= Learners F = Facilitators

The following section provides the rationale on how different research methods were used to yield data, their benefits and challenges experienced.

4.6.1 Use of Field-Work Assistants during Data Collection

During data collection, one field-worker was sought to assist with some individual interviews. Her role was mainly to record and take notes in some individual sessions, in observations and focus group interviews. Her services were required particularly where the researcher wanted to compare field-notes and triangulate the data from two sources (from the researcher and fieldworker) using same methods, where two different sources would be shared between the two.

Use of a field-work assistant had some advantages. Between the researcher and the fieldworker, they could speak and understand six languages used during the interviews – English, Afrikaans, Tswana, Sotho, Zulu and Isixhosa. There were times when offenders could speak only one of the languages, and therefore the researcher and the fieldworker could capture the essence of the interviews, and also transcribe other languages into English for analysis purposes. It should, however, be noted that some verbatim recording in different languages had to be translated into English where some distortions could be expected. The researcher took cognisance that some distortions could be experienced as a result of the translation.

4.6.2 Interviews

Semi-structured and unstructured interviews with open-ended questions guided the interviews in such a manner that more probing questions could be sought for the interviewees to talk for as long as time allowed it per interview. Interviews lasted for between 30 minutes to an hour depending on each individual participant's way of responding to the items. Time was also restricted by security guards or officials who were sometimes present when interviews were conducted. Some officials were able to allow for more time, because they said some inmates needed to talk about their experiences as a matter of therapy, while others were conservative with time. In summary, there were 65 interviewees (broken down into 34 male adults (including 3 ex-offenders); 5 male youth and 26 female inmates and officials from the three centres) who participated in one-on-one interviews, story-telling, telephone and focus group interviews.

4.6.2.1 Interviews through story-telling

While open-ended interviews were used, most of the interviews were narrated in story-telling form. The inmates were found to be comfortable when asked direct questions to relate their stories and experiences about what they felt, how they felt about attending classes, learning and knowing that they would get certificates and be rewarded for the time they spent in incarceration. Such stories invoked excitement with some inmates telling more about their life stories and how they ended up in jail, and going beyond just answering the questions set. As some officials said, talking about their stories can be therapeutic to some individuals. The inmates who had inspiring experiences wanted to talk about them, but it was noted that others who felt negative about their experiences did not want to talk much about them. The researcher was also sensitive on issues which inmates did not like to talk about. For instance, if the inmate was telling a story and the researcher wanted to know why he or she was arrested, some willingly provided the information, but others who did not want to divulge such information, were not pushed to provide this. In story-telling, there were cases where inmates could not talk freely in the presence of the security guard. The researcher had to probe for more information in such instances, by sometimes asking leading or probing questions to verify information not said directly.

4.6.2.2 Telephone interviews

Three telephone interviews were held with three ex-convicts who could not be reached as they lived far from the researcher. The ex-convicts' contact details were obtained through networks with officials at the male centre, who were willing to identify and make necessary arrangements with the ex-offenders. It was only after such arrangements were made that the researcher was able to obtain their contact details. Such interviews were done over the phone, and they lasted much longer than those conducted in the centres as more probing took place, and time was not a factor.

4.6.2.3 Focus group interviews (FGIs)

Two focus group interviews were held at the male centre. A group of five (5) offenders who worked on daily basis at the library were interviewed about their work and the work of the Sports, Recreation, Arts and Cultural Committee (SRAC). The SRAC programme included some non-formal and informal educational activities for offenders in the male centre. The group interviews were selected for the study for their relevance and convenience where many offenders

were doing the same type of activity at a given time. In validating this characteristic, De Vos, *et al.* (2011) intimate that a group is focused in that it involves some kind of collective activity, which was what the inmate-workers in the library were doing.

Another focus group interview was held with 15 offenders while they were working in a production workshop. The FGI was not conducted in a meeting-like manner where inmates were seated and asked questions. In the correctional environment, the interviews were done with the interviewer moving amongst the inmates in their small groups while working. In the library, the five inmates were packing books. Similarly there was no meeting-like arrangement. The interviews were quite flexible and the sole intention of gathering data was achieved. The security guards in both instances gave permission for the interviews to take place without their presence. While they still kept their watch, the guards gave the inmates some space to talk, as they kept their distance. Three reasons for using focus groups are given by De Vos, *et al.* (2011). Of the three, the focus group interviews for this study were selected as part of a multi-method study where two or more means of data gathering were used in which no one primary method determined the use of the others; in this case, the use of interviews and observations. The 20 respondents in the focus group interviews were part of the total sample of 65.

4.6.3 Observations

Different authors concur that there are different types of observations. Leedy and Ormrod (2014) observe that in qualitative studies, observations are intentionally unstructured and free-flowing. The primary advantage of conducting observations in this manner is flexibility. The researcher can take advantage of unforeseen data sources as they surface.

Observations of infrastructure like classrooms and physical resources like desks and chairs existing in correctional environment, that are elaborated on in chapter 5, were meant to shed more light on the prevailing conditions, and how teaching and learning activities are conducted in such circumstances.

In chapter 5, the researcher has deliberately reported some stories based on observations made during the data collection visits to the three correctional centres, not as a participant observer, but as an outsider. Observations for this study were made to elicit responses to the third and fourth research questions:

- How are the teaching and learning activities conducted in the correctional facilities?
- What conditions are prevailing in the three correctional facilities?

Observations were conducted when classes were in session. Not only were observations made in classes, but the researcher was also open-minded in observing the correctional facility as a unique setting. The advantage of the timing of the observations at the beginning of the year was that new registrations and classes were in session. Those re-registered had already warmed up for their continuation of their studies. The researcher was able to sit in 10 different classes and activities where 196 learners were observed from ABET levels 1 – 4 and Grade 12 classes at the youth centre. The researcher observed while also listening to the conversations that ensued. The technique helped in describing perceptions of the interviewees.

4.6.4 Document and Website Data Analysis

Document analysis is a technique used to analyse data primarily through reading various documents, comparing them to identify links and any patterns that could be correlated or corroborated. Documents analysed were those obtained mostly from Correctional Services websites of various countries. The UK, US, Canada, Nigeria, Namibia and other countries' websites that were cited as examples provided information-rich information for this study. The South Africa Correctional Services and other national organisations' reports and websites were consulted from time to time in search of current information for use in the thesis. The documents read were used in chapter 3 as part of the literature review and in other parts of the study for cross-referencing where necessary. The documents analysed were used with data from interviews, observations and field-notes for cross-referencing. Such documents included legal, international, regional and national policy frameworks and protocols, annual and strategic reports, journal articles, magazines, books, other thesis, monographs, DVDs, (e.g. Four Corners) and newspaper articles. However, every effort was made to relate documents and website analysis to the three case studies and centres in the study.

4.7 DATA COLLECTION PROCESS

Primarily, data were collected through semi- and unstructured interviews, using interview guides with two sets of questions directed at inmates who were currently enrolled in different educational activities (Appendix C). Another set of interviews was aimed at facilitators, educators and officials (Appendix D). This category included facilitator-offenders, known within

the correctional context as facilitators, and officials providing educational programmes and activities to offenders. The facilitators are offenders who hold a minimum of Grade 12 (Matric) upwards. They apply for teaching positions advertised within the correctional centres, and are employed as education facilitators. This practice applies only in female and male centres. Youth centres are considered centres of excellence, and that embrace centres where educational activities are conducted only by qualified educators and service providers.

4.7.1 Interviews

The interviews were targeted at the following categories of participants:

- The inmates participating in formal basic education level: Adult Basic Education and Training (ABET) level 1 – 4. These inmates were attending classes on a daily basis
- Those in self-study programmes at Grade 12.
- Those following post-school studies with different further education and training (FET) colleges and higher education universities, such as those studying with UNISA.
- Inmates who were participating in skills development programmes (non-formal education) such as computer literacy courses, workshop and production, including agricultural and farming activities. There were also those involved in informal programmes like counselling services with counsellors, social workers, psychologists and psychiatrists; church services, sports, recreation, arts and cultural activities, including reading and visits to the libraries.
- Facilitators who were working as educators and Correctional Services officials and officials from other service providers. Two centres for males and females had facilitators. Ordinarily, the juvenile centres do not use facilitators. All educators in the juvenile centre are qualified teachers. The interviews in this category had two sections for inmate-facilitators and for officials including those from other organisations providing educational services to the offenders. The interviews gave an account of events as they related to the study and some verbatim interviews are reported in Chapters 5 and 6.

The interviews were recorded with the use of a digital recorder. From the recorder, the data were transcribed into written notes. Some narrative stories from the recorder, and others were transcribed verbatim as stories. As elaborated above, two focus group interviews were held with five librarian-offenders and 15 workshop offenders.

4.7.2 Field-notes

Use of direct observations was another method of data collection at the three correctional centres. All observations that the researcher regarded as pertinent to capture the imagination of the readers were noted during observation visits through the field-notes that were made. The observations could not be captured in pictures as cameras were not allowed in the correctional centres. The descriptive findings made during observations and field-notes are reported in the next section.

The prohibition of cameras and video-tapes compelled the researcher as fieldworker to make comprehensive field notes during data collection as she tried to capture any physical situations or emotional perceptions and anything that could be translated into useful data. Field notes were compiled by the researcher after each observation session. That was meant to record observations whilst they still remained in the memory. Those memories with little stories were noted with their reflections and interpretations. Field-notes played a critical role in this study for re-storying the experiences, emotions expressed and how they were interpreted and understood by the researcher (Slabon, Richards & Dennon, 2014).

4.7.3 Use of Observation Guide and Checklist

An observation schedule (Appendix E) was designed to address the three research questions specifically to observe and investigate how teaching and learning occurred in correctional facilities, environments considered as challenging. The observation schedule and logistics were prepared beforehand and agreed upon with the authorities. Items extrapolated from the four research questions and two assumptions for this study were used in preparing the observation guide. There were six items in the observation guideline or checklist:

- The classroom setup;
- Room interior design and conditions;
- Participation and interaction of learners and educators;
- Tuition methods used;
- Discussions and group work; and
- Spontaneity.

It was the researcher's expectation that equipment like desks, chairs, writing boards, and computers would be visible during the observation sessions in the classrooms and lecture rooms. In the three centres, the equipment was available, but its availability differed, as explained further in chapter 5 on research findings. The observation guide was divided into two main sections as follows:

4.7.3.1 Physical infrastructure

- Was the furniture visible/available for an enhanced teaching and learning environment for adult learners?
- What was the condition of the teaching and learning materials for both learners and educators?
- The general atmosphere regarding, for example, the environment – was there enough light for those with visual challenges?
- Were there some learners with other disabilities?

In data analysis section, the above questions are addressed fully.

4.7.3.2 Teaching and learning activities

- How learners were composed, e.g. their sitting postures and other non-verbal cues?
- What relationship, interaction and participation existed between learners and educators during lessons?
- How prepared were educators in their teaching?
- What methods were used in class?
- How did the methods motivate or hinder learner participation?
- What levels of concentration, attentiveness, and show of interest, disinterest, and any distractions affecting teaching and learning sessions were evident during the lessons?
- What activities were done in sessions or group-work?

In data analysis and data interpretation sections to follow, the above questions and observations are fully addressed.

4.7.4 Interview guide

Two interview guides (Appendix C and D for learners and officials) were prepared beforehand in which four research questions and two assumptions for this study were extrapolated into questions. Semi-structured interviews are defined as those organised around areas of particular interest, while still allowing considerable flexibility in scope and depth. Usually, semi-structured interviews can also refer to open-ended or guided interviews (De Vos, *et al.*, 2011). The researcher prepared the semi-structured interview guide for scrutiny by the security authorities of the correctional services. However, that did not prevent some more probing questions being asked during the interviews where it was felt necessary. In other words, the semi-structured interviews did not affect data collection or limit accessing information from the respondents, as probing questions were asked.

4.7.5 Use of a Tape-Recorder for Interviews

In preparation for field-work, one of the conditions was that a tape-recorder (digital-recorder) would be allowed, but no photographs or video-taping of proceedings were permitted. The condition was stated in the ethics clearance of the correctional services. The researcher used a digital recorder in some interviews and observation sessions held in the three centres. The use of a (tape) digital recorder became useful particularly where time was limited, as it fast-tracked the interviews and data could be retrieved later after sessions. The use of a tape-recorder made it convenient to transcribe and reduce distortions where they occurred, particularly during data analysis. This is elaborated on under the data analysis section in the subsequent sections of this chapter. The use of a tape recorder helped to triangulate some interviews, as it was easier to retrieve data from the recorder to verify facts or verbatim conversations. However, the study acknowledged that because there was one digital recorder, there were times when interviews were arranged for the researcher and the fieldworker, and in such cases one interview was done without a recorder.

4.8 ENSURING RELIABILITY AND VALIDITY

Chilisa and Preece (2005) and De Vos, *et al.* (2011) identify four standard criteria for ensuring reliability and validity in qualitative studies. The criteria regarding credibility or authenticity, also refers to internal validity, transferability or external validity, dependability or reliability and conformity or objectivity. The four criteria were used in ensuring reliability and validity of data

collected was adhered to, for this study. The two main methods of data collection, interviews and observations were triangulated for their reliability and validity with analysis of documents.

4.8.1 Credibility and Trustworthiness in Observations

While field-notes were considered a written form of data collected through observations, the researcher ensured that the data collected were accurately interpreted and analysed to capture the true essence of what was seen and felt. Observations through field-notes were recorded immediately after the events while they were still fresh in the minds of the researcher. The observations were divided into main sub-themes:

- Observable and tangible items or pieces of equipment were easier to observe. If chairs were seen in the male centres' classroom, obviously it was easier to observe that these were older in comparison to the furniture seen in the female centre. If walls were clean and newly-painted here and in the other centre, walls were dirty, unclean and with old worn-out paint, comparison was easier.
- The unobservable behaviour, conduct, mannerisms, demeanour, etiquette and composure were a bit more complex to interpret without one being either biased, exaggerating, underreporting or being judgmental. However, the researcher was cautious of that.

After the lapse of a week, the fieldworker and the researcher went back to their notes to check if what they captured earlier could still be interpreted as it was originally captured. The team was then able to weed out what was called exaggeration of ideas to validate and put emphasis on issues they both felt needed attention, or to reformulate some of their field-notes and link them meaningfully to perceptions reflected, and attach notes with interpretations of the interviews and/or their own understanding and own interpretations. It was this time-lapse period where the biases were significantly eliminated because every emotion, feeling, sentiment, passion, excitement and sensation had to be accounted for, in terms of values, attitudes, perceptions and facts they represented. That technique was found to be effective and enhanced the validity and reliability of the observations and field-notes. Thus the researcher could conclude that observations and field-notes which were considered redundant and out of context were reviewed, and eliminated.

Two weeks later, the researcher processed the field-notes again. The idea was to look back and assess whether what was recorded earlier still made sense or could be interpreted differently.

More information and expression of emotions and perceptions were revealed later as the researcher revisited the notes. In summary, the field-notes and observations were checked and reviewed three times to eliminate unwarranted biases, misinterpretations, over-representations, exaggerations and or over-interpretations and redundancies or any form of unsubstantiated judgments.

Conformability or objectivity is an important characteristic of a qualitative researcher, according to Savin-Baden and Major (2013). In order to be objective with data, researchers are advised to exercise reflection and reflexivity in handling the fieldwork during and after data collection. The qualitative researcher should not only engage in reflection but also move beyond reflection to reflexivity. While prejudices cannot be eliminated completely in any human encounter, the reflection and reflexivity exercised by the researcher in the process of this study, assures readers of verified, reliable, authentic and valid observations.

