

**CORRECTIONAL EDUCATION DESIGNED FOR FEMALE INMATE
REHABILITATION: A QUALITATIVE ANALYSIS OF A MARGINALISED
GROUP WITHIN THE ETHEKWINI MUNICIPALITY**

By

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ABSTRACT

A qualitative exploratory study developed on global literature and research investigates female inmates' perspectives concerning correctional education programmes presented whilst incarcerated. Worldwide studies have hypothesised some conclusions which add to the recognition and understanding of the development and implementation of correctional education. This study builds on such understandings to provide a unique insight into the life of South African female inmate learners.

The study outcomes add to the framework of information on female correctional education, a topic that has garnered little attention globally and in South Africa. According to the White Paper on Corrections in South Africa (2005), the Department of Correctional Services is cognisant of gender dynamics and female inmates special needs. The study's primary research question is: what are the female inmate learners' perceptions relating to their learning experiences from correctional education programmes offered whilst incarcerated?

The study is informed by three major theoretical frameworks: feminist theory, restorative justice theory, and rehabilitation theory. Semi-structured in-depth interviews were conducted with seventeen study participants (fourteen female inmate learners and three inmate facilitators) at the Durban Westville Correctional Centre, located within the EThekweni Municipality in the province of KwaZulu-Natal. Discussions extrapolate female inmate learner perspectives in a female correctional school and factors affecting the female correctional education experience.

The findings demonstrate that international and national laws and guidelines are largely "written documents" without effective implementation. There is a pervasive lack of educational staff, resources, infrastructure, gender sensitivity,

and efficient and adequate education programmes. The study recommendations include effective policy making to address rehabilitation, the need for financial support, key stakeholders working together, a female-centered educational and rehabilitation plan, a need for a feminist criminologist, and a call for qualified education personnel.

Key Terms: correctional centre, correctional education, female crime, female inmates, feminist crime studies, gendered disparity, incarceration, infrastructural conditions, intimate partner abuse, and rehabilitation.

ISIFINYEZO

Isi-Zulu Summary

**IMFUNDO YOKUZILUNGISA EYENZELWE UKUBUYISELWA
KWESIBOSHOWA SESIFAZANE: UKUHLAZIYWA KWEKHWALITHI
YEQEMBU ELINCISHWE AMATHUBA KUMASIPALA WETHEKU**

Ucwaningo lokuhlola olusezingeni eliphezulu olwenziwa ezincwadini zomhlaba wonke kanye nocwaningo luphenya imibono yeziboshwa zabesifazane mayelana nezinhlelo zemfundo yokuhlunyeleliswa kwezimilo ezethulwa ngesikhathi ziboshiwe. Izifundo zomhlaba wonke ziye zalinganisa iziphetho ezithile ezengeza ekuqashelweni nasekuqondeni ukuthuthukiswa nokuqaliswa kwemfundo yokuqondiswa kwezimilo. Lolu cwaningo lwakhela phezu kokuqonda okunjalo ukuze kunikeze ukuqonda okuyingqayizivele ngempilo yomfundi wesifazane oyisiboshwa waseNingizimu Afrika.

Okutholwe yilolu cwaningo kwengeza olwazini olumayelana nemfundo yokuqondiswa kwezigwegwe kwabesifazane, okuyisihloko esinganakwa kakhulu emhlabeni naseNingizimu Afrika. NgokoMqulu Womthetho Wokuhlunyeleliswa Kwezimilo eNingizimu Afrika (2005), uMnyango Wezokuhlunyeleliswa kwezimilo uyaqaphela ukuguquguquka kobulili kanye nezidingo ezikhethekile zeziboshwa zesifazane. Umbuzo oyinhloko wocwaningo uthi: iyiphi imibono yabafundi besifazane ababoshiwe mayelana nolwazi lwabo lokufunda ezinhlelweni zemfundo yokuhlunyeleliswa kwezimilo ezihlinzekwa ngesikhathi beboshiwe?

Ucwaningo lusekelwe yizihlaka zetiyori ezintathu ezinkulu: ithiyori yabesifazane, ithiyori yokubuyisela ubulungiswa, kanye nethiyori yokuvuselela. Kwenziwa inhlokhono ejulile nabayishumi nesikhombisa (abafundi besifazane abayishumi nane nabagquguzeli abathathu) eDurban Westville Correctional Centre, engaphakathi kuMasipala weTheku esifundazweni saKwaZulu-Natali. Izingxoxo ziveza imibono yomfundi oyisiboshwa wesifazane esikoleni sokuqondisa izigwegwe kanye nezici ezithinta ulwazi lwemfundo yokuqondiswa kwezimilo.

Okutholakele kubonisa ukuthi imithetho neziqondiso zamazwe ngamazwe kanye nezezwe ngokuyinhloko "ziyimibhalo ebhaliwe" ngaphandle kokuqaliswa ngempumelelo. Kunokuntuleka okukhulu kwabasebenzi bezemfundo, izinsiza, ingqalasizinda, ukuzwela ngokobulili, kanye nezinhlelo zemfundo eziphumelelayo nezanele.

USHWANKATHELO

Xhosa Summary

**IMFUNDO YOLULEKO EYISELWE UKUBUYISELWA KWESIMO
SESIBAKAZANE: UHLALUTYO LOMGANGATHO WEQELA
ELALISINGELWE PHANTSI KUMASIPALA WETHEKU**

Uphononongo lophononongo olusemgangathweni oluphuhlise kuncwadi lwehlabathi kunye nophando luphanda iimbono zamabanjwa abhinqileyo malunga neenkqubo zemfundo yoluleko eziboniswa ngelixa eseluvalelweni. Uphononongo lwehlabathi lonke luye lwaqikelela ezinye izigqibo eziye zongeza ukuqondwa nokuqonda uphuhliso nokuphunyezwa kwemfundo yoluleko. Olu phononongo lwakhela phezu kokuqonda okunjalo ukunika ingqiqo eyodwa kubomi bomfundi wasebanjwa obhinqileyo waseMzantsi Afrika.

Iziphumo zolu phando zongeza kulwazi oluninzi ngemfundo yoluleko yabasetyhini, isihloko esithe safumana ingqwalasela encinci kwihlabathi jikelele naseMzantsi Afrika. NgokwePhepha leNgcaciso yoMgaqo-nkqubo woLuleko eMzantsi Afrika (ka-2005), iSebe leeNkonzo zoLuleko liyaziqonda iinguqu zesini

kunye neemfuno ezikhethekileyo zamabanjwa angabasetyhini. Umbuzo ongundoqo wolu phando ngulo: zithini iimbono zabafundi ababhinqileyo abakwibanjwa elimalunga namava abo okufunda kwiiiprogram zemfundo yoluleko abazifundiswayo ngelixa bevalelwe?

Uphononongo lusekelwe kwizicwangciso ezintathu eziphambili zethiyori: ithiyori yobufazi, ithiyori yokubuyisela kwisimo sobulungisa, kunye nethiyori yokubuyisela kwisimo sangaphambili. Udliwano-ndlebe olunzulu olufanelekileyo lwaqhutywa kunye nabathathi-nxaxheba abalishumi elinesixhenxe (abafundi ababhinqileyo abalishumi elinesine nabaququzeleli abangamabanjwa abathathu) kwiZiko loLuleko laseDurban Westville, elingaphakathi kuMasipala we-EThekwini kwiphondo laKwaZulu-Natal. Iingxoxo zibalaselisa iimbono zabafundi abakwibanjwa elibhinqileyo kwisikolo soluleko esibhinqileyo kunye nemiba echaphazela amava emfundo yoluleko yabasetyhini.

Iziphumo zibonisa ukuba imithetho yamazwe ngamazwe neyesizwe nezikhokelo ubukhulu becala "ngamaxwebhu abhaliweyo" ngaphandle kokuphunyezwa ngokufanelekileyo. Kukho ukunqongophala okugqugqisileyo kwabasebenzi bezemfundo, izibonelelo, iziseko zophuhliso, uvakalelo ngokwesini, kunye neenkqubo zemfundo ezifanelekileyo nezifanelekileyo.

DECLARATION

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Title of the thesis:

**CORRECTIONAL EDUCATION DESIGNED FOR FEMALE INMATE
REHABILITATION: A QUALITATIVE ANALYSIS OF A MARGINALISED
GROUP WITHIN THE ETHEKWINI MUNICIPALITY**

I declare that the above thesis 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 further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



10 November 2022

SIGNATURE

DATE

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Firstly, my sincere thanks are to MyGods for allowing me the opportunity engage in this study. I say MyGods because I am multi-faith and I follow a pluralistic spiritual lifestyle.

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My life and background experiences run parallel to those of the study participants. I can personally identify with most of their trajectories experienced. Although I was not confined in a correctional centre, my life was trapped, and I felt suffocated. I was bound by a regime of rigid, narcissistic, and man-made rules. For any sort of transgression against any of these "rules," I endured the wrath of "pain law." MyGods, on the other hand, set me free and brought you into my life. You have helped to heal me, to rehabilitate my mind, and to believe in me and my potential. Mr Barnes, you restore my faith in humanity, living, achieving, rainbows, fairy tales, and a happy ever after.

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DEDICATION

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CHAPTER ONE

PERSPECTIVES ON CORRECTIONAL EDUCATION DESIGNED FOR FEMALE INMATE REHABILITATION

1.1 INTRODUCTION

Chapter one creates a contextual awareness of this study relating to correctional education designed for female inmate rehabilitation. It incorporates the study's significance, problem, aim, objectives, justification, and a framework for the resultant chapters. It provides an overall outline to the research and sets the tone for what is to follow in the subsequent chapters of the study. The chapter can be described as a road map for what ensues in the rest of the study. At the same time, it introduces the reader to the problem that the study investigates and how it will be approached. This chapter closes with a description of the resultant study chapters.

1.2 BACKGROUND TO THE STUDY

A fundamental principle of existing incarceration practises is the central ideology of rehabilitation and reformation of inmates, irrespective of gender. That is, once released from prison, inmates should be more improved, developed, positive, and productive as individuals (Von Hirsch, 1999:1; Looman & Abracen, 2013:35; Qhogwana, 2017:20; Ward & Langlands, 2009:206; McNeil, 2009:21; Penal Reform International, 2019:6).

Female inmates comprise a minority group within the total inmate population worldwide (Wahidin, 2002:1; Du Preez, 2006:26; Glaze & Maruschak, 2008:2; Steyn & Booyens, 2017:33; United Nations, 2018:94). Only 2-9 % of the national inmate populations are females (Lenihan, Online: 2020). Nevertheless, a growth in female incarceration has been noted globally (United Nations, 2007:32; Australian Bureau of Statistics, 2012:9; Messemer, 2011:97; Easterling, 2012:6; Walmsley, 2016:14; Law, 2014:1; Pollack, 2020:2). Lenihan (Online: 2020) notes that globally the female inmate population has risen by 17% from a decade prior.

This increase estimates that the female inmate population is now more than 740 000. Walmsley and Fair (2022:14) indicates that a staggering 29.5% female inmate growth has been recorded since the year 2000.

Released female inmates re-connect with their immediate family, relatives, and the communities they once left behind. While some successfully reintegrate into their environments, systems, and networks, find work, and shape themselves into positive members of their communities, others engage in criminal activity, which leads to re-incarceration (Cobbina, 2009:4).

Various aspects contribute to the futile re-entry or relapse of female inmates. Relapse is associated with an absence or lack of correctional education as a critical factor (Brown, 2003:34; National Institute of Justice Report, 2005:7; Fontebo, 2013:162). As a result, correctional education programmes, whether academic, vocational, personal development, or religious-based, are a crucial offering presented at female correctional centres (Brown, 2003:34; National Institute of Justice Report, 2005:7; Fontebo, 2013:162).

Nevertheless, do the correctional education programmes delivered essentially work? This study explores female inmates' perspectives regarding the competency, efficiency, and value of correctional education programmes offered to female inmates within the EThekweni Municipality.

The following section provides clarifications for the key terms used in this study.

1.3 KEY TERMS DEFINITION

This study uses key terms that require definitions. These meanings provide operational and functional insight that relates to the core aspects of this study. These essential clarifications include correctional education, rehabilitation, female inmates, individual perspectives and experiences, and marginalisation.

A functional or operational explanation of the terms will be provided within the context of the study. These are elaborated upon to shed light on the various

components that consist of or make up correctional education for female inmates. These definitions are in relevance to the objectives of this study.

1.3.1 CORRECTIONAL EDUCATION

Various scholars have ascribed definitions and clarifications to what correctional education is. Examples of these include moral restoration, therapeutic healing, faith-based interventions, career-related pathing, academic growth, and life approach. Correctional education shares a relationship with all of these concepts. Therefore, this study makes use of these following operational concepts to gather evidence and to formulate an overall understanding of correctional education offered to female inmates.

Ryan (1987:2) indicates that correctional education refers to the aspect of the overall corrections practice that involves transforming offender's behaviour by way of carefully designed learning environments and experiences. He concludes that correctional education aims to improve or develop an offender's knowledge, attitudes, skills, and values.

Rotman (1990:35) contends that an individual's transformation need not rely only on religion. They require assistance in mental aspects too. He infers that correctional education needs to view an inmate holistically to recognise personal needs for transformation, such as achieving rehabilitation via mental, emotional, and religious growth. Clear and Cole (1994:345) refer to any organised undertaking where inmates are removed from their lockups to carry out any useful tasks as being correctional education. These scholars infer that education is achieved through such activities. They further contend that one of the aims of correctional education is to instil values that fortify the intent to repair morals.

Walker (2006:6) describes moral repair as a method of transitioning from a state of damage and loss to a position where a certain level of stability in moral connections is restored. Walker (2006:229) further notes that restorative justice epitomises and represents moral repair. Restorative justice focuses on a need and a responsibility for healing the harm caused and restores faith, hope, belief

and trust. It also instils optimism in having progressive and encouraging future relationships.

Crayton and Neusteter (2008:3) state that re-entry programmes are also a part of correctional education. They point out that re-entry programmes are offered to inmates, affording them skill sets to attain jobs on their release. An addition would be to widen or broaden an inmate's outlook on life and to manage a positive self-image. Rivera (2016:7) maintains that correctional education transpires when academic or vocationally inclined programmes are administered to inmates within correctional centres or community facilities.

1.3.2 REHABILITATION

The term rehabilitation is significant in this study as it aims to recognise the efficiency of rehabilitation processes as described in the White Paper on Corrections in South Africa (2005). Various scholars note that rehabilitation ideals consist of treatment, interventions and positive programming all aimed at assisting incarcerated individuals. This study aims to unearth the operational efficiency of these interventions offered to female inmates whilst incarcerated.

The White Paper on Corrections in South Africa (2005) concedes that rehabilitation results from a process that includes correcting criminal behaviour, human growth, and encouraging societal duty and ideals. It is the intended result of procedures involving government departmental and national social responsibilities (Department of Correctional Services, 2005:38).

McGuire (2000:7) acknowledges that the delivery of treatment or complementary interventions aimed at changing the behaviour, ideas, or feelings of each offender is referred to as rehabilitation. Manganye (2016:181) indicates rehabilitation is the internal adjustment that happens in an inmate. This helps to terminate criminal tendencies through the use and application of various programmes. Holtzhuasen and Makhebela (2000:38) refer to rehabilitation as a process of making available education programmes to inmates to curb recidivism.

The terms The White Paper on Corrections in South Africa (2005) and The Department of Correctional Services will hereafter be referred to as The White Paper (2005) and the Department.

1.3.3 FEMALE INMATE

The operational understanding of the term "female inmate" indicates females who have committed harm and have been sentenced to incarceration. The study also reveals the victimisation, histories of abuse and gendered stereotypes endured by most female inmates. Hence, the following definitions afford credence to the term "female inmate" within the context of this study, as they provide a clarification of the term "female inmate" and unmask the realities of trauma and victimisation endured by most female inmates the world over.

Sykes (1982:818) specifies that an individual incarcerated for a crime is referred to as an inmate. This could be an individual awaiting trial or one who has already been deemed guilty and sentenced via the court system. The term "inmate" is an unbiased word that denotes both the female and male genders.

