

**AN INVESTIGATION INTO THE EFFECT OF REHABILITATION PROGRAMMES ON
SENTENCED OFFENDERS:
THE CASE OF KUTAMA-SINTHUMULE CORRECTIONAL CENTRE**

by

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I declare that this dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I also declare that this research paper was submitted only to the University of South Africa in partial fulfilment of the requirements to obtain a degree of Master of Public Administration, in the faculty of Management Sciences, Department of Public Administration and Management.

A handwritten signature in black ink, appearing to read 'I. Mabeba', written over a horizontal dashed line. The signature is stylized and includes a long horizontal stroke extending to the right.

Signature

23 March 2018

Date

ABSTRACT

Literature debates the success of rehabilitation programmes in recidivism of offenders. This dissertation explores the effect of rehabilitation programmes on sentenced offenders at Kutama-Sinthumule Correctional Centre (KSCC). Correctional centres offer various rehabilitation programmes with the aim of reducing recidivism and rehabilitating sentenced offenders. The study used a qualitative research design with semi-structured interviews. The findings indicate the perception of sentenced offenders changed from being negative to positive after completion of rehabilitation programmes and that rehabilitation programmes complement the reduction of recidivism. Gangsterism and the language medium was found to be a challenge to offender participation. Upon completion, the programmes were found to enhance offenders' chances of employment post-prison. The study recommends that programmes encourage rebuilding relationships and DCS improves their offered programmes to achieve the success of KSCC and recommends reinstating a credit system as incentive for participation, and a revision of the language of instruction used on these programmes.

KEYWORDS

Rehabilitation, programmes, recidivism, psychological, social, vocational, formal, education, correctional, centre, prison, offender, sentence.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired immune deficiency syndrome
CEMS	College of Economic and Management Sciences
CSP	Correctional Sentence Plan
DCS	Department of Correctional Services
HIV	Human immunodeficiency virus
KSCC	Kutama-Sinthumule Correctional Centre
SACM	South African Correctional Management
UNISA	University of South Africa

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CHAPTER 1: INTRODUCTION

1.1. Introduction

Prisons offer rehabilitation programmes to sentenced offenders to prevent recidivism. This study seeks to explore the effect of rehabilitation programmes on sentenced offenders in Kutama-Sinthumule Correctional Centre (KSCC). This chapter will provide a background and rationale for the study in order to contextualise the research problem. The chapter provides the problem statement, the research questions and the objectives. Furthermore, the chapter also discusses the data collection research methodology and design used in the study design. A description of conceptual terms is provided whilst the chapter concludes with an overview of the chapters contained in the study.

1.2. Background and rationale

South Africa is faced with a problem of alarming high numbers of the prison population. Statistics have shown that South Africa has joined the United States of America, China, Russia, Brazil, India, Thailand and Mexico in the top 11 of the most highly incarcerated countries in the world. This means that South Africa's prison population is outranking the prison population of the countries which are five times larger than her national population (The World Prison Brief, 2017:2). This also means that South Africa's rate of imprisonment is much higher than that of any other country in Africa (Motlalekgosi, 2015: 181; Gasa, 2011: 1330). Additionally, recidivism rates in South Africa are estimated to be between 55% and 95% (Lekalakala, 2016:106).

After the promulgation of the Constitution of the Republic of South Africa of 1996, transformation became a key issue in the Department of Correctional Services (DCS). This transformation necessitated that prisons shift from institutions of condemnation to places of new beginning in which rehabilitation is at the centre of all activities. The promulgation of the Correctional Service Act 111 of 1998 and the adoption of the White Paper on Corrections in South Africa of 2005 (hereafter referred to as the 2005 White Paper) resulted in changes to the correctional service structure (Muthaphuli, 2015:135).

The 2005 White Paper and Correctional Service Act of 1998, replaced the White Paper on Corrections in South Africa of 1994 and the Correctional Service Act of 1959, respectively.

The 1994 White Paper placed much emphasis on the punitive treatment strategies and it did not address important issues relating to the department's new rehabilitation centered system (South Africa, 2005: 12). In contrast, the 2005 White Paper provides that rehabilitation and the prevention of recidivism are best achieved through correction and development. The DCS, now, views rehabilitation as a process with three important objectives, namely; correction of offending behaviour; human development; and the promotion of social responsibility and positive values (South Africa 2005: 23). The 2005 White Paper defines the core business of the DCS as correction within a safe, secure and humane environment in order to achieve the desired outcome of rehabilitation (South Africa 2005; 20).

The significance of this study lies in its aim to determine how rehabilitation programmes have affected offenders and why they partake in these programmes. It was done through the use of a case study of the Kutama-Sinthumule Correctional Centre (KSCC), which is a private prison located in Limpopo, South Africa. The researcher chose this study as he is a sentenced offender incarcerated at Kutama-Sinthumule Correctional Centre and he has observed offenders taking part in the rehabilitation programmes of the Centre. The researcher has also partaken in various rehabilitation programmes offered at this Centre. At the time when the researcher was sentenced and admitted at KSCC, the researcher only achieved grade twelve and then completed various degrees and certificates through these rehabilitation programmes. It is within this context that the researcher developed passion to explore these rehabilitation programmes further, hence the reason for this study.

This study endeavours to contribute towards a better understanding of rehabilitation programmes of sentenced offenders in South Africa and will encourage policy makers and practitioners to successfully develop and implement these programmes.

Outlining the effects of rehabilitation programmes, as well as the recommendations of this study can also potentially assist Kutama-Sinthumule Correctional Centre and the

Department of Correctional Services to develop effective rehabilitation programmes for offenders.

1.3. Problem statement and research questions

Research indicates that a significant number of offenders released from prison reoffend and come back to prison despite having done rehabilitation programmes (Fitz, 2013:14; Swart & Naude 2013: 99). A conflicting view is presented by other researchers that offenders who participate in the rehabilitation programmes are less likely to reoffend than those who do not participate in the offered rehabilitation programmes (Moore, 2016:14; Kheswa & Lobi, 2014:617; Muthaphuli, 2008:195). There is limited information relating to the rehabilitation programmes of offenders serving sentences of incarceration. Also, there are no reliable statistics on recidivism, and as a result the effectiveness of rehabilitation programmes is difficult to gauge with any accuracy (Lekalakala, 2016:106; Moore, 2016:14; Tapscott, 2009:12). Thus, the research problem confronting this study was to determine the effect of rehabilitation programmes on sentenced offenders at the KSCC. Considering the background provided, the following questions provide answers to the research problem:

1. What rehabilitation programmes are offered to sentenced offenders in KSCC?
2. What are the perceptions of sentenced offenders towards rehabilitation programmes?
3. How can rehabilitation programmes compliment the reduction of recidivism?
4. What are the challenges faced by sentenced offenders with regard to rehabilitation programmes?
5. How can rehabilitation programmes be effectively and efficiently developed and implemented to sentenced offenders.

1.4. Aim and objectives

The purpose of this study is to explore the rehabilitation programmes of the sentenced offenders in KSCC. In order to address the research problem and research questions of the study, the objectives of this study are:

- To describe the rehabilitation programmes of sentenced offenders in the KSCC.
- To explore perceptions of sentenced offenders towards rehabilitation programmes.
- To assess how rehabilitation programmes compliment the reduction of recidivism.
- To explore challenges faced by sentenced offenders with regard to rehabilitation programmes.
- To provide recommendations for successful development and implementation of effective rehabilitation programmes for the DCS.

1.4.1 Delimitations and limitations

This study was not evaluating specific rehabilitation programmes and did not seek to illustrate the difference between two or more rehabilitation programmes. As stated above, the study explored the effect of rehabilitation programmes on sentenced offenders at the KSCC.

A potential limitation to this study is the nature of the sample itself. Only male offenders are incarcerated in KSCC which limits the generalisability of the results to other correctional facilities where the population comprises of both female and male offenders.

Interviews took place in a room with glass windows. Although interview discussions were not heard, other offenders and correctional officials did visibly witness the participants and saw the offenders who were participating. This could affect the confidentiality of participating offenders. However, the researcher did put notices on the windows warning offenders that a study was in progress.

Due to the exceptional circumstances of this study, appropriate steps were taken to mitigate the overall risk, such as for example, intimidation by correctional officials. The correctional service officials were informed of the potential benefits of the study in advance.

Although one of the main focus areas of the rehabilitation programmes is to ensure a decline in recidivism, the data for this is limited and the conclusions drawn with regards to recidivism in this study were based on the data collected during offenders' interviews and cannot be generalised. Thus, the study focused on determining the psychological and emotional effects of rehabilitation programmes on offenders.

1.5. Literature review

There is limited information on the impact of rehabilitation programmes on offenders who are still serving sentences of incarceration. Researchers do not often discuss the learning experience of prisoners in correctional centres (Moore, 2016:6). Studies which were conducted in topics closely related to recidivism and rehabilitation programmes focused on offenders who left prison after being paroled. Such studies further focused on the content of such programmes and how they were facilitated as opposed to rather considering what their effect on offenders were, as intended in this study. But, what is of interest is the fact that such studies made comments on the impact of 'rehabilitation' and on 'recidivism rates' which provided the basis for conducting this study. For example, a research on the "meaning of punishment" concluded with findings such as 'Inmates use treatment participation not for the intended purpose of self-improvement, but rather to impress parole boards into granting an early release" (Van Voorhis, Browning and Simon 1997:138)

South Africa requires substantive research on rehabilitation programmes and recidivism. These are dimensions that are seldom discussed and researched, both within the criminal justice and crime prevention sector (Moore, 2016:6). Although conclusive figures are difficult to access, the consensus is that the vast majority of offenders in South Africa's

prisons have prior convictions, suggesting rehabilitation programmes does not work. The current lack of research has resulted in political decision makers who are poorly informed on requirements in this field in terms of reducing crime in the long term (Bruyn & Cilliers, 2009: 84; Muntingh, 2001: 82).

An emerging body of research on what works provides the impetus needed for a change in correctional philosophy. Programmes and policies that emphasise rehabilitation and treatment are likely to be successful in reducing offender recidivism. Equally important, is knowing what is likely to be ineffective in reducing recidivism. Programmes that rely almost exclusively on coercion and punishment are unlikely to result in positive outcomes in terms of reducing offending (Wright, 2010: 77).

The offenders` right to rehabilitation is consistent with the drive towards the full restoration of the civil and political rights of citizenship after release from prison. In this regard, the DCS carries the responsibility to ensure that offenders gain market-related skill, so as to enable them to take their place in society, to be gainfully employed and become economically successful citizens (Omar, 2011: 21).

Closely related to the `will` to successfully complete rehabilitation programmes, is the criminal record which remains with offenders for many years after release. Having a prison record decreases a former offender`s ability to find employment that pays a living wage. The criminal record of former-offenders makes it difficult for them to find employment as employers are reluctant to employ people who have served a prison sentence (Gasa, 2011: 1995; Samuel, 2010:80).

1.6. Definition of terms

The terms utilised throughout the study are defined below. A more detailed discussion on each can be found in Chapter 2:

Rehabilitation is the result of a process that combines the correction of offending behaviour, human development, and the promotion of social responsibility. The term is often used interchangeably with terms such as development and treatment (Mnguni, 2011:31). In this context, it refers to psychological programmes, social

programmes, formal education programmes, and vocational programmes (Mnguni & Mohapi, 2015:53; Munguni, 2011:3).

Lock-down refers to an emergency announcement by prison officials that all offender movements ceases. Offenders should remain in their cells (Allen *et al*, 2010:404).

Recidivism means falling back to crime. It refers to a situation where a sentenced ex-offender is rearrested and sentenced for the second or third time (Gantana, Londt, Ryan & Roman, 2015:80).

Offender is used interchangeable with 'prisoner'. The term refers to a person (whether sentenced or unsentenced) detained for committing a crime. A sentenced offender is a person who has been found guilty by a court of law and sentenced to incarceration. An unsentenced offender is a detained person who is awaiting trial (Motlalekgosi, 2015:8).

Parole refers to a treatment programme in which an offender serving a sentence is, after serving part of a sentence, conditionally released under supervision to spend the remainder of his/her sentence outside of the prison camp (Lekalakala, 2016:5).

Correctional Sentence Plan (CSP) refers to a system which identifies and list an individual offender's needs such as developmental (education and training), security, allocation of accommodation and parole.

Unit management system - is a method of correctional centre management where a correctional centre is divided into smaller manageable units with direct supervision (Samuel, 2010:25). This forms the basis for structuring and resourcing at the correctional service level (Fitz, 2013:38).

Kutama-Sinthumule Correctional Centre (KSCC) is a Public-Private-Partnership Correctional Centre based in Limpopo Province. The centre admits offenders from the various Department of Correctional Centres for rehabilitation.

The Center offers rehabilitation programmes categorised as psychological programmes, Social programmes, formal education programmes, etc. (KSCC, 2017:3).

1.7. Research design and methodology

The study was conducted within the framework of qualitative research as the researcher sought to explore the rehabilitation programmes of sentenced offenders, which necessitated a detailed holistic account of the daily activities of offenders with regards to rehabilitation programmes.

The term qualitative research is used to refer both to the techniques (of data collection and analysis) and to wider framework for conducting research or paradigm (Braun & Clarke, 2013: 5). Distinguishing qualitative research from quantitative research, (de Vos, Strydom, Fouche & Delpont, 2011: 308) state that the qualitative researcher is concerned with understanding rather than explanation, with naturalistic observation rather than controlled measurement, with the subjective exploration of reality from the perspective of an insider as opposed to that of an outsider predominant in the quantitative paradigm. The qualitative approach allowed the researcher to explore the views and attitudes of sentenced offenders towards rehabilitation programmes by encouraging them to share their experiences.

1.7.1. Research design

A research design is a plan or a blue print of how you intend on conducting the research (Mouton, 2001: 55; Maxwell, 2011: 58). Part of the plan is to specify the sources from which data will be collected and to clearly lay out how the data will be analysed (Maxwell, 2011: 58).

As the purpose of the study was to explore the rehabilitation programmes of sentenced offenders in KSCC, a qualitative research design that encompassed the use of a case

study was the preferred choice. A qualitative study was suited to the data gathering methods used in the study which were semi-structured interviews and the on-site recording of participants.

The researcher selected a case study design because of its closeness to real-life situations and its wealth of details which is important in two ways: first, it is important for the development of nuanced view of reality, including the view that human behaviour cannot be meaningfully understood as simply the rule-governed acts found at the lowest levels of the learning process, and in much theory. Second, cases are important for researcher's own learning processes in developing the skills needed to do good research (Denzin & Lincoln, 2013: 174). A case study design was thus employed in this study to gain an in-depth understanding of the rehabilitation programmes of KSCC.

1.7.2. Data collection methods

Data, as the information gathered to answer the research question, was collected through the use of in-depth interviews (Blankenship, 2010: 100). Interviews allowed the researcher detailed insight into the experiences of the participating offenders and the meaning they found in the experience (Bailey, 2013:109). Also, interviews allowed the participants to relate their experiences in their own words without restriction. The interviews were recorded with an audio tape (de Vos *et al*, 2005:293).

1.7.3. Population and sample

A population is a group of all individuals, organisation or artifacts that could be involved in a study (Blankenship, 2010: 82). The population in this study comprises of male sentenced offenders who participated in the rehabilitation programmes of KSCC.

The sample in this study comprised of twenty sentenced offenders who were participating in the rehabilitation programmes. A purposive sampling method was adopted in the selection of the sample as it allowed the researcher to identify and select offenders who were enrolled for rehabilitation programmes (de Vos *et al*, 2005:329). The participants were purposively chosen as a requirement was that they should have participated in

rehabilitation programmes. Before the selection of participating offenders, the programme managers and instructors were informed about the research. Offenders were informed that participation was voluntary and that they were allowed to withdraw their participation should they wish to do so. Thereafter, the researcher purposively selected participants. Participants were asked to complete a consent form to participate and to be recorded with an audio tape (de Vos *et al*, 2005:298).

1.7.4. Interviews

Individual interviews with offenders were conducted in a private and secluded area. The researcher ensured that correctional officers neither overheard nor interfered with the interviews conducted. To ensure privacy and quality of the interviews conducted, the managers were asked to explain to officers that this study was aimed at improving the development and implementation of programmes for the benefit of officers, managers, and offenders. Officers were asked not to enter the interview rooms while the interview was in progress. Interviews were pre-arranged and took place after offenders had attended rehabilitation classes during the day and was one-hour long (Punch, 2005:174).

The interviews in qualitative study are either open-ended or semi-structured, and in the latter case, revolve around a few central questions (Leedy, & Ormrod, 2014: 156). The aim in qualitative interviewing is to provide a framework for participants to speak freely in their terms about a set of concerns which the researcher brings to the interaction and whatever else the participants may introduce (Mouton & Marias, 1990: 212). The study used semi-structured interviews because the researcher wanted to gain insight into, and explore the rehabilitation programmes of sentenced offenders (Creswell, 2013:45; Babbie, 2017:273). The researcher developed a semi-structured interview guide which was used to conduct the interviews with individual participating offenders. The researcher took notes and audio-recorded the conversation and transformed the recording into written text. The written text was made available for analysis through a process of transcription (Hennink, Hutter & Bailey, 2011:214; Punch, 2005:176).

1.7.5. Data analysis

Neuman (2011:460) states that a qualitative researcher analyses data by organising it into categories on the basis of themes, concepts or similar features.

The data was analysed using the approach described by Brynard and Hanekom (1997: 48): “during the process of data collection the researcher is engaged in what can be referred to as preliminary analysis of the data”. That is, the researcher discarded that which was not relevant to the research project and retained only the relevant data. The researcher transcribed the interviews verbatim and followed the processes of coding. Coding is the process of labeling and categorising data and has three steps, namely open coding, axial coding and selective coding (Flick, 2014:373). The process of coding will be discussed in more detail in Chapter three of this study.

1.8. Overview of chapters

The dissertation comprises of five chapters.

Chapter one provides a general introduction to the entire study. It includes the background and rationale, the problem statement and research questions, the purpose of the study, aim and objectives, scope of research, research design and methodology, key terminology, as well as an overview of the chapters.

Chapter two presents the literature review on rehabilitation programmes. Rehabilitation programmes is not the exclusive domain of the subject Public Administration, and this chapter is presented via the various “disciplinary lenses” through which rehabilitation programmes are studied. The chapter also explains the status of an arrested person and describes the legislative policy framework which concerns the rehabilitation of offenders. The chapter also provides the philosophical approaches to offender rehabilitation, the various offender rehabilitation programmes and the conditions in correctional centres.

In Chapter three, the researcher reflects on the most appropriate research design and methodology used to describe the effect of rehabilitation programmes on sentenced offenders. This chapter presents a discussion of how data was collected to ensure trustworthiness and how data was analysed.