4.8.2 Dependability and Verification of Interviews

The digital tape recorder was used in interviews. That ensured validity of interviews because while the researcher recorded them in her field-notes, they were cross-checked with transcriptions from the recorder, and where there were doubts, the tapes were re-played to verify statements made. From the triangulation of interview notes and recorded transcripts, the researcher ensured reliability and validity of the interviews. Value was added to the quality of the data because the researcher and the field-worker shared notes during data collection. In minimising distortions, on a few occasions, the researcher consulted with the field-worker for her views on some statements made to assess if interpretations of meanings and perceptions were understood in the same way.

Focus group interviews were gatherings where the researcher conducted the interviews and the fieldworker took notes, while the recorder was also used. From the three sources, data could be validated and reliability ensured. Telephone interviews with three ex-offenders were also recorded and later transcribed. Where items of data were not clearly understood, the retrieval from the recorder was able to resolve queries arising from the discussion between the researcher and her field-worker. Participants in the telephone interviews were three ex-convicts who had studied during their incarceration. At the time of the interviews, they had been released and had resumed their lives as free individuals.

People's feelings, perceptions and interpretations can vary every day depending on their moods. However, that does not change the fact that they are credible sources of information gathered on a particular day. Credibility or authenticity of their information can be verified and tested using the same people on another day. For this study, it was not possible to go back to the interviewees to verify the authenticity or credibility of their information, but most of what the inmates said during the interviews can easily be verifiable with previous studies and in chapters 2 and 3 of this study. For these reasons, this study is fully cognisant of the reliability and validity of the interviews held with the participants. The other characteristics mentioned to ensure reliability and validity of field-work data are dependability or reliability. This relates to whether the data could be trusted and consistent. Cohen, Manion and Morrison (2007) provide synonymous words such as consistency and trustworthiness. Most of the accounts reported in chapter 5 and 6 were direct verbatim interviews made with them and their stories were quite revealing, consistent and could be trusted as authentic. The stories could be corroborated with the information from other inmates in other centres.

4.8.3 Transferability or validity

De Vos, *et al.* (2011: 420) give the advantages of designing a study in which multiple cases, multiple informants or more than one data-gathering method are used and how they can greatly strengthen the study's usefulness for other settings. A multiple case study of three correctional centres for male, female and youth supplied a broad range of perceptions that can be applied and be transferred to other settings. Most of the stories of inmates that are recorded and reported verbatim represent the majority of offenders in South African correctional centres, and as such data can be transferable and can be validated in other studies. However, while this study cannot make any generalisations from its findings, the researcher can claim that some findings from this research have been replicated elsewhere in the world in general, and in South Africa in particular; the study has therefore contributed to and validated some of the contemporary debates in the correctional education discourse.

4.8.4 Triangulation of Methods

Data from the one-on-one interviews conducted by the researchers and interviews held with two focus groups were triangulated and checked against observations and field-notes, by identifying common patterns, codes and themes that emanated during the field-work. Observations were also

triangulated with interviews to question and confirm data. From what was observed and heard, the triangulation was easier to do through comparison of information from different documents and literature. Document analysis of correctional services reports like strategic planning and annual reports ranging from 2001 to 2012 triangulated the data collected from field-work through interviews and observations. The researcher was able to note some common issues. Some contradictions were picked up with some reports like some statistics with the National Youth Development Agency (NYDA) reports and the National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) reports. While reports cannot always be the same in terms of statistical figures and factual details, where significant contradictions existed, the researcher was able to indicate that in her literature overview in Chapter 3. The DCS website news, recent newspaper articles and some identified and reviewed literature were analysed to cross-check most of the observations, interviews, transcriptions from the recorder and field-notes. These analyses were aimed at triangulating and ensuring reliability and validity of data. Significantly, triangulation was meant to minimise biases by the researcher.

4.8.5 Negative Case Analysis

Leedy and Ormrod (2005: 100) advised on validity of data in qualitative research. One way of doing that is through negative case analysis where, the researcher “actively looks for cases that contradict existing hypotheses [or assumptions], then continually revises his or her explanation or theory until all cases have been accounted for.”

Two female-inmates who came from a different female centre in another province mentioned that their previous female centre was better resourced than where the study was conducted. This indicates that while transferability of results could be appropriate for other centres, generalisability cannot be claimed for the results in this study to all other cases or other studies. This means that not all female centres in South Africa are poorly-resourced. This issue is highlighted here to emphasise to the reader that generalisation of findings should be made with caution. Similarly, not all youth centres in South Africa have fully become centres of excellence. There may be other juvenile centres where excellence facilities have not yet been implemented.

4.8.6 Saturation of the Study

Saturation is a stage at which a researcher feels the data collected in the field were not yielding any new ideas or issues. Savin-Baden and Major (2013: 525) concur that this “is a point at which

no new themes are being uncovered” from the field. Data were collected within 21 days, devoting 7 working days for each centre; however during the fieldwork, the male correctional centre was allocated more days because there were more educational activities than at other centres for females and youth. Eventually the time spent at each centre worked out as follows:

- On four consecutive days, interviews and observations were conducted at the female centre;
- Eleven days were spent at the male centre.
- Four days were spent at the youth centre

The saturation point was reached at the end of the 19th day. On the last two days (20th and 21st) much of the information already gathered was simply being repeated, and at that point the researcher felt that the saturation point had been reached.

4.9 DATA ANALYSIS

In research, analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships (Mouton, 2001: 108). The author further explains the aim of analysis as the understanding of the data through an inspection of relationships between variables, concepts and constructs in order to come up with an interpretation that either supports or disapproves theories, facts or certain conclusions that were made beforehand. Other authors including Savin-Baden and Major (2013), Cohen, *et al.* (2010) and De Vos, *et al.* (2011) describe qualitative data analysis as a systematic process of organising and interrogating data in ways that allow researchers to identify patterns, codes and themes, discover relationships, develop explanations, make interpretations, mount critiques, and/or generate theories. They concur that qualitative data analysis involves making meaning of data collected by noting themes, codes, patterns, interpretations, explanations emanating from small chunks to a much more complex, bigger picture. This study adopted document and website analyses (as explained in section 4.6.4 earlier) and an iterative data analysis, using thematic and constant-comparison approaches.

4.9.1 Analysis of Data from Interviews

There were three methods of analysing data used. Iterative method is described as a cyclical, a repeated and a back-and-forth way of analysing data, where the researcher keeps oscillating to look for existing patterns across data collected in various ways (Yin, 2009 cited in Savin-Baden & Major, 2013). The repeated, cyclical and forward-backward system was highly visible where

data from three centres was coded and interpreted. The data from interviews were arranged into codes and patterns and later into themes to form headings and sub-headings based on research questions for the study.

4.9.1.1 Thematic analysis

Savin-Baden and Major (2013) stated that in qualitative studies, some researchers call thematic analysis, a narrative and discourse analysis. This is because the distinctions or differences between the three methods are largely insignificant. All of them speak to identifying and reporting data in terms of the general qualitative approach. However, citing Braun and Clarke (2006: 8), they further denoted that the method can reflect reality and unpick or unravel the surface of reality. As a qualitative researcher, I found thematic analysis the main method used despite its different names. Themes were identified during the interview sessions with inmate-learners, inmate-facilitators, correctional officials, other officials and the ex-convicts. Thus the thematic analysis approach became paramount for this study, where narratives and stories formed themes or clusters like gangsterism, drugs and overcrowding cluster and rehabilitation, reintegration and recidivism.

4.9.1.2 Constant-comparison analysis

This thesis was informed by field-work from three correctional centres for male, female and youth offenders. The researcher continually compared codes and themes to those already coded to find consistencies and differences from the three centres (Savin-Baden & Major, 2013). Working with information from the three different centres culminated in voluminous sets of data. Correctional centres have unique features and characteristics, and, while they operate within similar policies and ambits, their modes of operation may not necessarily be the same. The authors (*ibid.*: 436) further observed that constant-comparison would assist a researcher to “examine consistencies or patterns between codes to reveal categories, and continue the process until the category ‘saturates’ and no new codes related to it are identified”.

4.9.2 Analysis of Data from Observations and Field-Notes

The data collected through observations and field-notes were analysed primarily through constant-comparison and thematic analysis. Iterative document analysis was also used in this instance. Patterns, concepts and issues that frequently appeared during observation were used as

codes, later labelled and developed into patterns and themes. Perceptions were noted through various emotions that were noted through different expressions, mostly through non-verbal cues. In addition to the facial expressions, body language, sitting posture, clenching of hands, tapping of feet and other communication cues were analysed by the researcher. Most of what was observed enabled the researcher to deduce meanings from such observations.

The observations of formal classes, at skills development working sessions, teaching and learning sessions and the library were meant to explore the andragogical principles and how effectively they were observed in teaching and learning activities. Some infrastructural observations like overcrowding were noted. The environment in which teaching and learning occurred was noted and its effects and influence on the learners were analysed and interpreted. Some psycho-social behaviours and psychological non-verbal cues were also noted and analysed using keywords, themes and issues identified for discussion.

4.10 ETHICAL AND PRACTICAL CONSIDERATIONS

The essence of ethical considerations in research as stipulated in UNISA's research ethics policy (UNISA, 2012) emphasises the rights of the research participants and the responsibilities of the researchers. This is in line with the Nuremberg Code of 1947/8 (Office for Human Research Protections (OHRP), 1949) and the Helsinki Declaration (World Medical Association, 1964). Both international protocols were declared to control and regulate how research was conducted taking cognisance of protection of both the research participants and the researcher. The UNISA Policy makes distinctions on the rights of the research participants through beneficence and the researcher's responsibility based on four fundamental principles guiding ethics in research:

- Principle of confidentiality;
- Principle of anonymity;
- The right to voluntary participation; and
- The right to withdraw.

Correctional Services are highly controlled facilities for safety and security reasons; hence ethical issues were taken very seriously for this study. One can only reach confidentiality, anonymity, the right to participate and withdraw between research participants and the researcher in a normal free-world. Contrarily, in correctional facilities, such principles are highly controlled, compromised and affected by various factors. While the inmates have rights and such rights are

protected and enshrined within the Constitution and the Bill of Rights (1996), there are certain limitations to them (Luyt, Jonker & Bruyns, 2010).

4.10.1 Permission to Conduct the Study

According to UNISA Research Ethics Policy (UNISA, 2012), any research involving people must go through an ethical clearance processes. The researcher was ready to start her data collection processes and was confronted with another lengthy process with the Correctional Services. For security reasons, any research done within the precincts of prison facilities and with the participation of inmates goes through ethical clearance of the Correctional Services. The researcher was bound to apply for another ethical clearance with the prison facilities. Thus for this study two ethical clearances were made, with UNISA and the Correctional Services. The copies of the ethical clearance are attached to this study as appendices (Appendices A & B).

4.10.2 Beneficence

At the start of every research activity or project, the researcher should make a concerted effort to respect, protect and observe ethical issues emanating from interacting and gathering data from the participants. This protection extends beyond reporting findings in a manner that protects the participants' to any harm, humiliation, identification, association and jeopardise their identities. The right to protection is based on the ethical principle of beneficence (Punch, 2006; Ovbiebo, 2012). The researcher requested the services of social workers and counsellors in the centres to be on the alert, should there be any emotional reactions during the interviews. However, no such reactions occurred.

4.10.3 Anonymity, Confidentiality and Autonomy (Privacy)

Steps were taken to explain the principles of privacy, anonymity and confidentiality of participants as well as any risk of breach of such confidentiality and anonymity. Private information shared by a participant must not be shared with others without the authorisation of the said participant (Burns & Grove (2005) cited in Obviebo, 2012). In the correctional services setting, interviews were held in the presence of the security warders and guards. Therefore the confidentiality principle did not apply. The only area, in which the principle of confidentiality applied, was that the names of correctional centres were not revealed as emphasised by the

Correctional Services Ethical Rules (DCS, 2005). Neither is the names revealed in the research results. These ethical principles were applied to the greatest extent possible.

4.10.4 The Right to Participation and Withdrawal

Before the data collection process, the researcher explained the inmates' rights to participate or withdraw. There were no withdrawals. In fact, the participants were more excited with the process than expected. Some of them expressed excitement and gratitude for being recognised. They sometimes felt they were not taken seriously by the society including researchers. One even commented that "every time, people talk on our behalf, because they think we are prisoners and are stupid people" (Thabo, not his real name).

4.11 CHAPTER SUMMARY

This chapter discussed the methodology and pragmatic qualitative research design, using a case study. Three correctional centres being studied were used as the research terrain to justify how the design fitted the data collection and analysis methods selected. Convenience and cluster sampling techniques were used to select a sample of 65 inmate learners, facilitators and officials offering educational services to offenders and ex-convicts. Research instruments and methods such as interview guides, observations, field-notes and the use of a digital recorder were used. Data collected were analysed with thematic and constant-comparison methods using the iterative analysis technique. The chapter also discussed how data were checked for reliability and validity, and how the ethical issues were addressed. The next chapter discusses the research findings and presentation.

CHAPTER 5

DATA ANALYSIS AND PRESENTATION OF RESULTS

5.1 INTRODUCTION

This study was aimed at investigating the offenders' perceptions of adult educational programmes within the correctional centres of Tshwane Metropolitan Area. The research questions were introduced again at the beginning of chapter 3, and they are repeated once more in this chapter because the presentation of results is aimed at particularly addressing them.

- What are the perceptions of offenders participating in educational programmes offered in the three correctional centres?
- How do participants perceive the curriculum of prison education in South Africa?
- How are the teaching and learning activities conducted in the correctional facilities?
- What conditions are prevailing in the three selected correctional facilities as regards to education?

As was the case in chapter 3, and for ethical reasons, the centres in this chapter were named only as Male Correctional Centre (MCC), Female Correctional Centre (FCC) and Youth or juvenile Correctional Centre (YCC). While an attempt was made to conceal the identities of different centres where the study was conducted, naming them according to gender might be noticeably identified, but where possible measures were taken to protect and conceal identities. All names used in direct conversations are pseudonyms and do not reveal real identities of respondents.

5.2 OVERVIEW OF DATA OBTAINED FROM INTERVIEWS

This section presents the findings from the interviews held both with individuals (inmates and officials), and two focus groups. The interview guides were prepared beforehand, with open-ended unstructured questions directed at participating offenders in educational programmes (formal, non-formal and informal programmes and activities) and officials in the three centres. The advantages of the semi-structured interview guide approach are that logical gaps can be identified early enough and be closed because interviews remain situational and conversational (Patton, 1980 cited in Cohen, Manion & Morrison, 2007). Another advantage created was to conduct observations first, before interviews, because some of the issues observed were explained further and validated during the interviews. Much probing on some issues aided the

researcher to exercise flexibility until saturation levels were reached. However, conducting observations before interviews had its own disadvantages where some biases with the researcher could be created. In order to circumvent and minimise that, the researcher's questioning was either to confirm or negate some observations, which could have also been misinterpreted in the process.

5.3 OVERVIEW OF DATA FROM OBSERVATIONS AND FIELD-NOTES

Data from observations and field-notes were classified according to the observable and tangible category, observable and abstract emotions and those that could be described and interpreted in emotional, feelings and psychological terms. The following section provides some practical examples on how these were observed and meanings were derived.