Feminist crime studies refer to a female inmate as "on the whole, the needy but not the punishable offender". She is a victimised female who is destitute and disadvantaged and should not necessarily be someone that needs punishment. Noting female inmates have histories of abuse that shape their lives and misconduct, she's placed in a situation of dual adversity due to flouting the law and her domestic inclinations. She's also depicted as trying to undermine standards associated with family structures, gender stereotypes, and work-related norms. Additionally, she is viewed as a disappointment as a spouse, partner, parent, daughter, or employee (Snider, 2003:364-365; Sharp, 2014:7).

The White Paper (2005) notes that the rehabilitation model is attained via interventions aimed at altering behaviour, attitudes, and social circumstances (Department of Correctional Services, 2005:38). Hannah-Moffat (2005:31) ascertains that the female inmate is "amenable to targeted therapeutic interventions" with intervenable criminogenic needs (employment, substance

misuse, and attitude), which when addressed will decrease the possibility of reoffending.

The terms inmate, prisoner, and offender run through the thread of this study to imply an individual that has been sentenced and is serving time at a correctional centre. These terms are used interchangeably depending on the literature reviews mentioned.

1.3.4 PERSONAL PERSPECTIVES AND EXPERIENCES

The study participants and the realism they ascribe to their particular circumstances concerning correctional education inform the perspectives and experiences within this study. Seeing that the study seeks to increase awareness of female correctional education programmes offered, the participants' perspectives and experiences are vital elements as this reveals the required data. The following definitions provide a functional understanding of how the study surfaces the participants' "personal perspectives and experiences."

Etherington (2011:6) mentions that when a person shares a perspective regarding their life experiences, a part of that person's hidden life surfaces. This information is "situated" and denoted by "multiple voices, perspectives, truths, and meanings." During these discussions, a researcher can unearth new findings and conclusions regarding target groups "to make sense", "create meanings," and "show" a situation, or else such a situation could be misconceived.

Shamai (2003:464) maintains that the notion of life's experiences is rooted in qualitative phenomenological studies. It is the idea that the truth is constructed through the meanings people ascribe to their lived experiences. Usually, understanding diverse truths requires paying attention to gender, ethnicity, age, and race.

1.3.5 MARGINALISATION

The study depicts aspects of the lives of female inmates prior to incarceration and while they are incarcerated. This is done to afford the study a more holistic and detailed overview of the lives of female inmates. Most female inmates have experienced "marginalisation" and the following definitions detail what this term means in relation to this study and also provide the effect that marginalisation has had on their lives prior to and after incarceration.

Badry (2018:257) notes that since the 1970s, female scholars have created a variety of narratives that focus on the struggle and future of socially marginalised females. Marginalisation refers to non-conformist females whose behaviour is seen by general society as out of the ordinary or strange. They are also socioeconomically disadvantaged females from the poorest or lowest quintiles. As a result of this marginalisation, individuals experience social alienation and choose various (active, passive, or subversive) coping mechanisms.

Peters (2020:221) indicates that the penal system is one of society's most powerful tools for marginalisation and exclusion. Inmates who are punished may be permanently removed from society by being placed in correctional centres. The stigma associated with having served a prison sentence, however, may have a longer-lasting impact by causing released inmates to be socially or morally excluded or further marginalised.

The following section provides a contextual awareness of the study.

1.4 CONTEXTUAL AWARENESS OF THE STUDY

This section affords insight into female incarceration statistics; the background of female inmates; the link between education and female incarceration; and correctional education for female inmates.

1.4.1 FEMALE INCARCERATION

Every country has an enormous dependence on the institutionalised incarceration process, either for male or female inmates (Hall, 2006:viii;

Mohammed & Mohamed, 2015:273). The South African corrections system is part of the most extensive worldwide (Vetten, 2008:135; Couzens & Mazoue, 2013:431). As per the World Prison Brief (2020) South Africa holds the twelfth largest inmate population globally (World Prison Brief, 2020; Keehn & Nevin, 2018:215).

Due to female inmates' being the minority of the inmate population, a shortage of research regarding female inmates and their vocational, training, and education programmes offered by correctional institutions exists (Belknap, 2007:4; Corsianos, 2009:49; Mallicoat, 2012:8; Chesney-Lind, 2006:227; Lynch *et al.*, 2012:3; Newburn, 2013:313; Leonard, 1982:xi-xii; Lenihan, online:2020). The literature demonstrates a rise in female offending statistics.

The following table notes statistics related to global female incarceration.

Table 1: Global female incarceration statistics

GLOBAL FEMALE INCARCERATION STATISTICS - CONTINENT SUMMARY					
Continent	Female incarceration population from 2000	Female incarceration population	Females as a % of incarceration population	Female incarceration rate (per 100 000)	Incarceration growth from 2000
Africa	24 000	37 314	3.3	3.0	+ 76.5
Americas	196 300	306 375	8.0	30.0	+24.5
Asia	143 800	305 537	7.2	6.8	+ 26.0
Europe	99 900	87 324	5.9	10.4	+ 5.7
Oceania	1 900	4 077	6.7	9.5	+ 39.2
World	465 900	740 627	6.9	9.7	+29.5

Table 1 reflects female incarceration statistics per continent (Walmsley & Fair, 2022:14). The United States of America houses the largest number of female inmates the world over that make up 8% of the inmate population. This continent has also experienced a 24.5% female incarceration growth since the year 2000.

Africa has experienced the largest growth for the same period, this being of 76.5% growth. Apart from Africa, the ration for the inmate population the world over is bigger than the general population, while Africa shows consistency between the two populations.

The table below notes statistics that relate to female incarceration in South Africa.

Table 2: South Africa - Female Incarceration

SOUTH AFRICA FEMALE INCARCERATION STATISTICS			
Year	Female incarceration population	Females as a % of incarceration population	Female incarceration rate (per 100 000)
2000	3 966	2.5	9.2
2005	4 072	2.2	8.6
2010	3 694	2.2	7.3
2015	4 118	2.6	7.5
2022	3 453	2.4	5.8

Table 2 reflects the South African female inmates' statistics (Walmsley & Fair, 2022:5). Female incarceration statistics have increased the world over as the literature denotes. South Africa is not exempt however for two periods reflected in the table; South Africa reflects a decline in statistics.

The table notes a decrease in female offending statistics between the years 2005 and 2010. This decline is attributed to the then-president of South Africa having granted special remissions to 65 837 in 2005. This process took 9 months to complete (South African Government, 2019). The table also reflects a decline in the female offending statistics for the period 2015 and 2022. In 2019, the current president of South Africa granted special pardons and remission of sentences to 14,467 sentenced offenders to commemorate the Day of Reconciliation in South Africa (South African Government, 2019; Eyewitness News, 2019).

This decline is attributed to the then president of South Africa having granted special remissions to 45 033 offenders in honour of Freedom Day in 2012 (South African Government, 2019). A further pardon was granted in this period due to the COVID-19 pandemic. A total of 19 000 offenders were released from correctional centres across South Africa. This includes male and female inmates (Parliamentary Monitoring Group, 2021:meeting summary). The online article by Times Lives (Shange, 2020) indicates that the Minister of Justice revealed that the elderly, sick and female inmates would be released first.

1.4.2 BACKGROUND OF A FEMALE INMATE

In South Africa and abroad, most female inmates are single parents who emerge from poor, destitute, abuse-riddled, substance-abused, and disadvantaged backgrounds (United Nations, 1995:19; Haffejee, Vetten & Greyling, 2006:2; United Nations, 2007:46; Owen, 1998:41; Clark, 1995:314; Artz, Hoffman-Wanderer & Moul, 2012:206; United Nations, 2018:94). Many have endured abuse in their primary years, intimate partner abuse, separation, poverty, experienced the demise of their close associations, violence, sexual abuse in childhood or adulthood, male domination and abandonment (United Nations, 1995:19; Haffejee, Vetten & Greyling, 2006:2; United Nations, 2007:46; Owen, 1998:41; Clark, 1995:314; Artz, Hoffman-Wanderer & Moul, 2012:206; United Nations, 2018:94).

Such findings are confirmed and reemphasised by the Penal Reform International Report (2019:11). The report notes that many female inmates are incarcerated mainly due to the numerous levels of deprivation and discrimination they frequently receive from their intimate partners, families, and communities. Domestic violence and sexual violence against females prior to incarceration have been recognised by various continents around the world.

1.4.3 THE CONNECTION BETWEEN EDUCATION AND FEMALE INCARCERATION

Given that male and female inmates have lower levels of educational achievement than the general population, which is more likely to have completed high school, the increase in the inmate population has shifted attention to the educational aspects of the adult correctional population. Therefore, one significant opportunity for inmates to raise their skill and attainment levels while incarcerated is through enrolling in correctional education programmes (Ewert & Wildhagen, 2011:1).

A study conducted in South Africa notes that elements that include poverty and illiteracy, or a lack of education, can have a huge impact on how individuals lead their daily lives. Those who lack access to amenities in their homes and towns are typically those who are unemployed or have limited employment options. Due to the circumstances, they are unable to provide for their families, which raise the poverty rate. This is evident in South Africa, where there are numerous adolescents and elderly individuals wandering the streets of every city. Most of them are men and women who were not provided with sufficient educational opportunities. This element has largely contributed to criminality (Johnson, 2016:6).

Female inmates emanate from poverty and marginalised areas of society or from communities where female education is against the norm (United Nations, 2014:8). As a result of females' "role models" being imposed, religious beliefs, or a stereotyped view of a female's place in society, the bulk of female inmates are not only financially strapped to attain legal services but are frequently illiterate and ignorant of their legal rights (United Nations, 2014:8). This is primarily due to female inmates' having an "educational deficit" (Lahm, 2000:40; Penal Reform International, 2019:13). A vast number of female inmates have minimum or no education at all. This indicates fewer opportunities for attaining a job and having to endure a marginal wage (Brown, 2003:147; Skrobecki, 2014:11).

Gendered norms associated with education, family duties such as early marriages and pregnancies, child rearing and housekeeping, and inadequate financial means limit females' access to educational opportunities, even before their custody. In Albania, for example, 31.5% of females interviewed had only

eight years of education, and 12% had even less. It has been noted that rates of misconduct committed in Albania are associated with education levels amongst female inmates globally (Huber, 2015:5). Approximately one-quarter of the female inmate population in Jordan is illiterate (Huber, 2015:5).

A staggering 42% of female inmates in South Africa did not finish high schooling. From these, 11% had left primary schooling. Some have never been to school, whilst only 9% have finished matric. A female inmate's lack of education before her incarceration comprises several factors. These include an absence of finances, having experienced traumatic episodes, bearing children, dislocation, being exposed to sexual violence, and the death of close relatives. All of these factors contribute to female inmates having had few educational opportunities prior to incarceration (Artz *et al.*, 2012:31-32). In Jules-Maquet's (2015) study, a mere 27% of female inmates had finished high school, whilst 20% of female inmates had left school early. Only 11% had attained post high school education (Jules-Maquet, 2015:10-11). A further study by Steyn and Booyens (2017:35) in South Africa indicates that only about 50% of female inmates have had some sort of high schooling.

The online article by Cooney (2018) from the Prisoners' Education Trust of the United Kingdom details that many female inmates who enter correctional institutions have endured a disruption in their education. An estimated 31% of female inmates have faced expulsion or have been barred from school permanently. A great amount of female inmates were displaced as children and have had to move home and school, resulting in an education absence, together with emotional turmoil. Unsurprisingly, many female inmates who enter correctional institutions have not passed their standardised schooling examinations. The statistic of 71% without qualifications is alarming (Cooney, 2018:online).

An Afghanistan study conducted on female inmates notes that 85.7% of participants are illiterate. Only one participant completed primary school and only two participants finished secondary school (United Nations, 2007:55). A study conducted in Ghana notes that female inmates have inferior levels of education

and this is a contributing factor that makes them susceptible to petty crime. The majority of the study participants (76.9%) have minimal basic education or attained no education at all (Sarpong, Otupiri & Yeboah-Awudzi, 2015:183). A Zambian research details that 55% of its participants managed to enter high school, 16% never went to school at all and only 29% attained primary school education (Todrys & Amon, 2011:3).

An earlier study conducted by Brown's (2003) study in Hawaii notes that female inmates generally lack education and has only preliminary work and job-related skills or experience. Almost 54% of her study participants had not completed high school or even acquired their GEDs (General Education Development) before incarceration. Such characteristics thwart and impede an individual's financial needs and the stability of their families. Attaining a job that provides a sustainable wage is rudimentary for the basic functioning of households where female inmates can reunite with their children (Brown, 2003:146-147). Brown's 2003 study was conducted 20 years prior. However, it is being highlighted to illustrate that even with the lapse of time, the education levels of female inmates have not globally improved.

1.4.4 FEMALES INMATES CORRECTIONAL EDUCATION

Correctional education is seen as a crucial and necessary step in the rehabilitation process of inmates. Gehring (1980) indicates in his earlier study that continually incarcerating the same individuals is no longer financially feasible. Creating correctional education services has sound moral and economic reasons. Education is linked to increased employability, pro-social values, communication skills, and computer proficiency (Gehring, 1980:4; Nink & MacDonald, 2009:1; Artz *et al.*, 2012:243; Kheswa & Lobi, 2014:616)). Mageehon (2006:146) notes that female correctional education is a pathway to freedom, especially if it is presented in a manner that empowers learners to manage their lives. This is a vital element of the rehabilitation process (Mageehon, 2006:146; Nink & MacDonald, 2009:1; Artz *et al.*, 2012:243; Kheswa & Lobi, 2014:616)..

A United Nations report concludes that education is a vital tool to assist females in attaining life skills and self-confidence. For most female inmates, the correctional system may be the first place to gain basic education or even acquire literacy skills sets (United Nations, 2007:75). However, noting there are fewer correctional institutions for female inmates (Caddle & Crisp, 1997; Moran, Pallot, & Piacentini, 2009; Skiles, 2012; Nazra, 2017), correctional centre administrators do not frequently present education courses which address the varying needs of female inmates (Sheridan, 1996:432; Lee, 2000:256; Stanley & Byrne, 2000:4; Covington, 2007:1; Easterling, 2012:8; Skiles, 2012:667; Kittayarak, 2015:42; United Nations, 2018:94; Penal Reform International, 2019:2).

The outcomes of a multinational study undertaken by Penal Reform International reveal that correctional education programmes hardly speak to the gendered needs of incarcerated females. They have fewer correctional education and training opportunities than men, and the current programmes are less diverse and of lower value than the one's provided to male inmates (Huber 2015:15).

Moreover, because female correctional centres are much smaller, the correctional institutions tend to offer fewer education programmes than what is offered at male correctional centres. Even though correctional education programmes are presented to both male and female inmates, such programmes propagate worldwide gender stereotypes (Lee, 2000:256; Lahm, 2000:39; Penal Reform International, 2019:14). Gelsthorpe and Morris (1990) infer that although correctional education policies co-opt gender-specific programmes, the outcome means "same wine in new bottles" (cited in Pollack, 2020:2).

Correctional education programmes in Norway for female inmates are considered unreachable and invisible to most incarcerated females. The much more challenging option is self-study. Female inmates are often barred from participating in vocation programmes and if programmes are available they are very limited. Another issue revealed is the security classification of female inmates as this impedes on their correctional learning (Quaker Council for European Affairs, 2007:77-78; Jones, Tveit & Asbjørnsen, 2021:8).

Correctional education programmes received whilst incarcerated significantly influence how male and female inmates adjust once they leave the correctional facility. Correctional education programmes offered to female inmates prepare them for the least paid and most unstable jobs, including food preparation and making garments. A female inmate who is released will most likely be incapable of caring for her or family members and may become reliant on government assistance, or she may recidivate and finds herself back in the correctional institution (Lahm, 2000:45).