In Chapter four, the case of Kutama Sinthumule Correctional Centre is presented and is accompanied with the findings of the study. This includes the analysis and interpretation of the collected data.

Chapter five presents a summary of the findings, recommendations and conclusions. The limitations of the study are discussed and it concludes with proposals for future research.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The previous chapter provided the context for this research study and explained the problem. Following this, this chapter will present the discernments of offender rehabilitation. Two distinctive modes of correction applied in correctional institutions will be examined, firstly focusing on the punitive mode and secondly the rehabilitation mode. The punitive mode assumes that punishing offenders is an effective tool to deal with offenders' antisocial behaviour and dictate deterrence and retribution. On the contrary, the rehabilitation mode (through rehabilitation programmes) aims to facilitate the growth and development of offenders (Gumada, 2001:11). These modes, influenced by the prevailing socio-political conditions of a particular period, are examined throughout this chapter. This will be done by exploring various models of offender rehabilitation, and secondly, by exploring rehabilitation programmes. Lastly, the effects of the rehabilitation programmes will be discussed.

2.2. The status of arrested persons

The Correctional Service Act 111 of 1998 defines an offender (prisoner) as a person detained in custody (convicted or not) or who is being transferred in custody or en route from one prison to another. In this study, the term 'Prison' is used interchangeably with 'Correctional Centre'. A prison is any space established as a place for the reception, detention, confinement, training or treatment of persons liable to detention in custody and it includes buildings used for such purposes (South Africa, 1998:19). Currently, there are 243 prisons in South Africa (DCS, 2016:16)

People who get arrested after committing a crime are kept in prison as unsentenced (remand) offenders. After conviction and sentencing by a court of law, an accused person acquires the status of a sentenced offender. A sentenced offender is thus any person sentenced by a court of law and kept under the custody of the DCS. In cases where bail was not granted after an accused person was arrested, the person may have spent some

time in prison as an unsentenced offender before sentencing proceedings could take place. Unsentenced offenders do not take part in rehabilitation programmes (Fakude, 2012:22; Allen, Letassa & Ponder, 2010:290).

When sentencing a convicted person, a Magistrate or Judge will pass either a determinate or indeterminate sentence. Determinate sentencing refers to a sentencing structure where a Judge/Magistrate imposes a fixed term of incarceration with the expectation that the convicted offender will serve that period of time before release. In contrast, indeterminate sentence is a sentence to incarceration pronounced by a Judge/Magistrate that sets minimum and maximum periods of confinement for the offender. To illustrate, consider the following example: A Judge impose a sentence of `life sentence` on an offender. Thus, the parole board will monitor the behavioural changes of the offender and subsequently release him after the minimum period has been served (Allen *et al*, 2010: 52). Offenders sentenced to life imprisonment are, according to Section 73 of the Correctional Service Act of 1998, required to serve a minimum incarceration period of 25 years before they qualify for consideration for parole (South Africa, 1998:60).

Section 38(1) of the Correctional Service Act 111 of 1998 provides that an assessment must be conducted when a sentenced offender is admitted into a correctional centre to determine his/her educational needs; social and psychological needs; specific development needs; work allocation; religious needs; health needs; needs regarding reintegration into community; vulnerability to sexual violence; and security classification for the purposes of safe custody (South Africa, 1998:57). Assessment is a diagnostic process used to determine specific treatment needs of the offender. The Assessment process includes gathering, analysing and synthesising salient data in order to identify offender problems before rehabilitation begins (Fitz, 2013:55; Labane, 2012:9).

Section 38 of the Correctional Service Act 111 of 1998 provides further that every offender with a sentence of longer than twenty four months should have a Correctional Sentence Plan. A Correctional Sentence Plan is developed by the Case Management Committee (CMC) using the assessment information gathered during the admission assessment and it relays four matters.

Firstly, the plan contains proposed interventions aimed at addressing the needs and risks of the sentenced offender. Secondly, it spells out programmes required to target offending behaviour and help the offender to develop skills to manage the socio-economic conditions that led to criminality. It then sets out services and programmes needed to enhance the sentenced offender's social functioning, whilst lastly, it sets out time-frames to ensure that the intended programmes and services are offered to sentenced offenders. The CMC ensures that all identified interventions (as per Correctional Sentence Plan) are rendered within the set time-frame (South Africa, 1998:58). This lays the foundation for rehabilitation programmes.

Considering how the legislation prescribes rehabilitation programmes for sentenced offenders, the following section will focus on the models which influence the various rehabilitation programmes offered to sentenced offenders within the correctional system. The major philosophical approaches in offender rehabilitation which will be discussed are the Medical Model, Justice Model, Reintegration Model, and Programme- Approach Model (Cilliers, 1998:25; Coetzee, Loubser & Kruger, 1995:115).

2.2.1. The Medical Model

The Medical Model was introduced in correctional institutions in the 1920s. The basic goal was to make the prison into a treatment centre. Supporters of the Medical Model viewed this model as treatment for sick people as this is how offenders were viewed (Labane, 2012:63; Allen *et al*, 2010:52).

Supporters of this model also believed that the origin of criminal behaviour can be identified, isolated and successfully treated. They believe that offenders do not have the ability to freely choose between alternative behaviour when they commit crime and that punishment should be avoided as it achieves nothing with relation to the offender's problems. According to this view, punishment reinforces the already negative concept that offenders have of themselves (Lekalakala, 2016:43; Allen *et al*, 2010: 47; Du Preez, 2003:37).

Summarising the assumptions of the Medical Model, Bartollas (1985:26) writes that events that happened to an individual person in the past impacts on his behaviour. Therefore, the duty of the scientist is to unmask these factors. When these factors are known, the probability of controlling human behaviour increases. Importantly, the measures employed to treat the offender should be designed to effect changes in the interest of the offender`s own happiness, health and satisfaction.

Advocates of the Medical Model argue that it is the view of the more progressive element in psychopathology and criminology that “the guard and the jailer will be replaced by the nurse, and the Judge by the psychiatrist, whose sole attempt will be to treat and cure the individual instead of merely to punish him” (Neser, 1997:229). Thus, a judge would no longer sentence an offender to a definite term. The treatment personnel (psychologist, psychiatrist, social workers) will evaluate the offender, recommend and implement treatment. Additionally, the treatment personnel will, if satisfied that the offender has been rehabilitated, decide to release him (Allen *et al*, 2010: 47; Reid, 1996:87).

However, in the late 1960s the treatment philosophy of the Medical Model started being questioned by society. It was alleged that treatment did not reduce crime, and that the Medical Model promoted administrative abuse of the `power` of release. For example, it was contended offenders were treated in prison for long periods, and that there was no evidence that these `longer` terms were necessary for rehabilitation (Reid, 1996:88; Palmer, 1992:29).

Critics of the Medical Model alleges that the indeterminate sentences cause feelings of hostility amongst offenders, and that offenders refer to this type of sentencing as the “never knowing system” because they never know when they will be released (Allen *et al*, 2010:48; Neser, 1997:238; Reid, 1996:88).

Mitigating against the criticism, advocates of the Medical Model argue that they never had a chance to really prove what they could do. They attributed the failure of the Medical Model to lack of professional staff and funding.

In the 1970s, a movement which indicated that offenders should be processed in accordance with the act committed, developed. Society expressed increasing desire for

a model which would reduce recidivism, and at the same time, correct the anti-social behaviours of offenders. (Seiter, 2012:274; Reid, 1996:88). This led to the emergence of the Justice Model.

2.2.2. Justice Model

The Justice Model is a philosophy which holds that justice is achieved when offenders receive punishment based on what is deserved by their offences as prescribed by law (Seiter, 2012:274).

According to Naser (1997:237), the aim of the Justice Model is to achieve justice. Coetzee *et al* (1995:117) concur and add that within the context of the Justice Model, incarceration is seen as a meaningful component of criminal punishment. The Justice Model emphasises retribution or just desert. The just desert philosophy provides that punishment should correspond in accordance with the offence committed. Thus, the decision concerning offenders should not be based upon their needs but upon the penalties that they deserve for their acts. The model is also based on the belief that offenders commit crime as a result of their own free will, and therefore, they should be held responsible for their behaviour (Seiter, 2012:274; Muthaphuli, 2008:10; Bartollas, 1985:48).

The proponents of the Justice Model regard it as a lawful manner of teaching the non-law-abiders to be legally-abiding. Simply stated, the Justice Model promotes enforced deprivation of liberty through determinate sentencing. Also, the model prescribes that offenders should be offered opportunities for self-improvement. However, such opportunities should not be made a condition of freedom (Labane, 2012:67).

In contrast to the prescripts of the Medical Model, the interaction between the guard and the offender within the Justice Model serve as guidance or an opportunity for the offender to learn lawful behaviour. The Justice Model insists that the prisoner and the correctional officials deal with problems in strict fairness. Furthermore, that the operationalisation of fairness in prison life will ensure harsher sentences, peaceful resolution and a safer staff work environment (Fogel, 1979: 208).

Amos, in advocating the Justice Model, understands it to be inferring that:

“Fewer people should be confined to prison and the philosophy of confinement should not be rehabilitation but deterrence, accountability and the protection of society. Adequate training or rehabilitation centers should be operated to serve offenders whose offenses are directly related to education, physical or psychological deficiencies. A person confined to prison should be provided with protection services and opportunities which will reflect dignity” (Fogel, 1979:239).

Literature shows that the Justice Model contains some expressions of the Medical Model. The Medical Model’s rehabilitation philosophy, for example, appears not to be completely discarded by the Justice Model. Furthermore, the supporters of the Justice Model mirror some confusion within the model itself in respect of punishment versus rehabilitation. This confusion is hinted to by Fogel (1979:240) when he states that “Our goal may have to be to make rehabilitation fit the crime. But we should not confuse the public and ourselves on what we are doing. If we send offenders to prison, we do so to punish them not to rehabilitate them”.

Critics of the Justice Model claim a criminal justice system rooted in retributive principles will neither be more just, more human nor more efficient than a system that has offender reform as its goal. Also, they claim that justice is not served by determinate sentencing. They argue that this system of sentencing threatens the `check and balances` in the criminal justice system. They further claim that determinate sentencing leads to the expansion of prosecutorial power, and that it contributes to the crisis of `overcrowded` prisons (Reid, 1996:85).

It is significant to note that critics allege that the Justice Model does not answer the important question of “how much punishment is deserved”. They argue that those in power (legislators, Judges & administrators) will use this `uncertainty` to discriminate against groups, specifically minority groups.

Esperian (2010:316) and Reid (1996:85) both stated that keeping offenders for long periods costs the state and the tax payer a lot of money. Therefore, the need to address issues of cost-effectiveness, efficacy and social control led to the recognition of the

Reintegration Model. A further motivation for the development revolved around the growing emphasis on restoring the offender to his or her respective community. Notably, the development was driven by the growing need for community involvement in facilitating the rehabilitation and reintegration of prisoners into society (Gumada, 2001:15). Flowing from this, the Reintegration Model will be discussed in the following subsection.

2.2.3. The Reintegration Model

Muntingh (2001:11) writes that the Reintegration Model promotes a system of community sentences as opposed to confinement to prison. The philosophy of the model is based on the propositions that the problem of the prisoner should be settled inside the community and that the community has a responsibility towards the prisoner concerning restoration into society. It further presupposes that opportunities should be given to the offenders so that they can develop law-abiding behavioural patterns, the community has an obligation to provide a community support system in order to bring about the objectives of integration and that imprisonment should only be used when the community safety is at risk (Du Preez, 2003:39).

The reintegration theory asserts that criminal behaviour represents a breach or absence of community. Moreover, the justifying purpose of punishment is to “restore the community where the breach occurred or to establish community where it is absent”. Furthermore, the model rests on the premise that the community should be pursued wherever it is absent. Essentially, punishment should aim to promote the return of the offender into the community (Muntingh, 2001:13).

The concept of Community Corrections includes all non-custodial measures and forms of supervision regarding sentenced offenders. Thus, offenders serve part of their remaining sentences in the community (Lekalakala, 2016:108). This was introduced as a cost-effective manner of dealing with offenders.

Advocates of the Reintegration Model maintain that long sentences that disparages and degrades offenders will not contribute to successful reintegration. Also, the long sentences will not lead to offenders developing a sense of belonging to a community.

Additionally, offenders who receive severe punishment will either lapse into a state of despair and hopelessness or become resentful and angry. Accordingly, a negative facet of incarceration is that it leads to an absence of a sense of responsibility on the part of the offender. Thus, successful rehabilitation can only take place within the community (Muntingh 2001:15; Rabie & Strauss, 1981:84).

Critics of the Reintegration Model argue, however, that operationalising the propositions of community sentences is complicated. Moreover, this kind of sentences was not welcomed by some members of the community. Victims of crime had developed a negative attitude against community sentences and had demonstrated a desire for deterrence and retribution. Critics further argued that incarceration should be viewed as a punishment that provides developmental programmes that supports the offender's quality of life (Gumada 2001:17). This view gave rise to the establishment of the Programme Approach Model. The Programme approach Model is discussed in the next subsection.

2.2.4. The Programme Approach Model

The Programme Approach Model attempts to integrate the basic assumptions of the previous three models (the Medical-Model, Justice- Model & Reintegration Model). It builds on these three models as it adopts a humane offender treatment approach which addresses the growth and development of the offender to allow offenders to become lawful and responsible citizens (Gumada, 2001:17).

In contrast to the principles of the Medical Model, offenders are not perceived as "sick" within the Programmes Approach Model. Similarly, incarceration is not viewed as punishment as with the Justice Model. However, the involvement of the community, as prescribed by the Reintegration Model, is still recommended (Gumada, 2001:15).

The essence of the Programme Approach Model is rehabilitation. The rehabilitation aspect of this model seeks to devise different rehabilitation programmes that will address different needs of the offender population. Moreover, the approach accentuates the needs assessment of an offender in order to determine the programmes the offender should be

involved in. A programme is defined as a structured action aimed at influencing a prisoner positively with the intention of improving their quality of life. Thus, in this approach offenders' needs are assessed to determine which programme will best address their needs for successful rehabilitation (Coetzee *et al.*, 1995:118; Gumada, 2001:17).

Based hereon, Coetzee *et al.* (1995:220) identified two categories of rehabilitation programmes, namely, the Problem- Orientated Programmes and Individual Programmes. The Problem-orientated programmes aim at eliminating criminal behaviours and promote community integration. These programmes are based on the principle of cause-effect with regards to offender rehabilitation. They are designed to address offender deficiencies, for example, by providing educational and vocational programmes.

Alternatively, individual programmes address the individual needs of the offender, such as individual therapy. In South Africa, the DCS adopted the Programmes Approach Model in the late 1980s (Gumada, 2001:20). The specific application of this Model in the Correctional Service in South Africa will be discussed in the following subsection.

2.2.4.1. The Programmes Approach Model in South Africa

In the late 1980s the rehabilitation potential of the prison system of South Africa was questioned. The apartheid laws of South Africa that promoted deterrence and retribution were being challenged by the human rights activists (Gumada, 2001:19).

In 1996 the Constitution of the Republic of South Africa was promulgated, and it introduced a culture of human rights for everyone, including offenders. Consequentially, the DCS had to make changes to its legislation so that it could operate in line with the Constitution. As a result, the Correctional Services Act 111, of 1998 was adopted (Muthaphuli, 2015: 134).

The high recidivism rate prompted the DCS to develop an inclusive application of the programmes approach (hereon referred to as the Programme Approach Model of South Africa). The position of the DCS with regards to this model is best articulated in the White Paper on Corrections of 2005 and The Correctional Service Act of 1998 (Muthaphuli,

2015:134). The White Paper states that rehabilitation and the prevention of recidivism are best achieved through correction and the development of offenders, as opposed to punishment and treatment. Thus, the DCS' approach is based on the conviction that human beings can change if given the opportunity (South Africa, 2005:23).

Adding to this, Section 41 of the Correctional Service Act of 1998 states that the DCS must provide a full range of programmes in order to meet the educational and training needs of offenders. Thus, the department must provide social and psychological programmes to sentenced offenders to promote their social functioning and mental health (South Africa, 1998:63). A description on these programmes follow.

2.3. Rehabilitation programmes at KSCC

The previous section discussed the historical development and theoretical underpinnings of rehabilitation programmes. This section discusses rehabilitation programmes in general.

Lekalakala (2016:123) explains that the term `rehabilitation` is often used interchangeably with `treatment`. In the context of this study, rehabilitation refers to the rehabilitation programmes rendered by psychologists, social workers and educationalists in the process of rehabilitating offenders in the Kutama-Sinthumule Correctional Centre (KSCC).

Neser (1997:320) defines a programme as any structured activity directed at influencing prisoners positively in order to improve the quality of their lives. Rabie and Strauss (1981:17) postulate offender rehabilitation as an action aimed towards evaluating crime and criminal behaviours so that the prevention of crime can be accomplished through preventative intervention. Kheswa and Lobi (2014:610) suggest offenders should be willing to change in their definition of rehabilitation:

“Rehabilitation is a process in which offenders acknowledge their anti-social behaviour and display a considerable level of commitment to reconstructing, asserting and developing themselves to becoming reintegrated to their society after undergoing psycho-educational programmes”.

In the context of the DCS, rehabilitation is a process that combines the correction of the offending behaviour, human development and promotion of social responsibility and values (Moore, 2016:10; Mnguni, 2011:30). The reviewed literature suggests that there is an ongoing commitment by the correctional administrators to the development and delivery of custodial-based offender rehabilitation programmes and associated models of service delivery. The DCS currently delivers programmes aimed at reducing the likelihood of recidivism for offenders assessed as high risk (Heseltine, Sarre & Day, 2011:2; McKinney & Cotronea, 2011:175).

As this study focuses on rehabilitation programmes in the KSCC (a private correctional centre operating in South Africa and the case study for this study), a brief description of the process of how offenders are introduced to rehabilitation programmes will be provided.

Upon arrival in a correctional facility, a sentenced offender is assessed by a Multi-disciplinary team of professionals (often called the Case Management Committee) to determine his or her educational, social, and psychological needs (DCS, 1998:35). The process of assessing offenders is called Case Management. Case Management commence when the offender is admitted in a correctional facility and it ends when the offender is released from a correctional centre.

After assessment the Case Management Committee (CMC) compile a Correctional Sentence Plan which contains the proposed intervention aimed at addressing the risk and needs of the sentenced offender. The plan lays out what services and programmes are required to target offending behaviour and the services required to help the offender to develop skills aimed at managing the socio-economic conditions that led to criminality. The plan contains the services and programmes needed to enhance the sentenced offender's social functioning, the relevant timeframe and specifies responsibilities of

involved parties to ensure that the intended services and programmes are successfully offered to sentenced offenders (DCS, 1998:35). After the assessments, offenders will be allowed to join programmes as per the recommendations made by a team of professionals.