5.3.1 Perceptions through Emotional Descriptions

In Chapter 4, this report mentioned some of the observations that were made during data collection. In this section, the thesis provides some of the questions and observable items and issues. Observations of pertinent information are reported to illustrate their relevance to the issues raised in the study. While observations were made with an observation guide that was prepared beforehand, the field-notes captured the demeanour of the learner participants and educators, the appearance and displayed behaviour, and the interaction between learners and the educators during classes and interview sessions. During observations, various ways in which expressions were made and explained or interpreted were as follows: anger, happiness, surprise, fear, disgust, sadness, embarrassment, shame, guilt, pride, blame-shift, sarcasm and other non-verbal cues. Some offenders looked happy and cheerful. This was seen during the class sessions when they made comments and shared in the class discussion. As in any classroom situation, there were learners who were participative and interactive, but there were also learners who looked timid, withdrawn, less-participative and faint-hearted. As an educator, the researcher could conclude that sometimes the talkative ones might either be familiar with the subject matter or found the lessons easy, interesting and familiar. Sometimes when students are quiet or withdrawn, it could mean they are not conversant with the issues being taught or discussed that particular day. There are also quiet learners, who always have good intentions to learn, but when the facilitator is not aware of asking all learners to contribute, such quiet and good learners go unnoticed. In the male centre, it was challenging for facilitators to engage all learners because of

numbers of learners (23). However, in small classes like the ones in the female and youth centres, participation was more evident as all learners were generally allowed to speak. In the two centres the average learners per class was 5 – 10.

5.3.2 Observations during Formal Classes

5.3.2.1 Teaching methods

Of great importance for this study was to observe how teaching and learning sessions were conducted. The researcher observed the interaction between facilitators and students during the lesson, such as what teaching methods were used by the educators, and the students' responses including the non-verbal cues that could be deduced. From the 12 facilitators that were observed in class ranging from ABET level 1 – 4 in different subjects, the interaction methods used differed. For instance, during Mathematics class at the male centre, the facilitator enthusiastically engaged with his learners, 80% of which were adult male from ages 25 – 45 years. The facilitator asked questions and the learners had to come to the board to write the solutions to the homework that was assigned a day before. There were 23 learners in class and by any standards; the class was not too large.

At the youth centre, there were only 10 learners and the facilitator did most of the talking. Seven of the learners kept quiet, while only three responded to the teacher/educationist. At some point the educator got frustrated that only three learners seemed to be familiar with the content. She ended up asking the three to tell others what the content was all about (peer-teaching). The researcher expected such a reaction because when they do not understand some Mathematics concepts, learners usually keep to themselves for fear of not making mistakes and sometimes being laughed at or ridiculed. Juveniles are also young learners, and the pedagogical principle where learners expect educators to provide solutions to their learning problems was expected. At this centre, a peer-teaching technique was considered valuable for young learners, and the researcher noted with interest how the other learners reacted to their peer-educators. This could be an effective method of teaching in this setting. More details will be provided in the next chapter.

At the female centre a Business Economics class was observed. It had only five adult learners who were learning how to write a business plan. The facilitator was an inmate engaged in her methods of teaching. She asked probing questions as she went through some assignments that she

had marked previously. In those assignments, apparently all students had passed, but she emphasised issues where she felt students had not paid sufficient attention. Because it was a small class, the discussions were highly participatory and the participants asked questions, sometimes even talking amongst themselves while the facilitator was only listening and watching.

Teaching methods such as lecturing, mostly done at the beginning of teaching and learning encounter to introduce the topic of the day, and discussions were noted. Small group discussions were few because classes themselves were quite small and interaction amongst adult learners and the facilitators were generally easy. It was also observed that class periods ranged from 30 to 40 minutes, and the shorter the session, the better the concentration. A study by De Koning and Striedinger (2009: 299) in eight African countries found a correlation between a number of factors that affect motivation and interest in offenders' participation in educational programmes, stating that "a lack of appropriate diet and facilities may limit offenders' learning abilities". In the three correctional centres, from various classes observed, the offenders looked healthy and clean. On further interviews on the next chapter, this issue is further explored.

5.3.2.2 Teaching materials

The six principles of andragogic epistemology were borne in mind as observations were made. These included whether:

- Students demonstrated self-concept characteristics (esteem, confidence levels);
- They were motivated to learn – those familiar with subject-content were more motivated than those struggling to cope with the content. This was picked up in analysing their body posture (those active and motivated had an upright sitting posture; others demotivated seemed a bit bored, with their bodies leaning against the desks); and
- There was anything depicting positive or negative orientation to learning – the fact that they came to class meant there was positive orientation to learning. They had a choice not to come, but if they came it meant they had a positive motive to learning.

While some of the principles of andragogy are somewhat abstract and could not be easily quantified, the researcher provided some analysis based on her own understanding and also based on the interviews that were conducted later with both the educators/facilitators and students.

Examples are:

- The use of previous experience as a repository of knowledge for adult learners. This was observable at male and female centres where there were adult learners. At the male centre, one inmate had a correct answer to a solution, but did not use the same method or formula that the facilitator used.

He said, “Mr Mahlangu (not his real name), I have my answer right but did not use your formula.

Mr Mahlangu: How did you get your answer? Can you explain to class how you did it?

(He moved to the board to work out the solution.)

Mr Mahlangu: Wow, this is excellent and much easier; where did you get that from?

The inmate: At my school. You know with us we used arithmetic and it was much easier to understand than maths.

- Adults’ readiness to learn. This was not easy to observe, except to conclude that for adult learners to take an interest in being in class on regular basis that demonstrated their readiness.
- Immediacy of their learning. This was said during the interviews, and it is elaborated on the next chapter.

5.3.3 Observations of Skills Development Activities

The two centres for males and youth had full-fledged programmes with fully-equipped workshops that provided production and agricultural training for the offenders (men and boys). The skills development programme was divided into two main sections – workshop production and agriculture section. The activities were meant to provide basic training for offenders to be able to raise funds upon their release through income-generating activities in small and medium business enterprises. In the MCC, there was a team of 47 officials and 250 offenders who reported to the workshop section on a daily basis. Overall, of the 3 000 offenders at the MCC, 1 000 of them attended various educational programmes across the board. This included those at the workshop. The skills development activities included artisan skills such as carpentry, construction, ceramic work, plumbing, steelwork, masonry, beadwork, electric engineering, mechanical auto garage, sewing and knitting activities (DCS, 2006). The agricultural activities were observed where a group of 10 inmates were working on vegetable gardening at the youth

centre. One of them talked about his perceptions regarding agricultural practices and home gardening. The interview results are discussed in the next chapter.

5.3.4 Sports, Recreation, Arts and Cultural Activities (SRAC)

Other observations were made in the libraries in all three centres. The female library had old books, in a dilapidated room with poor facilities such as old desks, chairs and no computers at all, manned by two female inmates working as librarians, under the female warder's or guard supervision. In contrast, the youth centre was well-resourced with many books, some of them very new; the library was spacious, with a female librarian seen providing assistance to the students. Another service provider seen with a group of students working on a team project, was from *Karos & Kambros*, a non-governmental organisation (NGO), providing services to the youth. The *Karos & Kambros* volunteer apparently was involved in arts and culture activities that his organisation was commissioned to do at the juvenile centre. More information on this activity is provided later in the analysis section.

Another observation was made at the male centre where a group of five offenders employed as librarians were manning the male centre library. During the study, a consignment of new donated books was being unpacked. The researchers were told later that the consignment came from one publishing company in Tshwane. It came as a donation to the centre. The five offender-librarians were part of what was known as the Sports, Recreation, Arts and Cultural (SRAC) Committee. They were employed full-time, under the supervision of two warders. They seemed very busy, highly engaged in unpacking and shelving the new books. They were well dressed and seemed in a good mood. Their stories are reported in chapter 6 of this study.

5.3.5 Observations of Other Services (Informal Educational Activities)

Correctional programmes are an array of activities and services conducted in each centre to provide life-skills in general. Such services include social welfare, psychologists, psychiatrists, chaplaincy and counselling services. These are aimed at providing offenders with essential services needed to prepare for their rehabilitation, reintegration and the restoration of their human dignity, self-esteem and self-worth (NYDA, 2011; Jules-Macquet, 2014). The presence of these services was more visible in the males' centres than in female and youth centres. It was noted that the female centre did not have such services on a permanent basis, but when they needed them, arrangements were made for them to either go to male centres in the surrounding

area, or service providers came to them. Due to the sensitive nature of these services, none of the sessions either with social workers, psychiatrists or psychologists, were observed in person. At the time of the study, few activities were happening in the juvenile centre as a result of the renovations being made at that particular centre. It was disclosed that if the offenders needed them, they were provided by teachers, principals or service providers from other centres or organisations.

5.3.6 Infrastructural facilities

The DCS is guided by a motto that is found at all its entrances. The motto is placed in all main entrances of all correctional centres in South Africa: ‘A place of new beginnings’. One immediately gets the impression or meaning of the motto: a place of hope, new life, introspection, second-chance, optimism and hopefulness. However, the male centre is a typical prison so to speak, or for lack of a better expression. The infrastructure and architecture depicts the real environment where security is a priority; everywhere is locked up. Built in the early 1900s, the centre reflected the conventional approach of “locking prisoners up and throwing the keys away” (Interview with one MCC official, 2014). There are various sections. The awaiting trial detention section was packed and overcrowded with inmates; this is no-go zone for outsiders. The school section was buzzing with activity with learners moving as in any school or college; learners moving after every class to go to another class and facilitators changing classrooms; different staff members such as social workers, psychologists and chaplains were all there, depicting the “busy-ness” of various activities. The infrastructure was overwhelming in terms of security: there are high walls, hardly getting the sunlight, a multi-storeyed building with no lifts/escalators taking one from one level to the next with long passage-walks taking one from one level to the next and arrows pointing to where each service is found. One walks into a long dark passage, looks across at a catwalk and then hears the thunderous clang of the gate close behind you. The feeling inside was quite scary, particularly coming to think that it means no freedom. The dense population of the MCC seemed more like a township or a city. The inhabitants of this township or city are differentiated by the uniforms and their colours: the correctional officials wear greyish -brown overalls; and male-inmates wear orange suits; female-inmates wear blue-jeans or denim-skirts and white tops; the youths wear red track-suits. The researcher was told and strongly warned to dress properly, to behave normally, to be on guard and be extra-vigilant with security and protection. She was also told and reminded that offenders

are a “microcosm of society”, what she knew about society was what she would find in the facility. Correctional centres are no different from the real world in that respect. She would meet human beings who needed to be respected. People from different nationalities were observed: Blacks, Whites, Indians, Coloureds, and Chinese, although one could not just tell from which ethnic groups they came from unless spoken to. Initially it was a bit scary, but as time went on, the researcher became more relaxed and got used to the environment.

The juvenile centre depicts the change and transformation of correctional centres. Each cell has a flush toilet, and the outside areas are remotely controlled by security guards with state of the art security controls. The inmates at the centre are well-dressed with clean red uniforms. The centre looked well-resourced in terms of material facilities and security accessories that were not as intimidating and threatening as with other two centres that were visited. Apart from being a place of new beginnings, here there is also a reading Centre of Excellence (Mapisa-Nqakula, 2012).

The female centre had nothing much to talk about. Security was very rigid there and not much was observed except for the classroom sessions. One of the observations made which was considered related to the uneven distribution of resources across the three centres was overcrowding in the male centre. The population at the male centre was estimated at 3 000 inmates in the facility. The male facility was originally designed to accommodate 1 700 persons. Clearly the male centre was overpopulated. The National Youth Development Agency (NYDA, 2011) and National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) (Jules-Macquet, 2014) refer to overcrowding in correctional facilities as inhibiting all efforts to abide by the human rights requirements. The capacity of the youth centre when it is fully operational is 1 400 inmates. At the time of the study, the centre was being revamped. It had only 350 youth-offenders. The population of women inmates was also very low in comparison to the males. There were only 280 inmates. The capacity of the centre was estimated at 400 persons. Both females and the youth centres were under-populated.

5.4 CHAPTER SUMMARY

The chapter presented the results of the data collected from three correctional centres. The results were from the observations and notes from field-work were presented from educational sessions, in class, during working activities and from other activities that were observed. The next chapter presents the findings and discussion from the interviews.

CHAPTER 6

FINDINGS FROM THE INTERVIEWS

6.1 INTRODUCTION

The previous chapter presented the results of the findings through observations. This chapter presents the interpretation and discussion of the data on the perceptions of the inmates, the ex-convicts and officials including service providers. A deliberate attempt is made in this chapter to relate the fieldwork and the existing literature and documents within various themes discussed in the study. This is done through cross-referencing to validate the findings. The themes have been formulated and arranged according to the four (4) research questions.

6.2 PERCEPTIONS OF OFFENDERS PARTICIPATING IN CORRECTIONAL PROGRAMMES

The following table introduces the discussion on three main data collection methods namely interviews, focus group interviews and observations. It appeared in chapter 4 where a breakdown of different methods and sampling procedure with participants across the three centres was illustrated. The table is provided again in this section as it speaks to the discussions that followed.

Table 6.2: Participation according to different data collection methods

Centres	Interviews	Focus group interviews	Observations
MCC	38	20	5 classes
Learners/facilitators	16 (6F; 10L)	5 – library 15 – production	
Officials	9		
Ex-convicts	3		
Sub-total	28	20	153
FCC			3 classes
Learners/facilitators	6 (2F;4L)		
Officials	2		
Sub-total	8		16

YCC			2 classes
Learners	5		
Officials	4		
Sub-total	9		27
Total sample		65	(196)

Key: F = Facilitators L = Learners

6.2.1 OFFENDERS' PERCEPTIONS OBTAINED THROUGH INTERVIEWS

Fifty (50) offenders were interviewed one-on-one and in focus group interviews (FGIs). Two focus group interviews were held with 20 inmates (translating to 40% of those in FGIs, and 60% of those on one-on-one interviews). Of the 20 in FGIs, 12 participants were at the male centre production workshop and eight were inmate librarians. Eight inmate-facilitators were interviewed from the male and female prisons (2 at FCC and 6 at MCC). Nineteen (19) learners were interviewed (five at YCC; four at FCC and 10 at MCC) and three ex-convicts. The total number of offenders including ex-convicts that participated in the interviews was 50 (77% of the total number of participants for the study). Interviews with all these categories of offenders are reported in this section. Interviews of 15 officials are reported in the section that follows.

From the 50 participants who participated in interviews, the 30 one-on-one interviews reflected perceptions of inmates from the formal education point of view, where they related their experiences as formal students at various levels, from Kha Ri Gude literacy classes, ABET levels 1 – 4, Grade 12 to post-school and university levels. The 20 participants in the focus group interviews provided information on the non-formal and informal education aspects.

6.2.1.1 Perceptions on literacy and Kha Ri Gude campaign programmes

During the interviews, it became apparent that there were offenders with no prior schooling at all. They were placed under literacy programmes like the Kha Ri Gude classes, where they were taught literacy, numeracy and basic accounting skills. During the study, there were only three adult males between 50 to 70 years in the programme. They spoke highly about the national Kha Ri Gude literacy in which they participated. One of them had this to say,

I was not able to read or write, but through Kha ri Gude, I am now in ABET level 3, after which I will apply for a place in a skills development programme.

Seemingly, old offenders were benefiting from the campaign, which is continuously being conducted by correctional facilities, particularly in MCC. It was interesting to note that there were only adult males in this programme, and seemingly males were more illiterate than females and the youth. There are many reasons that could have contributed to higher rate of illiteracy among the men. However, this was beyond the scope of this study.