The Penal Reform International Report (2019:8-9) concludes that most correctional education programmes are often impeded due to security factors. This consists of restricted access to the library, training venues, and computer contact. The correctional institution is not a favourable or encouraging environment for learning and training. Impediments such as the inability to concentrate, an absence of care and encouragement from correctional staff and even the availability of drugs, alcohol, and violence are negative factors which impede educational development. Noting that the vast trajectories female inmates originate from (mental health issues, substance misuse, underprivileged backgrounds, lack of education, and varying forms of abuse), positive rehabilitation must be commissioned via the execution of education programmes which confront these core problems.

Rehabilitation is a central focus of the incarceration process. A key contributor to this process is the correctional educational programmes presented to its inmates. Such programmes are vital towards developing skills for job prospects and helping female inmates to acquire an improved self-understanding (Gehring, 1980:4; Mageehon, 2006:146; Vetten, 2008:142; Policy Brief-GHJRU, 2012:5-6; Penal Reform International, 2019:32). The goal of this thesis is to discuss and address the effectiveness and competence of correctional education interventions for female inmates.

The section below describes the research problem.

1.5. THE RESEARCH PROBLEM

Generally, correctional policies have varied between punishment and rehabilitation, which are largely influenced by societal perspectives on crime. In recent times, these strategies and procedures have moved towards the rehabilitation of inmates, particularly in South Africa (Department of Correctional Services, 2005:38). This results in most correctional systems offering some kind of correctional education programme which could be vocation based, academically inclined, life skills oriented, religiously grounded, or even all of them.

The focus remains on how female inmates re-enter or transition back into their societies once they are set free from the correctional centre. Gehring (1980) notes that the terms "corrections" and "learning" are comparable as they mutually pay attention to changed behaviour (Gehring, 1980:4). Various studies indicate that correctional education programmes provide various benefits. Firstly, it improves the offender's work skills that assist in attaining employment and further provides an opportunity towards improved socialisation. These include building self-confidence, creating a positive self-image, empowerment, and an ability to function socially (Gehring, 1980:5; Vacca, 2004:297; Callan & Gardner, 2005:7; Case, Fassenfest & Sarri, 2005:147; Mageehon, 2006:146; Nink & MacDonald, 2009:1; Artz *et al.*, 2012:243; Kheswa & Lobi, 2014:616).

Additionally, assessments of correctional educational achievements denote an incremental reduction in recidivism (Castells & Carnoy, 2001:207; Chappell, 2004:149; Case *et al.*, 2005:147; Garcia, 2013:5). Even though there is literature development that signifies a sturdy connection between correctional education programmes and decreased reoffending, there is little proof that such correctional education opportunities are expanding for female inmates in South Africa and abroad (Brown, 2003:35; Young and Mattucci, 2006:129; Brazzel, Crayton & Mukamel, 2009:22; Belknap, 2007:4; Fontebo 2013:162).

Studies indicate that correctional education programmes offered to female inmates whilst incarcerated are often restricted to beauty, sewing, cooking, fashion and household domesticity courses. Course guidelines are regularly

obsolete and frequently out-of-date. These inadequately prepare female inmates with competitive skill sets required for a job post-release (Piacentini *et al.*, 2009:536; Case *et al.*, 2005:147; Nazra, 2017:9; Moran *et al.*, 2009:709).

Moreover, female inmates have special needs, and such needs are generally not present in male inmates. This stems from females' extreme trauma experienced due to sexual and physical assaults. This also stems from their child-rearing responsibilities. Female inmates are more prone to drug addiction, endure mental illnesses and are primarily unemployed before their incarceration when contrasted to male inmates (Wright, Van Voorhis, Salisbury & Bauman, 2012:1615; Morash, Bynum & Koons, 1998:1; Flanagan, 2002:210-211; Morash & Schram, 2002:91; Sharp, 2014:1-2; Van Hout & Mhlanga-Gunda, 2018:2).

As noted, many female inmates are single mothers, reuniting with their children post-release and battling with family care and restoring relationships with their children who were separated from them. Other general issues associated with female re-entry include having to take care of a diminished or weakened self-confidence, a greater level of shame and stigma related to their incarceration status and broken family relationships (Stanley & Byrne, 2000:4; Stone, 2013:32; Kittayarak, 2015:39; Brown & Bloom, 2009:32).

Bloom, Owen, and Covington (2003:16) note that female inmates often have limited access to education, vocational, and therapy programmes when compared to male inmates. Male inmates generally receive an assortment of correctional education programmes and training, preparing them for better jobs that offer a better wage (Bloom, Owen & Covington, 2003:23; Vetten, 2008:142; Policy Brief-GHJRU, 2012:4; Penal Reform International, 2019:15).

Effective reintegration of female inmates can be achieved by offering positive and meaningful correctional education programmes. Such programmes are required to assist with vocational training, combat illiteracy levels, help to attain academic qualifications, offer support to find work within their vocational training areas, and render social and family support. Besides, female inmates require emotional and psychological rescue as their backgrounds are marred by violence, disorder, and

upheaval (Vetten, 2008:142; Policy Brief-GHJRU, 2012:5-6; Penal Reform International, 2019:32).

At present, in South Africa, literature is limited regarding female inmates (Vetten, 2008:134; Dastile, 2011:288; Steyn & Booyens, 2017:33; Topp, Moonga, & Mudenda, 2016:1). Young and Mattucci (2006:129) note that very few pieces of research have explored the delivery and running of viable correctional educational programmes and their value and intended benefit to female inmates. Brazzel *et al* (2009:22) reveal that few reviews of correctional education include sizable samples of females, similar to many studies in the criminal justice field. Scholars (Belknap, 2007:4; Corsianos, 2009:49; Mallicoat, 2012:8; Chesney-Lind, 2006:227; Lynch *et al.*, 2012:3; Newburn, 2013:313; Leonard, 1982:xi-xii; Lee, 2000:256; Lahm, 2000:39; Penal Reform International, 2019:14) infer that there is no research on female inmates' learning programmes offered at correctional centres because females encompass a small part of the offending population.

Seeing that South Africa is also experiencing a rise in the number of female inmates, the necessity for greater research on female inmates is supported by this aspect itself. In summary, the lack of scientific research on important issues related to the understanding and management of female inmates in South Africa may be attributed notions of masculinity, the influence of male dominance in correctional systems and crime studies, as well as the relatively low number of female inmates.

This study advances knowledge of how female inmates experience correctional education whilst incarcerated at a correctional centre. Additionally, by highlighting the perspectives of females in relation to their correctional education experiences while incarcerated, this study sheds light to bridge the data gap concerning female correctional education. It is believed that a deeper understanding of the study participants, all of whom are female inmate learners, will be obtained by allowing them to share their experiences by using their own voices. In turn, it is hoped that this would raise awareness of female correctional

education and help bridge the large knowledge gap between male and female correctional education programmes offered to inmates in South Africa.

The following section highlights the justification and significance of the study.

1.6 JUSTIFICATION AND SIGNIFICANCE

Literature denotes a rise in the female inmate population (Van Hout & Mhlanga-Gunda, 2018:1; Australian Bureau of Statistics, 2012:9, Easterling, 2012:6, Law, 2014:1; Walmsley, 2016:14; Pollack, 2020:2). Female inmates endure additional needs due to their gender. Such differences include physical, psychological, emotional, and social needs (Sheridan, 1996:432; Stanley & Byrne, 2000:4; Covington, 2007:1; United Nations, 2018:94; Penal Reform International, 2019:2; Morash, Bynum & Koons, 1998:1; Flanagan, 2002:210-211; Morash & Schram, 2002:91; Sharp, 2014:1-2; Van Hout & Mhlanga-Gunda, 2018:2; Wright *et al.*, 2012:1615).

A National Institute of Justice Report (2005:7) concludes that female inmates differ in various aspects from the male prison population. The implementation and application of correctional education programmes expressly created with such differences being considered could successfully recognise elements that could improve their ability to succeed once released. A study conducted in Hawaii (Brown, 2003:35) notes that work associated with female inmates has been mainly limited to testing if relapse risk factors confirmed for male inmates apply to their female counterparts.

Poor parallels regarding risk profiles have been noted among female and male inmates. This failure or lack of ability to extrapolate between the genders underscores the significance and importance of research on female inmates (Brown, 2003:34-35; Ministry of Justice, 2013:4; Liebmann, 2007:72; Corston, 2007:10; Clark, 2014:16). Female advocates seek change regarding gender-responsive programmes for female inmates, a call for a more feminised version of corrections. However, the state fails to recognise the needs of this marginalised inmate population by ignoring and overlooking services provided and educational

programmes offered to female inmates (Brown, 2003:34; Ministry of Justice, 2013:4; Liebmann, 2007:72; Corston, 2007:10; Clark, 2014:16).

Corston, J. 2007. *The Corston Report: A Review of Women with Particular Vulnerabilities in the Criminal Justice System*. London: Home Office. The issues, concerns, and problems of female inmates are especially significant after international discussions that advocate for gender-specific programming or a female-centric method of female incarceration (Bloom, Owen & Covington, 2005:2; Wright *et al.*, 2012:1618; Van Hout & Mhlanga-Gunda, 2018:2).

This research seeks to determine if South Africa is a part of this analysis. Do its correctional policies and correctional models sufficiently address correctional education programme problems regarding female inmates and their specific needs? To completely identify with and attain a complete understanding of the female correctional education setting, observations of classrooms, library set-up, and education programmes offered to female inmates will be noted to establish the hidden realities within this research context.

In South Africa, the Department is mandated to make available correctional education programmes that assist female inmates with acquiring work skills, as these skills enable them to obtain employment opportunities (Department of Correctional Services, 2005:67). Following a review of the accessible literature on correctional educational programmes offered to female inmates and their post-release plights (Goulding, 2004:31; Brown & Bloom, 2009:32; Moran *et al.*, 2009:709; Harris, 2011:3; Stone, 2013:32; Shankardass, 2014:5), this research aims to examine the perceived efficiencies of correctional education as perceived by female inmates.

This is achieved via conducting semi-structured in-depth interviews, documentary analysis, and observations within the selected sample population. The study's findings and recommendations would be significant to the Department in their pursuit to improve and refine their correctional education programmes offered to female inmates, as it is essential to channel positive reintegration and not create recidivists.

Correctional literature mainly pays attention to areas of reoffending, youth delinquency, overcrowding, prison conditions, penology, the background of the offender, and pathways to crime (Wooldredge & Smith, 2018:xi-xii). Studies regarding correctional education focus on reducing reoffending, correctional educators' views, and male inmates' outlooks. However, as noted, the literature is scarce on female inmates' correctional education, although its significance has been emphasised (Brazzel *et al.*, 2009:22; Young & Mattucci, 2006:129; Belknap, 2007:4; Messemer, 2011:97; Mageehon, 2006:146; Vetten, 2008:142; Policy Brief-GHJRU, 2012:5-6; Penal Reform International, 2019:32). Fontebo (2013:162) notes that female inmates are released from correctional facilities worse off than when they arrived there due to a lack of correctional education programmes as their lives have not been enhanced in any way whilst incarcerated.

This study pays particular attention to high school programmes, higher education programmes, literacy programmes, vocational programmes, life skills programmes, treatment programmes, faith-based programmes, recreation programmes, as well as re-entry programmes provided to incarcerated females. This study intends to understand the perspectives of female inmates regarding correctional education programmes presented to them to ascertain which programmes are most helpful and meaningful to achieving an education and furthering their lives once released. Further, the insights of various correctional education personnel and part-time facilitators have been attained, as they are the individuals liable for correctional education programme delivery. Their female correctional school experiences and views regarding the successful re-entry of female inmates add a dimension to the many perspectives of this study.

Above all, this study seeks to hear the absent voice of female inmates regarding correctional education programmes as they lack in literary readings.. The study investigates the participants' perspectives on how they perceive the correctional education programmes presented to them whilst incarcerated. As a result, the this study intends to add to the scanty literature on correctional education offered to female inmates.

The section below relates to the research questions associated with the study.

1.7 RESEARCH QUESTIONS

The following research questions and sub research questions were designed to guide the study.

1.7.1 PRIMARY RESEARCH QUESTION

The key question in this research is:

- What are the female inmates' learner perceptions relating to their learning experiences from correctional education programmes offered at the correctional centre?

1.7.2 RESEARCH SUB-QUESTIONS

The sub-questions in this research are:

- Do correctional education programmes offered to female inmates effectively aid rehabilitation and re-entry opportunities?
- What are the various methods used to deliver correctional education programmes and what are these programmes? And
- Are the current correctional conditions conducive to correctional education?

The section below relates to the aims and objectives of the study.

1.8 AIM AND OBJECTIVES

In view of this study's research questions and sub-questions, the study's specific aim and objectives are now discussed as separate sections.

1.8.1 THE STUDY'S SPECIFIC AIM

The study's aim is to:

- Investigate the participant's perspectives in an attempt to identify gaps in the correctional education programmes provided to incarcerated females based at the Durban Westville Correctional Centre (DWCC) and their efficacy as recognised in The White Paper (2005).

1.8.2 THE STUDY'S OVERALL OBJECTIVES

The study's objectives are to:

- Investigate study participants' perceptions of correctional education programmes offered to them while incarcerated,
- Establish how teaching and learning take place within the institution of corrections,
- Review correctional education programmes offered to female inmates,
- Explore the effects of current correctional conditions on correctional learning, and to
- Make recommendations based on the above objectives that will enhance the female correctional education programme currently offered in South Africa.

The section below describes a synopsis of the research methodology the study adopts.

1.9 METHODOLOGY

The study adopts a qualitative style and uses semi-structured in-depth interviewing with 17 study participants. It was deemed most suitable to adopt the in-depth interviewing technique for this study as it permits for robust and detailed perspectives on the experiences of the sample population. By using their own words, the participants could express their personal experiences.

The interview schedules (Appendix C and Appendix D) assisted by ensuring that all the interviews stayed within the study boundaries. All interviews undertaken were verbatim documentation for the duration of the interview. This was then detailed and documented as soon as the interview concluded. The average time of each interview carried out ranged between one and a half to two hours. Open code, axial code, and selective code procedures are used to analyse the data gathered. The methodology adopted within this study is further clarified in the fifth chapter.

The below section relates to the ethical considerations of the study.

1.10 ETHICAL CONSIDERATIONS

Before gathering the data for this study, the researcher attained ethical approval from the College of Law, University of South Africa (UNISA) (Appendix F) and all guiding principles denoted in the document were followed. In addition, once this approval was attained from the university, an application was made to the research directorate of the Department of Correctional Services for an ethical clearance (Appendix G). This was to gain access to the research site.

Specific standards are relevant when pursuing an ethical research study (Vanclay, Baines, & Taylor, 2013:246-247). Standards include confidentiality, voluntary participation, plus informed consent. In consensus with Vanclay *et al.*'s (2013) commendations on ethical research considerations, participant information sheet (Appendix A) and informed consent (Appendix B) had been attained from each study participant. The confidentiality of the study sample and

the data they shared were assured. Each study participant was informed that their involvement in the research is done so voluntarily.

The following section talks about the theoretical foundation used in this study.

1.11 THE STUDY'S THEORETICAL FOUNDATION

This section focuses on the study's theoretical concepts to establish a theoretical foundation. The theories include the Feminist Perspective Theory, the Restorative Justice Theory, and the Rehabilitation Theory. Gender, repentance for harm committed, and rehabilitation are discussed in these theories. Each theory will be separately denoted, affording insight into pathways to female harm, restoration, and gendered aspects of their crimes.

The Feminist Theory has been selected for its recognition of gender as a critical tenet that must be considered when creating and implementing education programmes for female inmates. This study aligns well with feminist theory ideals that discuss power disparities and the importance of recognising, rather than dismissing, female concerns, needs, developments, and problems. Recognising the significance of gender and its relation to programme development is central. The Feminist Theory guides the study by assessing how gender influences the creation and application of correctional education programmes.

Synonymous with the Restorative Justice Theory is that female inmates require recognition. To be recognised as individuals liable for actions inflicted on others and to understand them as individuals who have been shaped by the actions of others imposed on them, previous and current. In other words, female inmates require education programmes offered at correctional centres and must be treated as moral agents who are involved in receptive relations with other people. Correctional education aims to create a reformed, positive, holistic individual.