Rehabilitation programmes are categorised into Social Programmes, Psychological Programmes, Formal Education Programmes and Vocational programmes (Jules-Macquet, 2014:12). Literature indicates that the extent to which individual prisons are able to offer rehabilitation programmes is determined by the facilities, resources and staff available, as well as the general level of offender overcrowding (Disbury, Kopak, Dean, Moyes, Breedveldt, Thibaut, Cole & Heath, 2015:557; Tapscott, 2009:12; Miceli, 2009:25; Gasa, 2011:1329). The specific programmes offered by the DCS will be considered in the following subsection.

2.3.1. Psychological programmes

The psycho-educational approach assumes that offenders lack skills necessary for satisfying personal and interpersonal functioning. Thus, the task of the psychologist is the active and deliberate teaching of skills and desirable behaviours. The psychologist apply cognitive-behavioural approaches and they recognise that cognitions as well as behaviours are learned (van Voorhis, Braswell & Lester, 2009:194).

The core function of the psychological services is to assess the offenders and provide needs-based programmes and services in order to enhance the adjustment, social functioning and reintegration of offenders back into the community (Jules-Macquet, 2014:12).

The psychologist allocates a particular programme to an offender based on the offender's personality, their offending behaviour (crime committed) and behavioural conduct, such as how he/she copes with challenges inside prison, bullying, management of anger and so on.

The Psychological programmes in KSCC includes Domestic Violence, Conflict Resolution, Sexual Abuse and Emotional Intelligence. Each programme will now be explained within the context of KSCC.

2.3.1.1 Domestic violence

The United States Office on Violence against Women (OVW) defines Domestic Violence as a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic Violence can happen to any person regardless of race, age, sexual orientation, religion, or gender and it can take many forms including physical abuse, sexual abuse, emotional, economic and psychological abuse (Manabe, 2015:2). Historically, intervention for domestic violence focused on the victim, and little attention was paid to the abuser beyond court sentencing. However, the focus has now shifted to include the rehabilitation of the offenders who committed domestic violence offences (Coulter & van de Weerd, 2009:139)

The Domestic Violence Programme at KSCC falls under psycho-education, which is a treatment that instructs people about the problem, how to treat own problem, and how to recognise the signs of reoccurrence so that the offender can go for treatment before the problem comes back. Psycho-education programmes include two therapeutic techniques namely, cognitive behavioural therapy (CBT) and motivation interviewing. CBT is a modality that empowers offenders to think positively in all facets of life, and it stresses the important role of thinking about feelings and actions. Motivational interviewing teaches offenders to have insight and understanding about people skills. Thus, offenders are arranged in groups and allowed to discuss topics aimed at improving people skills such as parenting, family and marriage (Manabe, 2015:1; Miceli, 2009:6).

The Domestic Violence programme is aimed at offenders who committed violent crimes against their partners or other family members. The goal of the domestic violence programme is to provide offenders with information that will assist with behavioural change (Miceli, 2009:6). Research indicates that offenders respond positively to the programme. For example, in the Domestic violence intervention programme of Hillsborough, the overall recidivism for crimes of domestic violence occurred at the rate

of 8.4 percent for offenders who completed the programme compared to an overall recidivism rate of 21.2 percent for those who did not complete the programme (Goodman, 2012:440)

2.3.1.2 Conflict resolution

Wallenstein (2002:8) describes conflict resolution as a situation where the conflicting people enter into an agreement that solves their central irreconcilabilities, accept each other`s continued existence and views and cease all violent action against each other.

The Conflict Resolution programme at KSCC is aimed at offenders whose offence is of a violent and aggressive nature. A psychologist involved in this specific programme has a discretion to include offenders who did not commit an offence of a violent nature into this programme (depending on the needs of an offender).

The Conflict Resolution programme aims to equip, empower and encourage offenders to approach conflict in a confident, constructive and creative manner (Manabe, 2016:10). Offenders are taught to embrace the Five (5) values underlying constructive conflict resolution. The first value is that it is believed that conflict can be positive if handled appropriately. According to this believe, conflict can spark new growth within an individual. Also, it can be a stimulus for development and positive change in an individual`s life as it can lead to an improvement in interpersonal relationships which the offender may have. Secondly, peaceful resolution of conflict is positive. This means that when one party`s needs and interests are identified, the other party should acknowledge them. In this way, conflicting parties will be setting the stage for a workable solution for resolving the problem upon which there was conflicting views (Manabe, 2016:8).

The third value states that the voluntary resolution of conflict can be positive. There is more likelihood of conflicting parties to have a sense of ownership of their problem and its solution if they choose to resolve it themselves. Moreover, it is important for offenders to control their conflict resolution process because offenders often feel powerless in the face of their conflict (Manabe, 2016:6)

Additionally, diversity can be a positive value. According to this believe, acknowledging and respecting the differences between people is a crucial step towards understanding

the source of conflict. Significantly, exploring what is perceived as a major source of disagreement can lead conflicting parties to realise commonalities in their interests, needs and concerns (Manabe, 2011:8)

Lastly, setting up a system within which all values can be demonstrated and acted upon has a positive outcome. This means that establishing these systems provide the contexts in which the other values can have practical applications.

2.3.1.3. Sexual abuse programme

Manabe (2013:7) define sexual abuse as an act of sexual nature on another person without his or her consent. It takes on many forms including attacks, such as, rape, unwanted sexual contact or sexual threats.

The Sexual abuse programme targets offenders who committed crimes such as rape, sodomy, sexual harassment and attempted rape. However, the selection of participants is based on the needs and risks identified in the offender's Correctional Sentence Plan. For example, an offender who committed an offence of assault may be recommended to do a sexual abuse programme based on how he was sexually assaulted himself. Moreover, the goals of the programme are to assist offenders to be able to identify the causes of their deviant sexual behaviour. The aim is thus to prevent further sexual offender offences (DCS, 2007:5).

During attendance of this programme offenders are given information regarding, for instance, the biological development of human beings and the phases of the sexual response cycle. Offenders are also encouraged to take responsibility for their offending behaviour by focusing on the consequences of their specific crime.

2.3.1.4. Emotional intelligence

Manabe (2011:12) further defines emotional intelligence as the practice of paying attention to one's own and other people's emotional state and using that information to inform one's actions.

According to Bar-on, Maree and Elias (2006:3), people who are emotionally intelligent are able to understand and express themselves and able to understand and relate well to

others. Additionally, they successfully cope with the demands of daily life. This is based on their ability to be aware of their own emotions and awareness of their strengths and weaknesses. An emotionally intelligent person therefore has the capacity to express their feelings in a non-destructive manner (Orme, 2002:34).

Offenders are taught five key aspects of emotional intelligence whilst partaking in the emotional intelligence programme as is illustrated in the following table:

Table 2.1: Key Aspects of Emotional Intelligence

Emotional awareness	The ability to perceive and recognize feelings
Emotional literacy	The ability to identify differentiate feelings
Emotional control	The ability to express and control feelings
Empathy	The ability to understand the feelings of others and to communicate the understanding
Salubrious personal and social skills.	The ability to use emotional insight to conduct oneself in a healthy and responsible way

Source: (Manabe, 2015:15).

2.3.2. Social service programmes

The International Federation for Social Workers (2014:1) defines social work as a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. A social worker is a person registered with the South African council for Social Services Professions (SACSSP) in terms of SACSSP Act 110 of 1978, and who has appropriately acquired the qualification in social work (Mnguni, 2011:30).

The core function of social work services in the DCS is to assess the offenders and provide needs-based programmes and services in order to enhance the adjustment, social functioning and reintegration of offenders back into the community (Jules-Macquet,

2014:12). The underlying assumption of this service dimension is to promote determination to offenders so that they can deal with life's challenges when they are still inside prison and when they are released (Gumada, 2001:24).

Sumter, Turner and Rougier (2013:120), argue that offenders who are able to acquire new pro-social roles which enhance self-esteem will be less likely than others to recidivate. These authors endorse prison programmes which are designed to lessen potential stressors of an offender by addressing problems related to education, employment and anger. Amongst the Social Services Programmes offered by the DCS in South Africa, are Substance Abuse and Anger Management. These programmes are discussed in the subsections below.

2.3.2.1. Substance abuse programme

The substance abuse referred to includes the abuse of alcohol, prescription drugs or street drugs (van Voorhis, Braswell & Lester 2009:125). The Substance Abuse Programme targets offenders with either alcohol or drug dependence. The programme is based on a therapeutic community model that teaches incarcerated offenders to abide by the law free from substance and Crime. Disbury *et al* (2015:558) write that dependence upon drugs and alcohol has been consistently linked with offenders committing crimes. There is an association between alcohol dependence and an increased violent offending behaviour. Substance misuse is also linked to increased recidivism. This necessitates the targeting of substance misuse in prisons through effective programmes (Disbury *et al*, 2015:558). Particularly because the Drug Treatment Programmes have shown the potential for success. For example, the 2012 study conducted by Miceli in which the effectiveness of rehabilitation programmes were analysed, it was found that substance abuse and other treatment programmes have decreased the recidivism rate from 75% to 27% (Miceli, 2009:25).

2.3.2.2 Anger management

Anger is an emotional response to perceived unfair environmental demands and is elicited only where a situation is labelled as provoking (Duggan *et al*, 1997:12). The Anger Management programme is a treatment programme designed to help offenders rein in

their aggression by understanding how their anger arises. Thus, encouraging offenders to rehearse alternative nonviolent expressions.

The programme focuses on preventing the negative behaviour that arises from impulsive hostile aggression by teaching self-control and alternative thinking and behaviour through activating the offender's self-intervention and management skill. The key is to teach the offender how to lower arousal levels, communicate feelings, recognise anger and use coping mechanisms to 'cage the rage' (Allen *et al*, 2010:169; DCS, 2007:4).

The Anger Management Programme is offered to offenders serving sentences of 24 months and longer. Selection of participants is based on the needs identified in the individual offender's Correctional Sentence Plan.

2.3.3. Formal education

Education programmes in correctional facilities are founded on the assumption that it is possible to achieve some degree of rehabilitation through the individuals themselves (Ronel & Elisha, 2011:314). The purpose of these programmes is to increase the education level of the prisoner and to equip him/her with the relevant life skills (Neser, 1997:325; South Africa, 1996: 27).

Correctional education serves as an important mechanism in reducing recidivism of offenders (Nally, Lockwood, Khutson and Taiping, 2012:82). For this reason, the DCS places significant emphasis on the provision of literacy classes and basic schooling for offenders (DCS, 2016:32). The department's efforts is mirrored in recent offender results. For example, 81 of the 111 offenders who sat for the 2015 Matric examinations managed to pass. In addition, 33 offenders achieved a bachelor pass. The number of distinctions obtained increased from 24 in 2014 to 30 in 2015 (Isaacs, 2016:8).

Formal Education in correctional institutions is available through Adult Education and Training (AET), Secondary Education, Further Education and Training (FET) and are provided through live instruction in class rooms. Post-Secondary Programmes are provided through Open Distance Learning (Jules-Macquet, 2014:14; Ronel and Elisha, 2011:314; Bartollas, 1985:142).

In addition to formal education, offenders are also offered Vocational programmes as indicated in the next sub-section.

2.3.4. Vocational programmes

When an offender enters a correctional facility, a record of his/her vocational history is established during assessment and it is used to prepare a Correctional Sentence Plan. The assessment postulates whether the offender has training in various skills or not. Thus, the offender will be categorised for vocational programmes in which he lacks skill (Seiter, 2012:367; Labane, 2012:245).

The Vocational programmes offered by the correctional institutions include Woodwork, Motor Mechanics, Metal Work, Building (Construction) and Textiles. The basic purpose of these programmes is to prepare offenders for jobs in the community. This is in line with article 66(1) of the Standard Minimum Rules for Treatment of Prisoner (United Nations, 1995:21) which provides that vocational training be provided to offenders to prepare them for life after release and that the skills taught should be similar to those that are applicable for use outside of prison.

The DCS impart the labour skills to offenders in co-operation with its external training partners (such as National Training Council, Department of Labour). This is done through cost effective career-oriented and market-related training programmes. The advantage of this kind of an arrangement is that offenders receive certificates directly from the external institutions involved. Moreover, such certificates are widely acknowledged than the DCS` own proof of training. Thus, the chances of offenders` success with finding work after release increases (Neser, 1997:325).

The programmes discussed in this subsection is illustrative of the evaluable skills which offenders can acquire during the rehabilitation programme process. Offenders ideally gain an understanding of what they did wrong, what the circumstances were leading up to their offense and how they can deal with similar situations in the future. Studies that examined the impact of vocational programmes in correctional institutions found them to be lowering recidivism. It is thus believed that these skills, and subsequent empowerment, will lead to

a reduction in recidivism. In addition, rehabilitation programmes generally have a positive effect on post release employment which is a major concern for offenders due to their criminal record (Moore, 2016:14; Seiter 2012:370; Dissel, 2007:174). The effects of rehabilitation programmes will be discussed in subsection 2.5. The next subsection will discuss challenges which prevents offender participation in the rehabilitation programmes.

2.4. Challenges faced of offenders preventing participation

Offenders participating in the rehabilitation programmes in correctional facilities face challenges of gangsterism, the language of instruction, and lack of prior education.

2.4.1 Gangsterism

Gangsterism is prevalent in South African prisons and has been for decades (Dissel, 1996:7). A prison gang is a social group distinguished from other social groups in two ways. Firstly it is characterised by anti-social behaviour. Secondly its members are always engaged in conflict. Some offenders join gangs in prison because they have lost touch with their families and friends. Offenders feel separated and isolated from people who are dear to them. Belonging to gangs prevents offenders from taking part in the rehabilitation programmes as it is often frowned upon by the gang members. Along with the presence of gangsterism is a high level of prison violence that threatens the safety of offenders in general (Thinane, 2010:43).

Offenders not belonging to any gang lives in fear of being attacked by gang members. Most offenders feel that the correctional officers cannot protect them against gang violence. When gang members rob non-gang members of their possessions, it is almost impossible for a correctional official to identify the guilty gang party. Gang members who are no longer interested in being gang members are unable to discontinue their membership for fear of being victimised by other gang members (Dissel, 1996:3).

2.4.2 Language of instruction

Everything that occurs within a school, and especially in the classroom, involves communication, thus the act of sharing information. At KSCC English is the language in which communication occurs. Communication is the medium of instruction (every activity in the classroom centers around communication), assessment, group interactions, interpersonal relationships, and counseling (Mathebula, 2014:43).

In a study assessing the educational challenges of prisoners by Mathebula (2014:44), it was found that some offenders do not understand English (as a medium of instruction). The study recommended that a combination of English and mother tongue be used in learning areas that offenders find difficult to understand. The study further recommended that English language clinics be conducted (Mathebula, 2014:44).

2.4.3 Lack of prior education

There is a link between low levels of education and re-offending. A lack of education limits employment opportunities, which in turn have negative consequences, such as criminal behaviour (Tadi & Louw, 2013:3). Explaining this, Moore (2016:13) points out that the majority of the offenders have limited education and have negative experiences of compulsory schooling, thereby rejecting learning while they were still young. This results in ex-offenders struggling to find their place in the communities as they are faced with the social pressures and economic hardships that led them to committing crime in the first place. Van Voorhis, Braswell & Lester (2009:14) concur and add that offenders have lower literacy levels than their counterparts in the general population, and that their failure in the mainstream educational system is primarily the results of unidentified or unaddressed learning disabilities.

Education not only decreases recidivism, but also has positive effects inside prisons. The benefits include improved communication between correctional officials and offenders, the development of positive peer role models for offenders, and reduced problems with disciplinary infractions (Whitney, 2009:796).

2.5. The effects of rehabilitation programmes

The previous sections discussed offender rehabilitation programmes in general and the challenges faced by offenders taking part in the rehabilitation programmes. This section will discuss the effects of rehabilitation programmes on offenders' personal development, offenders' external environment and offenders' career development. The section further identifies factors that hinders the effective provision of rehabilitation programmes.

2.5.1. Effects on personal development

From the time of their introduction into a correctional facility, until the day on which they are finally released the behaviour and activities of individual offenders are formally tracked through a case management process (Tapscott, 2009:11).

To successfully transition an offender so that he can be prepared to re-enter society requires assessing the skills, abilities, and behaviour that the offenders will need to re-enter society. This process must begin when the offender is first admitted into a correctional facility. Appropriate assessment data is used to develop an individualised Correctional Case Plan that outlines the educational, vocational and psycho-social programmes that should be provided to the offenders during the period of incarceration. This is done to ensure that offenders return to the community as a law-abiding and productive citizens (Sumter, Turner & Rougier, 2013:120).

Section 73 of the Correctional Service Act 111 of 1998 prescribes that offenders serving determinate sentences are eligible for consideration for parole after spending half of their imposed sentence. In contrast to offenders serving determinate sentence, those sentenced to life sentence` are considered after spending the minimum of 25 years in prison (South Africa, 1998:60). Parole is a continuation of the court's sentence that the offender serves in the community. The DCS and the parolee agree on certain enforceable conditions that the offender should adhere to after they have been released (Lekalakala, 2016:128).

Muntingh (2012:51) notes that for prisoners to better themselves and for the prison service to meet the objective of promoting social responsibility and human development, the relevant programmes should have been proven to be effective or at least be supported by evidence indicating their effectiveness.

There is indeed a growing body of empirical evidence of effective intervention with offenders. Based on an extensive meta-analysis, a number of principles for effective intervention have emerged. These are presented by Muntingh (2012:51) in a paper titled '*An Analytical Study of South African Reform*'. Firstly, interventions should target the known predictor of crime and recidivism. This is also referred to as criminogenic needs. The focus of intervention should thus be on criminogenic needs, such as anti-social or pro-criminal attitudes, values, beliefs and cognitive emotions. Second, the treatment services should be behavioural in nature. This ensures that the interventions are matched with the 'general responsivity'. Lastly, treatment interventions should foster change and be used with high risk offenders (Muntingh, 2012:51).

2.5.2. Effects on offenders in external environment

It is profitable to offer and fund rehabilitation programmes for the offenders for two reasons. First, educating offenders eliminates the cost associated with long term imprisonment (Esperian 2010:316). The monthly cost of incarceration per offender is R9 876 (Jules-Macquet, 2014:19). Secondly, doing so reduces recidivism. Moreover, if the rehabilitation efforts fail, the same alcoholic, drug addict, illiterate, aggressive, violent or sex offender will be released back into the community. This will be the case despite the length of time spent in prison (Muthaphuli, 2015:139).