From the above interview, it is clearly implied that the impact of the Kha Ri Gude national literacy campaign is benefitting adults who missed out the opportunity of schooling. Adults are seeing the literacy campaign as a gateway to their upper levels of education as they progressed to ABET Level 1 within a very short time. Adult learners who participated in the literacy programme were quick to note that while most of them joined at the ABET level, all three (100%) joined the non-formal production course immediately after completing their literacy programmes. The three adult male learners, who missed out on basic schooling for various reasons, benefitted from basic reading, writing and numeracy skills as a bridging programme towards skills development. It was revealed in the MCC, that in fact it was true that the majority of inmates, particularly those from marginalised communities did not have basic literacy skills. The implication of this is that non-formal educational skills are beneficial to those adults, and the researcher believes if South Africa can capitalise on providing functional literacy skills and non-formal educational skills and programmes to semi-literate adult population, it can curb the scourge of high unemployment levels in the country. Additionally, that could contribute towards curtailing high crime levels in the country; Schoeman (2002) also observes in her findings that lack of skills and socio-economic conditions are still the main causes of criminality and recidivism.

The perceptions of offenders about literacy skills programmes reflected the impact that literacy skills were having in improving the lives of those attending. This study views literacy skills as highly pertinent for those who missed out on the opportunity. It further goes without saying that once a person has had literacy skills covered, they want to go further for higher skills and levels of knowledge, being it cognitive or psychomotor skills (Bruyns & Nieuwenhuizen, 2003; Gaum, Hoffman & Venter, 2006; Jensen & Reed, 2006; Hall & Killacky, 2008; Quan-Baffour & Zawada, 2012; Jules-Macquet, 2014).

6.2.1.2 Perceptions on formal education programmes

In all three centres, formal educational programmes were provided on a daily basis, although at varying levels of operation. Formal education was provided at Adult Basic Education and

Training (ABET) level in all the centres, as offenders attended regular classes from Levels 1 – 4 (Grade 9). Further Education and Training (FET) level started with Grade 12 learners doing self-study at set hours in the mornings until 13h30, as a matter of routine. Tertiary education was provided for students who were studying in institutions such as UNISA and others studying through distance education. At formal education level, of the 50 inmates interviewed, 30 were enrolled in formal education programmes as illustrated in the table below.

Table 6.2: Participation in formal education programmes

Centre	Literacy	ABET Levels 1 - 4	Grade 12	Tertiary	Ex-convicts
Male	3	2	3	8	3
Female	0	1	1	4	0
Youth	0	2	3	0	0
Total	3	5	7	12	3

At the MCC and YCC, educational activities are a routine where the participating offenders know the rules of attending school activities. The views from the FCC emphasised the slow pace at which things were done there. There were times when female offenders would assemble for classes, but there were no tutors/educators, or the programmes had changed for the day without prior notice to the learners. As one female offender lamented;

Sometimes you only hear from others that there is cell inspection without being told that. Female warders treat us like children; they just order us around without high regard for our educational activities.

Dissel (2000) reckoned that female offenders were usually less regarded in terms of resources and educational programmes because they were treated as a minority grouping.

A question was asked on why some offenders were participating in educational programmes, and why others were not participating. The purpose of that question was to investigate their perceptions on participating in educational programmes.

About 75% of those interviewed (36 out of 50 interviewed) generally agreed that learning kept them busy. It took their minds off drugs and other mischief that was happening in correctional centres. The five (100%) that participated in lower levels ABET levels 1 – 4 said they were motivated to register for Grade 12 and beyond, because they saw the benefits of having a

qualification and a profession as a gateway to finding employment and being self-sufficient. From the 30 participants in the formal education category, 22 (73%) said no one forced them to enrol and register. Twelve of the 22 (55%) said that studying in a correctional setting was a challenge but they were prepared to overcome it by continuing to study until they finished their courses or sentences, regardless of the hardships, and sacrifices of studying in correctional centres. They agreed their centres were under-resourced (especially the women in FCC), but for them it was better than not doing anything.

It is good to have knowledge; education provides such knowledge no one can take away from you. If you are educated you will be able to survive regardless of one's employment status.

The eight participants (27%) had various reasons such as;

- fighting boredom (4);
- meeting conditions for parole (3);
- keeping their minds off other criminal acts happening in the facilities (5); and
- being forced to participate (2).

The five learners participating in ABET levels 1 – 4 perceived education as key to their personal development. Those who came without knowledge and skills would leave the correctional centres with something to start their lives with. Of those interviewed, 80% wished to start small income generating activities or utilise their skills in small and medium business ventures. The remaining 20% were not too sure that education alone could provide employment opportunities for them given their criminal records. They were sceptical about the high unemployment rate in South Africa and that the country was not making good progress to curb unemployment. Asked why they were participating then, one offender said he was aware that many ex-convicts faced challenges with employment, as they had to be screened and their criminal records followed them wherever they went. Of the five young offenders interviewed, four said they still had hope that they could be employed if they qualified for jobs, but 25 older offenders made reference to their limited chances of ever finding jobs upon their release. However, one offender said that he believed the educational opportunities and adult education programmes provided by the DCS were generally good and agreed that the educational programmes offered would be beneficial

upon their release, as some may find employment and others to be able to operate their small businesses.

At ABET levels 1 – 4, enrolment is subsidised by the Department of Correctional Services, and learners attend for free. The youngest learner from YCC was 14 years old and the oldest learner at MCC was 70 years old. The subjects offered at this ABET category were:

- ABET Level 1 - Subjects covered: English, Mathematics;
- ABET Level 2 – English, Maths, Life-orientation;
- ABET Level 3 - English, Maths, Life-orientation, Integrated Studies – Human & Social Sciences, Natural Sciences; and
- ABET Level 4 – English, Mathematics, Life-orientation, Small & Medium Enterprise, Human & Social Sciences and Travel & Tourism + external examination.

One adult inmate at the male centre had this to say about his perceived achievements after ABET level 4 since he was serving a long sentence; he hoped to go up to a tertiary level:

When I leave this place, I want to become an engineer and a motivational speaker. I can see myself achieving all my goals, after my term. (M12).

The offenders are attending formal education programmes for various reasons, but mostly to be able to improve their lives. Some look at formal education as a bridge towards their further education through to tertiary level. They perceive formal education as an enterprise which would give them a second chance in life. It is obvious that they yearn for a better world beyond their incarceration. They have rehabilitated themselves and look up to other educated people as their role-models.

6.2.1.3 Perceptions on Further Education and Training (Grade 12 or Self-Study)

At Grade 12, learners were usually on self-study programmes at MCC and FCC. This means they study independently and not in regular class attendance. However, at YCC, they attended school on a regular school basis, because the centre was described as a centre of excellence. This differentiates the centre from the other centres where they are closely supervised and monitored on a regular basis to ensure they submit their assignments and follow the school programme, preparing them to sit for Grade 12 external examinations. It was disclosed that students at MCC and YCC received subsidies for their Grade 12 studies. There was no subsidy for Grade 12

learners at FCC. Their financial responsibility lay with the female offenders' families, rendering their participation challenging, because if families could not afford it, female inmates had to drop-out. Those dropping out cited lack of resources and support from their families, and could not afford some of the teaching and learning materials. Others dropped out because they were demotivated by their families not visiting them, (FI1). The FCC management confirmed the high drop-out rate with female offenders, particularly those who could not afford to pay their fees. The two officials interviewed at the female centre, confirmed that in 2013 there was a drop-out rate of at least 25%.

In Grade 12 learners are free to choose subjects they wish to write their examinations on. They could write a certain number of subjects for a first year and complete them in the second year depending on a number of factors like finances and how self-directed they were to study on their own, and how many subjects they could handle. This issue will be further elaborated under the curriculum section.

At the female centre, one Grade 12 woman said:

I started learning English in 2011 when I came here, at ABET Level 3 and 4. Now I am doing Grade 12 and have mastered my English language. I have gained language skills; I can now read and write better in English. I will go back to my country, Brazil, a better person than when I came here without any English language skills. Now I am able to hear when other inmates shout, insult or pass bad remarks about me. Before this, I would hear nothing (FI2).

During an interview with one male in Grade 12, he said:

As a Zimbabwean, I feel privileged to be here because I am able to advance my qualification and obtain Grade 12. After that I know I can spread my wings and fly like an eagle. I want to pursue my career as an engineer or a technician (MI3).

The issue of foreigner-inmates provides us with some positive feedback by foreigners serving time in correctional facilities in the country. While being in incarceration is seen in bad light, this testimony gives hope that even in the worst situations; opportunities can be derived from them.

The following section discusses the interviews held with inmates who were furthering their studies with different institutions by distance learning, while they also teach other offenders.

They earned a monthly gratuity and most of them looked forward to their release to be able to reintegrate with their families and communities.

6.2.1.4 Perceptions on tertiary education

This study, like most previous studies, looks at the link between education and recidivism from the interviews held with tertiary students. Offenders at higher levels of education (tertiary level) are likely not to recidivate because, upon release, they can fend for themselves and their families. Their opportunities of being employed are higher than inmates at the lowest levels of the educational ladder. Education at tertiary level stands one in better stead for employability. This is logical because even under normal situations, those with tertiary education these days are likely to be employed and earn better than those with Grade 12 (Baumgardt, 2013). This study therefore concurs with other studies that recidivism can be reduced if offenders and DCS can join hands in increasing numbers of offenders enrolled and graduating at tertiary level, if efforts to curb recidivism are to have lasting impact. All 12 offender-facilitators saw light at the end of the tunnel and spoke highly of their prosperous future.

As one interviewee indicated, facilitators become a human resource asset for themselves by living better lives even while in prison. They are able to subsidise their tuition fees to advance their studies, unlike others, and they are able to start new lives after their release. The interviews with tertiary education students (facilitators) further revealed that graduates at this level become a human resources asset for the DCS as qualified offenders, and, whether still in prison or not, they can be re-deployed by the department to continue facilitating teaching and learning at various centres throughout the country. This therefore means that DCS is “growing its own timber” by offering jobs to offenders to teach others. The lack of qualified personnel for teaching and learning can therefore be addressed if more offenders at tertiary level are enrolled and graduate.

Trained and qualified offenders/teachers can empathise with fellow inmates as they know the conditions and emotional feelings of studying in a correctional setting. One official remarked that, “Prison is not a school. When our inmates graduate, we are overjoyed. We are gratified when we see a positive change that makes in their lives, against the odds”.

While the researcher was made aware that organisations such as the NYDA, NICRO, the National Students Financial Aid Scheme (NSFAS), other NGOs and institutions of higher

education were partnering with the DCS in ensuring that offenders' formal education is subsidised, many offenders still struggled to meet their educational obligations due to lack of financing. Those whose families could afford to support their studies financially, managed to complete their Grade 12 and tertiary education. Unfortunately there were those who would wish to complete their studies at this level, but due to the financial challenges it takes them a long time to complete as they can only register and pay for few modules per year. While the partnerships were applauded for the work in subsidising the offenders educational efforts, 80% of those interviewed and registered in formal programmes conceded more could be done. Two inmates related stories of other offenders who dropped out because their families could not afford to pay for their studies, and they could not get bursaries from any of the organisations or agencies.

At the MCC, there were eight enrolled students including two students at Doctoral and PhD level, among others, and four female students studying through UNISA and two other tertiary institutions. The following table summarises the information about the students studying with tertiary institutions while they were also working and earning a monthly stipend/gratuity as facilitators.

Table 6.2: Tertiary students studying in various institutions

Facilitators (12)	Disciplines	Level/ Institution	Verbatim interview accounts (Story-inserts)
Male facilitator	DDLaw	PhD in Law - UNISA	I have been in and out of prison for a long time and every time I come here, I have benefited a lot.
Female facilitator	LLB	Master's - University of Pretoria	I miss my freedom but have lived and used my time here fruitfully. I have been able to buy myself a laptop that I use with the permission of the authorities here under close monitoring, as they do not allow internet use.
Female facilitator	Mathematics	B.Ed. Hons - UNISA	Since I am going to be here the rest of my life, I hope the efforts I am making by teaching other inmates in Mathematics will benefit them when they are free. Maybe my stay here will have rippling effects for young people who wish to take Maths to the next level. My life now is focused on serving others.
2 male facilitators	Education	Undergraduate: B.Ed - UNISA	"I intend to qualify as an English teacher when I am released. I have enjoyed teaching adults here

Facilitators (12)	Disciplines	Level/ Institution	Verbatim interview accounts (Story-inserts)
			<p>in prison. After my undergraduate I wish to continue with postgraduate studies while I will hopefully still be working to support and maintain my family”.</p> <p>“Before coming here I had no idea of teaching, but I have since enjoyed teaching adult inmates and wish to apply for a job and continue teaching inmates even after my sentence. I have enjoyed working with my brothers here. They are an enjoyable ‘bunch’.”</p>
1 male	Business & Computer Management	Honours - Damelin	I started studying at ABET level 4; done Grade 12 and started my certificate and diploma. After honours, I wish to continue to Master’s.
1 female	Nursing	Master’s - UNISA	I look forward to reintegrate with my family, my community and being able to work again as a nurse.
1 male	Laboratory Sciences	PhD - UNISA	I came here and was already a medical doctor. I am venturing into Laboratory Sciences as my passion.
1 male	Computer Sciences	National Diploma: Tshwane University of Technology	I am excited about being released and have applied for parole. My educational achievements hopefully will help me to get it. I can’t wait to get my freedom and start working for my children, who missed me for these 8 years.
1 female	Computer Programming	National Diploma - DAMELIN	Here most women do hair-dressing courses, Early Childhood Development and those other courses considered to be female professions. I have gone against the norm by doing computer programming. I will be able to re-start my life.
2 males	Leadership & Management	Undergraduate: UNISA	<p>While the gratuity is very little, at least one is able to purchase books for our studies. We are better than other inmates who don’t have monthly gratuity. I was able to save a little bit of money and my family helped me to buy a laptop for my research project studies.</p> <p>After my release I hope to look for a job – something I never did before as I did not have any qualification. I had to struggle in order to survive, hence I landed here. Now I am going back to be with my family and will earn and live a decent life.</p>

The facilitators are teaching inmates in correctional centres. This is a universal practice that many studies have seen as having a multiplier-effect on many levels. Many offenders are benefitting by earning a living while still serving their sentences. De Koning and Striedinger (2009), among others, emphasised the significant role that this kind of practice plays in the lives of those inmates who have transformed their lives as teachers. With 12 inmate-facilitators, 10 were still furthering their studies with various institutions, mainly UNISA.

One ex-convict was interviewed over the telephone because he was staying far from the researcher and could only be reached by telephone. He is an ordained church minister. He graduated with a theological school and finished his Master's degree in Theology. As part of his ministry, he has become a motivational speaker.

Most part of my mission is to speak to youths around the country about my experiences in incarceration. My motivation for that is to abominate and ensure that those who listen to me will never see themselves in prison. When I came back, it was easy for me to reintegrate with my church community that I had prepared for during my imprisonment. The tertiary education I received during my 12 year sentence helped me to reintegrate and start afresh. I always advise my fellow offenders never to give up, but to remain focused and study and obtain a tertiary qualification.