Amidst the structure of the criminal justice framework, rehabilitative ideals have been perceived as a longstanding and central approach to inducing inmate transformation. This discussion emphasises rehabilitation and how popular

rehabilitation ideals pursue risk classification linked to criminal behaviour with the primary aim of modifying and transforming an inmate's future conduct. This occurs against the background of the Rehabilitation Theory.

These three theories intersect to afford a holistic view of the background of female inmates, the existent gender disparities, and their correctional education attained in an attempt at restoration and reformation.

The following section highlights the organisation of the study chapters.

1.12 ORGANISATION OF THE STUDY

The study comprises nine chapters. Each focuses on the various aspects associated with female inmate correctional education.

Chapter One: Perspectives on correctional education designed for female inmate rehabilitation

The chapter gives an outline to the study. It describes its background, problem, aim, objectives, questions, and significance to be addressed by the study.

Chapter Two: Historical, philosophical and theoretical perspectives of female criminality and rehabilitation

This chapter focuses on literature reviews regarding historical and philosophical insights on females and crime. This chapter also notes the theoretical concepts the study adopts as its theoretical foundation. These theories include the Feminist Theory, the Restorative Justice Theory, and the Rehabilitation Theory.

Gendered issues, repentance for harm caused, and rehabilitation processes are discussed relating to these theories. Each theory is denoted separately; however, the theories intersect to provide a holistic view of female inmates' backgrounds, existing gendered disparities, and correctional education obtained.

Chapter Three: Correctional education from far away, the global perspective. Progression of correctional education, characteristics, legalities and learning

This chapter addresses the global perspectives of female inmate learners and their correctional education programmes attained. The chapter further looks into the development of correctional education in different parts of the world.

Chapter Four: Correctional education from a South African perspective. Progression of correctional education, characteristics, legalities and learning
This chapter provides insight regarding the development of correctional education in South Africa. It also offers a national perspective on female correctional education programmes offered.

Chapter Five: The research perspective—an approach to attaining the voices of female inmate learners'

This chapter indicates the approach and methods made use of in the study. The study adopts a qualitative research paradigm as this has been identified as being able to extract the richly textured data imbedded in the study participants. All procedures regarding admittance to the research site, access of participants, sampling strategies, ethical considerations, and the accuracy of the data, data collection techniques, methods of data analysis, and the limitations of the research are detailed.

Chapter Six: Perspectives on female correctional education - demographics and theoretical analysis

The chapter denotes the demography information of the study participants and describes the participant perspectives in relation to the theoretical underpinnings of the research.

Chapter Seven: In-depth interview analysis of female correctional education perspectives

This chapter reveals the participants' perspectives relating to female correctional education attained. It also notes the interview data extracted from the study's key informants who facilitate education programmes at the correctional centre.

Chapter Eight: The female inmate learner perspective - observation and documentary analysis

This chapter notes the summarised study data attained via the secondary methods of data collection. These include observations, field notes, documentary analysis and informal conversations held due to the observations undertaken, together with a literature analysis of the national and global data available.

Chapter Nine: Introduction, findings, recommendations, and conclusion

The chapter illustrates the key findings of the investigation. It also provides a recommendation for each key finding, offers suggestions for future research, and a conclusion.

1.13 CONCLUSION

Chapter one contains data on the contextual awareness of this study, its research problem, justification, significance, research questions, research aim and objectives, methodological standpoint, theoretical foundation, and organisation of the study chapters.

The longstanding disregard of female inmates in criminological studies regarding viable correctional education programmes has been noted. Thus, this creates a base aim for the study: to build on more data and discover the gaps pertaining to correctional education programmes presented to female inmates.

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CHAPTER TWO

HISTORICAL, PHILOSOPHICAL, AND THEORETICAL PERSPECTIVES OF FEMALE CRIMINALITY AND REHABILITATION

2.1 INTRODUCTION

Chapter 1 highlights that gender significantly contributes to understanding female crime. However, this crucial factor has received minimal attention in theory advancement and female correctional education programming. Most female crime studies show that female inmates have been side-lined, stereotyped, misrepresented and underrepresented in literature findings because many criminological theories have an explicit male focus on criminality (Leonard, 1982: xi-xii; Lynch, De Hart, Belknap, & Green, 2012:3; Mallicoat, 2012:8; Newburn, 2013:313; Chesney-Lind, 2006:227; Corsianos, 2009:51; United Nations, 2018a:29).

This is not the case in research only, but also in practice on matters relating to female correctional education (Corsianos, 2009:49; Mallicoat, 2012:8; Chesney-Lind, 2006:227; Lynch *et al.*, 2012:3; Newburn, 2013:313; Leonard, 1982:xi-xii). The second chapter focuses on the historical, philosophical and theoretical perspectives of female crime and rehabilitation. The discussion includes historical inmate treatment models; philosophical perspectives on female crime, with a focus on understanding females involved in criminal activities, and the theories applicable to this particular study.

Literature notes that most female inmate learners have backgrounds that are marred by violence, upheaval, abuse, poor educational attainment, and having experienced dysfunctional relationships (United Nations, 1995:19; Haffejee, Vetten & Greyling, 2006:2; Owen, 1998:41; Clark, 1995:314; Artz, Hoffman-Wanderer & Moulton, 2012:206; United Nations, 2018b:94; Daly, 1997:27-28; Young-Jahangeer, 2003:101-102). These trajectories help to shape a life of misconduct that often results in incarceration. Whilst incarcerated, female inmates are presented with correctional education programmes that are

supposed to promote rehabilitation ideals in preparation for re-entry into communities. These rehabilitation ideals are often informed by several theories.

Therefore, this section also pays attention to the theories that help to holistically shape this research, namely, the Feminist Theory, the Rehabilitation Theory, and the Restorative Justice Theory. Hence the underpinnings of feminism, restorative justice, rehabilitation, and working interpretations of the theories are discussed. At the same time, its link to female crime will be described to elaborate on the gender-specific dynamics of this study. The interpretations and parallels of the perspectives are also discussed, alongside a South African paradigm.

The following section relates to the historical perspectives of inmate treatment models.

2.2 HISTORICAL PERSPECTIVES OF INMATE TREATMENT MODELS

For over a quarter-century, various approaches have been adopted to develop and rehabilitate inmates. No distinct or isolated treatment model performs optimally in isolation. The focus of punishment has shifted from punishment to rehabilitation. Over time there have been various rehabilitation models that have been applied. They consist, *inter alia* of the reform, medical, reintegration, and the war on crime models. Each model was created within a specific time frame with its main aims in mind, and each model engaged with, or implemented different programmes, policies, and physical designs (Singh, 2014:264-265).

2.2.1 THE REFORM MODEL

Clear and Dammer (2000:59) indicate that the period from the middle of the 1800s through the 1930s brought about the reform model that believed inmates were ethically defective. Under the reform model inmates were required to transform into decent people. It was anticipated that inmates would be responsible parents, support their kin and attend church services frequently. Correctional staff was required to be inmate mentors, to provide guidance and threaten them as well, as deemed necessary, to produce responsible citizens in

a community. This philosophy, however, was lacking because an inmate required mentoring and employment (Clear & Dammer, 2000:59; Engelbarts, 1972:29).

Elizabeth Fry became a central figure, assisting female inmates (Rafter, 1985:15; Freedman, 1981:23; Zedner, 1991a:324). Fry believed female inmates could reform their lives after falling prey to misconduct. Similar reformers akin to Fry, during the reform era, hailed from privileged communities with faith-based upbringings. These reformers requested adjustments to prison facilities and advocated for sufficient support for incarcerated females. This was because females were mostly mild and sensitive, requiring a calmer environment (Engelbarts, 1972:29; Rafter, 1985:15; Freedman, 1981:23).

Even at the onset of the 19th century it was acknowledged that literature might influence people's attitudes in some ways (Floch, 1952:453-4). Fry reflected that a crucial component in rehabilitating female inmates was a complete reading of the religious texts (Engelbarts, 1972:29). Fry maintained that distinct facilities for incarcerated females enable classifying females into groups linked to a crime category and age rather than only classifying them by gender. This helps education and training development by denoting feminine interests (Freedman, 1981:47). As a result, considerable changes were made for female inmates that comprised the establishment of distinct female correctional facilities.

2.2.2 THE MEDICAL MODEL

From the start of the 1900s, the rehabilitation era that embraced Sigmund Freud's ideology followed the reform era. Misconduct in this period was ascribed to defective emotional and mental reasoning. The development of psychology and psychotherapy materialised from this concept. Subsequently, this gave rise to the correctional medical model. Punitive measures in correctional centres were substituted with treatment relating to the supposed issues that resulted in criminality. People looked at inmates as people suffering from mental issues (Priestley, 1989:149; Clear & Dammer, 2000:60).

Experiments with bibliotherapy were also carried out. The library can help to surround the offender with a perceptive, intellectually inclined environment. This was needed to bring about a clear shift in their behavioural patterns, which is why it could affect a crucial part in the process of rehabilitation (Floch, 1952:454). The American Correctional Association recognised the rehabilitative purpose of correctional libraries, arguing that they might offer a helpful way to relieve stress and a constructive way to replace negative attitudes with new interests (American Correctional Association, 1966:504).

Correctional staffs require mental health skillsets in preparation for treating and educating inmates, with the principal skillset being interpersonal counselling. Correctional staff abandoned site visits as "clients" visited them by appointment within their office spaces. However, this rehabilitative belief was flawed as all inmates did not have mental issues, and each member of the correctional staff was not an adept therapist (Priestley, 1989:149; Clear & Dammer, 2000:60).

The reception of this model waned in the 1960s as treatment did not alleviate recidivism. It was inadequately executed with insufficient psychologists and limited correctional staff education and training (Stern, 1989:47; Ryan, 1983:42). South Africa, too, tried its hand with this treatment model during the 1970s (Cilliers & Cole, 1997:128). This period brought about the reintegration model.

2.2.3 THE REINTEGRATION MODEL

Clear and Dammer (2000:61) mention that since the 1960s, penal scholars believed that inmates required solid links with society, which resulted in the subsequent developments;

- Employment-training programmes for ex-inmates,
- Development of unique work opportunities, and
- A focus on community-orientated programmes.

A crucial development during this period was using non-custodial options in managing inmates, with parole and probation as the primary approaches. South Africa's Department has an outlook that the time spent behind bars should be used to foster and mend ties between the offender, society, and society as a whole. The Department plans to refer to its services that support the efficient social re-entry of inmates back to their original community as "after-care" services (Department of Correctional Services, 2005:14).

Therefore, a crucial element of the rehabilitative ideal is societal restoration. A focus of corrections is to develop positive rehabilitative models that develop individuals with work skills sets who can successfully reintegrate into their societies as law-abiding individuals (Singh, 2014:267). The war on crime was introduced during this period.

2.2.4 THE WAR ON CRIME MODEL

Throughout the 1970s, 1980s, and 1990s, this period commenced with President Nixon's "war on crime" within the United States of America. "Get tough" on crime, a saying, had an enormous influence on the broad public as opposed to the treatment of inmates. The public believed that correctional education programmes were futile in their attempts to rehabilitate inmates (Clear & Dammer, 2000:62).

In 1976, the United States Supreme Court created an avenue for states to have the death penalty restored. Legislation constrains the use of parole and probation. Certain states have completely excluded parole. Predictably, the more significant usage of correctional centres was associated with the general public's becoming increasingly irate with criminality. This resulted in the overcrowding of correctional centres. An awareness of overcrowding, together with present trends, is significant to recognising the future of corrections and, conversely, the pursuit of alternatives to incarceration (Clear & Dammer, 2000:62).

In South Africa, similar experiences were endured. During the 1970s and 1980s, offending rates increased and stories of inmates who committed heinous criminal acts were reintegrated into their societies. This created massive public upheaval and frustrations (Schmalleger, 1997:450). The increased recidivism rate strengthened the need to have inmates warehoused. This was viewed as a model of incarceration to mitigate recidivism, yet hopes of rehabilitative ideals demonstrate futility. The war on crime model is functional in various corners of the world, in places like Britain and the United States of America, where overcrowding persists as an issue (Schmalleger, 1997:453; Clear & Dammer, 2000:62). This issue prevails in South Africa as well (Shabangu, 2006:1; Sekhonyane, 2004:1; Department of Correctional Services Annual Report, 2016:10; Singh, 2014:263; Commission for Gender Equality, 2018:12).

The section below highlights the philosophical perspectives of female criminality.

2.3 PHILOSOPHICAL PERSPECTIVES OF FEMALE CRIMINALITY

This study includes several philosophical perspectives as an analysis not only limited to how gender could define an association between poverty and crime, but also how the larger male-controlled structure of society is connected to female criminality. Perspectives include masculinity, opportunity, marginalisation, and feminist pathways. They are integrated into this study to afford a more inclusive representation of the dynamic forces of female criminality, economics, and gender. This section offers insight into why females become entangled in crime. These comparative perspectives investigate how a female inmate's life experiences and background work together to shape specific types of deviant and problematic conduct (Blanchette, 2014:154; Smart, 1977; Covington, 1998; Daly, 1992).

Simpson (2000:03) observes that traditional perspectives on crime evolved to provide answers to questions such as why people commit crimes and the factors that influence them. Historically, all kinds of criminal deeds and misconduct were managed and considered exclusively male criminality. As time passed and a higher incidence of female crime emerged, the question arose as to whether it

was correct to understand female crime based on male-dominated perspectives. If this were to be correct, then what proportion is relevant or rational? Apart from distinctive biological characteristics, females carry a different or exclusive socio-psychological disposition.

2.3.1 THE MASCULINITY PERSPECTIVE

A well-recognised female crime scholar, Freda Adler, published *Sisters in Crime: The Rise of a New Female Criminal*, which assisted in creating the masculinity perspective in 1975. The principal theme of this book is that female criminality has started to shift in numbers and quality. This happened not due to a change in a female's nature but instead due to increased crime opportunities presented to females. In effect, Adler's stance on masculinity was the latest definition of the masculinity composite in the category of perspectives that emerged from sociological investigations. This stems from Freud's theory of "penis envy" in which females rebel because they are perceived as less important in society than males. Females who find it difficult to "adjust" to an absence and a desire to have a penis, try to achieve symbolic maleness by hostility and resisting their "natural" ladylike responsibilities (Gora, 1982:5; Schram & Tibbetts, 2019:297).

Scholars (Gora, 1982:5; Curran & Ranzetti, 2001:77; Schram & Tibbetts, 2019:297) observe that these females are aggressively defiant, with a penis as their driving force for success. Klein (1973:17) further notes that they engage in conduct (lawful and lawless) as they suppose this denotes masculinity in an attempt to compensate for their absence of a bodily indication of being male or masculine. They refute their womanly character and femininity and adopt male dispositions and masculinity. An "attempt to be a man" is their general aim.

Various scholars (Zedner, 1991a:324; Davies & Rhodes-Little, 1993:19; Herrington & Claire, 2005:04; Schram & Tibbetts, 2019:296) infer that the masculinity perspective was first established by Lombroso, a legendary criminologist and founder of biological doctrine. Misconduct in biological terms is predominantly led by men, whereby male physiognomies are accountable for lawless conduct.

Weis (1976:17) reveals that due to a female's inner physio-chemical features, females are mostly traditionally conformist and perform a more neutral role, thus, conducting fewer crimes than men (Lombroso & Ferraro, 1898). As per Lombroso (1898), female inmates hold a "virile cranium," an excess of bodily hair, legitimate differences, and a brain propensity that is more comparable to men than to lawful females (Schram & Tibbetts, 2019:296; Zedner, 1991a:339).

Lombroso and Ferraro (1898) added the inherent dangers of female education. It was an apprehensive idea that by taking away the restrictions of domestic inclings and motherliness, a harmless pseudo-criminal persona, existent in each female, would surface. As a result, the education of girls and females was deemed disastrous as it would intensify the physical strains that ovulation and adolescence bestowed on them. These concepts powered debates that females' liberation would create havoc with the rules and regulations (Morris & Gelsthorpe, 1991:59).