However, providing effective educational programmes in prison is compounded by the uniqueness of prison culture. There are routines such as Lock-downs, Head-counts, Offender-hearing or meeting with lawyers that disrupt the programme schedule. Additionally, offenders are required to complete their tasks in the same manner as learners in the community despite their limited resources. For example, they may be deprived access to the internet and well-resourced libraries (Gasa, 2011:1333).

2.5.3. Effects on offender career development

Moore (2016:15) state that more often the level of education among an incarcerated population helps offenders to become responsible. Education increases offenders` employability chances, thereby, reducing recidivism. When offenders earn wages, their criminal behaviour becomes less financially attractive (Gasa, 2011: 1333).

The introduction of the concept of rehabilitation offers offenders a sense of personal dignity. Also, it facilitates the provision of educational skills that will prepare them for life in society after their release (Muthaphuli, 2015:135). To illustrate this, in a study by Gasa which explored the *academic achievement of incarcerated students* in the School of Education at the University of South Africa, the statistical documents obtained from the university`s Department of information and Strategic Analysis indicated a high pass rate among incarcerated students. In this study, the pass rate of all students was 70% for 3 successive years (2008/2009/2010). Exceptionally, incarcerated students` results indicated a pass rate of 80%, 85%, and 86% in 2008, 2009 and 2010 respectively (Gasa, 2011:1336).

2.5.4. Shortage of professional staff in the DCS

This sub-section outlines the DCS` staffing statistics (of professionals) and explicates the impact of offenders overcrowding on the delivery of rehabilitation programmes in correctional centres. The Kutama-Sinthumule Correctional Centre`s professional staff is included in the staffing statistics of the DCS.

The DCS is experiencing a shortage of professional staff including social workers, psychologists and educationalists (DCS, 2017:85). The staffing statistics of the department as at 31 March 2017 are indicated in Table 2.2:

Table 2.2: Staffing statistics for DCS as at 31 March 2017

Professional Staff	Number of posts Approved	Number of posts filled	Vacancy rate
Social workers	640	595	7 %
Psychologist	94	83	11%
Educationalists	600	515	14%

Source: (DCS, 2017:89).

Table 2.2 illustrates that only 595 of the 640 posts available for social workers are filled. The vacancy rate for social workers is 7 percent. The DCS had earlier reported a vacancy rate of 17 percent at the end of 2015/16 financial year. Thus, the vacancy rate has decreased by 10 percent in 2016/2017. The number of approved posts for educationalist is 600 of which only 515 are filled. The vacancy rate stands at 14 percent, a decrease of 6 percent from 20 percent in 2015/16 financial year (DCS Annual Report, 2017:89).

The table also indicates that there are 94 approved posts for psychologists of which 83 are filled at the vacancy rate of 11 percent. The vacancy rate has decreased by 23 percent from 34 percent in 2015/2016 (DCS Annual Report, 2017:85).

The shortage of professional staff impedes effective provision of rehabilitation programmes. Researchers Chaskalson & de Jong (in Fitz 2013:75) postulate that too few specialists in the Correctional System, like psychologists and social workers, compromise the quality of implementation of the 2005 White Paper on Corrections in South Africa. This White Paper provides that human resources are critical to the implementation of the rehabilitation centered activities of the DCS (South Africa, 2005:9).

In addition to the problem of shortage of professional staff, most of the correctional facilities are overcrowded with offenders, as will be indicated in the next subsection.

2.5.5. Offender overcrowding in the DCS

This subsection outlines the proportions of the sentences during the period 2006-2015 to illustrate the increase in offender overcrowding. It also presents the challenges of overcrowding postures to effective provision of rehabilitation programmes.

Lekalakala (2016:110) defines overcrowding as the consequences of housing too many offenders in too little space. This could result in offenders sleeping in double bunk beds in small designed confined areas, where they are forced to sleep on mattresses in unheated prison gyms, day rooms, hallways or basements.

Prison overcrowding is a challenging problem facing the DCS. The problem of offender overcrowding has a great impact on the Department's performance, especially in relation to rehabilitation programmes. For example, the severe space constraints result in a shortage of rooms to run programmes. Two major factors contribute to overcrowding, namely, long sentences that are handed-out to offenders, and offenders not being released timeously (Mnguni & Mohapi, 2015:56).

Long sentences were introduced by the Minimum Sentence Legislation (Criminal Law Amendment Act 105 of 1997) that came into effect on the 1st of May 1998. The Criminal Law Amendment Act 105 of 1997 contributes to overcrowding in three ways. First, it introduces minimum sentences of 15 years, 20 years, 25 years or life imprisonment for a variety of offences such as fraud, corruption, possession of fire arms, drug offences, robbery, rape or murder. This Act compels Judges and Magistrates to impose these minimum sentences unless there is substantial and compelling circumstances that justify a lesser sentence. Prior to this legislation, Judges and Magistrates were allowed their own discretion when deciding on the length of a sentence (Judicial Inspectorate of Prisons, 2006:23).

Secondly, no deduction of sentence is allowed for the period the accused has been in prison awaiting trial as an unsentenced offender. Prior to the minimum sentence legislation, Judges and Magistrates could make such an allowance. Since the adoption

of the Criminal Law Amendment Act 105 of 1997 the result is that everyone sentenced in terms of this legislation, in effect, has their sentence extended by the period they spent in prison awaiting conviction and sentence. Lastly, the Act does not allow suspension of any part of the sentence. Judges and Magistrates were, before the Act came into operation, allowed to suspend a portion of the sentence by up to 5 years (Judicial Inspectorate of Prisons, 2006:23).

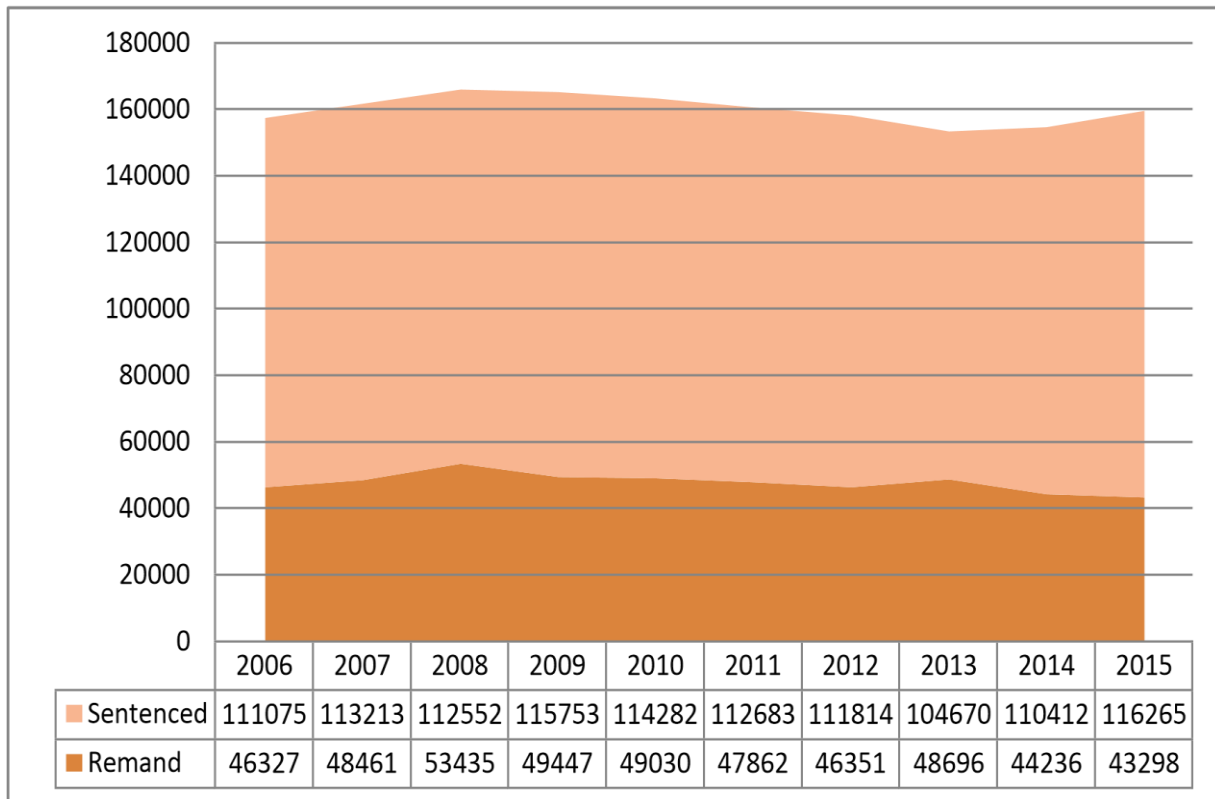
Adding to the above mentioned factors, the provisions of the Correctional Services Act 111 of 1998 often results in offenders not being released on time. This legislation does not make provision for credits to offenders. Prior to this legislation, offenders received credits for academic achievements, and for good behaviour in accordance with Section 22A of the Correctional Service Act 108 of 1959. Thus, offenders were only serving 33 percent of their sentence before eligibility for consideration for parole. The earliest date for consideration for parole has now moved from one-third of the sentence to half-sentence for offenders serving determinate sentence. For those that are serving life sentence, the parole period has been moved from 20 years to 25 years (Motlalekgsi, 2015: 183)

In 2006, Judge Fagan (Judicial Inspectorate of prisons, 2006:21) warned the DCS that these two pieces of legislation will result in overcrowding:

“Similar to a dam, if the inflow of people into prison is greater than the outflow then facilities will continue to fill up, until eventually it overflows creating crisis”.

To further illustrate, the sentenced offender population trends in South Africa is illustrated in Figure 2.1:

Figure 2.1. Offender population (31 March 2006-31 March 2015)



Source: (Judicial Inspectorate of Prisons, 2015:50).

Figure 2.1 provides data on offender population for the period 2006 to 2015. On 31 March 2015, the total number of sentenced and unsentenced offenders was 159 563. Sentenced offenders comprised 116 265 (73%) and unsentenced offenders 43 298 (27%). In 2006 the equivalent figure was 157 402 with sentenced offenders at 111 075 (71% of the total offenders). Unsentenced offenders comprised 29% at 46327(Judicial Inspectorate of Prisons, 2015:50).

The total numbers of offender population over the most recent 10-year period do not appear to show any significant change (as shown in figure 2.1). However, the offender occupancy levels in most South African prisons is in excess of 100 percent. The occupancy levels of the most overcrowded prisons is indicated in Table 2.3:

Table: 2.3 Offender overcrowding at DCS in 2015

	Correctional centre	No. of offenders	Capacity	Percentage overcrowded
1	Polokwane	1407	539	261%
2	Grootvlei Med A	1960	890	220%
3	Thohoyandou Medium B	466	219	213%
4	Mdantsane	1194	582	205%
5	Allandale	682	342	200%
6	George	1098	563	195%
7	Graaf-Reinett	116	63	184%
8	Sada	462	261	177%
9	Makhado	574	324	177%
10	Kgosi Mampuru II.	2728	1563	175%
11	Parys	146	87	168%
12	Flagstaff	107	64	167%
13	Piet Retief	436	261	167%
14	Klerksdorp	1813	1098	165%
15	Ngqeleni	173	108	162%
16	Mt. Fletcher	197	122	162%
17	Ncome A	782	482	161%
18	Caledon	340	215	158%
19	Kgosi Mampuru Female	253	166	152%
20	Zonderwater Medium B	1196	795	150%
21	Middelburg (EC)	461	312	148%
22	Henneman	307	210	146%
23	Ncome B	1097	753	146%
24	Worcester Male	827	569	145%
25	Kranskop	105	72	145%
26	Durban Medium B	3106	2137	145%

Source: (Judicial Inspectorate, 2015: 49)

Table 2.3 illustrate statistics on overcrowding in some of the South African Prisons. Polokwane Correctional Centre, for example, has a capacity to house 539 offenders. However, the centre has 1 407 offenders at the occupancy rate of 261 percent. The least overcrowded is Durban Medium B at 145 percent.

As a result of the Minimum Sentence Legislation and Correctional Service 111 of 1998, the number of people sentenced to long prison terms has increased considerably since the 1st May 1998. The number of prisoners sentenced to life has swelled from 793 (0.7 percent of 111075 sentenced offenders) in 1998 to 12 870 (11 percent of 116865 sentenced offenders) in 2015 (Judicial Inspectorate of Prisons, 2015:51). Overcrowding of offenders in correctional facilities negates effective rehabilitation of offenders. It, for example creates high potential for conflict amongst offenders and undesirably influence the relationship between offenders and correctional staff (Singh, 2004:4).

Additionally, overcrowding of offenders in correctional facilities leads to poor sanitation and hygiene which has a corresponding negative effect on the health of offenders, especially those who are infected by communicable diseases such as HIV/AIDS and Tuberculosis. Thus, contributing to the lack of participation of offenders in rehabilitation programmes (Lekalakala, 2016:121).

2.6. Conclusion

This chapter provided an overview of the history of approaches to rehabilitation, as well as the rehabilitation programmes. The models were criticized wherever they appeared to be failing to meet the objectives desired by society. However, each of these models contained some assumptions of the previous models presented. The rehabilitation programmes and their purpose, particularly the Programme Approach Model of South Africa, were addressed. The reviewed literature shows that access to rehabilitation, through educational, vocational and psycho-social programmes is necessary to improve an offender's chance of not re-offending. The review of literature also indicated that the DCS experience the problem of overcrowding.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The previous chapter focused on the literature review of rehabilitation programmes of sentenced offenders, enabling the reader to gain insight into, and an understanding of the rehabilitation programmes of sentenced offenders. This chapter explains the plan to answer the research questions and objectives and it describes the research methodology used in developing the research. The chapter focuses on the research design, the method of data collection, the sample and sampling technique, data analysis, measures to ensure trustworthiness, the limitations of the study and the ethical considerations accompanying this study.

The researcher, engaging in the design of this study, followed the concept of methodological congruence according to which the questions, the purpose and the methods of the research are all interconnected and interrelated so that the study appears as a cohesive whole rather than as fragmented isolated parts (Creswell, 2013:50). The research questions and objectives of the study have been stated in Chapter one but can be reviewed below:

1. What rehabilitation programmes are offered to sentenced offenders in KSCC?
2. What are perceptions of sentenced offenders towards rehabilitation programmes?
3. How can rehabilitation programmes compliment the reduction of recidivism?
4. What are the challenges faced by sentenced offenders with regard to rehabilitation programmes?
5. How can rehabilitation programmes be effectively and efficiently developed and implemented to sentenced offenders.

The purpose of this study is to explore the effect of rehabilitation programmes on sentenced offenders in Kutama-Sinthumule Correctional centre (KSCC). The researcher seeks to gain an in-depth understanding of rehabilitation programmes and their impact on offenders.

3.2. Research design

Research design is a plan for collecting and analysing data that makes it possible for the researcher to answer whatever question he has posed (Flick, 2014: 112). It involves a set of decisions regarding “what topic is to be studied, among what population, with what research methods, for what purpose” (Babbie, 2017:119).

Considering that the purpose of the study was to explore the effect of rehabilitation programmes on sentenced offenders in KSCC, a qualitative research design that encompasses the use of a qualitative case study was a preferred choice. A qualitative study was suited to the data gathering methods used in the study which are semi-structured interviews and on-site recording of participants.

Furthermore, the qualitative approach was considered to be the most appropriate as it allows an in-depth understanding of the rehabilitation programmes of KSCC. Creswell (2013:44) postulates the characteristics of qualitative research as follows:

“Qualitative research involves collecting data in the field at the site where participants experience the issue or problem under study. Qualitative researchers do not bring individuals into a lab, nor do they typically send out instruments for individuals to complete, such as in survey research. Instead, they gather information by actually talking directly to people seeing them behave and act within the context”.

Hennink, Hutter and Bailey (2011:9) concur with Creswell and add that qualitative researchers study people in their natural settings to identify how their experiences and behaviour are shaped by the context of their lives such as the social, economic, cultural or physical context in which they live.

These views are further advanced by Patton (2002:39) who states that qualitative designs are naturalistic to an extent that they contrast with controlled experimental designs where the investigator controls study conditions by manipulating, changing, or holding constant external influences and where a very limited set of outcome variables is measured.

These characteristics appealed to the researcher as he wanted to undertake an investigation of the rehabilitation programmes of sentenced offenders in a real world setting and did not seek to attempt to manipulate the interaction. The researcher pursued an understanding of how offenders partake in the rehabilitation programmes of the KSCC and the effectiveness of these rehabilitation programmes.

To further enhance the study, a case study method was also adopted which is a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge (Rule & John, 2011:4). Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case themes (Creswell, 2013:97).

The researcher found a case study to be an appropriate and useful method for eliciting the rich data necessary to gain an in-depth understanding of rehabilitation programs of sentenced offenders in the KSCC. A qualitative case study was properly suited to the data gathering method of interviews employed in the study. In particular, a case study fitted the research situation which was characterised by time constraints since the research was taking place in a correctional facility.

3.3. Population and sample

3.3.1. Population

Babbie (2017:117) postulates that the population for a study is that group about whom the researcher wants to draw conclusions. The population refers to the individuals in the universe who possess specific characteristics or a set of entities that represents all the measurements of interest to the researcher (de Vos, Strydom, Fouche & Delport, 2002: 198). A population includes every person, object or place from which the researcher draws the sample (Lasley, 1999:160). The target population in this study was sentenced offenders who had participated in the rehabilitation programmes of KSCC.

3.3.2. Sample

A sample is a smaller set of cases which a researcher selects from a larger pool of the population (Guthrie, 2010: 53; Neuman, 2011:219). Considering that the purpose of the study was to explore the rehabilitation programmes of sentenced offenders in the KSCC, and that it was a requirement for participants to have partaken in the rehabilitation programmes, the sampling technique adopted in the study was purposive sampling. Purposive sampling is a type of nonprobability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful (Babbie, 2016:187).

The purposive sampling technique enabled the researcher, on the basis of knowledge (gained as the researcher lives in KSCC) of the population, to handpick information-rich cases whose study illuminated the purpose of the study (Flick, 2014:175; Patton, 2002:236). The researcher deliberately chose twenty participants consisting of male sentenced offenders who took part in the rehabilitation programmes. Twenty participating offenders were sufficient to illicit the required data within the time (two months) available to the researcher. In particular, many scholars advise that the sample size in a qualitative study need not be too large to distract the main purpose of the study (Fakude, 2012:65). No female offenders were sampled since the KSCC admits male offenders only. Further to this, the sample comprised of a variety of offenders of different ages. Thus, offenders between the ages of 25 and 61 participating in the rehabilitation programmes were sampled.