It is deduced from the interviews that offenders with higher qualifications at tertiary level find it easier to reintegrate than those with no education. This is because after release they go out with the hope that they will be employed or be able to survive the odds that brought them to prison. Tertiary education therefore becomes paramount to offenders' rehabilitation into their livelihood and communities. At least they have something to look forward to. Tertiary education brought hope for them.

The researcher noted with regret how the female minority was victimised by the justice system. Some of the concerns expressed by female offenders regarding warders are discussed in the next section of this chapter. The impression one got was how much warders sometimes undermine efforts made by the DCS in providing educational opportunities for women. Is it because the role of women is regarded by our societies as inferior? Further discussion on this will be provided below.

6.3 PERCEPTIONS ON NON-FORMAL EDUCATION PROGRAMMES THROUGH INTERVIEWS AND FOCUS GROUP INTERVIEWS

An account with an ex-convict on non-formal education was that after his early release through parole, he stayed into a halfway house. The ex-offender did his non-formal education programme, and he acquired skills accreditation for his qualification with the Services Sector Education and Training Accreditation (SSETA). He is working as a successful small business entrepreneur. The interview reflects the impact that non-formal education has in changing lives of some offenders.

I decided not to go back to my town, but started a new life in another town where I was not known. Through the halfway house, I was able to stay there with my non-formal accredited qualifications I got while serving. I was lucky to get a job towards the end of 2010. But I soon ventured into small business. Being self-employed helped me to start a new life, and I was able to visit my family and community. Because I was rehabilitated, I was able to reintegrate with the assistance of a halfway house and another organisation which continued to provide counselling and support and to help me find employment. As you can see me now, I am able to provide for my family, I will not re-offend.

He stated his main challenge was building trust amongst his close encounters:

Building trust was the hardest thing to do in my workplace than in the community I live in now and in Venda. My employer gave me my big break and took a chance on me but he unfortunately told the entire staff about my history and that did not make things easy for me. I constantly had to prove to my colleagues that I was now a better and changed person because they would give me weird looks, talk about me and even think of me first whenever something went missing from the office. My colleagues truly gave me hell and I had to find ways to cope and not let them get to me.

This clearly demonstrates that reintegration and rehabilitation of offenders is not solely on them, but the larger society must be re-educated on how they should treat ex-offenders. After all, they are human beings and deserve respect. They have paid for their wrong-doings; they have to be pardoned after redeeming themselves in incarceration.

The non-formal educational activities such as welding, carpentry, car mechanical work, computer repairs, and leatherwork, to name a few, were undertaken at the MCC and YCC. A

small group of youths were working in the YCC workshop, but most of the workshop section was not functioning at the time of the study. There was no workshop at the FCC. The workshop is a facility stocked with equipment and machinery for artisan skills training. An interview with three officials at the male centre revealed that there were only 250 offenders allowed to work at the workshop in different shifts because the machinery there could only accommodate a certain number at a time. That was also coupled with security measures that had to be taken into account. “While many inmates could work here at the same time, it is practically impossible to supervise and monitor many of them. Equipment used here could be sometimes hazardous to them. Inmates like picking fights, and sometimes when they fight, they injure one another using the same equipment, so care has to be taken when they work here,” one official said.

It was disclosed that many applications are received each year but the workshop could only accommodate a certain quota. Asked why there were more offenders in need of skills development than in formal education, the officials at the MCC believed the demand for the skills development programme was a clear indication of the need for non-formal inclusive education because it even took offenders who were semi-literate.

The production workshop in the MCC manufactured and repaired goods including office furniture and whatever furniture or products were needed by various government departments including the DCS. Three officials in the male workshop revealed that the products manufactured at the centres, were supplied mostly to government departments but not to the private sector. At the time of the data collection, at MCC, the males were busy working on furniture supply for one public hospital in the area. Some finished products were not necessarily sold but kept and recycled for further training. Manufacturing becomes part of the offenders’ skills training and for them to earn a living wage by means of a gratuity or monthly stipend.

Of the 12 inmates in focus group interviews at the production workshop at the MCC on daily basis, nine (75%) were quick to say that most of them would benefit from the artisan skills offered as they would be able to find jobs as plumbers, electricians, builders, shoe-makers, masons, leatherworkers, and some could become small business entrepreneurs. Many of the inmates said they were also too old to be employed after release, as they had medium to maximum sentences from 5 to 25 years sentences and beyond. So skills acquired would benefit them more to work as individuals in their own small enterprises/income-generating projects, and not having to be employed by someone else. The offenders said they were aware that their

criminal records were kept in the national database, and their status identified them as ex-offenders. They were also aware that upon release they had to compete for jobs with other people with no criminal records, and that created leverage for those non-offending job-seekers, over them.

The researcher was told the youth were learning agricultural skills, as they were nearing their release. They had served their sentences and were being prepared to reintegrate with their families and communities. One of them had this to say:

I am excited about going home. I intend to start vegetable gardening on a big scale. Big enough to feed my family with food I grow; the rest I will sell to my community and in shops. With the money I get, I will be able to send my siblings to school.

Non-formal adult education programmes provide skills on a massive scale in correctional centres where offenders are equipped with functional skills to contribute economically to their personal livelihoods and community development after incarceration. If all correctional centres could have these skills at massive scale, recidivism would be curbed because after release offenders would have skills for employment and job opportunities.

According to De Maeyer (2001), education is a lifelong process, and incarceration is just one specific moment in the lives of inmates, where some inmates were earning wages for the first time in their lives. Within the context of lifelong learning, education-for-all and inclusive education, non-formal education programmes should be seen making a significant contribution in addressing their income-earning challenges and improving their employability chances.

Another group interview was conducted with eight inmate-librarians at the male centre library. Library services in the MCC and YCC forms part of the SRAC. During the interview, the inmates expressed their passion for reading. The eight inmates working at the library were facilitators and coordinators of the Kha Ri Gude literacy campaign. They were also instrumental in other literacy and library-reading programmes offered at the centre. Two members of the SRAC group were serving life sentences, but they were still hopeful that their contribution in the work of the library would earn them parole one day to be able to get back with their families. The library at the MCC was well-resourced, managed and highly utilised. Although the librarians were still not happy with the stock of books they received from publishers and higher institutions libraries donated to their library, their library was better than the female centre library. It was

revealed that some institutions of higher learning and publishers had partnered with the DCS in supplying libraries with books meant to benefit the offenders. The group at the MCC also served as an SRAC Committee organising and coordinating sports, recreation, arts and cultural activities for other offenders at the centre. According to Jules-Macquet (2014), the largest number of incarcerated offenders access sports, recreation, arts and cultural activities. Over the past five years, an average of 92% of offenders had accessed these activities, which typically included organised sports and choirs. All sentenced offenders were encouraged to join in these activities which are believed to provide therapy and relief from stress. It is a fact that sport contributes to the mental and psychological relaxation (Mackenzie, 1997). Correctional centres have become exemplary in music choir competitions in the country. This is achieved through these activities. The SRAC activities were more pronounced at the MCC than in the FCC or YCC. The latter were, however, catered for by other NGOs servicing the youth, such as *Kamros & Kambros*, as outlined in chapter 3. At the FCC, there were no SRAC activities, another scenario in which the researcher concluded how marginalised the female centre was, regarding resources and educational activities.

Twelve inmates interviewed said they earned their gratuity which helped them on monthly basis to buy basic necessities like sanitary needs, underwear, and pyjamas and be able to survive. Those who worked at the workshops felt it was a privilege to be in there because they believed true rehabilitation was going to be possible for them. One of the offenders said:

People think we don't need pocket money for basic essentials, but when families are not able to give money, at least working here I know I am able to buy few essentials each month.

The issue of a gratuity or monthly stipend or wage for those providing services at the workshop, library and teaching was mentioned by this group who happened to earn what they considered a lot of money for themselves, enough to meet their needs. The eight SRAC members told the researcher that they bought text books for their further studies. This corroborated what was said at the male production workshop. It is therefore important to note that even if some offenders were serving their sentences, they could still make ends meet if they were rightly placed, that is in areas where they still could work and be paid for their work. The workshop and the library were clear examples of such paid-work.

6.4 PERCEPTIONS ON LIFE-SKILLS EDUCATIONAL ACTIVITIES

Sixteen male offenders and five youths interviewed for this study said the two centres offered them life-skills training or life-orientation short courses depending on their needs and on regular basis. Of the six female offenders interviewed, only two were aware of such services offered in their centre. Again, this point proved the limited services offered at the FCC in this study. The figures mean that at least 93% of inmates in the three correctional centres were aware of the life-skills programmes offered. The White Paper (DCS, 2005) speaks to the development or educational programmes as first and foremost based on individuals' needs (the so-called needs-based Correctional Services Sentencing Plan (CSSP)). Over and above that the department identified the programmes as providing formal education to offenders, providing training and productive work aimed at the employability and poverty alleviation projects, and in involving inmates in life-skills and community service. Such services included social welfare; psychologists, psychiatrists, chaplaincy and counselling services offered to inmates. The offenders were asked a question related to life-skills, or reintegration programmes that they perceived as beneficial in their lives in the centres and after their incarceration. The following programmes were identified by various participants as part of informal adult education programmes or life-orientation training activities:

- Anger management – social ills culminate in uncontrolled anger, and people are taught how anger can be controlled and managed, through tolerance and positive attributes.
- Sex education – targeted at rapists, domestic violence perpetrators and child molesters and abusers. The training provides for dialogue on gender issues and dynamics.
- Parenthood and fatherhood – teaches and prepares one to be a responsible adult in their community, to look after children and create role-models for young boys in communities.
- Substance and drug abuse – focuses on the perils of use of alcohol, dagga and other substances and coping skills during stress and depression.
- Human trafficking – raises awareness of the increase on the crime inter- and intra-countries perpetrated mostly by mafia-gangs and economic drug lords, using women who landed in penal institutions.
- Gender relations – focuses on family and social roles and responsibilities are embedded within dynamics, relations and responsibilities

- Crossroads which is about making important decisions in life and learning to evaluate them before committing crimes
- Life-skills or life orientation where various issues on human rights, social analysis and other aspects of life are discussed and debated.
- Contemporary issues including human rights, roles and responsibilities of members of society.
- Crime-free society means overall aims of all society members in ensuring safety and protection of all human beings against potential dangers posed by offenders.

One youth had this to say about informal or life-orientation skills provided at the youth centre:

While I regret that I am in prison, through life-orientation activities that we are given here, I believe all was not lost for me. Maybe God has a purpose for me and my life. I have read in the Bible that Saul was converted into Paul. I see myself as Paul through prison life-orientation programmes. The activities like anger and drugs and substance abuse management, have transformed my life to be a better person. I am grateful for what I have gained, and for who I am today.

While formal education programmes are beneficial for employability and economic benefits where offenders can be employed, the offenders' positive behaviour, attitudes and values can be better enhanced through life-orientation programmes. These programmes are also cost-effective and have a multiplier-effect. Recidivism can also be reduced through life-orientation programmes. One can safely say life-orientation programmes should be taken very seriously by the DCS. More personnel in this area should be employed. More partnerships and collaborations should be strengthened between the government and civil society.

The words of the offender in the above quote are a true reflection of transformative paradigm discussed in chapter 4. Rehabilitated offenders can be transformed as Daloz (2000: 105) says:

Transformation is often understood as a lonely rather sudden event – Saul falls off his horse and becomes transformed into Paul. This may be true in some cases (Everett, 1984; Lesy, 1991), but as Courtenay, Merriam and Reeves (1998: 78) point out, the catalytic events that often precipitate transformation are not isolated but rather “emanate from a support system of family and friends, support groups, and/or spirituality”. That is, transformation has a context that is historical and developmental as well as social. Mezirow refers to this as “incremental transformation”.

One of the ex-convicts interviewed revealed that he was arrested and served his incarceration for 28 years. During the period he was in different centres, he maintained his position as a motivational speaker. In his career, he was able to do a number of life-skills programmes in different areas. In his interview he showed how he gained leadership skills, public speaking skills and other important skills that built on and improved his capabilities. There are other testimonies of offenders who attributed their successes.

Asked how life-skills activities had helped him and how it was contributing to his life or success in life now, he said:

I am a successful motivational speaker and life-coach because of the life-skills I gained during the incarceration. I could not have got them if I was not arrested. But even if I was arrested, if I did not rehabilitate my life for the better, I would be a jail-bird. At the end of the day, inmates must utilise the opportunities given for them. Informal education is cheap, for those who cannot afford other forms, should benefit from this affordable mode.

The significance of life-skills in correctional education cannot be emphasised enough.

6.5 PERCEPTIONS ON THE CURRICULUM OF PRISON EDUCATION IN SOUTH AFRICA

The 15 interviewed officials ranged from security guards, educationists (as they are called in correctional education terms) in different programmes, up to those in middle and senior management. Their perceptions were pertinent for this study because their direct and sometimes indirect interaction and encounter with inmates helped us to consolidate some of the issues raised by the inmates. They also offered varying views which added valuable data, particularly on curriculum questions which is research question 3 of this study. Some of their verbatim accounts are also provided in this section.

Table 6.3 provides a breakdown of 15 officials who were interviewed during the study:

Table 6.3: Officials interviewed from three centres

Centre	No. of Official	Institution	Work status	Types of education
Male	9	Correctional Services	<ul style="list-style-type: none"> • 1 Chaplain Educationists:	3 in Literacy and ABET 3 non-formal

			<ul style="list-style-type: none"> • 3 ABET Levels • 1 SRAC/Library • 2 Tertiary education • 1 Security guard • 1 Senior management 	3 informal
Female	4	Correctional Services	<ul style="list-style-type: none"> • 2 Senior management • 2 Educationists 	1 in ABET/Grade 12 2 formal & informal
Youth	2	1 Correctional Services 1 <i>Kamros & Kambros</i>	<ul style="list-style-type: none"> • Senior management • NGO service provider 	1 ABET/Grade 12 1 informal

Asked on their views on the curriculum offered in South African correctional centres, one official responded that “Correctional Services is a department amongst other departments, and therefore part of a broader country’s governance structures. For that reason, the department follows curricula that are offered at different levels by different institutions. There isn’t much to say because our curriculum is inclusive”. There is no specific curriculum offered under the auspices of the Correctional Education.

Another official said that South Africa had experienced a painful apartheid era that segregated education and curriculum along racial lines. The democratic dispensation has one curriculum for its people as a form of unity. Correctional education follows same curriculum from the first Outcomes-Based (OBE), Curriculum and the National Curriculum Statements (NCS) and the current Curriculum Assessment Performance Standards (CAPS). Inmates complete Grade 12 and like anyone else obtain their National School Certificate; some of them get exemption and qualify for tertiary education.

An interview with one of the three ex-convicts for this study on curriculum in terms of what they gain while studying during their incarceration, he said:

People tend to have false ideas about the education that is offered by the DCS and that is not okay. Had it not been for the DCS and the education they offered me, I would not be doing my Master’s degree now. Their education is just as good as what is offered in mainstream schools; it is relevant and also prepares learners for the challenges faced in life.

The interviews reflected a uniform curriculum as understood by five (42%) officials in literacy and school programmes from the three centres, and no need for Correctional Education to have

anything different. One of the five officials in non-formal education indicated that the current infrastructure both in terms of classrooms, personnel and teaching and learning resources including the budgets could only accommodate a certain quota as prescribed by the authorities. He said he was aware that many offenders would like to join the artisan skills training offered, but the resources were just not enough to take everybody, particularly at the MCC. Another official at the MCC added that the overcrowding was more of a crisis than a problem. That has meant that many offenders could not participate even in the non-formal programmes. In addition, he said avenues like the new initiative of the 'halfway house' could alleviate the overcrowding problem. In support of his idea, O'Neill, Mackenzie and Bierie (2007) affirmed that, in the US, boot-camps were used as a strategy to reduce the influx of offenders into the traditional centres. Perhaps South Africa should think of introducing more options particularly for rehabilitated and studying inmates. In chapter 3, this study discovered that in countries like Kenya, a successful NGO, *Kituo Cha Sheria*, found that inmates expressed a need for paralegal training.