Simpson (2000:04) suggests that from particular samples of female crime, Lombroso contends that misconduct is primarily the creation of varying and changed beliefs of females associated with their ancillary part in domestic matters. Herrington and Claire (2005:3-4) and Smart (1977:32) believe that male characteristics control females who commit crimes in their personas.

In modern times, a two-fold reason is considered for the reduced acceptance of the biological perspective. First of all, the perspective is gender-bias and sexually partial (Simpson, 2000:04), and then, should male characteristics be the criteria for misconduct, then why do all men not commit crime? (Herrington & Claire, 2005:4). Adler (1975:87) contends that females engage in more criminal activities owing to the growing involvement of females within societal domains from the early 1970s. This altered the position of women in families, and their capability of being self-reliant in their careers and beliefs. Such elements support the "masculinisation" processes of women's roles in social spheres (Adler, 1975:87; Herrington & Claire, 2005:6).

Furthermore, Adler (1975:87) claims that, aside from females engaging in more crime-related activities than previously, their criminal tendencies were becoming more violent and severe. Females were now engaging in crime types that were usually committed by men. The social revolution of the 1960s, according to its most prominent supporters, virilised its earlier or supposedly passive portion (Adler, 1975:87). The frequency and variety of female criminal actions have increased due to the growing masculinisation of female criminal and social behaviour (Weis, 1976:18). Females were more likely to commit crimes and use violence than males (Adler, 1975:3; Zedner, 1991a:324). Small (2000:75) acknowledges that as females' thoughts and jobs became more progressive, they were able to integrate the manly persona of being pushy, strong-headed, and aggressive into their make-up. Females learn to use criminal elements to obtain money and success, and as a result, they become more violent. As a result, female criminal activity is increasing due to their masculinisation.

2.3.2 OPPORTUNITY PERSPECTIVE

Rita James Simon (1975) founded the opportunity perspective of female crime in her book *Women and Crime*. Simon emphasises accounts of varying proportions of female crime. This is the degree of the crime, its type, and the educative role of corrections in this matter. Simon noted that there is no variance between males and females regarding morals and that the biological persona is not deemed relevant for commissioning crime. As per the empirical interpretations of this perspective, Simon maintained that traditionally, men are more prone to crime due to their more immense social opportunities, competency, and making more contacts than females do. Within the broader social setting, if female opportunities, networking, and efficiencies increase, the level of female crime rises accordingly (Simon, 1975:48; Celik, 2008:38).

Simon (1975:3) reasonably claimed that when more significant numbers of females acquire access to the job sector as skilled workers and have a highly specialised role in the work market, they engage in more employment-linked property crimes than males. Certain females, like men, benefit from such an opportunity perspective (Simon, 1975:3).

Simon (1975:3) also notes that females will be economically independent in the future if they increase their education and skill levels. Therefore, violent criminal acts against females will lessen, as females usually conduct violent deeds against their intimate partners or spouses. She (Simon, 1975:3) emphasises, however, that females were engaging in more traditionally male-dominated criminal acts, particularly work-related and white-collar crimes (Simon, 1975:3; Curran & Ranzetti, 2001:126-127,212).

Females will be more likely to find less violent solutions to these normally volatile situations as they gain more independence and education. Furthermore, Simon (1975:40) contends that the decline in females' violent misconduct was due to feminism. The impulse to kill the normal targets of a female's rage and frustration—their husbands, boyfriends, or other males on whom they are reliant but insecure about—decreases as females feel more free emotionally, physically, and legally and are less vulnerable to male dominance (Simon, 1975:40).

The masculinity perspective differs from the opportunity perspective in this regard. It is a topic that is frequently lost between scholars who associate these two perspectives into a singular one and categorise it as a gender equality or liberation perspective. In general, the opportunity perspective assumes that increasing female opportunities reduces the level of female violence. It also increases the rate of crime related to properties, particularly fraud, theft, forgery, and embezzlement. Adler and Simon's perspectives are notably a form of the opportunity model and are also referred to as an emancipation model of crimes associated with females. This claim is indeed not entirely new; Chesney-Lind and Pasko (2013:22-23) note that through feminism's first wave, crime scholars cautioned that emancipating females would escalate criminal and immoral acts amongst females. Nevertheless, an issue in the work of Simon and Adler was their dependence on official crime data.

Within this idea of contrasting female and male inmates, Daly and Chesney-Lind (1988) established that a more significant number of female inmates have no links to the paid labour market. Female inmates were entangled in crime that was

not work-related but instead involved deceiving the government by attaining welfare and support to which they had no legal claim and by defrauding and deceiving banks by acquiring credit cards and obtaining loans. Nonetheless, the crucial benefit of Simon and Adler's work is that it enforced a present review of the relationship between criminality and gender (Daly and Chesney-Lind, 1988:510-512; Daly, 1988:10)

2.3.3 MARGINALISATION PERSPECTIVE

The economic marginalisation perspective is the third philosophy to clarify the aetiology and nature of female crime. Two essential concerns regarding empirical crime perspectives are raised by Daly and Chesney-Lind (1988). Firstly, the scholars question whether concepts created to define male offenders could apply to females. They referred to this as the "generalisability problem." Secondly, they question why females engage in less criminality than males. They call this the "gender ratio problem". That is to say, they indicate a concern relating to gender, the inference being that a crime theory can take cognisance of both female and male crime. It must be able to draw attention to components that behave differently in males and females (Daly & Chesney-Lind, 1988:508; Heidensohn & Silvestri, 1995:337).

Namely, they denote a concern relating to "gender" and the effect that perspectives on criminality should be in a position to recognise both male and female misconduct. They need to be able to identify variables that affect males and females differently (Heidensohn & Silvestri, 1995:337). Supporters of the marginalisation perspective argue that increased female labour-force participation does not necessarily result in improved gender equality or financial situations for females (Chesney-Lind, 1997). To ascertain reasons against the bulk of female misconduct, their role is marginalised by lower earnings, disrespectful positions, and an unlikely secured role. Usually, females perpetrate fewer crimes related to property. Certain acts of sane retort to financial insecurity and poverty drive females to lawlessness. This perspective contends that the main reasons for female crime are joblessness, low-paid jobs, low welfare pay-

outs, and the growing volume of female-led homes with many dependants (Small, 2000:76).

The usual marginalisation perspective is hugely connected to two conceptual tendencies. They are the perspectives of Marxism and Feminism, respectively. As per Smith (1980), who wrote the seminal piece, "Women, Crime and Deviance", females commission crime due to their socialisation processes (Ahuja, 1996:114). The circumstances of the reasons mentioned above prompt females progressively into a situation of marginalisation. Therefore, females engage in more lawless deeds to attain their financial needs. Conversely, feminist advocates highlighted the primary childhood experiences of females' sexual and physical abuse and linked them to female criminality.

According to Chesney-Lind and Sheldon (1998), men's abuse and exploitation of females incites them to commit crimes and use drugs (Simpson, 2000:5). This rationality is backed by Ogle, Maiyer-Katkin, and Bernard (1995:181) to progress from their "homicidal" perspective. They indicated that homicide and frequent victimisation share a positive connection.

2.3.4 FEMINISM PERSPECTIVE

The fourth perspective of female crime is the feminist pathways to crime approach and the relational aspect of gender association. The compelling way feminism and its approach have impacted crime studies will be addressed. Further, when taking note of gendered aspects, it's clear to see the mental health conditions of incarcerated females vary considerably from those of their male counterparts.

Hence, it is significant that rehabilitation efforts developed on their behalf focus on a female-centered approach concerning correctional education. This section emphasises the importance of a correctional education programme that develops a new criminological perspective based on feminism and recognises the female inmate as a purposeful and reasoned individual.

2.3.4.1. THE PATHWAYS MODEL

The vital contribution of Daly's (1993:27-28) Women's Pathways to Felony Court from the 1990s created the foundation for studies regarding pathways to crime for female inmates. Daly (1993) undertook research which included the accounts and histories of forty female inmates. She (Daly, 1993:27-28) created biographies regarding their financial and social positions. These included growing up, running away, jobs held, family and financial circumstances when the offence was committed, abusive experiences and trauma sustained, misuse of substances, prior sentences, previous arrests, and emotional well-being.

Daly (1993) recognised five distinctive pathways female inmates follow, which lead them to the criminal justice system (Daly, 1993:27-28).

a. HARMED AND HARMING WOMEN

Daly (1993:28-29) notes that these females were neglected or abused while growing up and were thought of as complex and problematic children who were "acting out". Substance misuse and emotional trauma amplify this "acting out." This could pave the way for aggressive crimes like attempted murder and assault.

b. BATTERED WOMEN

Daly (1993:35-36) reveals that these females were involved in violent intimate relationships with either a male spouse or partner. This group comprises females who have recently ended violent relations, and their crimes include murder, reckless endangerment, and assault.

c. STREET WOMEN

Daly (1993:37) indicates that these females escaped or were forced out of their abuse-riddled homes. To meet their substance abuse needs, such females engage in petty misconduct and prostitution, and they frequently have multiple arrests and sentences.

d. DRUG-CONNECTED WOMEN

Daly (1993:41) notes that these females are either dependent on substances or trade illegal substances due to their relations with intimate partners or with other familial associates. They are primarily involved in the circulation of drugs, although other kinds of misconduct prevail.

e. OTHER WOMEN

Furthermore, Daly (1993:43) explains that these are females who commit crimes because of their current financial situation or greediness. They do not engage with substances and have no record of abuse in their primary years. Their principal motivation for misconduct stems from a need and desire to make more money.

The study by Daly generated additional interest in females' pathways to crime. Brennan, Breitenbach, and Dieterich (2010) led a study amongst more than seven hundred incarcerated females residing at two Californian correctional centres and recognised subtle contrasts in certain sub-sects of female inmates. Their classification denotes three general pathways. The first group consists of normal females who pose little threat, have no violent tendencies, and who commit drug-related and property-related crimes. The second group are marginalised females, who are motivated by poverty and antisocial drug use. The third category is severe and chronically violent females [comparable to Daly's harmed-and-harming women] (Brennan *et al.*, 2010:39; King, 2013:215).

Amidst these categories, sub-pathways focus on the intricacy of causes that could overlap with various mental and social influences, ultimately creating a pathway for female crime. Their research advocates a gender-responsive analysis followed by alternative growth interventions (Brennan *et al.*, 2010:39; King, 2013:215).

In South Africa Artz, Hoffman-Wanderer and Moulton (2012:219) have supported sturdy feminist opinions that counter the philosophical nature of pathways to crime. Artz *et al* (2012:219) recognise a chain of causes that drive female misconduct. They comprise experiences of loss, traumatic events, abusive practices, poverty, financial marginalisation, and domestic violence. These scholars do not offer a specific listing of pathways to female crime in South Africa as they suppose there is no fixed list of causes that generally cause deviant behaviour.

Dastile (2013:5297) counters by using empirical means, which results in generalisations relating to female pathways to crime, as these sacrifice the understanding of complicated situations and experiences of female inmates. In its place, making use of an individual's life history is suggested to allow females to clarify their experiences and unique situations that have shaped their pathways to misconduct.

Studies on feminist pathways to crime shed light on how females' prior experiences with trauma and victimisation influence their proclivity to commit a crime. This trauma and victimisation are associated with mental health issues experienced by most female inmates.

2.3.4.2 THE RELATIONAL MODEL

The relational model helps to guide this study by highlighting the significance of dysfunctional relationships in females' lives, which give way to mental and emotional feelings of ineptness, profound guilt, deep feelings of embarrassment, and self-reproach, especially when these interpersonal relationships are far from repaired. By recognising that female crime and mental health conditions vary considerably from those of male inmates, it is essential to relate a female-focused contribution to a female's mental health development and subsequent correctional education. The relational model is being referenced as an effort to interpret and understand the emotional and mental health issues associated with female inmates. Especially when positive connections and feelings are absent, depression and despair prevail.

To understand and accept the disparities in male and female crime, Jean Miller's (1976) *Toward a New Psychology of Women* describes a relational model and discusses the mental development of females. According to this book, both genders differ in how they construct their self-identities (Covington, 1998:4; Blanchette, 2014:154). Covington (1998:4) notes that females are inclined to establish connections with people, and as a result, this affects their self-image and self-esteem. Covington further notes that the shaping source of a female's development is her connections created with others, not separateness as outlined by male experiences. Van Voorhis and Salisbury (2014:294) note that a female's self-identity develops via connections and attachments to other people, while men, on the other hand, prefer individuality or individualism.

Covington (1998:5) infers that females feel empowered via empathy and mutualism by connecting with others, creating five psychological effects. These are empowerment to act, increased zest and vitality, a desire for more connection, self-worth, and knowledge of self and others. On the contrary, the results of disconnecting create a depressive spiral. This comprises disempowerment, diminished zest or vitality, diminished self-worth, turning away from relationships and lack of clarity and confusion (Covington, 1998:5; Blanchette, 2014:154-155; Van Voorhis & Salisbury 2014:320).

Covington (1998:5) indicates that the relational model is applicable within the realms of criminal justice for female inmates as consideration must be afforded to their characteristic lives and profiles. The correctional system need not recreate similar impediments to growth or abusive relationships situated outside the correctional facility. These include aspects that are recognised or found in abusive relationships. Females who are emotionally and mentally isolated because of failed attempts to associate with other people believe they are doomed to more isolation. They feel that their situation is permanent. This feeling of isolation is significantly connected with drug addiction as a strategy to survive their strong thoughts of hopelessness, misery, and depression.

Van Voorhis & Salisbury (2014:321) infer that an absence of empathy for oneself stems from unproductive or harmful connections that may cause mental health issues amongst female inmates. Based on global perspectives' various explanations of female crime, the following inference can be deduced: To begin with, females that have masculine characteristics and their involvement in criminal deeds, the suggestion of Adler's masculinity perspective is debatable and, in most instances, unreliable within the realm of universal female criminality (Simpson, 2000:04; Herrington & Claire, 2005:6; Daly & Chesney-Lind, 1988:510-512; Daly, 1988).

Females commit misbehaviour as a result of repeated victimisation within their families and even societies (Daly, 1993:35-36; Covington, 1998:5). Simon's opportunistic perspective has less appeal as females have minimal opportunities to partake in the formal financial areas. The assertions of emancipation perspectives seem inflated at best (Small, 2000:76; Simpson, 2000:5).

Apart from minor property-related crimes and drug violations, females have made no substantial achievements against male statistics on criminality. Neither seems to be involved in more masculine, violent or severe crime. To sum up, family struggles, high split-up rates, constant victimisation and inconsistency in financial sectors forced females into more minimal roles. As a result, females are involved in more criminal acts than prior (Small, 2000:76; Simpson, 2000:5).

Hence, considering the findings of the section concerning female criminal perspectives, in an attempt to explain female crime in global spheres, the feminist perspective of Daly and Miller is more empirically usable, practical and dependable. According to the feministic perspective, positive rehabilitation and an ability to abstain from misconduct could primarily be attained if female inmates are afforded skillsets and correctional educational programmes based on gender-specific modelling (Brennan *et al.*, 2010:39; King, 2013:215).

The following table summarises the discussion on the historical perspectives of female criminality. The data includes the perspectives of masculinity, opportunity,

marginalisation and feminist pathways. It provides a holistic overview of the reasoning attached to female crime as discussed in this section.