The demographic information of the participating offenders was collected during the interviews when participants indicated their age, gender, the number of years they were sentenced to imprisonment, and the year in which they were sentenced. The demographic information of the participating offenders is indicated in Table 3.1.

Table 3.1: The demographic information of the participants (sentenced offenders)

Participant (sentenced offender)	Age	Gender	Imprisonment	The Year in which the offender was sentenced
Participant 1	39	Male	15 Years	2011
Participant 2	-	Male	-	2011
Participant 3	43	Male	18 Years	2013
Participant 4	42	Male	Life Sentence	2010
Participant 5	36	Male	Life Sentence	2009
Participant 6	39	Male	Life Sentence	2008
Participant 7	28	Male	Life Sentence	2008
Participant 8	31	Male	15 Years	2012
Participant 9	27	Male	15 Years	2011
Participant 10	41	Male	30 Years	2008
Participant 11	36	Male	32 Years	2010
Participant 12	61	Male	20 Years	2013
Participant 13	36	Male	Life Sentence	2004
Participant 14	38	Male	Life Sentence	2009
Participant 15	34	Male	Life Sentence	2006
Participant 16	43	Male	25 Years	2010
Participant 17	35	Male	Life sentence	2008
Participant 18	27	Male	Life Sentence	2011
Participant 19	25	Male	15 years	2013
Participant 20	30	Male	22 years	2010

Table 3.1 illustrates that participants comprised of 20 male sentenced offenders. All participants have been in prison for more than four years with the longest time served being 13 years at the time of the interview. The youngest participant is 25 years old while the oldest is 61 years old. Whereas the youngest is 25 years, he had already spent four years in prison at the time of the interviews. This means that he was 21 years old when he was convicted and sentenced in 2013. Of the 20 participants 9 are serving life sentences.

3.4. Data gathering techniques

In qualitative research, multiple forms of data such as interviews, observations, and documents is typically gathered by researchers (Creswell, 2013:45). The researcher utilised the methods of semi-structured interviews and audio recording of participants to collect data in this study (discussed in the next sub-section)

Before the researcher started with the interviews, he introduced himself to the participating offenders and went on to explain the aims of the study, how the data would be collected and used, the outcome of the research and the ethical procedures. The participating offenders were assured of their anonymity and the confidentiality of the data that will be gathered. The researcher also assured the participants that their identities will be protected by the use of pseudonyms. The researcher further explained that the interviews would be recorded and asked for consent to record the interviews. These processes will be discussed in detail in subsection 3.7.

3.4.1. *Semi-structured interviews*

Babbie (2017:273) defines an interview as a data collection encounter in which one person (an interviewer) asks questions of another (a participant). Hennink, Hutter and Bailey (2013:109) concur and add that “an in-depth interview is a one-to-one method of data collection that involves an interviewer and interviewee discussing specific topics in depth”. The qualitative interview is contrasted with the survey interviewing in that it is based on a set of topics that are discussed in-depth rather than based on the use of

standardised questions (Babbie: 2016: 319). Therefore, when selecting the type of interview, the researcher should consider to align it to the purpose of the research (Punch, 1998:174).

Considering that the purpose and the objectives of the study were to gain insight into and explore the rehabilitation programmes of sentenced offenders, the researcher considered Creswell (2013:45) where he says the “*qualitative researchers collect data themselves utilising the instruments designed by the researchers themselves*”. The researcher developed a semi-structured interview guide which was used to conduct the interviews with individual participating offenders face to face (see Appendix C). The questions on the interview guide were arranged according to themes that came from the researcher’s stated research questions.

The semi-structured interview guide enabled the researcher to collect comparable data from different participants. It also allowed the researcher the flexibility to vary the order of the interviewing questions and to steer the interviews in the direction that is most relevant to the study. Additionally, the semi-structured interviews provided an opportunity to the researcher to ask follow-up questions to gain a better understanding of the participants’ views (Guthrie, 2010:120).

Babbie (2017:319) states that in a qualitative interview the participant “*does most of the talking*”. The semi-structured interviews allowed the researcher to probe the experiences and perceptions of the participants and by so doing, encouraging participants to talk and to ask questions where they did not understand the questions posed. This enabled the participants to respond to questions in their own style and in the manner that they understood the question without restriction.

The researcher audio recorded all the interviews and took detailed field notes. Although the researcher was audio recording the interviews, he nevertheless proceeded to take manual notes. This helped the researcher to register statements made by participants that needed to be clarified with follow-up questions. Audio recording of the interviews enabled the researcher to give attention and to concentrate to the participants’ conversations without the pressure of having to write the notes word for word (de Vos et

a/, 2005:298). This allowed the interview to proceed smoothly and naturally. It also enabled the researcher to maintain eye contact with the participants and to observe their body language. The researcher was able to read whenever the participant was uncomfortable with the question or discussion and relaxed the participant with words such as “okay” and “I see”.

The interviews lasted between thirty minutes and one hour thirty minutes. The interviews were conducted in English and no interpreter was used as all the participants were able to speak English.

De Vos, Strydom, Fouche and Delport (2005:287) states that qualitative interviewing is aimed at understanding the world from the participant point of view. Qualitative methodology implies an emphasis on discovery and description, and the objectives are generally focused on extracting and interpreting the meaning of experience of participants (Bloomberg & Volpe, 2012:118). The researcher wanted to get the offenders perceptions, understand their perspectives and experience with regard to their participation in the rehabilitation programmes in KSCC as they unfold naturally. The researcher needed to hear from them what led them to partaking in the rehabilitation programmes, how they viewed the rehabilitation programmes before participating in the programmes, during participation in the programmes and after completion of the programmes. Also, the researcher wanted to determine whether or not they regard rehabilitation programmes to be effective, as well as the challenges which they experienced when participating in the rehabilitation programmes.

3.5. Data analysis

Babbie (2017:397) states that coding is the key process to analysing qualitative research. A qualitative researcher analyses data by organising it into categories on the basis of themes, concepts or similar features (Neuman, 2011:460). Coding is the process of labeling and categorising data (Flick, 2014:373).

Open coding is the initial classification and labeling of concepts in qualitative data analysis. Open coding is followed by axial coding which is the reanalysis of the results of open coding. Selective coding builds on the results of open coding and axial coding to identify the central concept that organises other concepts that have been identified in a body of textual materials (Babbie, 2017:398).

The interviews were transcribed verbatim on the same day that it occurred. Transcribing the same day allowed the researcher to notice new issues that were further explored in subsequent interviews. This led to greater depth in the information collected as the data gathering progressed (Hennink, Hutter & Bailey, 2011:214). The researcher applied 'fact checking' to immerse himself in the data. The process of 'fact checking' transcripts consists of listening to the recording while simultaneously reading over transcripts (Tracy, 2013:180). The researcher read the transcription repeatedly to identify errors and thereafter, scanned the data to identify common themes and assigned labels (open coding). The researcher coded lines whilst also considering the interview guide as it contained the themes which were developed earlier (deductively) (Neuman, 2011:462; Silverman, 2011:274)

After scanning the data, the researcher organised the data by focusing on the coded themes (Axial coding). The researcher repeatedly verified the coded themes and clustered the related themes together. This was done inductively by comparing the responses of the twenty participating offenders against the themes. The researcher also used deductive thinking by checking themes against each other, as well as vertically and horizontally against the data. In doing this, the researcher continuously moved back and forth between inductive thinking and deductive thinking. The inductive-deductive logic process meant that the researcher used complex reasoning skills throughout the process of this research (Flick, 2014:408; Creswell, 2013:45; Neuman, 2011:462).

To determine the major themes that guided the research (selective coding), the researcher scanned all codes to identify and select the data that will support the themes that were developed from the research questions. During this process, four themes, which assisted in achieving the objectives of the study, emerged, namely:

- (1) The implemented rehabilitation programmes;
- (2) The effectiveness of the rehabilitation programmes;
- M (3) Reduction of recidivism within KSCC; and
- (4) The challenges faced by offenders taking part in rehabilitation programmes in KSCC.

These themes were organised in sequence in such a manner that data could be presented in a narrative form (for example, from the time that the participants were introduced to the programmes of rehabilitation until they complete them).

3.6. Measures to ensure trustworthiness

Guthrie (2010:10) states that validity and reliability in quantitative research refers to the truthfulness of the data collected, and the ability to replicate the same results using the same technics. Bloomberg and Volpe (2012: 112) concur and add that in quantitative research if research is valid, it clearly reflects the world being studied. If it is reliable, then two researchers studying the same phenomenon will come up with well-matched results.

Criteria for evaluating qualitative research differ from those used in quantitative research in that the focus is on how well the researcher has provided evidence that his descriptions and analysis represent the reality of the situations and persons studied (Bloomberg & Volpe, 2012:112; Creswell, 2009:190). The researcher preferred the qualitative 'terms' credibility, dependability, Transferability, conformability and authenticity as opposed to the traditional positivist terms (validity and reliability) when enhancing trustworthiness of the study.

3.6.1. Credibility

Credibility criterion refers to whether the participants' perceptions match up with the researcher's portrayal of them (Bloomberg & Volpe, 2012:112). Credibility parallel the validity in quantitative research. The researcher enhanced credibility by clarifying own

bias from the onset of the study by mentioning his past experience. In particular, that the researcher is a sentenced prisoner incarcerated at Kutama-Sinthumule Correctional Centre.

The researcher himself is partaking in the in the rehabilitation programmes of sentenced offenders in KSCC. When the researcher arrived at KSCC, he only had Grade 12. The researcher has extensive experience in the rehabilitation programmes of sentenced offenders at KSCC as, since his arrival, he has completed a certificate in Road Transport Management (UNISA), a Bachelor of Administration (UNISA) and an Honours in Public Administration (UNISA). He has also completed 15 psychological programmes, seven social programmes, and two vocational programmes at KSCC.

The researcher also enhanced credibility by prolonged engagement and the persistent observation of participants partaking in rehabilitation programmes. To accomplish this the researcher invested sufficient time (two months) on data gathering activities to obtain an in-depth understanding of participants' views. This allowed the building of trust with participants, and the uncovering of misinformation that stems from distortions on the part of the researcher (Bloomberg & Volpe, 2012:113).

The researcher ensured that the study is conducted according to the principles of good practices and he submitted the data, analyses, interpretations, and conclusions to the research participants to confirm the credibility of the account (Creswell, 2013:252). This was done after the researcher drafted the findings of the study. The researcher visited the participants individually and allowed them to read through the text. To enhance the credibility of the study, the researcher also triangulated the data sources and methods to provide corroborative evidence. For example, the researcher located evidence in different sources to document a theme. The researcher further enhanced credibility by the use of peer review in order to seek instances that might have challenged the researcher's expectations

3.6.2. Dependability

Dependability parallel reliability in quantitative research although it is not assessed through statistical procedures. Dependability refers to whether the process and procedures used to collect and interpret data can be tracked (Bloomberg & Volpe, 2012:113). The researcher enhanced reliability by using a good-quality tape for recording the interviews and by transcribing the tape (Creswell, 2013:253).

To reduce potential bias and ensure that the researcher understand inconsistencies whenever they happened, the researcher applied coding to the interviews. The researcher also asked colleagues to code several interviews in so doing, established inter-rater reliability (Bloomberg & Volpe, 2012:113). The researcher ensured dependability by keeping complete records of all phases of the research process such as problem formulation, selection of research participants, field notes, interview transcripts, data analysis and decisions in an accessible manner. Also, the researcher kept a record of memos to maintain an audit trail that account for the evolution of the researcher`s thinking and the rationale for all the choices and decisions made during the research process.

3.6.3. Conformability

Conformability questions how the research findings are supported by the data collected. It is a process to establish whether the researcher has been biased during the study due to the assumption that qualitative research allows the researcher to bring a unique perspective to the study. As such, the audit trail used to demonstrate dependability, including field notes, will serve to offer the reader an opportunity to assess of the findings of the study. Additionally, the researcher allowed an external auditor (Appendix H) to examine both the process and the research report (Creswell, 2013:253)

3.6.4. Transferability

Transferability refers to the generalisation of the study findings to other situations and contexts. Although qualitative researchers do not expect their findings to be generalisable

to all other settings, it is likely that the lessons learned in one setting might be useful to others (Bloomberg and Volpe, 2012:113). Thus, transferability in qualitative research refer to the match between the research context and the other contexts as judged by the reader. The researcher supplied a highly detailed description of the rehabilitation programmes of KSCC and the methods used. This provided the basis for a qualitative account`s claim to relevance in some broader context.

3.6.5. Authenticity

Qualitative researchers are more interested in authenticity than in the idea of single version of truth. Authenticity means giving a fair, honest, and balanced account of social life from someone who lives it every day (Creswell, 2013:250).

The researcher maintained authenticity by fairly and faithfully showing a range of different realities in the analysis and interpretation of his data. Also, the researcher ensured honest and Authentic awareness of own identity and research approach, and attitude of respect of participants.

3.7. Ethical considerations

Babbie (2016:62) defines being ethical as “*conforming to the standards of a given profession or group*”. Conducting qualitative field research responsibly involves confronting ethical issues that arise from the researcher`s contact with participants (Babbie, 2017:329).

Usually, researchers consider what ethical issues might surface during the study and plan how these ethical issues should be addressed. A common misconception is that this ethical issues only surface during data collection. They arise, however, during several phases of the research process (Creswell, 2013:56).

The ethical standards relate to, first, seeking permission to research. Second, the ethical standards relate to the responsibilities of the researcher when conducting the study. The researcher considered the ethical issues of voluntary participation, no harm to

participants, confidentiality, and avoidance of deception as recommended by many researchers (Babbie, 2017:62; Tracy, 2013:243; Hennink, Hutter, & Bailey, 2011:67).

3.7.1. *Permission to research*

The researcher obtained written approval from the Research Ethics Review Committee of the College of Economic and Management Sciences (CEMS) at the University of South Africa (see Appendix E). The researcher also obtained an organisational approval from the KSCC (see Appendix F). KSCC is a private prison and its operations are monitored by the Department of Correctional Services (DCS). This necessitated the researcher to obtain approval from the Research Directorate of the DCS to conduct the research, which was granted (see Appendix D). The relationship between KSCC and DCS is discussed in the following chapter. The information about the permissions was shared with the participants to reduce the harm that could be caused by their fears of censure from the organisation (KSCC).

3.7.2. *Voluntary participation and informed consent*

When a researcher starts to collect data in a research study, he typically introduces himself and describes the purpose of the research (Hennink *et al*, 2011:70). All participants were given a letter (participant information sheet) informing them about the purpose of the study, time frames of the study's interviews, the voluntary nature of the study, confidentiality and protection of privacy of the participants, and the benefits of partaking in the study (see Appendix G).

Before the interviews commenced, the researcher explained the aims of the study to the participants, and that their participation in the study was voluntary. Participants were told that they were under no obligation to consent to participation. The researcher explained to the participants that they are free to withdraw their participation at any time, should they wish to do so, without penalty. Offenders who agreed to participate in the study signed a consent form to participate in the study (see Appendix A). The participants also signed a consent form to be recorded during the interviews (see Appendix B). All

participants were given a letter (participant information sheet) informing them about the purpose of the study, time frames of the study interviews, the voluntary nature of the study, confidentiality and protection of privacy of the participants, and the benefits of taking part in the study (see Appendix G).

3.7.3. No harm to participants

Babbie (2017:64) identifies the fundamental ethical principles that guide research on human subjects. The first principle is respect for participants. According to this principle, participation must be based on full understanding of what is involved.

Consistent with this principle, the researcher introduced himself to the participants and went on to reveal the topic of the study, the supervisor's name, and why the research was done in KSCC. The researcher went further to explain that the study was expected to collect important information that could assist in identifying the effect of rehabilitation programs on sentenced offenders; and in the formulation of recommendations for successful development and implementation of effective rehabilitation programs.

Secondly, participants should not be harmed by the research. Minimisation of harm refers not only to physical harm, but also to mental social and economic harm (Hennink et al, 2011:72). The researcher did not expose participants to harm. The interviews took place in secured classes and participating offenders did not lose their gratuity nor time to attend rehabilitation programmes since interviews were scheduled during their spare times. The researcher encouraged participants to discuss any negative or difficult feelings or experiences they had as a result of participating in this study with the researcher.

Lastly, the burdens and benefits of the research should be shared fairly within society. There were no financial costs directly associated with offender participation in this study. Participants were informed in advance that they will not receive any compensation for participating in the study.

3.7.4. Confidentiality and anonymity

Confidentiality refers to “*not disclosing information that is discussed between the researcher and the participant*” (Hennink *et al*, 2011:70). The researcher guaranteed confidentiality by promising not to publicly identify participants. Although there were no records that identify any names of participants, as shown in the next paragraph, the researcher ensured confidentiality by encrypting passwords to the computer saved information and by keeping the hard copies in a locked cabinet.

Anonymity refers to removing all identifiable information from transcripts so that no individual participant can be identified from these documents (Hennink *et al*, 2011:70). The researcher guaranteed anonymity of the study by using pseudonyms in the interview data so that participants could not be identified from the research reports.

3.7.5. Avoidance of deception

It is useful and necessary to identify yourself as a researcher to those who you want to study. Telling participants that you are conducting the research as part of a university programme improves the scientific quality of the study (Babbie, 2017:69).

Remaining consistent with the principle of avoidance of deception, the researcher introduced himself to the participants and went further to mention the contact details of the research ethics Chairperson in the College of Economic and Management Sciences of UNISA.

3.8. Conclusion

This chapter presented a step by step procedure on how the study was conducted. A qualitative research design that encompassed the use of a case study was used because it allowed the researcher an in-depth understanding of the rehabilitation programmes of Kutama-Sinthumule Correctional Centre (KSCC). The in-depth interview was the method of data collection. The next chapter presents the case of KSCC and the findings of the study.

CHAPTER 4: FINDINGS

4.1. Introduction

The previous chapter provided an overview of the research design and methodology used in the study. Chapter 4 presents the case of Kutama-Sinthumule Correctional Centre (KSCC) which will serve as the practical rehabilitation path that the offenders follow after admission thereto. The chapter will explore the setting, unit management, Correctional Sentence Plan, the Case Management and the Schedules within the prison. The chapter will also present an overview of the rehabilitation programmes offered at the facility. Further, the chapter will discuss the findings of the study.

4.2. The case study

4.2.1. The Kutama Sinthumule Correctional Centre

The KSCC is a privately-owned maximum security prison located outside Louis Trichardt, Limpopo Province, South Africa. The centre is one of only two privately-owned prisons in South Africa. According to the Judicial Directorate report (2016: 55), KSCC is the world's second largest private correctional centre. The centre houses 3 024 sentenced male offenders and is operated by South African Custodial Management (SACM).