In conclusion, seven (78%) of the nine officials at the MCC noted that enrolments in formal education programmes were not as high as those in non-formal education skills development programmes. While MCC was bigger than two other centres (FCC and YCC), the officials at MCC alluded to the fact that males were more interested in acquiring skills than formal qualifications, although many still wanted to participate in formal education given the opportunity. This they attributed to the curriculum in artisan skills that provided them with employability opportunities. The official said the offenders were aware that artisans with non-formal experience stood better chances of employment than those with no experience.

6.6 HOW TEACHING AND LEARNING ACTIVITIES ARE CONDUCTED IN CORRECTIONAL FACILITIES

The interpretation and discussion in this section emanate from the third research question and objective, where the conditions in which teaching and learning activities are conducted. The data on this section were collected primarily through observations made during field-work. Interviews from the three centres show diversity of views, and the following were considered pertinent.

6.6.1 Use of Computers for Teaching and Learning

There were 12 facilitators, all furthering their studies in different disciplines. Only three had

personal laptops. They expressed frustrations with having to study with limited access to computers, laptops and the internet. Those with laptops obtained them through their families' financial assistance. They were grateful to have them, but it was noted that laptops both at male and female centres were locked up and could only be accessed with permission from the security authorities, for a limited time. Laptops were used under strict security controls and regulations. If offenders were caught using the internet (3G modem) without permission, they suffered severe consequences. At the MCC, some offenders said they had to wake up very early in the morning, and queued to be the first ones to access the computers in the computer centre that housed about 50 desktop computers. At the YCC, there were enough computers due to low number of users during the study. There were no computers at the female centre. The females interviewed said some inmates from affluent families received laptops for their studies from their families. Women were marginalised, as their centre did not have any computer centres like males and the youth centre. Whenever they needed to use computers for their assignments, administrative online tasks or for research purposes, they had to ask the female warders and educationists. For most part, they said the officials offered permission at their discretion; if they were in bad mood, the students suffered. In total, therefore, 95% of inmates in educational programmes did not have access to computers and laptops.

According to one official at the MCC, preference was given to those who were studying towards tertiary qualifications as they needed to submit their assignments, research projects and portfolios. In the MCC, all those interviewed expressed frustrations with limited internet connectivity and usage, as they needed the facility for their studies. In response to their demands, the officials said due to some offenders' misuse of the internet, sanctions were imposed rendering their use highly limited, controlled and under security scrutiny. This is understandable since it is a known fact that some offenders continue their criminal activities by using the internet, where they re-offend while serving their sentences. A story was cited in which many male offenders were caught and re-charged with fraud and other cyber-crimes. Criminals in jails operate in syndicates, and through their networks, they are able to continue with criminal acts, using the computers and the internet.

In chapter 3 of this study, a court case in which one offender from the Westville Durban centre was suing the DCS was discussed with the interviewees that participated in this study (Bareau, 2013). They said they looked forward to the outcome of that case. While acknowledging the

limited rights they had as offenders, denying them the right to education, technology and unlimited internet use was tantamount to denying them lifelong opportunities in the globalisation and digital era, where every life dimension depends on computer networking infrastructure.

Those studying with UNISA had a plea to make regarding the online learning mode. They considered that institutions should exempt those in challenging environments like the remote rural and those at correctional centres. Computer skills and training are within the scope of non-formal education, particularly in the 21st century where teaching and learning programmes are so reliant on technology, the use of the internet and online programmes. Computers and laptops are nowadays seen as essential tools particularly in enhancing formal educational pursuits, but also in non-formal and informal educational settings.

During the interviews, 13 of the 15 officials (87%) of the MCC and FCC said UNISA was still regarded as the leading open distance learning institution, with about 80% enrolments in South African correctional centres being with UNISA. The officials agreed that the university provided the offenders with the necessary academic and administrative support for its enrolled students. This is “essential because the institution so far still remains the leading open distance education institution in the country”, one official reiterated. Other institutions accounted for about 20% of enrolled students, and a few of these technical institutions and universities were mentioned.

6.6.2 Resources and Support in Teaching and Learning Activities

In life there is never a time that one can be satisfied and say resources and money are sufficient. However, people, companies, organisations and countries have managed to progress despite their limited resources. The same applies with the DCS. Financial challenges are a problem in all countries and correctional facilities. One official in the senior management in one centre said, resources in Correctional Services are at two levels: individual and institutional.

O'Neill, MacKenzie and Bierie (2007) in their study conducted on educational programme types in traditional prison and boot-camps, shared similar sentiments with the senior official interviewed. It is also the view of this study that resources for any given situation would never be sufficient, but true learning happens if individuals are committed and self-directed (Knowles, Holton & Swanson, 2012). At institutional level, teaching and learning can happen even if there are few resources at organisational and institutional level to do so. Hence it is important for both teams to meet each other half-way. As the saying goes: ‘success lies with those who see a half-

full glass, not a half-empty one'; and 'it takes two to tango'. One without the other is a recipe for disaster.

While all 15 officials interviewed agreed that some officials treated offenders like animals and not human beings, sometimes being rude, demotivating, arrogant, non-supportive, jealous, and corrupt and fraudsters, 10 (67%) officials said there were also very good officials and role-models to offenders. One official acknowledging the talents and good qualities of some offenders, and some good work they do said:

Sometimes we see pregnant women giving birth to beautiful babies in the facilities; they nurse them and nurture them into grown children in this environment. Some offenders, after hard-school work, and after completing their studies, they graduate and celebrate their successes with smiles. We are driven by passion and empathy, and when these success stories happen we also look back and smile at our achievements together with offenders. We are a Correctional Services family.

This study echoed the sentiments shared in the above quote. As a society, people should acknowledge the efforts and hard work of Correctional Services officials. Regrettably, only the negative things are emphasised. It is the view of this study that the achievements done by Correctional Services and officials should be recognised, and they should continue to be encouraged for their success stories. Examples of success stories are international icons like our late former President Nelson Mandela and many others who participated in educational programmes in prison.

6.6.3 Qualified Adult Educators as Source of Support and Inspiration in Correctional Education

Correctional officials are employed by the DCS as full-time educationists directly in charge of development programmes (educational programmes). Within the adult education discipline, an educationist refers to an adult educator. Correctional educationists apply for jobs within the department and public service procedures. Facilitators are described as offenders who work within the centres as teachers or tutors. An offender with a Matric qualification or above can apply to be a facilitator, and is assessed and interviewed. They are paid monthly stipends, or what is called a gratuity, for their tuition services. Some gratuities can accumulate and benefit offenders after their release to re-start their lives. It was also revealed that some facilitators come

into prison with academic qualifications like qualified teachers, nurses, doctors or other specialist disciplines, and such offenders are automatically encouraged to do some teaching. This is a human resource benefit that the Correctional Services uses at a cost. The majority of the educationists and facilitators do not necessarily have teaching experience before coming to the centres.

A shortage of qualified teachers in South Africa remains a serious challenge in the country (Legotlo, 2014). South Africa still regards teaching as a scarce skill because many qualified teachers particularly at tertiary and university levels are from other countries. Tertiary education at correctional facilities thus will ensure that those with teaching experience acquired while in incarceration will be able to provide for their livelihoods while they serve their communities and their country as qualified professionals. Rogers and Horrocks (2010) intimated that the centrality and high regard for qualified adult educators must be recognised if true adult education is to be achieved. The DHET (2014) Policy for Adult and Community Education and Training (ACET) emphasises the importance of engaging qualified adult educators who are grounded in imparting and observing the application of adult teaching principles in the adult learning context. Most literature showed that the lack of qualified adult educators within correctional centres is a major challenge, (Muntingh, 2001; NYDA, 2011; Jules-Macquet, 2014). The situation could be turned around by increasing the figures of student-inmates at tertiary level. This could be done in different ways. The majority of those interviewed from this category said if Correctional Services could retain released offenders as facilitators, it would not only alleviate unemployment, but would also address this lack of qualified correctional adult educators.

True learning happens because, among other things, educators have made it possible in facilitating the processes of teaching and learning. In formal and non-formal learning encounters, educators are needed. For life-skills informal education to happen, qualified professionals need to facilitate the processes. Therefore the significant role played by qualified personnel in teaching and learning cannot be compromised or undermined. During the interviews in the FCC, the researcher came across Rosetta (not her real name), the Mathematics inmate-facilitator. Highly respected and looked up to by officials and other inmates, Rosetta was serving a life sentence, after killing her spouse after suffering abuse for many years.

Rosetta was a qualified teacher with specialisation in Mathematics, and held a teaching diploma. She applied for the job in the FCC, but her gratuity was very small and did not allow her to really

get by. In the centre, she was in charge of Mathematics from ABET Level 1 – 4 and Business Studies N4 – N6. Most of the learners talked highly of her and held her in high regard. Asked how she conducted her teaching and learning, she responded:

I use group work, discovery and investigative methods of teaching because I know such methods would yield questioning minds and hence good responses and results from the students. I do not spoon-feed them, because I don't believe in that. I prepare assessment tests of the lessons covered throughout the year except for examinations which are set externally by the Department of Basic Education.

Comparing her teaching in the correctional centre with the normal school setting, Rosetta said before coming to the centre she was teaching young learners, but her main challenge here was that all learners were adults. "It takes them longer to grasp things and they sometimes come to class but cannot concentrate because of personal problems," she stated.

Commenting on the library resources, she said the library was not stocked with textbooks and study materials to support her as a facilitator, "I improvise," she said. If more resources to enhance learning could be made available, teaching and learning would be more fun and interesting. Regarding the drop-out rate at the centre, Rosetta said there was a lot of enthusiasm and interest by offenders, but those who usually dropped out were those who were excited about being released. The story of Rosetta resonates with someone who has observed some principles of andragogy and using them to enhance adult learning.

During the study, the researcher was not only concerned that there was a serious shortage of adult educators, but that the importance of having them is still not regarded as the main factor in contributing towards the success of adult education programmes in the centres. This is based on the assumption that as long as any person is a qualified teacher; they can teach effectively and deal with adult learners. Some of the officials, when asked about the andragogy theory, had no clue what that was. This certainly implies that the concept of adult education as a field of study with its epistemological principles and practices was not known, or regarded as important.

6.7 PREVAILING CONDITIONS AND THEIR IMPACT ON EDUCATION AND LEARNING THROUGH OBSERVATIONS

The fourth and last research question and objective for this study was to investigate how prevailing conditions in the three correctional centres impact on education and learning. In this

section, the researcher interprets the observations made regarding teaching and learning in the prison setting. The section also interprets and discusses interviews held with officials and offenders regarding prevailing conditions and the “prison” environment in which their teaching and learning happen. Since the inquiry is done in the three selected centres, constant-comparison arises where each centre is discussed alone and, also in comparison to other centres in the study.

6.7.1 Observations during Teaching and Learning Activities

6.7.1.1 Male correctional centre

It was clear that the teaching and learning activities happen under very difficult circumstances, due to over-population of the centre. Given that the normal accommodation capacity of the centre is 1 700 and at the time of the study there were 3 000 offenders, the centre is 176% full. This information is confirmed by the Correctional Services Annual Report (DCS, 2012) which discusses the challenges in some correctional facilities in South Africa. Despite the overcrowding challenge, the general feeling of the participants was that the management and officials were trying their best to ensure that teaching and learning activities were conducted without hindrances. The fact that there are shifts to accommodate as many inmate-learners as possible shows the commitment at that centre. Observing even old male inmates attending classes, with few incidences of absenteeism, was viewed in good light in terms of motivation of learners and their commitment to learning.

From what was observed, inmates were clean and seemed well-fed. The researcher did not see any signs of malnutrition and did not hear inmates complaining about the lack of food. Those who commented on food, referred that they would have wished to eat what they would get at home. In South Africa, this was contradicted by De Koning and Striedinger’s (2009) findings about poor diet that could have some effect on teaching and learning concentration and activities. One of the main reasons why governments, particularly in developing countries like South Africa, have feeding schemes for learners is that teaching and learning activities cannot be effectively conducted if learners are hungry. They must be fed first, before tuition can take place. The observation of how well-fed the inmates were was made on the basis that hungry inmates would not be productive learners, and thus teaching and learning would become a futile exercise.

Comments made by inmates about the officials and the treatment they receive led the researcher to believe that, at that centre, there was a cordial relationship between the officials and the

inmates. They emphasised respect, promotion of good values and positive attitudes. There was also a feeling during classes that inmates respected one another as human beings. The inmates also spoke highly of the support they received from the majority of officials. This made one believe that officials at that centre were behaving professionally towards the offenders. In some interviews, the empathy that officials showed to the inmates was also evident. Despite the overcrowding, limited infrastructure and resources at the centre, the male-inmates were well provided for. It was also revealed that the budget is quite substantial. Knowles, Holton and Swanson (2012) emphasised the importance of cordial relationships between learners and facilitators as one of the six principles of andragogy. This principle cannot be emphasised enough. Effective teaching and learning for adults depends entirely on such cordial and mutual respect and relationships where both the learner and facilitator share knowledge by first building rapport.

6.7.1.2 Female Correctional Centre

With a small population of only 280 offenders, the observations made at the FCC revealed a serious shortage of some basic teaching and learning materials like textbooks, poorly equipped classrooms and a small library with old books. It was expected that this minority population should be well cared for in terms of the budget, financing of programmes, teaching and learning resources, general upkeep, support and other social amenities. However, that was not the case. The researcher wondered whether the social norm where women are marginalised is still the standard used to degrade and undermine the status of women even within correctional settings. The centre did not show much life in it. While they were clean and said food was generally acceptable, they said they were not too happy as they felt they were a minority that was not cared for. This information is corroborated by the interviews held that they felt more resources and support were given to their male counterparts; they were marginalised, segregated and demotivated. From the interviews with officials, it became apparent that the drop-out rate at the centre was cause for concern, meaning it was too high.

This study is of the view that there was disparity of resources for teaching and learning at this centre, compared to the other two centres under investigation. A typical example was that at both the male and youth centres, there were fully-equipped computer centres with working computers and offenders used them to learn basic skills and to do their research projects. The female centre had no computers at all. In validating the observations, the interviews revealed that those with

personal laptops could only access them with the permission of the officials at certain times. The Grade 12 studies were subsidised at the MCC and YCC, but at the FCC, such subsidy was not provided. From observations, the SRAC activities, which were considered critical in other centres for providing offenders with services like psychologists, psychiatrists and recreational activities were not provided at the female centre.

Interviews with four female learners and two facilitators showed that sometimes the schedules for school activities got disrupted without prior notice by officials, a practice that other learners and students in other centres did not mention as a problem. The women studying with tertiary institutions said they were struggling to do research as internet facilities were extremely limited and sometimes not available at all. In other centres, internet facilities were also mentioned as a major challenge that needed serious attention. The overall perception at this centre was clouded by low morale, demotivation and less activity. As cited in Chapter 3 of this study, Dissel (2000) noted with concern the gender disparities and resource inequity between males and females in the majority of correctional facilities, particularly in developing countries. Some interview accounts of female inmates are discussed in the section below; most of the comments made about officials were that the officials were not very supportive of offenders who were studying. The female offenders felt apathetic towards the treatment they sometimes got from the female warders. One offender who was transferred from another female centre made a comparison and said:

The centre I came from had everything that we needed as female offenders. The officials were very supportive of our school work. They motivated us and were very understanding and sympathetic to our needs. Here it is different; we are treated like animals, now, not women.