Table 3: Philosophical Perspectives of Female Criminality

PHILOSOPHICAL PERSPECTIVES OF FEMALE CRIMINALITY				
Perspectives	Main supporters and ideologies	Main ideas	Strong points	Weak points
Masculinity	Freda Adler - Sisters in Crime: The Rise of the New Female Criminal (1975)	Crime paths for females are mostly reliant on maleness. Empowered females are associated with more serious criminal acts than non-empowered females	Clarifies the shapes and developments of female criminality in first world countries. Ability to highlight female's participation in property crime	Feminist advocates disapprove this perspective due to male dominance thoughts. Unable to enlighten on female crime in underdeveloped countries
Opportunity	Rita J. Simon - Women and Crime (1975)	Crime rates surge when females have various opportunities. Opportunities lessen female violent crime but surge the number of property crimes	Ability to clarify various nature of the female crime	Stats do not uphold the premise of the opportunity perspective regarding location, employment and class
Marginality	Meda-Chesney Lind Women and Crime: The Female Offender (1997)	Marginalisation (low wages, bad jobs, inferior class) of females infiltrates crime. Female victimisation prompts them to commit crime	The marginalisation perspective is founded on details and data. It has added validity and reliability	Unable to clarify the nature of corporate and white-collar crime commissioned by upper-class females
Feministic	Kathleen Daly: Women's Pathways to Felony Court (1993)	Provides an understanding how negative experiences impact female criminality	Calling for gender-responsive growth interventions	Been contended that there are no fixed causes of female crime; it's based on various circumstances

Table 3 provides historical context and reasoning for why females become involved in crime. Taking note of the characteristics and situations of female inmates, many scholars infer that female inmates follow various pathways to crime, which contrast when compared to male inmates (Blanchette, 2014:154; Smart, 1977; Covington, 1998; Daly, 1993).

The section below describes the theoretical components linked to the study.

2.4 THEORETICAL PERSPECTIVES

This section pays attention to the theories that help to holistically shape this research, namely, the Feminist Theory (feminism and feminist crime studies), the Rehabilitation Theory (correctional education programmes offered whilst incarcerated) and the Restorative Justice Theory (preparation for positive re-entry into their family and community networks).

The following various scholarly outlooks are discussed and contextualised against the broad theme of the investigation.

2.4.1 THEORETICAL ANALYSIS FOR FEMALE CORRECTIONAL EDUCATION

Feminist theories, according to Daly and Chesney-Lind (1988:499), differ from general theories of crime in that the latter frequently exclude or marginalise females. As a consequence, inadequate information is available on matters concerning female inmates. The Feminist Theory is deemed suitable for this study because it offers an understanding of gender disparities as female pathways to crime are often shaped by life experiences and backgrounds. This theory offers holistic insight into the gendered responses of female inmates based on the situations that give rise to their misconduct. Feminism affords a voice to female inmates, clarifying their experiences and trajectories. Hence, it would be appropriate to ascertain if the correctional system takes cognisance of these histories, experiences, and backgrounds when implementing correctional education for this marginalised group of inmates.

Further, the Feminist Theory clarifies the inequalities between male and female offenders regarding the services and programmes they are provided with during incarceration. As a result, an awareness of Feminist Theory needs to be created as this feminist theoretical foundation will attempt to determine the gaps or existent disparities. An analysis of the empirical data will reveal the disparities and inequalities in correctional education schools and correctional education programmes presented to female and male inmates whilst incarcerated.

Since one of the aims of correctional education is to instil values in inmates as advocates for moral repair, Walker (2006:229) contends that restorative justice epitomises and represents moral repair. It focuses on the need for and responsibility for harm reparation, restores trust and faith, and instils hope in future constructive and encouraging relationships. The Restorative Justice Theory creates awareness of inmate learners' complete holistic correctional education process regarding their preparation for a successful re-entry.

Seeing that most female inmates will go back to their homes, including the societies they once left behind, it is significant to highlight the Restorative Justice Theory, as this approach shares similar aims and objectives as correctional education.

Another theory discussed is the Rehabilitation Theory, as corrective education programmes provided in South African correctional facilities are created and delivered against the backdrop of a "needs-based approach to rehabilitation" (Department of Correctional Services, 2005:61; Murhula & Singh, 2019:21). Hence, it is essential to highlight and offer insights into the Rehabilitation Theory, as this theory forms the basis of the current correctional education programmes offered to incarcerated females in South Africa.

2.4.2 FEMINISM

Overall, the word "feminism" is utilised to describe a female group that comprises a variety of different groupings that aim to improve the social status of females.

The United States of America first used this phrase at the beginning of the 20th-century era. The meaning has been constrained and explicitly applied to a group of individuals who claim the exclusivity of female experiences together with their sexual and social transparency. The use of this phrase is no more limited and it is used in a variety of contexts nowadays (Burke, 2005:8).

Gelsthorpe (2002:153) notes the following as the essential components of feminist scholarship:

- An emphasis that sex or gender is the primary organising principle of social interaction,
- It acknowledges the role of control and authority in determining socially inclined relationships,
- To be sensitive to the impact of social context on conduct,
- An understanding that research methodologies must reflect the fact that social realism is a process,
- Be politically committed to social transformation, engaging in individual and theoretic reflection on methodology, epistemology, and ethical obligations, and
- To be flexible as well as creative with research methods.

The following are the fundamental principles that drive feminist inquiries, according to Daly and Chesney-Lind (1988:504):

- Gender is a complicated historical, cultural, plus social phenomenon and isn't a natural element; it's linked to, but not just generated by, biological sexual differences in addition to reproduction,

- Societal institutions and societal life are grouped by gender and its relations in profound ways,
- Male dominance, which includes political, social, and economic power over females, is the organising force behind gendered relationships and feminine and masculine conceptions,
- Knowledge creation is gendered, and the structures or processes of knowledge mirror male perspectives on the socially and naturally inclined world, and
- Females must be prioritised in philosophical inquiry instead of being marginalised, invisible, or viewed as male extensions.

Feminism is a sizeable theoretical stream with various sub-streams (White & Haines, 2001:118; Burgess-Proctor, 2006:29; Belknap, 2007:13). Burgess-Proctor (2006:29) notes that there are typically five main approaches within feminist theory. Liberal, radical, Marxist, socialist, and postmodern feminism are among them. According to studies (White & Haines, 2001:118; Belknap, 2007:13), additional feministic outlooks incorporate Third World feminism, cultural feminism, lesbian feminism, multi-racial feminism, black feminism, eco-feminism, critical race feminism, and cyber feminism. Each feminism viewpoint has a different way of hypothesising how females are oppressed and how inequalities and crime are linked. These feminist philosophical schools emphasise the concepts of autonomy, rights, and the dynamics of power relations.

In contrast to what has previously been feasible within the narrow boundaries of conventional criminology, Williams (2012:530) observes that feministic viewpoints enable a broader and more all-encompassing educational discourse. Feminist views have contributed to highlighting how criminologists may want to focus their research on masculinity and femininity. The area of feminist inquiry is evolving and has changed significantly over time. Feminist ideology has undergone a significant paradigm change from pushing for females to achieve

parity alongside men within social structures to arguing that such women's experiences should instead be made apparent (Daly & Chesney-Lind, 1988:497-498).

The last perspective fits this scholarly work that seeks to advance criminological discourse by highlighting the perspectives of females, particularly female inmate learners, their connection to crime and the correctional education programmes they receive whilst incarcerated. As per Mallicoat (2012:8), one of feminism's effects has been the idea of providing females' a voice, especially in fields like criminology, where they have been traditionally marginalised and silenced.

2.4.2.1 TOTAL INSTITUTIONS AND INCARCERATION

Goffman (1961) first used the term "total institutions" in his investigation into American prisons and hospitals associated with mental illness during the 1950s. Institutions are defined as places like rooms, sets of rooms, structures, or plants wherein activities of a specific kind routinely occur. A total institution is described as a site for housing and employment with a significant number of similarly positioned people. They are disconnected from mainstream society for a considerable amount of time. Furthermore, they experience a closed, formal type of regulated living (Goffman, 1961:3).

Scott (2010:214) elaborates on Goffman's (1961) description of total institutions. It is reconnoitred that institutions are "total" because offenders are physically restrained and restricts their direct exposure to valuable resources. In addition to material belongings, personal space, and time, controlling a person's everyday schedule is also included.

Goffman (1961:4-5) classifies total institutions into five broad types. The first type is institutions for those deemed helpless, such as holding units for people with no sight, older people, orphaned children, and the impoverished. A second type is an institution that shelters individuals unable to care for themselves. These individuals pose an inadvertent danger to society. Examples of these facilities include psychiatric hospitals and tuberculosis asylums (Goffman, 1961:4-5).

Institutions created to shield society from alleged intentional harm are included in the third category. The welfare of people residing in these facilities may not always be a priority to the administrators of such facilities. This group includes war camps, prisoners, jails, penitentiaries, and concentration camps. Institutions that carry out specific technical duties and justify themselves on this basis fall into a fourth category. Institutions in this category include labour campsites, boarding schools, colonial complexes, army barracks, ships, and servant lodgings on huge properties. Retreats or places of religious instruction make up the final group. Institutions in this group include convents, abbeys, monasteries, and seminaries (Goffman, 1961:4-5).

The social stratification between a largely managed population, commonly referred to as inmates, with a limited staff for supervision is a feature of total institutions. Staffs frequently work an eight-hour shift. They are socially engaged with the external environment. In contrast, inmates generally live inside the prison. They have limited interaction with the external setting (Goffman, 1961:7). Among these groups, stereotypes form. This is reinforced by the institution's limited formally recognised public exchanges (Goffman, 1961:7-9).

The South African correctional centres that house female inmates are defined by shared quarters where the females reside, albeit unintentionally following Goffman's (1961) perspective on total institutions. Female inmates and correctional officers both use this common area, although, for the correctional officer, it's solely for working purposes. Female inmates in South Africa live, work, and participate in educational programmes with other individuals comparable to them in terms of criminal activity. Other intersecting qualities include backgrounds of abuse and societal standing. This differs from correctional officials who are only in prison to work.

According to Goffman (1961:14), total institutions harm people who live there. This is especially true within the setting of female prisons and female inmates. The author contends that as soon as inmates reach the facility, they feel "mortified." The process of mortification is when an inmate suffers from the

absence of numerous roles they hold within the external world. In its place, the status of "inmate" is now adopted. This capacity strips an individual's power and independence (Stohr & Walsh, 2012:115).

Attention was drawn to Goffman's (1961) process of deprivation and mortification that inmates go through after imprisonment (Irwin & Cressey, 1962:143). Goffman (1961:14) similarly argues that with regards to total institutions, memberships inevitably alter role plans because an inmate is cut off from their outside environment every hour of every day and every day of every week. This may do so for years. Hence, role dispossession happens.

A difference exists amongst the roles that some South African female inmates perform prior to their incarceration and whilst under incarceration. This is due to the incarceration process ending, suspending, or modifying the roles that female inmates played previously, forcing them to take on the role of an inmate. These roles, as well as the socially disposed exchanges that the study participants must undertake while incarcerated, are discussed in the data analysis chapters. Further insights regarding the division of female inmates and correctional officers are provided in the ensuing chapters of this study.

2.4.2.2 TOTAL INSTITUTIONS AND FEMALE INCARCERATION

This section discusses total institutions and its relation to female incarceration.

The goal of Jeremy Bentham's panopticon design of complete observation had never been achieved, and offenders, particularly females, were rarely, if ever, passive bodies (Zedner, 1991b:102; Rafter, 1990; Freedman, 1981:68). The panopticon took its cues from monasteries or nunneries, emphasising solitude, silence, and reformation (Cohen, 1992:6; Zedner, 1991b:195). When these narratives of institutions are gendered and androcentric, they ignore females' positive social agency by looking into the development of institutions independent of females. They believed that men developed, founded, and controlled these institutions, as well as humanised institutional conditions for females, particularly in prison (Freedman 1981:10).

The original prison systems did not have prison wings or cells designed specifically for female inmates because it was believed that females were morally superior to men and were not considered to commit crimes. Due to patriarchy, females received inferior treatment in institutions and were considered second-class. The few female prisoners were typically housed close together in areas that weren't designed for imprisonment, such as dark cellars and attics lacking ventilation. According to double standards, females were held accountable for sexually enticing males. The few prison systems with cells for females in predominantly male blocks discovered that such planning caused significant chaos. Females were blamed the most (Dodge, 2002:28-29; Zedner, 1991b:135-136).

A growing number of "new" or "modern" females had been sent to women's prisons and correctional facilities towards the close of the nineteenth century. This was punishment for straying against the ideal or norm of true womanhood through mingling with males. To work in the factories or even the emerging female occupations founded by reformers, these women breached the boundaries of their rightful domestic domain. They entered the public space dominated by males. Conservatives believed that females' financial independence from males would lead to the breakdown of households and create a rise in immoral behaviours. Like unmarried women interacting with men, and being not accompanied at night in parties, theatres, and public places (Dodge, 2002:19; Zedner, 1991b:68-72).

The male correctional officer physically and sexually abused female inmates. This was a typical type of state terrorism, made acceptable by believing that female inmates were utterly damaged, corrupt, and not redeemable according to feminist studies on female prison treatment (Zedner, 1991b:169; Dodge, 2002:31, 69-73, 123-124; Rafter, 1990:56, 77-80, 131; Freedman, 1981:99). Even after government regulations were enacted to prohibit it, verbal and physical harassment continued in prisons. This behaviour did drop as female prisons were built separately (Freedman, 1981). Females were rarely permitted to write in institutions, and their perspectives are rarely mentioned in male-written records.

In prisons or labour camps, the institutional punitive reply frequently lists female defiance as insubordinate conduct (National Trust, 1998:13).

The de-gendered origins of forts, prisons, correctional institutions, mental institutions, and almshouses, as well as their failure to take into account the circumstances of female inmates (Freedman, 1981:89-90; Rafter, 1990; Zedner, 1991b), have been criticised by feminists (Goffman, 1970; Katz, 1986; Rothman, 1990). Because they had disregarded the greater ideal of feminine purity, morality, and obedient domesticity, female offenders were more despised than male criminals. Prison reformist Mary Carpenter (Carpenter, 1864:31-32) notes that the fragility and sensitivity of a female's nature make her more fully afflicted when her natural demeanour turns to evil. This is especially true where any female has been liberated from society's moral constraints more than any man. Windschuttle (1981:41) described female offenders as detached, peculiar, non-feminine, and also inhumane.

Even today, Owen (1999:92) believes that it is preferable to address the challenges that female incarcerated individuals face outside of a punitive setting, such as violence and abuse, economic hardship, substance abuse, and neglected parenting responsibilities. According to current policy, a society that is unwilling or unable to address the issues of marginalised females blames these complex issues on the staircases of prison systems. All of the prison systems are constructed to manage the criminal misconduct of men when they are incarcerated. The criminal justice system is inadequately prepared, aside from being unsure of how to deal with the challenges that females face, both before and after incarceration. This affects females who are housed in prisons.

Owen (1999:92) notes that the prison system is nonetheless left to manage the shortcomings of society's institutions despite its focus on population control, security, and a dearth of gender-specific treatment programmes. Female incarceration will continue to rise until the reality of females living in prisons and on the streets forces a rethinking of prison policy and its gendered consequences. For instance, many prisons still provide vocational training based on stereotypes about the behaviour and ability of women in the workplace. Although women who

enter prison typically have the least access to educational and occupational opportunities, they rarely acquire skills to help them support themselves. Nevertheless, females are frequently taught to concentrate on stereotypically feminine, low-paying jobs like food service, sewing, housekeeping, and occasionally administrative work (Owen, 1999:91).

Correctional systems were planned and established to house males. From the creation and outline, visit systems, medical amenities, safety and security frameworks, and education and development programmes were all primarily generated and intended for incarcerated males, devoid of thought or consideration for incarcerated females (Skiles, 2012:667). Aside from their relatively low risk to society when compared to males, incarcerated females as a collective, were and still are subjected to further discriminatory actions and more restricting incarceration conditions than males. The history and treatment of female inmates has been defined as a mix of orthodox views on females, disregard, complete barbarism, and well-intended paternalism. Since its inception, the well-being of female inmates has been inferior when weighed against the bigger male populace (Arbour, 1996:239).

Some of these restricting incarceration conditions include inferior correctional programmes offered to female inmates. Zazitow (2004:43) notes that a variety of programming provided to female inmates centres on domesticity and not breadwinner obligations. This echoes people's prejudices that females should just be mothers and wives (Zazitow, 2004:43; Piacentini, Moran & Pallot, 2009:536; Case, Fasenfest & Sari, 2005:147; Nazra, 2017:9). A recent United Nations Report (United Nations, 2018a:29) indicates that female participation in correctional programmes is hindered by gendered norms as the programmes promote a male dominated ethos and that correctional centres are not deemed suitable places for females.