The KSCC is a Public-Private Partnership (PPP) Correctional Centre established in terms of Section 103 of the Correctional Services Act of 1998 (Department of Correctional Services Annual Report, 2016:193; Ntsobi, 2005:77). This legislation provides that the Minister of Correctional Services, with the concurrence of the Minister of Finance and the Minister of Public Works, may enter into a contract with any party to design, construct, finance and operate any correctional centre or part of any correctional centre in South Africa (South Africa, 1998:74). The KSCC was established in 2002. Although, the KSCC is privately operated by SACM, the Department of Correctional Services has appointed a 'controller' to monitor the daily operation of the Centre and to ensure compliance with the contract.

KSCC comprises of two subsidiaries, namely, SACM and Kensani Corrections Management (KCM). SACM focus on the operations and maintenance to the Centre, whilst KCM manages the programmes.

4.2.2. Unit management at KSCC

The KSCC Offenders Information Booklet (2017: 3), a handout to offenders reveals that the objective of the Centre is to provide offenders with rehabilitation opportunities and to prepare them to be the law abiding citizens. The Booklet specifies the Centre`s mission statement: *“To hold all offenders in conditions of security, safety and respect while caring for their individual needs, changing their offending behaviour and assisting them to change their lifestyles during their custody and after release”*.

The correctional centre management at KSCC is based on the system of Unit Management System. The Centre is, accordingly, divided into smaller defined and manageable sections. The two major objectives of unit management at KSCC are first, to make the Centre humane and safe, and secondly, to provide educational programmes, vocational programmes, psychological programmes and social programmes in order to assist the offenders to be successfully reintegrated into society (du Preez, 2003:53).

The White Paper on Corrections in South Africa (2005:24) alludes that unit management is a team approach to offender management that incorporates a ‘notion’ that co-operation is likely to be achieved with small groups of offenders. Unit management at KSCC allows the interaction between correctional officials and offenders to be lengthier, thus improving the delivery of correctional services. Unit management promotes a team approach and co-responsibility amongst staff members at KSCC.

The offenders at KSCC are accommodated in three sections namely, the Blue Section, the Yellow Section, and the Green section. Each of these three sections are headed by an Area Manager. All three Area Managers report to the prison Director. Each of the three sections are divided into three units. These units are headed by Unit Managers. Unit Managers report to the Area managers. Each unit is further divided into four pods. Pod officers are responsible for the pods and they report to the Unit Managers. Each pod

comprises cells that accommodate two offenders (Blue section) and four offenders (Yellow section and Green section). This is different from the traditional correctional centres where offenders are housed in large groups of 60 or 70 in 'communal' cells (Sloth-Nielsen, 2005:9).

4.2.3. The Correctional Sentence Plan (CSP) at KSCC

The KSCC promotes a self-directed rehabilitation where offenders are expected to take responsibility for their lives by attending to the rehabilitation programmes. A multi-disciplinary team of officials from various subject fields, such as, psychology, social services or education assesses each offender to determine the offender's educational and training needs and the needs related to the rehabilitation programmes. The offenders are assessed within three days of their arrival at the KSCC (the assessment of offenders is discussed in subsection 2.4). After a multi-disciplinary team has identified the needs of the individual offender, a CSP, enlisting the recommended rehabilitation programmes which the offender is supposed to attend, is drawn up. The CSP provides a structure and direction to the period of an offender's imprisonment, thus assisting the offender in making effective use of his sentence time.

4.2.4. The Case Management of KSCC

To ensure that an offender completes all recommended rehabilitation programmes, the implementation of the CSP is monitored through a Case Management process. Case management is the formal multi-disciplinary process through which an individual offender's CSP is managed throughout his time in custody. During this process the CSP is adjusted as a result of the offenders' response to the targets (rehabilitation programmes) set. The CSP in KSCC is reviewed once every 180 days by the Case Management Team comprising of the Unit Manager, the Unit Case officer, the Pod officer, a social worker, a psychologist and other designated specialist. The Pod officer is included in the team as he/she spends the most time with the offender in the pod, and as a result, his/her input on the progress of the offender is vital. During these reviews, the rehabilitation programmes report is generated, signed by the Unit manager and filed in

the offender`s case file. A copy of the report is given to the offender. The report indicates the performance levels of the offender, the expected accomplishments and the time limits within which action should be taken by the offender.

4.2.5. The Schedules

The KSCC provides a 'structured day approach' according to which all activities, including rehabilitation programmes, are planned and scheduled a day in advance. The schedule is thus prepared by the programmes manager on a daily basis. The schedule is pasted in each pod at 16:00 in the afternoon and specifies the venues, times, coordinators and the facilitators of the rehabilitation programmes for the following day. It also periodically notifies offenders about issues, such as the registration of programmes, venues for collection of completed programmes certificates, and exam timetables. This promotes self-responsibility, efficiency and empowerment as it ensures that all offenders have fair access to the rehabilitation programmes.

4.2.6. The Rehabilitation Programmes at KSCC

Chapter 2 presented a detailed discussion on the rehabilitation programmes offered at KSCC. This subsection will build onto that and provide a brief further discussion. The KSCC provides training and qualifications which are delivered by qualified educationalists, psychologists and social workers. Formal Education programmes that are provided meets the National Department of Education Curriculum guidelines. The lessons take place in classes in which has a setup similar to a school. The Centre has 27 class rooms (used exclusively for lessons), a library and three examination halls. Vocational programmes take place at an Industrial Area which is fully equipped with machinery, tools and other working equipment. Judge Johann van der Westhuizen (Judicial Inspectorate, 2016:55) visited KSCC on the 16th and 17th March 2016 and painted the following picture:

“The centre is always exactly 100% occupied by 3 024 male inmates...The professional workforce consists of 26 social workers, 35 educators, 3 psychologists.... This is sufficient to cater for the needs of the inmates”.

The rehabilitation programmes which were purposely selected for the purposes of this study were discussed in Subsection 2.3 above. Table 4.1 presents a summary of the rehabilitation programmes offered at the KSCC. The programmes are divided into four categories, namely psychological programmes, social programmes, vocational programmes and formal education programmes.

Table 4.1 Programmes offered at the KSCC

SPECIALTY AREA	PROGRAMME
Formal Educational programmes	<ul style="list-style-type: none"> • AET 1-4 • Grades 10-12 • Long distance learning • TVET
Vocational training programmes	<ul style="list-style-type: none"> • Building • Woodwork • Metalwork • Motor industry • Textiles
Psychological Programmes	<ul style="list-style-type: none"> • Stress management • Domestic Violence • Anxiety and depression • Group Therapy • Sex and sexual awareness • Conflict resolution • Anti-bullying • Death and Grieve • Suicide Prevention

SPECIALTY AREA	PROGRAMME
	<ul style="list-style-type: none"> • Community Crime prevention • Emotional Intelligence • Behavioural Development • Mind renewal
Social work programmes	<ul style="list-style-type: none"> • Family and marriage • Relapse prevention • Anger management • Substance abuse • Anti-violence • HIV/AIDS awareness

This subsection presented the Case of KSCC. The next subsection presents the findings of this study.

4.3. Research findings

The following subsection presents the results of the exploration of the rehabilitation programmes of sentenced offenders at KSCC. The findings are presented in response to the research questions and objectives of the study stated in Chapter 1. Using the research design and methodology posed in the previous chapter the researcher set out to achieve the following objectives:

- To describe the rehabilitation programmes of sentenced offenders in the KSCC.
- To explore the perceptions of sentenced offenders towards rehabilitation programmes.
- To explore how rehabilitation programmes compliment the reduction of recidivism
- To explore challenges faced by sentenced offenders with regard to rehabilitation programmes.

- To formulate recommendations for successful development and implementation of effective rehabilitation programmes for the DCS.

The findings were deduced from data collected by interviewing twenty male sentenced offenders. A requirement to qualify for the sample was that participants must have participated in rehabilitation programmes. During these in-depth interviews, four themes, which assisted in achieving the objectives of the study, emerged. These themes are: the implemented rehabilitation programmes in the KSCC, the effectiveness of these rehabilitation programmes, recidivism within the Centre and, lastly, the challenges faced by offenders when partaking in rehabilitation programmes.

Flowing from the five objectives posed earlier in this chapter, the next subsection will discuss the first theme of this chapter, namely the implemented rehabilitation programmes at the KSCC.

4.3.1. Theme 1: The Implemented Rehabilitation programmes at KSCC

This subsection presents the findings on Theme 1 with focus on the aim of the rehabilitation programmes, the offenders' interviews by the KSCC professional staff, the offenders' initial perception of the rehabilitation programmes, the offenders' decision to partake in the offered rehabilitation programmes, the offenders' involvement in the rehabilitation programmes, and the offenders' perception during and after attendance of rehabilitation programmes.

4.3.1.1. The focus of the rehabilitation programmes.

Participants indicated that the psychological programmes and social programmes were aimed at their offending behaviour and to enhance them to be self-sufficient by teaching them to be aware, recognise and understand the needs of other people, to be aware of their own emotions, to be aware of the consequences of abusing drugs and alcohol, to

help them address their sexual offending behaviour and, the need to change the behaviours that led to their arrest and conviction.

“Psychological programmes and social programmes were focused on renewing my mind, how to control my emotions, how to control my anger” (Participant 3).

“Stress management programmes focused on making us aware of our stresses and how to manage it, for example, I did not know that a person can be stressed by positive events, I thought stress is only as a result of bad things or things that are not good. Emotional intelligence taught us about our emotions, how to recognise our emotions, how to respond to them, and the dangers of ignoring our emotions” (Participant 4).

Woodwork, motor mechanic, textile and metal work programmes are aimed at assisting and guiding offenders to have skills so that they can be self-employed. The educational programmes increase the offenders` capacity to read, write and to think and reason logically.

From these quotations and interviews it was thus found that rehabilitation programmes focuses on the offender`s interaction with the community, empowering offenders to be independent, earn an income and change their offending behaviour.

4.3.1.2. The offenders` interviews by the KSCC professional staff.

Upon arrival at the KSCC, all participants were interviewed by a team of professionals comprising of a social worker, a psychologist, a case manager and an educationalist who told them about rehabilitation programmes offered at the Centre. The professionals assessed each offender to determine the offender`s educational and training needs and the needs related to the rehabilitation programmes that deal with offending behaviour. Following from the assessments, a Correctional Sentence Plan, which enlists all rehabilitation programmes in which the offender should partake in, was issued to each offender.

All participants indicated that the procedure of registering for programmes was explained to them during the assessments. Participants understood that the invitations to register for programmes would be publicised on the daily schedule. The schedule is posted in every pod a day before a programme takes place. It enlists all programme related activities and indicates the programme name, the date and time of the programme, the venues of various programmes, and the names of the educationalists and facilitators of each and every programme, thus, enabling offenders to prepare for the programmes of the following day.

4.3.1.3. The offenders` initial perception of the rehabilitation programmes

Initially, the participants did not view the rehabilitation programmes as important. Their view appears to have been influenced largely by the prison culture of just 'sitting and doing nothing' which they encountered in the DCS Centres before they were transferred to the KSCC. They understood prison to be a place to serve their sentences as opposed to a place of attending rehabilitation programmes. Recollecting what they thought about rehabilitation programmes, participants said the following:

'When I first heard about the rehabilitation programmes I thought it was just a way of the prison management to keep offenders busy (participant 3)

"I was told by other offenders that the programmes of this institution were not being recognised by the DCS, so my perception of rehabilitation programmes was negative" (participant 12)

"I had told myself that the programmes were useless" (participant 16).

"I thought doing programmes was a waste of time" (participant 19).

From these quotations and interviews it was thus found that before offenders start to attend rehabilitation programmes their perception about the programmes is negative.

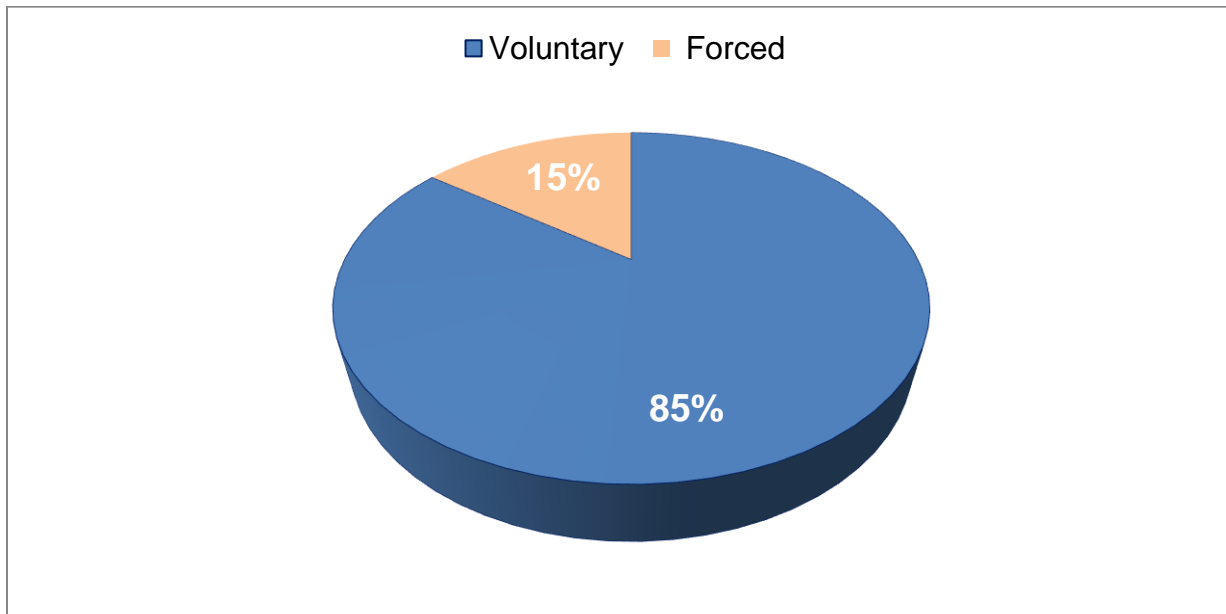
4.3.1.4. The offenders` decision to take part in the rehabilitation programmes

Subsequent to the interviews by the professionals, offenders have to decide whether or not they want to partake in the rehabilitation programmes of KSCC. The majority of the participants (85%) indicated they voluntarily decided to participate in the rehabilitation programmes. Participant 4 remarked that he volunteered for the programmes because he needed to change the bad behaviour that led to his arrest, *“I needed to undergo the programmes so that I can be a normal person”*. Another participant echoed the same sentiments: *“I participate out of my own heart, it is my own choice”* (Participant 6).

Only 15% of the participants felt that their decision to participate was not voluntary. They described the parole process as being “somewhat” forceful since the parole board officials would deny offenders parole as they based their decisions on non-participation in the rehabilitation programmes: Emphasising this, Participant 18 remarked that *“the first thing the Parole Board officials will ask you is whether or not you have completed a vocational programme, and if not, they send you back to do at least one”*. Participants felt they were left with no option but to do programmes since it was a requirement for consideration for parole. As Participant 2 noted, *“when you get into prison they give you instructions to do rehabilitation programmes. I attend because it is the only way I can buy myself out of prison”*. Another participant remarked *“The programmes are not voluntary because we (offenders) attend only for the purpose of having a good profile. So whether we like it or not we must attend”* (Participant 9).

The participants’ decision to take part in the rehabilitation programmes at the KSCC is illustrated in Figure 4.1.

Figure 4.1: Offenders` decision to participate in rehabilitation programmes



The next subsection presents findings on the offenders` perception of rehabilitation programmes during the attendance of the programmes

4.3.1.5. Offenders` perception during attendance of rehabilitation programmes

Following from their decision to participate in the rehabilitation programmes, participants registered for the rehabilitation programmes. The interviewed participants` indicated that their perception of rehabilitation programmes changed from negative to positive as soon as they started to attend the rehabilitation programme classes. They embraced rehabilitation programmes and realised their importance. The participants viewed rehabilitation programmes as a means to the path to creating new lives for themselves. As they were attending the rehabilitation programmes, they started to believe that they can become law-abiding people. They found the environment in which programmes were offered to be favourable to learning. First there were full time educators just like in a school outside of the prison. One participant remarked: *“unlike in other DCS Centres, here we are taught by qualified teachers, social workers, psychologists and trained facilitators, not custodial officers”* (Participant 19). Second, there were classes specifically designed and

reserved for learning. Teaching and learning does not take place in the cells or corridors like in Correctional Centres where they were first kept. In this regard, participants commented:

“At first I was doing it (programmes) because I thought it would improve my chances when I get to the parole board, but when I was doing them I realised I was passionate about them” (Participant 8).

“My initial perception of rehabilitation programmes has changed positively right now because what I was thinking about rehabilitation programmes is not what I came across in the classes” (Participant 14)

“I didn’t have that interest at first, but when I started attending rehabilitation programmes, I realised that they were designed to bring change to the offenders” (Participant 3)

Although the majority of offenders had willingly decided to attend rehabilitation programmes, a challenge for them is that only a small number of offenders are allowed to register for a programme per intake. As a result, offenders may not always get a slot despite the programmes appearing on their Correctional Sentence Plan, and despite their willingness to partake in the programme. Offenders who are illegible for consideration for parole find themselves frustrated by this since the parole board will, rarely grant parole to offenders who do not participate in rehabilitation programmes, often basing its decision on non-participation in the rehabilitation programmes. Participant 12 observed: *“Many offenders want to attend programmes but they are not selected during registration due to limited slots or space”*

Asked whether or not rehabilitation programmes were necessary in KSCC, all participants answered in the affirmative. They indicated that the rehabilitation programmes are necessary in KSCC to curb the usage of drugs and to reduce fights and gangsterism.

Participant 13 observed that *“programmes are necessary in the KSCC because if there were no programmes we were going to be involved in prison gangs”*.

Participants knew from their experience of spending time in other DCS Centres that once the offenders are left to spend much of their time not attending the rehabilitation programmes classes, they will start to practice gangsterism, to use drugs, and to fight among themselves or even fight with the correctional officials. One participant commented: *“If we stay here doing nothing, there will be lots of fights and increased usage of drugs”* (Participant 20). Participants advised that rehabilitation programmes be made compulsory so that those who are not attending can also get an opportunity to change their negative perception about the programmes.