The sentiments expressed here dispute the fact that all female centres have meagre resources. This study on disparity on resources between the male and female centre should therefore not be generalised.

6.7.1.3 Youth Correctional Centre

The YCC is known as a 'Centre of Excellence'. Of the five youths who participated in the study, four of them (80%) said the centre felt like their second home. They spoke highly of the good treatment they had in terms of food, clothing, school materials and support from their teachers/officials. They were not enrolled with the FETs. Two officials at the youth centre

disclosed that the juvenile centre only accommodated youth from their ages (minimum 12 years) until they reached 21 – 22 years, where after they were transferred to male adult centres. For that reason, many left the centre when they were about to start their FET further studies.

The main issue that was revealed by the young men was the treatment and conditions they suffered before landing at this peaceful place. The spoke of the trauma they went through at the awaiting-trial centre before they were charged. All five learners interviewed talked about the horror stories that nearly destroyed them. They described awaiting-detention as hell, the passage they had to go through before landing in the YCC. One of them said:

It is true we have offended other people and we need to be punished for our actions. But awaiting-trial is a place only meant for animals not human beings. People's lives are destroyed by conditions prevailing at those centres. Should people be destroyed first and then be rehabilitated later? This is why some good people come to prisons and end up as murderers and devils.

6.8 CHAPTER SUMMARY

Chapter 6 provided the data analysis, interpretation and discussion of the study based on four research questions and objectives. The context of the three correctional centres and conditions for teaching and learning were outlined to introduce the chapter. Interviews highlighted offenders' perceptions on three educational streams (formal education such as Kha Ri Gude literacy; ABET Levels 1 – 4; Grade 12 and tertiary formal education). The interviews on non-formal and life-orientation (informal) were analysed, interpreted and discussed. Officials' interviews on curriculum, teaching and learning issues were analysed, interpreted and discussed. The chapter discussed the role of qualified personnel and their contribution in educational programmes offered in correctional facilities. The chapter concluded with a brief discussion of human rights and other exclusion issues regarding educational programmes. The next chapter provides the summary, conclusions and recommendations of the study.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

Chapters 5 and 6 respectively presented the results and interpreted data collected from 30 inmates participating in formal education, and 20 in non-formal and informal adult education programmes from three correctional centres. Fifteen correctional officials and service providers were interviewed to give their views on the perceptions of inmates towards the educational programmes provided through correctional education programmes. This chapter is divided into two sections. The first section deals with the summary of the thesis including the methodological processes. The second section covers the major findings of the study, the conclusions and the recommendations made for various stakeholders in correctional adult education programmes.

The study was guided by four research questions, and assumptions on the perceptions of offenders participating in educational programmes offered in the three correctional centres in Tshwane, namely the MCC, FCC and YCC. This chapter establishes whether the aim of the study has been achieved, and whether the assumptions made at the beginning of the study have been addressed, through the literature and findings made by the study. Mouton (2001: 121) advised researchers to look out for coherent, logical, clear and persuasive argument to validate the findings by demonstrating scholarship in their final arguments. The following pages contain the summary of the findings, conclusions drawn and the recommendations made.

7.2 SUMMARY OF THE RESEARCH PROCESS

Of the four research questions, this study successfully managed to yield substantive evidence on the three questions. The three questions and the methods used to collect data provided valid and reliable data. Data collected through observations and interviews were supported by other previous studies and literature selected for the study. The researcher concludes therefore that based on the empirical evidence reported, the study has achieved its purpose and objectives. However, the research methods used did not yield much evidence regarding the fourth question on the curriculum. This is because perceptions on curriculum need specialised knowledge and skills. Curriculum embraces many complex variables, and the decision on whether the curriculum offered is desirable or not does not lie only with one person, institution, system or

department. For this reason, the researcher identified curriculum issues as an area of research that can be further explored.

Through the use of selected approaches, strategies, methods and techniques in data collection and analysis, the study was able to obtain diverse perceptions and views from different participants mainly the offenders, officials and ex-convicts. The case studies of three correctional centres provided a broad spectrum of ideas and a diversity of issues in the implementation, management and administration of educational programmes. From the voluminous data generated during the fieldwork from the three centres, the researcher was able to give an overview of all issues raised during the interviews and observations.

7.3 SUMMARY OF THE MAJOR FINDINGS FROM THE LITERATURE

This section looks at the major findings from various literature used for the study. The literature was divided into main sections:

- How the assumptions of the study were validated by the literature
- Summary of theories and the trajectory on contemporary issues

7.3.1 Major Findings on the Assumptions of the Study

In chapter 1 this study made two assumptions as outlined again below:

- Adult education programmes have various forms and connotations. Three correctional and development educational programmes as espoused by correctional services are of adult education nature, namely the correctional and development programmes or plans as outlined in the Correctional Services Sentencing Plan (CSSP). The underlying assumption within the andragogy theory is that teaching, learning and participation of offenders in these programmes should embrace adult education principles as espoused in Knowles' theory of andragogy.
- By exploring the theories of the eco-system and other theories in correctional behaviour (incapacitation; recurrence; retribution and restoration, and rehabilitation and reintegration), it was found that offenders who participate in adult education programmes in correctional facilities can make a significant contribution towards effective correctional education if a favourable environment, support and resources for learning are provided.

UNESCO's definition of adult education is an embodiment of what constitutes adult education (UNESCO, 1976; Nafukho, Amutabi & Odunga, 2006). Various studies conducted in developed as well as developing countries epitomised correctional education as one among many different forms of adult education. Based on these previous studies, this current study confirmed the assumption that correctional education is a lifelong learning process for those who are incarcerated. Whether they are below the age of majority in terms of their own social, biological and other adulthood determinants, by virtue of being in correctional centres, they have to take on adulthood status (Bruyns & Nieuwenhuizen, 2003; DCS, 2005; Hall & Killacky, 2008; Johnson, 2015).

The second aspect of the first assumption is that "The underlying assumption within the andragogy theory is that teaching, learning and participation of offenders in these programmes should embrace adult education principles as espoused in Malcolm Knowles' theory of andragogy and its principles". The two theories of pedagogy and andragogy work in a cycle or continuum. Teaching and learning can effectively happen in terms of both theories, depending on methods that educators and teachers apply. They are complementary. We should not forget that adult learners were also school children at some stage. Andragogy comes into play in learning later with adults' own past experiences which can either enhance or inhibit their learning as adults. There are also different learning styles, where some children within the pedagogical sphere could be self-directed like adults, and vice versa (Sandlin, 2005; Wade, 2007; Merriam, Caffarella & Baumgartner, 2007; Quan-Baffour, 2011).

In correctional settings, teaching and learning happens, either within pedagogic or andragogic dimensions. Offenders learn whenever they are ready or forced to learn. But having said that, this study strongly argues for andragogic principles to be applied and practised when teaching adults, especially offenders. In previous studies and literature (Schoeman, 2002; Manger, Eikeland, Diseth, Hetland & Asbjornsen, 2010; Quan-Baffour & Zawada, 2012), strong recommendations were made to the effect that qualified adult educators should be engaged in correctional education centres. Similarly this study adds its voice to that clarion call. Qualified adult educators will apply andragogic principles of adult teaching and learning and for that reason, the assumption is acceptable.

The second assumption was on the effects of the eco-systems theory and other four theories (incapacitation; deterrent, retributive and rehabilitative/reintegration) on offending and

correctional behaviour. The eco-systems theory posits that offenders in correctional facilities are a miniature sub-society displaying characteristics and the complexity of the larger societies. All societies in developed and developing countries experience crime and none are immune from deviant behaviour of some of its members. The importance of all five tiers of society working in harmony may give rise to a holistic, integrated and meaningful criminal justice system, a phenomenon discussed in the study.

7.4 SUMMARY OF THE MAJOR FINDINGS THROUGH INTERVIEWS AND OBSERVATIONS

The following summary of major findings is based on key issues presented, interpreted and discussed in chapters 5 and 6.

7.4.1 Perceptions on Literacy Programmes

It is clearly indicated that the impact of the Kha Ri Gude national literacy campaign is benefitting adults who missed out the opportunity of schooling. Adults saw the literacy campaign as a gateway to upper levels of education as they progressed to ABET Level 1 within a very short time.

The perceptions of offenders about literacy skills programmes reflected the impact that literacy skills were having in improving their lives. This was clearly indicated by the participants in the literacy campaign itself, and the librarians or facilitators that were serving as literacy teachers. It is for these reasons that this study views literacy skills as highly pertinent for those who missed out on the opportunity. It was also found that once a person had acquired literacy skills, they wanted to go further for higher skills and levels of knowledge, be it cognitive or psychomotor skills. Evidence of this was shown by three male-offenders who also admitted that because they were too old to venture into formal education, literacy skills enabled them to advance into the non-formal education stream.

7.4.2 Primary schooling: ABET Levels 1 – 4 and Grade 12 self-study

South Africa has reviewed and adopted a new policy on Adult and Community Education and Training (ACET) (DHET, 2014) programmes. The new policy embraces Adult Basic Education and Training and includes other aspects of the lifelong learning, community development and adult education trajectory (UNESCO, 1970). While the DCS is commended for its work on this

aspect, there is room for improvement. The department is also commended for aligning its educational activities with the national curriculum system (CAPS). Overcrowding is another problem that limits the numbers of offenders who might participate in ABET level (Grade 6 – 9) educational programmes at the male centre. The present infrastructure and logistical problems also limit the numbers of learners. These are issues beyond the scope of the DCS alone. The policy-makers and other stakeholders need to put their heads together in finding long-term and lasting solutions to these problems, including those in correctional facilities.

7.4.3 Tertiary Educational Programmes

Long-term inmates who managed to complete their tertiary education become a reservoir of human resources assets for the DCS as they are able to continue teaching other inmates. This situation benefits both the individual inmates as well as the DCS in alleviating the shortage of adult educators and teachers for adult males and females in the facilities. Seen in that light by the DCS, the lack of trained educators could be minimised. The Policy for Adult and Community Education and Training (DHET, 2014) emphasises the importance of engaging qualified adult educators who are grounded in imparting and observing the application of adult teaching epistemological principles in the adult and community learning context. Literature studies like (Muntingh, 2001; NYDA, 2011; Jules-Macquet, 2014) showed that the lack of qualified adult educators within correctional centres has been a major challenge for a long time, the reasons for which are not clear but could likely be attributed to a lack of financial resources and political will.

While organisations such as some institutions of higher education, like UNISA, Home Study College, theological colleges and few others, and organisations like the National Students Financial Assistance Scheme (NSFAS), National Institute for Prevention of Crime and Rehabilitation of Offenders (NICRO) and others have made significant contributions in supporting educational programmes in correctional facilities, the inmates believe more could be done.

Officials and the tertiary students alluded to the fact that those, after release, inmates were able to secure employment and be self-reliant. Those interviewed confirmed that inmates with tertiary education would not easily recidivate. Foley and Gao (2004) observed that the role of education in the rehabilitation of incarcerated adults and its impact in reducing the recidivism rate of

previously incarcerated individuals is a much debated topic. Schoeman (2002), Bruyns and Nieuwenhuizen (2003); Wade (2007) and Quan-Baffour and Zawada (2012) concur that there is a renewed interest in correctional education due to escalating rates of incarceration and recidivism, and statistics reveal that less educated adults are more likely to be incarcerated than more educated adults. Tertiary education programmes in correctional services are viewed as culminating in rehabilitative and social re-integration attitudes of the offenders and benefitting them after their incarceration.

7.4.4 Non-Formal Education Programmes

The inmates who participated in the farming programme, production workshop and library services regard the adult non-formal education programmes as an important stream alongside the tertiary education. They conceded that through adult non-formal training, they were able to earn a monthly gratuity, which enabled them to accumulate savings for their post-release. The majority of those in this programme came to the male centre illiterate or semi-literate. They started with literacy programmes and proceeded to non-formal programmes, where they were trained in artisan skills. For them, their participation offered them a second-chance, as they perceived their reintegration in the positive light. Considering that South Africa need many artisans like electricians, plumbers, builders, computer programmers and technicians among others, these inmates' future looked brighter than when they joined the correctional centres. It was only in this stream that the female inmates felt left out in terms of other non-formal skills which they also desired to have after their release. This is because most skills offered for men were not made available for women. The female centre however offered what they considered female-orientated professional skills like fashion design, beauty care, early childhood development programmes and home care. Women reiterated that even those skills were offered on a very small scale, and they were not convinced that they would be able to reintegrate well after their release, as they saw their male counterparts doing.

7.4.5 Informal Adult Education Programmes

The impact of informal adult education or life-orientation courses in correctional centres in rehabilitating and transforming the lives of the inmates has been indicated throughout this thesis. The values of *Ubuntu* and inclusive of Africanised curriculum was proposed and recommended for educational institutions as well as correctional educational discourse (Prinsloo, 2010). In

view of how much inmates gain their positive values and changed attitudes through informal training course offered by Correctional Services and other civil society organisations, such programmes should be *massified* for inmates. The inmates interviewed confirmed how they were rehabilitated through programmes and activities done through informal educational programmes such as anger management, drug rehabilitation and others. The officials that were interviewed opined that true rehabilitation comes from within and while informal training can only provide space and opportunities for that, a lot of rehabilitation and transformation of offenders' lives is their own responsibility. Ex-convicts emphasised the importance of life-orientation if true reintegration was to happen with offenders. They stated that inmates who benefitted from life-skills are not likely to recidivate because they have gained self-control, confidence and self-esteem and are better persons than before. They understood their situation much better and they said their level of resilience had increased, so that even when they met challenges after their release, they would not re-offend, because of the life-skills gained.

The White Paper (DCS, 2005) alludes to the fact that the DCS is not the only role-player and stakeholder in the rehabilitation and reintegration of justice in South Africa. Hence the Constitution (RSA, 1996) and the system of Integrated Governance adopted in 1999/2000 in South Africa emphasised the importance of the Integrated Justice Support System (IJSS). However, during the interviews, both officials from the DCS and outside expressed their frustrations regarding the red-tape and bureaucratic practices in DCS whenever partnerships are proposed with other organisations. This is not only detrimental to the inmates who are losing out, but also to the taxpayers who fail to benefit from partnerships that could help in reducing criminality. Many organisations lose morale and interest because of bureaucratic processes involved in providing services in correctional centres. They therefore opt to work with other user-friendly organisations, with little or no red-tape at all.

7.4.6 Prevailing Conditions for Teaching and Learning

Conditions and situations depend on available resources such as infrastructure for teaching and learning; some of which have been accessed long time ago and without much input from those currently running the facilities. However, there are resources that can easily be managed and used to benefit the educational endeavours. The effect of how innovative, creative and inventive people are in carrying out their duties is very pertinent in maximising the few resources to

benefit the majority. Officials must learn to ‘multiply the few loaves like Jesus did’. Resources can never be sufficient in any life situation.