Compared to males, the inferior depiction of female inmates has been the reason for the disappointment in paying attention to the specific oversight of female prison needs and female inmates. Corrections practise and policy applicable to females have mostly been adapted from what remained suitable for males. This

renders females a second thought, as they are a minority populace as reflected in national policies. Males created corrective offerings from institutions and societal frameworks for males. Males make up the majority of the inmate populace. The creation of amenities for females is frequently an additional thought; programmes offered to them are regularly hand-me-downs or extensions of programmes developed for males.

Correctional systems are frequently mere extensions (literal or figurative) of services designed for men (Ross & Fabiano, 1985:121; Richmond, 2009:133; Rangel, 2008:72; Skiles, 2012:667; United Nations, 2018a:29). Incarcerated females are typically given different kinds of rehabilitative programmes. These include substance misuse, parent educational classes, mental health amenities, anger management, and added educational offerings (Department of Correctional Services, 2005:69; Gillingham, 2001:5; Department of Correctional Services, 2012:13). Nevertheless, these programmes frequently don't meet the requirements of female inmates that they are projected to assist (Covington, 2007:1; Artz *et al.*, 2012:4; De Wet, 2005:147; Sheridan, 1996:432).

Many rehabilitative programmes offered to incarcerated females were initially developed for the male inmate populace (Sheridan, 1996:432; Skiles, 2012:667; James, 2016:114; Artz *et al.*, 2012:235). With the number of females incarcerated steadily increasing (Swimeley, 2008:1; Easterling, 2012:2), monetary and time constraints leave most of these programmes unable to identify the various impediments faced by female inmates, including those of their families (James, 2016:121; Hoffmann, Byrd, & Kightlinger, 2010:409; Clark, 1995:310).

Interestingly, the gender roles for men in total institutions, such as the prison system, mimic the patriarchal ideas of male supremacy and female subjugation. An understanding of men's institutions, including prisons, may be improved by considering the prevailing and competing ideologies forming varied masculinities. The critical functions of these institutions to sustain and transform gendered beliefs, relationships, identities, and conduct are essential issues raised by feminist theories. The few correctional education programmes offered to female inmates are usually insufficient and lack intensity and length. Even these

programmes are at risk of being unable to provide the services that many incarcerated females so desperately need, including mental health treatment programmes, drug rehabilitation programmes, life-skills training programmes, and abuse treatment programmes, due to budget shortages.

2.4.2.3 FEMINIST OUTLOOKS

Feminism believes in and promotes gender equality and fairness (Danner, 1989:51; Corsianos, 2009:45; Hooks, 2000:11). Danner (1989:51) notes that feminism is a female-centered account and description of humanistic experiences as well as the social sphere. Feminism emphasises that all aspects of social and personal living are overseen by gender. The Feminist Theory is also an activist as it seeks a social revolution to end women's disregard and subservience. Corsianos (2009:45) infers that feminism is a variation of theories regarding gendered oppression and experiences, as well as numerous strategies advocating social change.

Hooks (2000:11) supposes that the feminist approach endures a power struggle to dismiss male chauvinism. This implies a battle to eliminate patriarchy and its supremacy on different levels and an obligation to restructure society with the goal of people's self-advancement outweighing domination. Thus, feminism advocates for social change and emphasises the significance of gender in a social paradigm.

West and Zimmerman (1987:125) have offered unlimited support for female activism for their broad work on gender. These scholars perceive that the connection amidst natural and social ways is unmistakably more intricate than scholars suspected all through the 1960s and into the 1970s. This gender has been seen as an acquired standing, created via cultural, societal, and mental avenues. Sex was believed to have been attributed to physiology, hormones, biology, and anatomy. These scholars offered a sociological perspective on gender as a consistent, methodical, and repeatable achievement.

West and Zimmerman (1987:137) also made known the phrase "doing gender". It has become a shared phrase applied in theories of feminism that considerably influences scholars' general understandings of gender. This phrase means "creating differences" between males and females that aren't essential, biological, or natural. It's essential to indicate that an individual's gender is intricate as this compels numerous faces. These include appearance, dialogue, activities, dress sense, and other impacts not narrowed by biological sex. Doing gender encompasses intricate social undertakings and interactions that create specific quests as norms for feminine and masculine.

West and Zimmerman (1987:127) define sex as the use of "biological criteria" to categorise individuals as either male or female. By contrast, these scholars refer to gender as the action of dealing with situational behaviour concerning normative thoughts on approaches and activities fitting to a person's sex type. Feminist outlooks acknowledge the significance of gender in a socially inclined world that lets people note how gender creates disparate experiences amongst the sexes.

Daly and Chesney-Lind (1988:502) conclude that feminism is a group of approaches aimed at social change and a group of theories about female domination. Feminist theory progresses by creating shifts in social environments and by the shared academic contributions of individuals who deliberate and use these theories. Feminist studies depict the difference between gender and sex, clarifying that behavioural differences among males and females are not created by biology or nature. Socialisation, patriarchal beliefs, social factors, and economic factors all contribute to this (Millett, 1971:26; Haslanger, 1995:98; Corsianos, 2009:47-48).

From the infancy stages, children are socialised as per society's expectations. Boys should be energetic, macho, fearless, reasonable, and sound. Failure to attain such desires creates social condemnation, rejection, and derision. Girls are considered quiet, placid, unaggressive, conforming, and nurturing. Machismo and violent behaviour are perceived as abnormal and contrary to a girl's disposition. As children grow into young adults, this gender-reinforcing occurs much more. Young females are drawn to fashion, jewellery, make-up, and dressing up. They engage with cooking utensils and dolls. Young boys engage

with toy cars, aeroplanes, and guns. This is how social models are imposed and re-imposed over people from birth and the duration of their lives (Millett, 1971:26; Renzetti & Curran, 1992:32; Kimmel 2000, 122-126; Corsianos, 2009:47-48).

King (2004) notes that females have been broadly described as mediocre and inferior (King, 2004:31). King (2004) further adds that fashions are fixated on gender and help to explain gender confines. Slimming garments, high-heeled shoes, pointy shoes, and body augmentations are trending and reasonably priced (King, 2004:34). Feminism is multi-layered, and this enables an understanding of a female's outlook in its intricacy. The principle of feminist theory is that females have and continue to endure subordination, unfair treatment, oppression, and stereotypical culture from the beginning of time. It has been noted that traditionally, males have been viewed as or likened to being mindful, as they represent the cultural system's logical and unified thinkers. Females, in contrast, are seen as the bodies that epitomise natural aspects such as being irrational and emotive and are compelled by physical desires and instinctive dispositions. Males, according to this idea, must use "knowledge and willpower" to govern and control this potentially unruly female (King, 2004:31; Prokhovnik, 1999:103).

De-evaluating opinions and typecasts places women in a mediocre position when likened to men. Simultaneously, these concerns serve as a reason to recognise females as things and possessions among males. As a result, women have constantly been exploited by men (King, 2004:31; Prokhovnik, 1999:126). Belknap (2007:13) notes that feminism is a broad theoretical stance with varied strands. Feminism includes outlooks on race, multi-racial characteristics, third-world culture, colour, lesbianism, ecology, and cyber technology (amongst others). Such elements of feminism have various means to theorise female oppression, exploitation, and the interrelation of inequity and misconduct.

Mallicoat (2012:8) infers that when a research environment encompasses a feminist outlook, scholars are placed in a position to offer a deeper and richer understanding. They focus on the realism of female lives by placing females and their concerns at the core of research processes. Mallicoat (2012:8) further notes that a significant effect of feminism is the concept of affording females a voice,

especially in domains where such voices have been traditionally silenced, such as areas of crime studies

The Feminist Theory comprises many points that allow people to recognise females' outlooks or views in finite detail. Females have been subjected to systematic subordination, unfair or uneven treatment, oppression, and labelling throughout history (Danner, 1989; West & Zimmerman, 1987; Daly & Chesney-Lind, 1988; Corsianos, 2009; King, 2004; Belknap, 2007; Mallicoat, 2012).

As a result, the Feminist Theory has been selected due to its recognition of gender as a critical tenet that has to be considered when creating and implementing correctional education programmes for female inmates. This study corresponds well with the ideals of feminist theory as it talks of power disparities and the significance of recognising instead of disregarding the concerns, needs, developments, and perspectives particular to female inmates. The Feminist Theory also guides the exploratory style of this research. It relates to the gendered aspects female inmates experience relating to the correctional education programmes presented by the DWCC in particular, but also within South Africa's female correctional centres in general.

It acknowledges how current correctional education programmes offered to female inmates within a correctional facility contribute to additional marginalisation and could lead to more enhanced correctional education programmes. The Feminist Theory upholds recognising females' gender-specific requirements and implementing programmes that maintain this recognition, not programmes created for males and adapted for females. Mallicoat's (2012) feministic outlook fits this research, as it aims to highlight the perspectives of female inmates. Specifically, their perspectives on correctional education programmes provided to them while incarcerated.

2.4.2.4 FEMINIST CRIME RESEARCH

According to Chesney-Lind and Pasko (2013:3), feministic crime studies explain how gender affects criminal behaviour. It also explains the way the criminal justice

system handles its inmate population under its jurisdiction. The feminist pathways approach is probably one of the primary studies regarding female inmates. It emphasises the value of feminism in criminological studies (Mallicoat, 2012:23). The aim of feminist pathway studies is to relate how life events (and suffering) move one's propensity to commit misconduct using the historical situation of girls' and females' lives. Feminist studies reveal a connection amid victimisation and criminal behaviour (Belknap, 2007; Chesney-Lind, 1989; Zaplin, 2008).

A feminist pathway method contributes to a greater understanding of the female crime cycle. For instance, girls have embraced fleeing their homes as a way to cope with any abuse or victimisation they may be experiencing. Females, on the other hand, unintentionally put themselves in dangerous situations by using this as a coping mechanism (Mallicoat, 2012:24). An emphasis on feminist criminology is in the context of female lives and is explored in light of patriarchy's effects on the oppression of incarcerated women. The study of these settings is gendered in the same way that the lives of female offenders are (Owen 2003:236).

Documenting women's lives and activities, understanding them from their perspective, and understanding women's behaviour as a representation of societal settings are all goals of feminist criminology. A feminist inquiry into female prisons investigates a stigmatised and marginalised setting for female criminal behaviour. This is to understand females' lived experiences, the effects these experiences have on their sense of self, their connections with different people, and the implications associated with their behaviour (Owen, 2003:236).

Feminism seeks to comprehend why females and gender exist in criminological theories, justice, and victimisation. Feminist crime studies address the absence of empirical data on female crime (Leonard, 1982: xi-xii; Lynch *et al*, 2012:3; Mallicoat, 2012:8; Newburn, 2013:313; Chesney-Lind, 2006:227; Corsianos, 2009:51). An absence of data on females and crime is attributed to the gender-ratio issue, as this enhances the generalisability concerns. This ratio issue looks at men as more inclined to commit misconduct than women. An overwhelming majority of the international and national offender populace comprises men (93%

to 98%); female inmates (2% to 7%) are usually left out of traditional criminological theories (Walmsley, 2016:1).

Feminism has had a significant impact on crime research (Newburn, 2013:323). This field has made great efforts, although not entirely, toward dispelling the gender bias that has previously defined criminology. For instance, debates on male offenders still dominate, and theories in criminological studies continue to emphasise males instead of females (Newburn, 2013:323). Williams (2012:530) observes that the voices of females and feminism remain subdued in these studies, despite their claimed aims. Williams (2012:530) relates to feministic research and specifically to a study on drug dealer gangs within Spanish Harlem. The Bourgois investigated this in 1996. The research's initial goal was to provide feminist interpretations. However, it veered off course and ended up offering more economic justifications than feminist ones.

Due to feminist research, the historical concept of female criminality, together with the background circumstances of female inmates within the realms of criminal justice has improved. Three approaches exist where the gender focus has informed the criminology of feminist studies (Carlen & Worrall, 1987:9). In feminist studies, existing ideas of criminal behaviour and criminality have been challenged. Today, although feminism has advanced criminology, it has not yet accomplished what its leading proponents had hoped it would. The field still leans heavily toward men's domination (Newburn, 2013:324).

Many feminist answers have been provided in order to close the information gap regarding the following criminal psychological concerns: Leonard (1982:xi-xii) expressed his reservations over applying conventional criminological theories, which were first developed to explain male crime and women's criminal behaviour. He concluded that a universal sizing attitude to theorising about female crime and male crime is blatantly incorrect since males and females have different social realities regarding misconduct. This is due to their gendered experience with and responses to crime.

Leonard (1982) initially believed that this could be solved simply by adding what had been missed and building on the existing theory. He realised that this was not possible. Males for males developed the field of theoretical criminology. It's just insufficient for the analytical task of elucidating female criminal trends. The fact is that theories aren't a universal explanation for human conduct; they assert that they are. However, it is a specific understanding of male conduct, and this is something that social science is slowly realising both in and outside the sphere of criminology, even though some theories are more effective than others. Although the social realities of men and women are very different, a theoretical umbrella has been established for them. As a result, a new explanation for why women commit crimes is needed (Leonard, 1982: xi-xii).

Daly (1997:26) recognises three ways to conceptualise gender/sex within feminist theories with relevance towards criminology, including "doing gender/doing difference," "class-race-gender," and "sexed bodies," to address the issues posed by Leonard (1982). Race, gender, and class are also known as "multiple inequalities." According to Daly (1997:33), its definition could be broadened to include additional factors such as sexuality, age, and physical ability.

To look at it another way, Daly (1997) argues that race, gender, and class must not be researched individually. Instead, it must do so as connected and integrated components of a bigger unit that also encompasses ideas like sexuality, age, and physical ability. According to Daly (1997), the application of race, gender, and class differs across different fields. Biographical plus autobiographical narrative genres are one of these variants. Daly (1997) says that the significance of a study in criminology is the emphasis that every person be placed within an environment of numerous social associations. In other words, gender and race are as significant for a study on white males as it is for a study on black females (Daly, 1997:35).

Smart (1976) also added an opinion to the discussion on feminist criminology by highlighting two significant concerns in her book, *Women, Crime, and Criminology*. She first argued that studying women separately from studying men

would marginalise women and keep crime studies as a male-dominated field. Second, she claimed that a focus on female criminality in academia may have the unintentional and latent effect of drawing more criminal justice systems and public focus on the offences and delinquent deeds perpetrated by young girls and females. The critique of Smart regarding crime studies sparked a discussion among feminists (Young, 1996; Heidensohn, 1985). Feminist criminology was debated as neither ideal nor feasible (Carlen, 1992:53).

According to Cain (1989:3), even though criminal acts, criminals, victims, the court system, law enforcement officers, attorneys, and social work personnel could all be the subject of investigations, the explanations need to go further and include each of them. Victim studies, continuity studies, life history studies, and ideology studies make an effort to achieve this. Seeing that feminist crime studies challenge every category of criminology, it is, in some ways, unattainable.

Female inmates comprise the minority population, and traditional scholars have deemed them insignificant for quite a while. The structures of criminal justice and correctional facilities disregard them too. Since male inmates are the larger inmate population, programme creation and implementation, research resources, and correctional centre structures were founded exclusively on the needs of this larger inmate group. One such area is correctional education programmes presented to incarcerated inmates (Corsianos, 2009:49; Mallicoat, 2012:8; Chesney-Lind, 2006:227; Lynch *et al.*, 2012:3; Newburn, 2013:313; Leonard, 1982:xi-xii).

As evidenced by the various studies, there is a missing voice regarding female crime studies (Fontebo 2013:162; Penal Reform International, 2019:14; Corsianos, 2009:49; Leonard, 1982:xi-xii). However, a limited few scholars did make strides to focus on female crime, such as Carol Smart (Daly & Maher, 1998:9; Britton, 2000:58). This was with the release of *Women, Crime, and Criminology: A Feminist Critique* by Carol Smart (Daly & Maher, 1998:9; Britton, 2000:58). Mallicoat (2012:22) notes that feminist crime studies began during the 1970s, invoking changes in studies relating to female misconduct. Britton (2000) infers that the start of female crime studies could be dated to 1976. Corsianos

(2009:49) indicates that feminist views in crime studies, deviance, and social control were traditionally mostly absent, as most crime studies before 1970 were dedicated to male inmates.