“If programmes can be made compulsory for all offenders, we will all have a good future when we are finally released, also, those that do not attend will get an opportunity to change their view of programmes” (Participant 19)

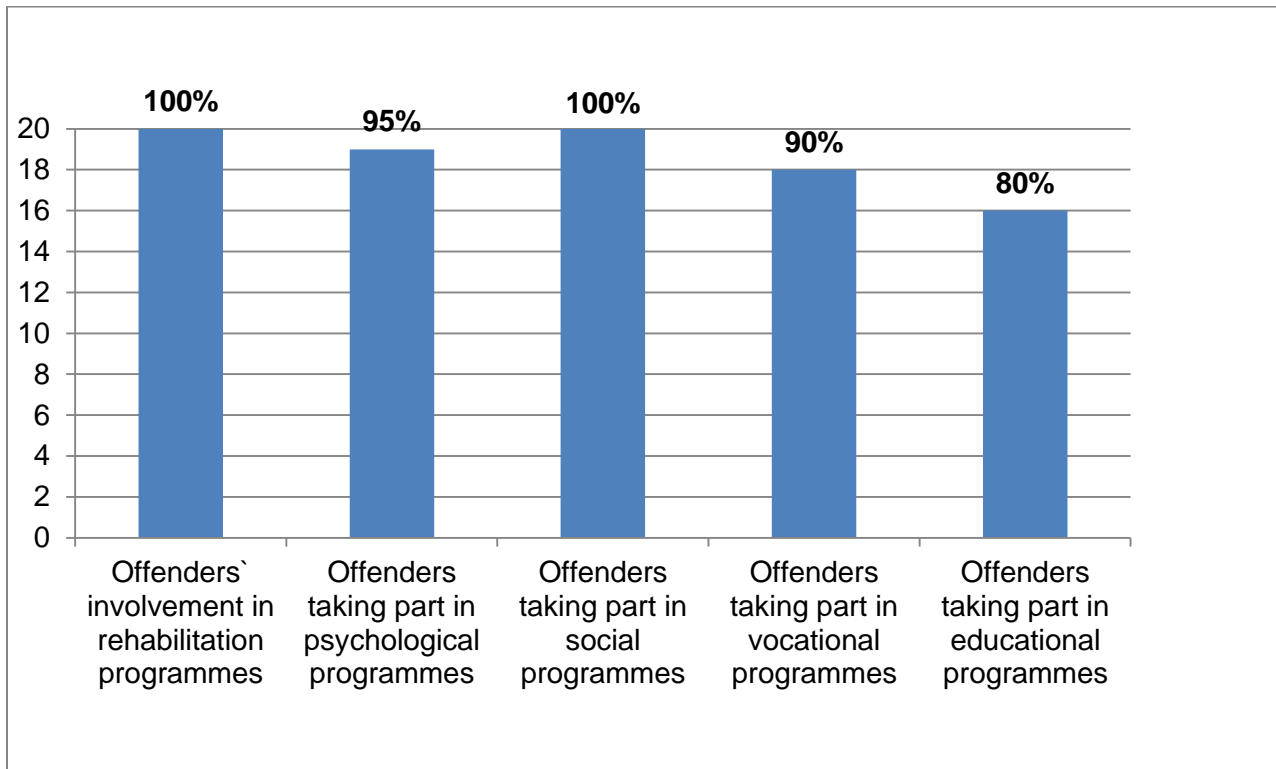
Of the interviewed participants, 80% were satisfied with the number of programmes offered at the KSCC. The KSCC was found to offer programmes that covered a broader spectrum of the offender`s life. The participants` view was influenced by the fact that other Correctional Centres in the DCS (where they came from) offered only a limited amount of programmes or no programmes at all (Participant 3; Participant 16).

Other participants (20%) felt that the rehabilitation programmes were not sufficient in terms of their number to effect the desired change in offender behaviour. One participant saw a gap between the offenders and their families and believed that professionals can deliver a programme that can encourage good relationships between offenders and their families: *“We need a programme which will promote talks between the family of an offender and the offender because many of us are abandoned by our families”* (Participant 6). Offenders thus indicated that they found it challenging to concentrate in the rehabilitation classes when there was no support from their loved ones.

4.3.1.6. The offenders` involvement in the rehabilitation programmes

The previous subsection presented findings on the perception of offenders as they began to attend the rehabilitation programmes of KSCC. This subsection presents the findings on offenders` involvement in the rehabilitation programmes. The participants` verbatim answers regarding their involvement in the rehabilitation programmes are presented graphically in Figure 4.2:

Figure 4.2: Offenders` involvement in the rehabilitation programmes



Of the twenty participants interviewed, all were involved in the rehabilitation programmes. Of the interviewed participants, 95% attended the psychological programmes. The remaining 5% (Participant 14) could not attend the psychological programmes because he was “too committed” in facilitating formal education programmes to other offenders.

All participants were involved in social programmes. Although participants acknowledged the importance of formal education, they regarded social and psychological programmes as `very important`. Participant 20 remarked that his motivation for this is that *“you can pass a grade at school but if you don’t have the social and psychological programmes, you will not understand the needs and feelings of other people”*.

It was further found that 90% of participants were taking part in vocational programmes. Two participants (10%) indicated that they would have wanted to participate in vocational programmes but they could not be admitted due to the limited space available, whilst it was found that 80% of participants were taking part in formal education programmes.

The remaining 20% had passed Grade 12 already, but they lack funding to enroll for further studies at tertiary institutions. The response on applications for bursaries was negative. Participant 1 remembered the programmes he had attended and noted that he has *“attended twelve programmes and right now I am doing the last one in psychology which is group therapy... I attended community Crime Prevention, Mind Renewal, Stress Management, Domestic Violence, Anti-Bullying and Conflict Resolution. The Social Work programmes I have attended are Anger Management, Anti-Violence, Substance Abuse, Relapse prevention and Life skills, and in the Vocational programmes, I am engaged in Textile”*. Other participants recollected the programmes they were involved in as follows:

“I completed Bachelor of Arts in psychology, an Honours degree in Ancient History, a Motor Mechanic Vocational programme, emotional Intelligence programme and stress management programme. I am currently registered for an Honours Degree in Psychology with the University of South Africa” (Participant 7)

“I completed building Trade vocational programme. I am now registered for Woodwork vocational programme and I attend school, Grade 11” (Participant 8).

From these verbatim answers it was thus found that offenders at KSCC are taking part in the rehabilitation programmes categorised as psychological programmes, social

programmes, educational programmes and vocational programmes which covers a broad spectrum to ensure their future wellbeing

This theme focused on the findings on the participation of offenders in the rehabilitation programmes. It also provided findings on the perception of offenders on the rehabilitation programmes before they register for rehabilitation programmes and during registration and attendance. The next theme presents the findings on the effectiveness of rehabilitation programmes (after offenders have completed rehabilitation programmes).

4.3.2. Theme 2: Effectiveness of the rehabilitation programmes

This sub section presents findings on the offenders` positive behavioural changes after the completion of programmes and the offenders` chance of being employed there after.

4.3.2.1 Offenders` positive behavioural changes after completing of rehabilitation programmes

After attending rehabilitation programmes, 95% of the interviewed participants noticed positive changes personally, which included behavioural changes, increased knowledge, the acceptance of positive morals and values and the acquisition of skills. Participants noted a change in their attitude and a desire for success of which to them were signs of a transition to be `better persons` than what they were before attending the rehabilitation programmes. Commenting on his changed attitude, Participant 10 said: *“as I meet you right now, I am a very changed person. If it was before I attended rehabilitation programmes I don’t think we would be having this discussion because of the ‘person’ I was then.”* Apart from observing the changes by themselves, participants received positive comments from family and friends about their behaviour, communication skills and educational achievements:

“I was aggressive, full of anger, fighting easily and taking drugs, but now I am a better person. When I talk to my family and friends outside of prison they tell me that I have changed”. (Participant 13)

Participants noticed the positive changes in the other offenders who are taking part in the rehabilitation programmes. The change in attitude that the participants see in other offenders make them realise that rehabilitation programmes 'work'. They observed variances between themselves and those that do not attend rehabilitation programmes in terms of improved skills, behaviour and good conduct. On this point, one participant commented *"When I arrived here I found so many offenders behaving in an unruly manner but since they started attending rehabilitation programmes they have changed, they are now disciplined offenders"* (Participant 14).

Participants felt that they will be easily integrated into the community outside of prison since they have gained a lot of knowledge from rehabilitation programmes. The 'change' is not only relevant and important to the offenders' lives, but to their families as well: *"I am coming from a poor family; the rehabilitation programmes will help me bring change in my family"* (participant 13). Rehabilitation programmes have made participants realise that they are not different from other people and that they have the capacity to do good things. In this regard participant 18 commented: *"now I believe in the power of education; I believe I can be what I want to be despite all odds"*. To the Participants, the benefits of attending rehabilitation programmes are immediate. They have learnt the art of understanding and accepting the weaknesses of their fellow offenders from attending rehabilitation programmes. This is seen as a stepping stone towards understanding the needs of the people outside of prison: *"now that I can live a better life with other inmates, I can go outside and continue to respect the rights of other people in the community"* (Participant 17).

4.3.2.2. The offenders' chance of being employed after completing rehabilitation programmes

The majority of participants (95%) indicated that attending rehabilitation programmes increases the offender's chance of being employed. The skills offenders acquire at KSCC are valuable and will enable them survive on their own. The rehabilitation programmes are seen to be addressing the real life issues of unskilled labour and unemployment. Unlike before they attended rehabilitation programmes, they now know that they can work

for themselves if they are unable to find employment in the public or private sectors. In this regard participant 10 remarked: *“You find that an offender came to prison not knowing how to read and write but when he is released he is able to write and has a vocational skill, so chances of him getting employed increases”*.

There are good examples of ex-offenders who are working at various institutions outside of prison after they were released. This serves as a motivation for offenders who are still incarcerated to continue with the attendance of the rehabilitation programmes. It also proves to them that the rehabilitation programmes of the KSCC are effective. Programmes increase the offender`s chance of getting employed. Participants are proud of the 3 released offenders who are working as a journalist, an author, and a manager, after attending rehabilitation programmes in this facility, *“I too will put the skills I learnt from here into practice when I am finally released”* (participant 13).

Only 5% of the participants felt that the rehabilitation programmes do not increase the offender`s chances of being employed: *“it does not increase at all”* (participant 2). Offenders released from correctional centres are faced with a challenge of being labeled as ‘ex-offenders with criminal record’ by various agencies and the government departments when they seek employment. Government application forms for vacancies have a section that asks about the criminal record and by so doing, the ex-offender`s chances of getting employed diminish.

From the discussed views of participants, it was deduced that attending rehabilitation programmes increases the offender`s chance of being employed after release from prison. The next theme presents findings on offenders` recidivism within KSCC.

4.3.3. Theme 3: Reduction of recidivism within centre

Winnicott (1984:123) defines recidivism as an offender`s tendency to reoffend despite the efforts by correctional institutions to change the offending behaviour. The participants spoke about how they learnt a lot of things from rehabilitation programmes that could have prevented them from coming to prison had they had the knowledge before

committing the crime. In this regard, participant 13 remarked: *“I have told myself that I will not return to prison because I will put what I learnt from Kutama-Sinthumule Correctional Centre to good use when I am released”*. Participants are encouraged by former offenders who participated in the rehabilitation programmes in KSCC and went on to be involved in community project outside of prison: *“Some offenders who were released are visiting schools motivating children and preaching that crime does not pay. They learnt a lot from these programmes”* (Participant 5). Participants demonstrated how the knowledge they have received from rehabilitation programmes will reduce recidivism as follows:

“It is not necessary for me to rob and steal from other people whereas I can work and earn money in a lawful manner” (Participant 15)

“The psychological programmes and social programmes teach us how to handle ourselves so that we do not relapse and become lawbreakers again after release” (Participant 1)

A challenge which offenders at KSCC face is that they are serving long sentences (punishments). Participants noted that they will still spend a long period in prison even after completing the rehabilitation programmes. They feared that this may result in them relapsing to a life of drugs and offending behaviour again. They appeal to the DCS to bring back the credit system so that offenders with academic achievements can get some points, thus reducing their sentences.

They advised that offenders engaging in rehabilitation programmes needs to be ready to change. In this regard a participant made the following comment: *“programmes can reduce recidivism if you are willing to change, but if you are not willing, it won't help”*. To emphasise, Participant 19 places an individual offender's choice of the type of life he would like to live in his own hands *“the choice you make will determine whether you do crime again or not, but that depends on each offender”*.

Following from these interviews and verbatim answers it was found that attending rehabilitation programmes compliment the reduction of recidivism. The following theme

will be exploring the challenges faced by offenders partaking in the rehabilitation programmes

4.3.4. Theme 4: Challenges faced by offenders taking part in rehabilitation programmes.

Participants identified gangsterism as an obstacle to successful participation in the rehabilitation programmes at the KSCC. Gangsterism has a negative effect to both members affiliated to gangs and those who do not belong to a gang. It manifests itself in the usage of drugs and increased fighting because members of a gang are bound by their rules to perform activities, such as smuggling and to protect themselves from other gangs. If you are not a member of a gang, the consequences could be dire. As a result, offenders often join gangs to seek protection and to have a voice within prison.

A further challenge for offenders is the fear of quitting from being a gang member. One participant observed: *“after I was admitted in prison I became a gang member and lived with other gang members, but when I wanted to leave gangsterism to join rehabilitation programmes, I was afraid that the fellow gang members will hurt me for leaving them”* (Participant 6). Another participant remarked that: *“when you attend rehabilitation programmes gang members threaten you with violence”* (Participant 4). For rehabilitation programmes to be successful, gang leaders should be invited to take part in rehabilitation programmes, not alienate them.

Another challenge for offenders taking part in rehabilitation programmes relates to `benefits rewards`. There is no clear system of punishment and benefits that rewards offenders who are behaving extremely well in terms of academic achievements or taking part in rehabilitation programmes in the KSCC. When an offender behaves badly there are well known consequences, such as negative comments in his file or an extension of his non-parole period. In this regard participant 7 remarked: *“if you behave normally you don’t get punished, if you behave badly you get punished, but if you behave very well there is no reward”*.

A further challenge relates to the medium of instruction. Programmes are imparted in English despite numerous offenders being illiterate. Twenty percent of participants found this discouraging offenders who cannot read and write from going to classes: *“Most programmes are being taught in English even though the majority of offenders do not understand the language”* (Participant 8). Teaching offenders who do not understand what is being taught will not assist in the reduction of recidivism since the offenders will not successfully apply what they learnt in this correctional Centre as they are unable to understand the language of instruction.

It was also found that the lack of uniformity among Correctional Centres in the provision of rehabilitation programmes has a negative impact on the effectiveness of rehabilitation programmes. The correctional system is designed in such a way that it does not promote continuity whenever an offender is transferred from one Correctional Centre to another. This results in the offenders dropping out of the programmes they were enrolled for whenever offenders are transferred from KSCC to DCS Centre. Participant 20 remarked: *“When you move from here to the other prisons, you don’t find the programmes you were doing here, as a result you stop doing programmes”* (Participant 20).

Other challenges experienced by offenders taking part in rehabilitation programmes at KSCC emanate from fellow inmates. The Centre does not separate offenders who do not want to take part in rehabilitation programmes from those that do. The result is, those who do not partake in rehabilitation programmes, create circumstances for those who are enrolled in programmes that are not conducive to studying. This could include inmates making noises and deliberately disturbing those that are studying. Participant 18 remarked: *“Some offenders will make noise even when we are preparing for the exams”* (Participant 18).

4.4. Conclusion

This chapter presented the findings obtained after analysing the data collected from offenders serving sentences in KSCC. The findings were categorised into four themes namely, the implemented rehabilitation programmes, effectiveness of the rehabilitation

programmes, reduction of recidivism within KSCC and the challenges faced by offenders taking part in rehabilitation programmes in KSCC.

The chapter revealed that offenders' perception of rehabilitation programmes change positively when they attend rehabilitation programmes of KSCC; and that rehabilitation programmes of KSCC have a positive effect on the offenders' behaviour, knowledge, morals and values, and the acquisition of skills. Also, the chapter indicated that participating in rehabilitation programmes reduce recidivism. Further, the chapter indicated that offenders taking part in the rehabilitation programmes of KSCC Service are faced with the challenges of gangsterism and of not understanding 'the language' of instruction used at the Centre.

In the next chapter a summary of the study and the findings are presented, the conclusions of the study will be drawn, and the recommendations will be made, as well as areas for future research will be identified

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

Chapter 4 presented the results of the study. This chapter presents a summary of the major findings, conclusions and recommendations. Lastly, the chapter will provide guidelines for future research.

5.2. Summary of research findings

Table 5.1 presents a summary of the research findings in tabular form for ease of reference as noted in Chapter 4:

Table 5.1 Summary of Research findings

RESEARCH OBJECTIVE	THEME	FINDING
To describe the rehabilitation programmes of sentenced offenders in the KSCC	THEME 1: The implemented rehabilitation programmes at KSCC	<ul style="list-style-type: none">• The sentenced offenders at KSCC partake in the rehabilitation programmes categorised as psychological, social, educational and vocational programmes which covers a broad spectrum to ensure their future wellbeing.
To explore the perceptions of sentenced offenders towards the rehabilitation programmes	THEME 2: Effectiveness of the rehabilitation programmes	<ul style="list-style-type: none">• The perceptions of sentenced offenders towards rehabilitation programmes changed from negative to positive after completion of the rehabilitation programmes• It was deduced that attending rehabilitation programmes increases the

RESEARCH OBJECTIVE	THEME	FINDING
		<p>offender`s chance of being employed after release from prison.</p>
<p>To explore how the rehabilitation programmes compliment the reduction of recidivism</p>	<p>THEME 3: Reduction of recidivism within the centre</p>	<ul style="list-style-type: none"> • Attending rehabilitation programmes compliment the reduction of recidivism.
<p>To explore challenges faced by sentenced offenders with regard to rehabilitation programmes</p>	<p>THEME 4: The challenges faced by offenders taking part in the rehabilitation programmes.</p>	<ul style="list-style-type: none"> • Sentenced offenders partaking in the rehabilitation programmes of KSCC are faced with a challenge of gangsterism • Programmes are imparted in English despite most offenders being illiterate. • The lack of uniformity among Correctional Centres in the provision of rehabilitation programmes has a negative impact on the effectiveness of rehabilitation programmes
<p>To formulate recommendations for successful development and implementation of effective rehabilitation programmes for the DCS</p>		<ul style="list-style-type: none"> • Discussed in Chapter 5

5.3. Conclusions

The purpose of this study was to explore the rehabilitation programmes of sentenced offenders in the Kutama-Sinthumule Correctional Centre (KSCC). In Chapter 1 the research questions were posed and the following research objectives stated:

- To describe the rehabilitation programmes of sentenced offenders in the KSCC.
- To explore the perceptions of sentenced offenders towards rehabilitation programmes.
- To explore how rehabilitation programmes compliment the reduction of recidivism
- To explore challenges faced by sentenced offenders with regard to rehabilitation programmes.
- To formulate recommendations for successful development and implementation of effective rehabilitation programmes for the DCS.