Offenders could do better if they received adequate support from the authorities. From their own revelations, offenders appreciated the little they got under very difficult circumstances but believed more and better could be done. Positive and right attitudes and understanding of officials could go a long way in increasing their success. Infrastructure support for teaching and learning, the increase, access and the use of computers is not a matter of choice any longer in the digital era. Offenders need access to the internet for their assignments, research and other administrative support for their studies, particularly those in tertiary and some non-formal education courses. Denying them that access for the sake of security measures, as highlighted by this study, was considered unfair. The Correctional Services could become vigilant with security rules and provide increased and watchful security while giving permission to offenders: with technological advancements, there are ways of limiting access to websites and communication with the outside world. While their freedom and rights have been curtailed, offenders need educational support to reach their full potential as human beings and transformed citizens. If rehabilitation and reintegration are envisaged as interventions in reducing recidivism, then taxpayers’ money should be spent for a good cause. For these reasons, the study recommends that the government supports the DCS to ensure that offenders get the technology infrastructure and services they need for their tuition, while not compromising their security measures.

7.5 CHALLENGES IN CORRECTIONAL FACILITIES

There were many major challenges that this report discussed in previous chapters. Most of them are summarised under different headings in this chapter. This section particularly speaks about the predicament of educational provision and human rights and exclusion of awaiting-trial detainees in educational programmes. The third major crisis is the absence of a national database for offenders. As stated in other parts of the report, offenders have human rights that are protected by international treaties and laws; hence they can choose to participate or not to engage in educational activities. Human rights of offenders who can choose not to participate in educational activities needs to be curtailed as this excludes many offenders who could benefit themselves and the country while drastically reducing the illiteracy rate to complement other educational programmes. In South Africa, Correctional Services Ministers have made speeches about reinforcing the importance of education and declaring that education for offenders must be

made compulsory, in order to curb recidivism and to equip them with knowledge and skills for employability and for their livelihoods. However, this study observes that such declarations have not resulted in any tangible results. Offenders can still choose and stand by their rights not to engage. In South Africa, where crime is the order of life every day, mandatory education should be reinforced, if ever society is to be serious about curbing it.

The legal framework and other national policies in South Africa have provided a solid base from which the DCS can work and support the participation of offenders in their educational endeavours. The framework (DCS, 2005) provides the rights and recourse for offenders and the necessary support to access educational opportunities, including offenders in awaiting-trial centres. However, more resources and support are needed for DCS to perform this mammoth task. Currently detainees only have access to the library where they can only read books without any organised educational activity. From this study through interviews, particularly with juveniles, awaiting-trial detention is only a den for the destruction of human beings. Many first offenders learn to be worse criminals there, and they keep re-offending, taking their lessons as forms of survival or the way to live. If South Africa is serious as a country about curbing recidivism, a complete revamp of awaiting-trial has to be revisited.

Many developed as well as developing countries are still challenged with the complexities around the integrated justice system, in which laws, policies and programme frameworks are not resulting in practical implementation strategies. Historically, prison infrastructure in many countries cannot accommodate the influx of offenders, who cannot afford bail, or are refused bail, overcrowded holding cells and awaiting-trial detention centres in inhumane conditions (Keehn, Patel & Ballard, 2015). The criminal justice system in most countries is not meeting the minimum requirements of the United National – Standard Minimum Rules on the Treatment, Ouagadougou Declaration and other international declarations and mandates. South Africa is no exception. Most of the justice system suffers legal complexity, red-tape, and bureaucracy that are not addressing prison issues in a manner conducive to reducing bottlenecks and logistical challenges. This culminates in a lack of a national database where offenders are not easy to track and trace. Lack of a coherent national database of offenders is still a challenge in South Africa, where issues around recidivism are hard to record and research. Different agencies, international, national and provincial, are not able to consolidate their work in partnership with the DCS and

with other role-players. The silos in the mitigation and intervention programmes for offenders inhibit fair distribution of resources, where some centres are better-resourced than others.

7.6 RECOMMENDATIONS

7.6.1 Literacy

With the call by the South African government for Technical Vocational Education and Training programme to address the artisan skills shortage, literacy should be seen as a gateway towards achieving this. The study therefore recommends to the DCS to use the advantages and contribution of literacy skills for more adult male inmates who may seem idle or feel too old to learn. Once they have gained the literacy skills, it is evident from the findings that they would be motivated to go for non-formal skills, while contributing to their livelihoods and towards the national economy after their release.

7.6.2 Partnerships

The role of tertiary institutions can be strengthened by holding open days to market their services to offenders while also facilitating and ensuring their financial assistance base. It is therefore recommended that cordial relationships and partnerships with tertiary institutions and private or business sector be created or strengthened where they exist. Institutions of higher learning and the business sector should look for their market in schools and correctional centres, and they should be seen providing a supportive role in facilitating financial assistance for the provision of education in these environments, by thinking out-of-the-box.

More female offenders should be employed as facilitators to benefit from the payment of subsidies or wages like their male counterparts. This could bridge the disparity and marginalisation of women in prisons, a feeling that was expressed by officials and female offenders interviewed. This study recommends that the Department of Correctional Services upgrades its support, both technically in the form of financial resources and infrastructure, and psychologically and emotionally in the form of psychosocial services for in all female correctional centres. Furthermore, the Department of Correctional Services should be seen being the main employer of its own “timber” after the inmates’ release. Considering the lack of qualified teachers as mentioned, the department should harness the skills of inmates after their release to plough back and be employed as teachers. The inmates would benefit as workers,

while the department would keep its own teachers who are familiar with the prison environment and can benefit other inmates and become their role-models.

Provision of life-skills and correctional behaviour is a mammoth task that the DCS cannot achieve alone. The use of partnerships with other institutions and organisations has already been mentioned in the previous section, and it is important to emphasise that again. Increased crime levels in South Africa are a cause for concern for everyone, and a multi-faceted approach and holistic strategies need to be put in place to circumvent the problem which has huge repercussions for the general economy and society as a whole. It is therefore recommended that while the DCS remains vigilant with security protocols, this should not hinder collaboration and partnerships with other stakeholders who are willing to provide more and innovative life-skills programmes. Similar recommendations apply to non-formal education programmes as their positive impact and role in transforming the lives of the inmates are the same.

It is therefore recommended that the Department of Correctional Services be more receptive to other stakeholders to partner with them, particularly in addressing the plight of the awaiting-trial detainees in accessing educational opportunities.

7.6.3 Inequities

Throughout the study, the concern was raised on the inequity between correctional centres for males and boys and those for females in terms of the unfair distribution of technical, emotional and psychological support and resources at the female centre. While the study would not generalise that all female centres were less resourced than the males, the female centre for this study was in a horrendous state. The discrimination against women and unfair distribution of resources on the basis of gender were appalling to say the least. Women are marginalised in society on many levels despite efforts made at national, community, at workplace and in households. This study saw that discrimination extending and following them even in correctional centres where they were a minority. The DCS has been advised in previous studies on the issue and this study is making a similar plea that women should not be discriminated against in correctional centres.

This study recommends that women be given their rightful place in terms of the national resources by being provided all the support they need; the support that is given to their male and youth counterparts. The recommendation goes first and foremost to the South African

Commission for Gender Equality (CGE) to review the equality status of women in incarceration centres in the country.

Incidentally, offenders acknowledge the support offered at various levels on their educational participation and endeavours. That support was from the officials; those officials with positive attitudes towards promotion of educational values and those with an understanding and the knowledge of the epistemological principles of andragogy were particularly applauded. But they were found to be very few; hence the need for qualified adult educators with grounded adult education methods of teaching and learning.

7.6.4 National Database

Through interviews with three senior officials in the management of the three centres, and the issue supported by previous literature on lack of a national database, this study, like Jules-Macquet (2014) and others, strongly recommends that an integrated national database for offenders through the integrated justice system must be established as a matter of priority. The study therefore recommends to the DCS, politicians and policy-makers that the establishment of a centralised national database is a crucial step in revamping the integrated justice system.

7.6.5 Innovation

Whereas many offenders are appreciative of the support provided by the correctional officials, other supporting agencies and institutions of higher education, the offenders are of the view that more could be done. More could be achieved, if the integrated, holistic, multi-disciplinary, mainstreaming and cross-cutting approaches and strategies envisaged in an integrated criminal justice system were applied, where all stakeholders are involved. The implementation of long-term programmes and targets as already set out and mapped out by the National Planning Commission (2011) must be supported by a highly integrated national system to support all stakeholders in the correctional services purview. Commitment and political will from all stakeholders must be well-coordinated to ensure the long-term 2030 vision for the criminal justice system is reached. Thus networking, collaboration and partnerships must be strengthened to work holistically towards the common goal of being proactive in addressing crime levels, rather than being reactive to the problem. Being insistent on ensuring education becomes mandatory for all criminals can help. This study therefore recommends that the Ministers'

declaration on mandatory education for all offenders be implemented in all correctional centres, including detention centres.

The DCS should also be innovative and be more zealous in introducing needs-based and relevant training programmes. For these reasons, this thesis considered that more could be done in exploring innovations in curriculum, especially in the non-formal education area.

7.7 LIMITATIONS OF THE STUDY

The Department of Correctional Services in South Africa is guided by national legislation and policies. However, there are provincial correctional facilities that may have adult education programmes implemented according to what works better for them. This means that implementation of how teaching and learning activities are conducted and administered may be different for different facilities. Conducting research in correctional services is a tedious process that requires patience. The security protocols and regulations are stringent. This inadvertently might have affected the reliability and validity of data as only three methods, namely observations, interviews and document analysis, could be triangulated. Other methods like the questionnaires and some focus group discussions that were planned could not take place due to security issues. Ethical issues within the high-security controlled environment could have affected the reliability and validity of data somewhat and compromised authenticity of responses, because some interviews were conducted in the presence of security guards and correctional officials.

Implementation of adult correctional education and development programmes is affected and influenced by many variables such as the managerial implementation and adaptation of policies and other frameworks, personnel and correctional human resources attitudes, organisational culture and management styles. Other variables could include infrastructure, budget and administrative logistics for each centre, offenders' cultures, livelihoods and backgrounds. For these reasons, this study makes no claims that its findings could be applicable in other facilities that were not studied. With a sample size of only 65 participants from an estimated national population of 200 000 inmates, the researcher cannot generalise conclusions. Some conclusions and recommendations in this study might not be applicable in some correctional settings, as the understanding and interpretations of what constitutes educational and/or adult education programmes are diverse and situational.

7.7 SUGGESTIONS FOR FURTHER STUDIES

This study is making another call like other previous studies, that an urgent need to conduct a national overarching study on the rate of recidivism and its ramifications is an imperative in the correctional education discourse. Ignoring the lack of empirical and scientific evidence in this field is depriving the country of reaching its National Development Plan vision and other developments like the Sustainable Development Goals.

The following topics and issues should be raised when such studies are conceptualised:

- The impact and evaluation of educational programmes and curriculum in Correctional Services;
- The exploration of indigenous methods and strategies in crime and correctional education programmes;
- The condition of awaiting-trial-detention centres and the lack of provision of educational opportunities.
- How mandatory education programmes for all prisoners in terms of government's stated policies could be implemented.

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APPENDIX A: UNISA ETHICAL CLEARANCE CERTIFICATE

**APPENDIX B: DEPARTMENT OF CORRECTIONAL SERVICES ETHICAL
CLEARANCE PERMISSION**

APPENDIX C: INTERVIEW GUIDE FOR LEARNERS/OFFENDERS

1. What are your perceptions on the Correctional centre education offered within the correctional services?
2. What programme/faculty/discipline/courses/modules are you studying while in the Correctional centre?
3. Are you studying as a full-time, distance or part-time learner? And with which institution?
4. Did you start studying before coming here or have you started while you are already incarcerated?
5. Who influenced your decision to study/or continue with your study? Were you forced into studying or was it your own decision?
6. What resources are offered by the facility with regards Correctional centre education programmes? Are they distributed equitably to all the students?
7. How do you see your learning now benefiting you in the future, and after Correctional centre term?
8. What do you intend to do after your term with your qualification/skills acquired here?
9. What is the reaction of correctional services officials towards you as a learner? Are they supportive and if so, in what way? If not, what do officials do that imply non-supportive reaction to you as a learner?
10. Do you get support from other learners who are also engaged in Correctional centre education? If yes, what kind of support do you give each other? If not, why are you not supporting one another?
11. What support/or non-support do you get from those who are not studying like you?
12. Can you share some of your experiences as an inmate? What have you gained/lost by being here?
13. Other than studying for a qualification, what else have you learned as an inmate that you will take home with you, and which you feel is a valuable lesson to share with fellow inmates/ your family/community?
14. How do you describe the Correctional centre environment in which learning and teaching happen?
15. What are the challenges you face as an inmate-learner?

APPENDIX D: INTERVIEW GUIDE FOR FACILITATOR-INMATES AND OFFICIALS/EDUCATORS

1. What does correctional education programme entail for the inmates?
2. Why are you involved in teaching and learning for inmates?
3. Are you a qualified teacher or what qualifications do you have for teaching in the Correctional centre?
4. What teaching and learning activities are conducted for the inmates?
5. If you have been a teacher before, how do you compare teaching at the facilities to other normal school setting?
6. Do you follow the national curriculum or do you have your own curriculum for correctional education?
7. Can you elaborate on curriculum issues in correctional services?
8. What are your perceptions about the curriculum offered?
9. What teaching and learning resources are provided by the services for the correctional education programme?
10. How do you find teaching inmates at correctional facilities personally?
11. Do you think inmates benefit from the education programmes, and if so how; if not what do you think need improvement?
12. How do you see education programmes benefitting inmate learners presently and in the future?
13. Do you think correctional education promotes or reduces recidivism? And give reasons for your answer
14. Tell us how you became an adult educator in this centre
15. If you are also an inmate, how do other inmates treat you as their educator?
16. How do Correctional services officials treat you as an educator?
17. Do you see yourself continue teaching after your term? if not what other opportunities do you see in the future for yourself ?
18. Any comments on your work as correctional adult educator/official?

APPENDIX E: OBSERVATIONS GUIDE/CHECKLIST

Teaching and Learning activity:.....

Date:.....

Venue:.....

Time:.....

Duration of the lesson observation: (30 minutes)

1. The classroom set-up: How are teaching and learning environment created? Are there learners' desks, chairs, sitting arrangements, distance between learners and educator(s)?

2. How are learners participating in the activity? How is the relationship between the educator and learners? How can concentration span be described?

3. Teaching and learning methods used by the educator? Record responsive of learners on methods and strategies in teaching and learning. Record basic principles of adult teaching and learning that are obvious eg: readiness to learn; respect for one another; recognition of prior learning; motivation to learn; self-concept/esteemed learning; creativity/innovative; self-directedness in learning etc.)

4. How are discussions; lecture method; participation handled and done between educator and learners?

5. How is the ventilation in the room? Are learners relaxed, comfortable or is there a feeling of discomfort? General environment conducive to learning; cleanliness; classroom setting (Observe facial, non-verbal cues, give opinion on how you see and perceive the place) etc.

6. Other observations that may be noticed, that are not covered by the checklist

Thank you for allowing me to observe you in this session.

APPENDIX F: FOCUS GROUP INTERVIEW GUIDE

1. Their (offenders)experiences in working as a group
2. Their views toward Correctional centre education
3. Their opinions towards recidivism/re-offending
4. Their experiences with “inmates gangsterism” in Correctional centre
5. Resources allocation towards Correctional centre education programme
6. Suggestions for improvement

Thank you for your time and contribution.

PROOF OF REGISTRATION