Chapter 2 presented the literature review to address the research questions and objectives posed in Chapter one. The literature covered various models of offender rehabilitation such as the Medical Model, the Justice Model, the Reintegration Model, and the Programme- Approach Model. Furthermore, the various rehabilitation programmes, such as the psychological, social, formal education and the vocational programmes were covered.

Chapter 3 outlined the qualitative design and methodology adopted for the study. Semi-structured interviews were conducted to gather data in response to the research questions and objectives of the study. Twenty participants were interviewed. All participants were sentenced offenders who participated in the KSCC rehabilitation. Anonymity of the study was ensured by using pseudonyms in the interview data so that participants could not be identified from the research reports. The data were analysed

and the findings presented in four themes in chapter four. A summary of the major findings was presented in this chapter.

5.4 Recommendations

5.4.1. Implemented rehabilitation programmes

Offenders in the DCS facilities spend most of their day (23 hours) locked up in their cells with no rehabilitation programmes taking place (Mnguni, 2011: 59). The KSCC was found to be offering many programmes that covered a broader spectrum of the offender's life. KSCC offer the rehabilitation programmes categorised as psychological programmes, social programmes, vocational programmes and formal education programmes. It is recommended that the rehabilitation programmes rendered in the KSCC be implemented in all DCS Centres for behavioural change and skills development and training for offenders.

Loss of external communication between offenders and their families cause offenders to be lonely because they are no longer in touch with the outside world. These offenders may potentially join gangs to feel like they belong somewhere. (Labane, 2012:80).

It is recommended that professionals at KSCC should design a rehabilitation programme that will encourage building and establishing good relationships between offenders and their families to potentially prevent gangsterism and its various negative impacts. Lastly, it is also recommended that rehabilitation programmes which are specifically aimed at discouraging offenders from continuing their gang membership be developed in an attempt to further reduce gansterism.

5.4.2 Perceptions of sentenced offenders towards rehabilitation programmes

As all offenders are transferred from DCS prisons to KSCC for their rehabilitation programmes, it is recommended that DCS establishes and encourage the attendance of rehabilitation programmes in their prisons, as they tend to only stay in their cells and gain

no constructive skills (in DCS prisons). This will ensure that offenders who are transferred to KSCC already have positive perceptions of rehabilitation programmes. This recommendation is based on the finding that offenders' perceptions of rehabilitation programmes had changed from negative before participating to positive after completion of the programmes. This is illustrative of the positive effects which these programmes can have on the lives of offenders.

5.4.3 Possibility of offenders being employed after release from prison

Although participants at KSCC view partaking in rehabilitation programmes as a way of increasing their chance of being employed after release from prison, there is a concern over the criminal record and employers not willing to employ ex-offenders. The criminal record decreases an ex-offender's ability to find employment that pays a living wage (Gasa, 2011:1334). It is recommended that the KSCC and DCS should talk to the private companies and other government departments to secure employment opportunities for ex-offenders with scarce skills and who participated in the rehabilitation programmes successfully. This could enhance the offender's chances of employment and their well-being, and could contribute to offenders living an honest life but also serve as incentive for offenders to voluntarily participate in the offered rehabilitation programmes.

5.4.4 The reduction of offender recidivism

Offenders regard the KSCC rehabilitation programmes to be contributing to a reduction in recidivism. Confirming this, Mnguni (2011: 60) writes that it is possible to reduce the recidivism rate of sentenced offenders by providing rehabilitation programmes to address specific problems, such as poor anger management, inadequate self-control and illiteracy. Participants identified long sentences (punishments) as a challenge. They noted that they will still spend a long period in prison even after completing the rehabilitation programmes. They feared that this may result in them relapsing to a life of drugs and offending behaviour again.

It is recommended that the DCS reintroduce the credit system to reward offenders with academic achievements who show positive attitudes towards rehabilitation and a desire to change. The credit system will make provision for points which leads to a reduction of sentence and in so doing, encouraging offenders to study, thus reducing recidivism.

5.4.5 The medium of instruction in Kutama-Sinthumule Correctional Centre

Programmes are facilitated in English despite numerous offenders being illiterate. Teaching offenders who do not understand what is being taught will not assist in the reduction of recidivism since the offenders will not successfully apply what they learnt in the programmes as they are unable to understand the language of instruction. This alludes to the finding that twenty percent of the participants indicated that they wish to receive instruction in their mother tongue.

It is recommended that the programmes in KSCC be taught in the offender`s mother tongue as far as is practically possible or that interpreters be availed for students who fail to understand the medium of instruction. It is also recommended that these participants receive extra attention to ensure that they understand what is being taught.

5.5. Limitations of the study

Although the study provided valuable understandings, its qualitative nature, the usage of a smaller sample, and the selection of non-probability sampling dictates that the study findings cannot be generalised.

Due to the research being conducted in a correctional facility wherein only male offenders are incarcerated, it cannot be generalised to other correctional centres where the population consists of both female and male offenders.

The study is limited in that it did not consider the offenders` previous offending history which could have fostered a greater understanding of the efficacy of the rehabilitation programmes of sentenced offenders.

Much debate exists regarding the effect of rehabilitation programmes on recidivism. As mentioned in Chapter 1, the available data on whether these programmes do lead to a decline in recidivism is limited. Thus the conclusions drawn with regards to recidivism in this study was based on the data collected during offenders' interviews and cannot be generalised.

5.6. Areas for future research

While the majority of the interviewed participants joined rehabilitation programmes voluntarily other offenders indicated that their participation was not voluntary. Future research is recommended to establish how successful these rehabilitation programmes are with offenders who did not do them voluntarily and it is also suggested that future research could entail a study on the uniformity of rehabilitation programmes at public and private prisons and the success rate of each. It is also recommended that future studies can focus on the effect of rehabilitation programmes on recidivism over a longer period. A final suggestion for future research is also that a similar study can be conducted on an all-female prison or in a co-ed prison.

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APPENDICES

APPENDIX A: Consent form to participate in the research

Research Title: Rehabilitation programs of sentenced offenders: the case of Kutama-Sinthumule Correctional Centre.

I, (participant name & surname), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

- I have read and understood the study as explained in the participant information sheet.
- I have had sufficient opportunity to ask questions and prepared to participate in the study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.
- I am aware that the findings of this study will be anonymously processed into a dissertation.
- I agree to be interviewed.

_____	_____	_____
Participant's name and surname	Date	Signature
Mr I Mabeba		
_____	_____	_____
Researcher's name and surname	Date	Signature
_____	_____	_____
Witness name and surname	Date	Signature

APPENDIX B: Consent for the use of audio device

Research Title:

**Rehabilitation programs of sentenced offenders:
the case of Kutama-Sinthumule Correctional Centre.**

I, (participant name & surname), consent to my interview being audio recorded for the purpose of Mr Mabeba Isaac`s study on rehabilitation programmes of sentenced offenders: the case of Kutama-Sinthumule Correctional Centre

I confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

- I have read and understood the study as explained in the participant information sheet.
- I have had sufficient opportunity to ask questions and prepared to participate in the study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.
- I am aware that the findings of this study will be anonymously processed into a dissertation.
- I agree to be interviewed and to be recorded by an audio device.

_____	_____	_____
Participant's name and surname	Date	Signature

Mr I Mabeba

_____	_____	_____
Researcher's name and surname	Date	Signature

APPENDIX C: Interview guide

GENERAL INFORMATION

1. The interview questions are based on the research on the rehabilitation programs of sentenced offenders of Kutama-Sinthumule Correctional Centre
2. You have been invited to participate in this study because of your experience of taking part in rehabilitation programs sentenced offenders
3. You are kindly requested to answer the interview questions as honestly and completely as possible.
4. Participation is anonymous: You are not requested to disclose your identity. Your privacy will be respected and no one will be able to connect you to the answers you give.
5. You have the right to withdraw your participation at any time.
6. You will not receive any payment or reward, financial or otherwise, and the study will not incur undue costs to you.
7. A copy of the final dissertation will be available in the library at the Muckleneuk Ridge Campus of the University of South Africa (Unisa), Pretoria.

Implemented rehabilitation programmes

1. Which rehabilitation programmes did you attend and which did you complete (if any) and what are you currently partaking in?

2. How did participation come about, i.e. were you forced, nominated (by who) or was it voluntary?

3. How long did the programmes take to complete?

4. What was the focus of the programme(s) which you attended?

5. Describe your schedule in the context of participating in the rehabilitation programmes in Kutama-Sinthumule Correctional Centre.

Offender Recidivism

6. Do you think the rehabilitation programmes can reduce recidivism (reoffending after release)? Explain what the case is for you personally and if possible, can you provide other examples of fellow offenders to further motivate?

7. Some people believe that participating in rehabilitation programmes increase the offenders` chance of being employed when they are finally released. What is your opinion on this?

8. Do you believe that the attendance and completion of the rehabilitation programmes will prevent you from reoffending? Motivate your answer.

Change in offender’s lives

9. What was the purpose of the programmes – what, according to your first perception, did the programme aim to achieve?

10. Do you think there are enough rehabilitation programmes in Kutama-Sinthumule Correctional Centre to rehabilitate offenders?

11. Do you think the rehabilitation programmes are necessary in this correctional centre? Motivate your answer.

12. What do you hope your attendance and completion of the rehabilitation programme(s) will achieve for you personally?

13. Do you think all offenders should attend the rehabilitation programmes?

14. What are the challenges faced by sentenced offenders in successfully participating in rehabilitation programmes?

15. In your own opinion, do you find your initial perception of the programmes to have changed positively or negatively? How would you say it changed, if at all?

16. Do you believe you have changed positively or negatively after attending programmes, and have you possibly seen this in other offenders too? Elaborate please.

Improvement of programmes

17. Explain, what do you think prevents other offenders not to partake in rehabilitation programmes?

18. Would you encourage others to attend rehabilitation programmes?

19. In your view, who should choose the type of programmes that a sentenced offender should partake in?

20. What would you say would improve the quality and the effectiveness of the rehabilitation programmes offered at Kutama Sinthumule Correctional Centre in terms of structure and content?

21. Did you learn any other life skills, i.e. communication skills, interpersonal relationship skills etc., from the rehabilitation programmes?

22. Should you say the rehabilitation programmes should also include life skills, and why?

23. Are there any other comments which you would like to add on the rehabilitation programmes offered at Kutama Sinthumule Correctional Centre?

APPENDIX D: Ethics clearance certificate



DEPARTMENT: PUBLIC ADMINISTRATION AND MANAGEMENT RESEARCH ETHICS REVIEW COMMITTEE

Date: 23 February 2017

Ref #: PAM/2017/005(Mabeba)
Name of applicant: Mr PI Mabeba
Student #: 7311079

Dear Mr Mabeba

Decision: Ethics Clearance Approval

Name: Mr PI Mabeba, Hmamafha@sacms.com, tel: 015 519-4570
[Supervisor: Ms MM Engelbrecht, 012 429-3341, engelmm@unisa.ac.za]

Research project: Rehabilitation programs of sentenced offenders: the case of Kutama-Sinthumule Correctional Centre **Qualification:** MPA

Thank you for the application for **research ethics clearance** by the Department: Public Administration and Management: Research Ethics Review Committee, for the above mentioned research. Final approval is granted for the duration of the project. You are, though, required to submit a letter from the Kutama-Sinthumule Correctional Centre in which permission is granted to you to do this research, to this Ethics Committee within **30 days** of the date of this letter.

The decision will be tabled at the next College RERC meeting for notification/ratification.

For full approval: The application was **expedited and reviewed** in compliance with the Unisa Policy on Research Ethics by the RERC on 23 February 2017. The proposed research may now commence with the proviso that:

- 1) The researcher will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to this Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Kind regards


Prof Mike van Heerden
Chairperson:
Research Ethics Review Committee
vheerm@unisa.ac.za


Prof MT Mogale
Executive Dean: CEMS

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Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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APPENDIX E: Approval to conduct research by DCS



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770, Fax 086 539 2693

Mr PI Mabeba
P/Bag X 2006
Makhado
0920

Dear Mr PI Mabeba

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "THE IMPACT OF REHABILITATION PROGRAMS ON THE BEHAVIOUR OF SENTENCED OFFENDERS IN SOUTH AFRICA: A CASE STUDY FOR KUTAMA-SINTHUMULE CORRECTIONAL CENTRE, A PRIVATE PRISON IN LIMPOPO PROVINCE."

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Mr I Khodobo: Assistant Director Programs, Kutama-Sinthumule.**
- It is your responsibility to make arrangements for your interviewing times.
- This approval letter should be in your possession when conducting research.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. "Offenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number (012) 307 2770 / (012) 305 8554.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH

DATE: 22/06/2017

APPENDIX F: Application for permission to conduct research

KUTAMA-SINTHUMULE
CORRECTIONAL CENTRE

UNISA | 
university
of south africa

Certified that this is a true copy of the
original document seen by me.

Rank: 4/17 Date: 24.05.2016

Signature: 

Mr. Mabeba Isaac
P/bag x 2006
Makhado
0920

10 September 2015

Email: hmamafha@sacms.com

Kutama-Sinthumule Correctional Centre
P/bag x 2006
Makhado
0920

Dear Mr. Ncongwane

REQUEST TO CONDUCT RESEARCH AT KUTAMA-SINTHUMULE CORRECTIONAL CENTRE.

I, Mabeba Isaac, am doing research with Ms. Engelbrecht, a Lecturer in the Department of Public Administration, towards a Masters' dissertation at the University of South Africa. We are inviting you to participate in a study entitled "THE IMPACT OF REHABILITATION PROGRAMS ON THE BEHAVIOUR OF SENTENCED OFFENDERS: THE CASE OF KUTAMA- SINTHUMULE CORRECTIONAL CENTRE."

The aim of the study is to explore the effects of rehabilitation programs on offenders who are serving sentences of incarceration in Kutama-Sinthumule Correctional Centre. The data required will be collected from participating offenders through observations, interviews and focus group. Offenders will be interviewed for an hour per session. Kutama-Sinthumule Correctional Centre has been selected because, based on the preliminary research conducted, it complies with the inclusion criteria used for selecting participants. The inclusion criteria is as follows:

- Offenders serving sentences of incarceration
- Offenders registered for programs of rehabilitation (Formal Education (FET, ABET, and Secondary Education); Social and Psychological Programs (Domestic Violence, Conflict Resolution, Sexual Abuse, Community Crime prevention,



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Emotional Intelligence, Anger Management, Substance Abuse and Stress Management); and Vocational Programs (Wood Work, Motor Mechanic, Metal Work, Building and Textile).

With regard to ethical issues guiding the study, the researcher pledges strict adherence to ethical conduct as it applies to academic research projects in higher educational institutions in South Africa. This means that:

- The information and Identity of participants will be kept confidential (Participating offenders will be allocated pseudonyms);
- The information collected from the participants will be used for the research purpose only;
- Participants have the right to participate and withdraw their participation in the study at any time without negative consequences.

The benefits of this study will be the formulation of recommendations for successful development and implementation of effective rehabilitation which will benefit policy makers and practitioners.

There are no potential risks anticipated for participating in this study. The formulated guidelines can be made available to your organisation upon request.

KUTABA-SINTHUMULE
CORRECTIONAL CENTRE

Certified that this is a true copy of the
original document seen by me.

Rank: LI/M Date: 24.05.2016
Signature: M. Mabasa

Yours sincerely

Mabasa

Mabeba Isaac



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX G: Participant information

Dear Prospective Participant

My name is Mabeba Isaac and I am doing research with Ms. Engelbrecht, a lecturer in the Department of Economic and Management Sciences towards a Master of administration at the University of South Africa. We are inviting you to participate in a study entitled Rehabilitation Programs of sentenced offenders: the case of Kutama-Sinthumule Correctional Centre.

This study is expected to collect important information that could assist in identifying the effects of rehabilitation programs on sentenced offenders; and in the formulation of recommendations for successful development and implementation of effective rehabilitation programs

You have been selected to take part in this study because of your participation in Programs of rehabilitation. Your name was selected out of a list of offenders who are taking part in rehabilitation programs in Kutama-Sinthumule Correctional Centre. Twenty (20) Sentenced offenders from Kutama –Sinthumule Correctional Centre will have been chosen to take part in the study.

Participants chosen should be willing to articulate and communicate their thoughts, experience and perceptions regarding the topic being studied. The study involves, observations, semi-structured interviews and focus groups. Interviews will take one hour at a time once a week for Two months

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without penalty. There are no financial costs directly associated with participation in this study. You will not receive any compensation for participating in this study. Every effort will be made by the researcher to minimize your discomfort. You are encouraged to discuss with the researcher any negative or difficult feelings or experiences you have as a result of participating in this study. There are no foreseeable risks or harm for participating in the study.

Every attempt will be made by the researcher to keep all information collected in this study strictly confidential. Your name will not be recorded anywhere and no one, apart from the researcher and members of the research team, will know about your involvement in this research. No one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cabinet at the Researcher's residential place in Polokwane for future research or academic purposes. Electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval. After 5 years' hard copies will be shredded and electronic copies will be

permanently deleted from the hard drive of the computer through the use of a relevant software programme.

You will not receive any compensation for participating in this study. There are no financial costs directly associated with participation in this study. This study has received written approval from the Research Ethics Review Committee of the *College of Economic and Management Sciences* (Unisa). A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings, please contact Mabeba Isaac on..... . The findings are accessible for five (5) years. Should you require any further information or want to contact the Researcher about any aspect of this study, please contact Mabeba Isaac at the above mentioned contact details. Should you have concerns about the way the research has been conducted, you may contact..... Alternatively you may contact the research ethics Chairperson in the College of Economic and Management Sciences at.....

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature

Isaac Mabeba

APPENDIX H: Confirmation Letter (Editor)

Appendix H

Fax: 01526828683174
Tel. 0152862684
Cell: 0822198060
Rammalaj@ul.ac.za

Dr J R Rammala
440B Mankweng
Box 4019
Sovenga
0727

To whom it may concern

22 March 2018

Confirmation letter: Mabeba P I (07311079)

Dear Sir/Madam

This memo serves to confirm that I edited a dissertation by the above-mentioned candidate entitled: **An investigation into the effect of rehabilitation programmes on sentences offenders: The case of Kutama Senthumule correctional Centre.**

Editing was done on language, typesetting and technical appearance. There were not so many language errors. Technically the document was well written and not much was done in this area except rearranging headings and subheading. The References were well done and consistent in the chosen referencing style.

I confirm that the document is now readable and clean with regard to language issues and recommend that it can be submitted for assessment.

Thanks

Signed:

Dr J R Rammala