Corsianos (2009:49) and Leonard (1982:xi-xii) further reveal that the plights of female inmates were blatantly disregarded. Studies conducted before the 1970s that exclusively focused on male inmates incorrectly presumed the inferences from these studies and applied them to female inmates. Earlier feminist scholars noted many concerns and gaps in the works of traditional crime scholars. A robust criticism in this regard is the exclusion of females from crime studies overall. Corsianos (2009:50) notes that feminists were critical of studies that concentrated entirely on male inmates. Their outcomes or results were applied to female inmates, creating criminological theories that left out females.

The exclusion of female inmates from crime studies, as per Chesney-Lind (2006:227), created numerous limitations in study endeavours to expound on female crime. Chesney-Lind (2006:227) indicates that due to the elimination of females from such theories and criminological studies, female inmates have been likened to demons, masculinity, and sexual objects and have been side-lined. An absence of studies on female inmates creates a lack of understanding and awareness of matters relating to female misconduct. This omission results in a misunderstanding or misconception about the primary reasons why females commit crimes, as well as the development of ineffective rehabilitation methods. Corsianos (2009:51) notes that initial feminist studies found enriched outcomes to shape an understanding of gender and crime, paying particular attention to female inmates and victims and then continuing with females employed in criminal justice. An important finding is that female inmates themselves endured significant levels of victimisation. These include incest, sexual abuse, and physical beatings.

Feminist crime authors (Henderson, 1998; Ashley, Marsden, & Brady, 2003; Chesney-Lind, 2008; Moloney, Van den Bergh, & Moller, 2009; Lynch *et al.*, 2012) denote the relation amid histories of mistreatment and misconduct as higher levels of circumstances, including inter-personal abuse, substance

misuse, and related signs of trauma stress, were revealed with female inmates. These scholars established that abuse histories indicate a solid and sturdy effect on criminal behaviour. The acknowledgement that abuse results from victimisation due to the histories experienced by female inmates as a chief disposing factor for crimes was a substantial discovery.

It was noted that earlier work, before feminist studies regarding sexual attacks, sexual harassment, spousal abuse, and other types of violence, were overlooked, diminished, and made light of. It was also noted that higher quantities of relational traumatic episodes, substance addictions, and related signs of trauma stress disorders are prevalent in female inmates. These scholars establish that histories of trauma indicate a substantial influence on misconduct. The recognition of historical traumatic experiences caused by the victimisation of female inmates is a significant discovery (Henderson, 1998; Ashley, Marsden, & Brady, 2003; Chesney-Lind, 2008; Moloney, Van den Bergh, & Moller, 2009; Lynch *et al.*, 2012).

McLaughlin and Newburn (2010:233) note that research on incarcerated females highlights victimisation as a principal part of their lives. Victim and inmate clusters are not necessarily separate units. They frequently intersect. The "blurred boundaries" notion affords a deeper all-inclusive context of the development, life histories, and circumstances of victimisation and misconduct. Many correctional institutions still disregard gender as necessary in correctional education and rehabilitation processes as they keep applying outdated approaches founded on control and fear. From this outlook, it can be deduced that the commando approach entailing violence and control will have a counter-effect when applied to female inmates as they often enter correctional institutions as a reaction to violence, domination, hostility, manipulation, and control.

Concerning justice, it is noted that female inmates are deemed as being greater "deviant" than male inmates (Bloom & Covington, 1998:5). Female inmates are punished as harshly as male inmates in matters of justice. However, they further endure more extreme stigmatisation. Feminist crime studies have developed an

evidence-based crime theory that clarifies female misconduct from a new perspective (Lynch *et al.*, 2012:3).

Moloney *et al* (2009:428) explain that almost 70% of female inmates are identified as having present or lifetime post-traumatic stress disorder. Such data points out the educational need to take into account trauma treatment programmes in correctional institutions. Moloney *et al* (2009:428) further add that trauma is highly associated with direct and indirect links to a female's pathway to crime. Further, trauma is connected to emotional and physical health concerns, abnormal circumstances, risky behaviours, and socio-economic impediments that describe female inmates.

Feminist crime scholars (Chesney Lind, 2006; Van Voorhis, 2012; Corsianos, 2009) advocate creating and implementing correctional education programmes. Gendered practice and gendered policy in correctional facilities identify disparities in male and female inmates' experiences relating to criminal pathways, substance misuse, post-traumatic stress disorder and victimisation as influencing dynamics. The field attracts the attention of scholars' on female inmates, as not much has been identified, and to contrast those to male inmates and to promote initiatives to research.

Chesney-Lind (2006:7) notes that female crime studies within the twentieth century confronted the general macho essence of social control, crime theory and deviance by bringing attention to the frequent oversight and false accounts of females in crime theories and studies. As per Chesney-Lind (2006:8), scholars' attention to female inmates increased in the 1980s and 1990s. Essential findings regarding physical and sexual victimisation created pathways to female misconduct.

Female inmates have more often endured large degrees of sexual and physical abuse and male dominion before entering correctional centres (United Nations, 1995:19; Haffejee, Vetten & Greyling, 2006:2; Owen, 1998:41; Clark, 1995:314; Artz *et al.*, 2012:206; United Nations, 2018a:94). Daly (1997:28-29), feminist pathways to crime scholar notes that females that are involved in violent and

abusive intimate relationships "act out" by getting involved in aggressive crimes such as assault and murder. Khalid and Khan (2013:31) indicate that female "attempts to resist gender oppression" or possible companions that are not accepted and handling family-honour anticipations are factors that motivate female crime.

Corsianos (2009:51) notes that varying feminist outlooks have produced varying voices of feminism. Different groups of inmates, including individuals of colour, the poor, and those in same-sex relationships, have created the third trend in feminism. Almost two decades after Daly and Chesney-Lind's findings on feminist crime, Proctor contends that it is vital for modern female crime scholars to build upon the basis of prior female criminologists. Proctor maintains that feminist criminology needs to include all causes of domination without gender being the only priority. Proctor further mentions that female crime needs to include an "intersectional framework" cognisant of multi-racial feminism that adopts important social characteristics like class, race, gender, age, nationality and sexuality (Schram & Tibbetts, 2019:305).

However, Van Voorhis (2012:132) indicates that even with the developing body of research regarding feminist approaches, important information relating to female inmates and their misconduct is still needed when contrasted to male inmates. More data is required to understand and recognise the link between feminism and female inmates. It is vital for feminist criminology to focus on female inmate programme development because such studies have and will create more relevant policies, more education programmes and various services for female inmates. Another consequence is the enhancement of the administration and management of female inmates.

Feminist scholars (Corsianos, 2009:49; Mallicoat, 2012:8; Chesney-Lind, 2006:227; Lynch *et al.*, 2012:3; Newburn, 2013:313) have impacted crime studies by challenging the norms and inferences relating to female inmates that were derived from studies on their male counterparts. Further, feminist scholars have defied the principle argument of the advocates for gender-neutral modules, namely, as both genders commission crime, similar approaches are merited.

Feminist crime studies recognise or take note of the significance of gender and advocate towards the creation of gender-specific correctional education programmes for female inmates (Mallicoat, 2012:8; Danner, 1989:51; Corsianos, 2009:45; Hooks, 2000:11; West & Zimmerman, 1987:125).

Studies on female inmates contend there is a solid link between victimisation and criminalisation (McLaughlin & Newburn, 2010:233; Corsianos, 2009:51; Moloney *et al.*, 2009:432; Chesney-Lind, 2006:7). Moreover, despite it being established that female inmates react more positively to intervention programmes, there are at present many institutions that are not cognisant of gender. They utilise outdated para-militaristic methods grounded on fear and dominance. From this outlook, it is deduced that the para-militaristic approach entailing violence and control will have a counter-effect when applied to female inmates entering correctional institutions from a reaction to violence, domination, hostility, manipulation, and control.

Feminist crime studies (Mallicoat, 2012:8; Danner, 1989:51; Hooks, 2000:11; West & Zimmerman, 1987:125; McLaughlin & Newburn, 2010:233; Corsianos, 2009:51; Moloney *et al.*, 2009:427; Chesney-Lind, 2006:7), aids to understand gender and crime. Such outlooks and views can influence treatment and correctional education programmes offered to female inmates in wide-reaching ways. There's an enormous disparity amidst the approaches of a criminal irrespective of gender that merits treatment. These studies indicate that female inmates require gender-specific correctional programming to address their needs and to reduce reoffending.

Recognising that female inmates require gender-specific correctional education programmes to manage their needs best and reduce reoffending is a significant step towards creating and applying gender-specific correctional education programmes. These can successfully assist with attaining jobs post-release, curb substance misuse, minimise relapse, create sound and healthy relationships, manage mental health conditions, attain education qualifications, and prepare for a positive re-entry for female inmates. Feminist crime studies have had an impressive influence in aiding correctional institutions to become familiar with the

implication of gender in creating, applying, and managing correctional education programmes offered to female inmates (Mallicoat, 2012:8; Danner, 1989:51; Corsianos, 2009:45; Hooks, 2000:11; West & Zimmerman, 1987:125).

Correctional institutions and the correctional education programmes offered are mainly dependant on the ethos of its prevailing system of justice (Mallicoat, 2012:8; Danner, 1989:51; Corsianos, 2009:45; Hooks, 2000:11; West & Zimmerman, 1987:125). Noting the various feminist scholars over time, it is evident they have engagements with the structures of criminal justice. Feminism impacts criminal law as feminist scholars have resolutely called for reform in criminal justice approaches to managing female inmates (Daly & Chesney-Lind, 2006:274; Mallicoat, 2012:8; Danner, 1989:51; Corsianos, 2009:45; Hooks, 2000:11; West & Zimmerman, 1987:125).

Over time, many new criminal justice approaches have developed, and one such approach is restorative justice, which emphasises healing and reconciliation.

The following section pays attention to the Restorative Justice Theory.

2.4.3 RESTORATIVE JUSTICE THEORY

The restorative justice system remains deep-seated within several faith-based traditions and feminist theory disciplines. Restorative justice aims to try and atone for the harm committed by the offender by seeing misconduct as a crime against victims and communities. Its premise is that offenders require assistance and seek changes to prevent future crime. Thus, a principal aim of the Restorative Justice Theory is the emphasis on inmate transformation as well. This is a significant correctional tool in its approach to female inmates, as restorative ideals consider the gendered identity of female inmates' lives.

2.4.3.1 BACKGROUND

Currently, the Restorative Justice Theory has received more attention from policymakers, who view this model as a means to improve the current structures

of criminal justice, specifically regarding managing relationships between inmates and victims (Gavrielides, 2007:14; Cohen, 2019:889). It's been noted that during the course of restorative justice, parties affiliated with a specific offence decide together how to handle its consequences and long-term effects (Marshall, 1999:5). This description by Marshall (1999) shares common traits or themes with similar definitions of the restorative justice approach. Many scholars have widely used Marshall's definition (McCold, 1998:20; Zehr, 2003:71; Braithwaite, 2000:115; Morris, 2002:598).

Some further shared ideologies of the Restorative Justice Theory include ideas from Roach (2000:256), who notes that it is a circle ideal of justice. This is due to the joint attitude of getting the parties together in a more informal context. The general effort is to repair the equality that has been upset. This is due to the crimes committed and to adopting a rounded approach to the experiences of inmates and victims. The approach is deeply rooted in the disciplines of indigenous living, various faith-based traditions, and feminist theory (Zehr, 2003:65).

In the primary phase of this movement, some significant supporters had influence on various scholars. One such supporter is Howard Zehr (1995:181), whose compelling read, *Changing Lenses* (1995), delivered a cohesive and complete idea towards restorative justice. This is entirely contrary to the traditional approach, which he felt was unsuccessful in meeting the inmate's and victim's needs. To assist individuals directly impacted by crime, he inferred that crime must first be seen via a restorative justice framework.

Several authors (Zehr, 1995:181; Morris, 2002:598; Cohen, 2019:891) claim that justice built on this model includes victims, communities, and offenders in pursuit of resolutions that encourage repair, reconciliation, and reassurance. Zehr (2003:67) notes that misconduct is frequently a symptom of more significant issues and failures. McCold (1998:21) infers that many proponents of this model share a similar belief and utilise it as a basis for restorative practices.

Zehr and Mika (1997:2) infer that the restoration approach needs to consist of victims, inmates, and society and make the most of opportunities for the give-and-take of information, to participate, to carry out discussions, and to exercise mutual consent. Morris (2002:608) notes that the welfare of each party needs balance, and fairness requires assurance. The result must be restorative, implying agreement and deemed suitable by the parties involved.

2.4.3.2 RESTORATIVE JUSTICE AND THE CURRENT TRADITIONAL APPROACH

Zehr (2003:16) notes that the current justice approach revolves around "offenders and just desserts" to ensure offenders are getting whatever they deserve. Restorative justice concentrates on needs. They include the needs of victims, communities, and offenders. Zehr (2003:18) claims that misconduct within the restorative justice model is likened to a wound in a community and a fracture in interpersonal relations. Misconduct is indicative of broken relationships. Broken connections or relations are a "cause" and "effect" of misconduct.

Zehr (1985) infers that sentencing methods reliant on punitive measures indicate shortcomings within the current criminal justice approach. He explains that this approach misses the mark because of its incorrect design concerning misconduct and justice. Per the traditional justice approach, misconduct is an offence against the state. It indicates breaking the legal rules. Justice is attained by locating guilty parties as dictated by legal prescriptions and penalising the misconduct regularly and in proportion. It is more like a "pain law" (Zehr, 1985:3; Cohen, 2019:889).

The search for justice is pursued via a clash amongst adversaries that comprises the state and inmates and shapes as a public ceremony. It has been created to remove emotions attached to processes and to maintain an environment of neutrality and objectivity (Zehr, 1985:3; Cohen, 2019:889). Restorative justice supporters view this definition of misconduct and the search for justice as ignoring an additional significant dimension. This is because the misconduct injures victims, society, and the inmates (Van Ness & Strong, 1997:15).

However, Zehr (2003:60) concedes that a system has to exist to organise the truth, especially when individuals deny blame. Certain cases are very problematic or challenging to be handled by parties directly associated in the misconduct. There has to be a system that addresses societal needs and responsibilities beyond those of the direct parties involved. Restorative justice supporters have started to probe the possibility and likelihood of a shift. They have a reason for a reformist approach where the principles and practises of this model are utilised to reform instead of transforming the current traditional approach (Zehr, 2003:60).

Zehr (2003:60) further notes that as opposed to replacing the current systems and structures, this approach must join with the traditional justice approach, where they would both exist for appropriate cases whilst steering away from the not-so-appropriate cases. The conventional approaches could manage these. The best qualities of a traditional system, such as the rule of law, due process, a profound concern towards the rights of humans, and the organised growth of law, must not be lost.

2.4.4 RESTORATIVE JUSTICE AND ITS PRINCIPLES

In the basic principles on the use of restorative justice programmes in criminal matters, the restorative justice approach is noted as all processes where victims, inmates, or any member of society who has been affected by the misconduct actively take part to resolve issues emanating from the misconduct. This frequently occurs with the support and aid of an unbiased third party that remains neutral (United Nations, 2006).

2.4.4.1 PRINCIPLE ONE: CRIME FUNDAMENTALLY VIOLATES PEOPLE AND INTERPERSONAL RELATIONSHIPS

Principle one infers that misconduct infringes on a victim, society and the inmate. These can be classified as primary and secondary victims. The first is the individual the misconduct was perpetrated against. The latter are family members or even the neighbouring society of the victims and inmates who were secondarily affected by the misconduct (Zehr, 2003:82-83). As per Zehr (1985:2), misconduct

also causes injury and harm to the offender. Their self-image suffers, and societal relationships are strained. They further endure stigma and pain as a result of their misconduct. Ultimately, misconduct indicates a violation of social relationships. It creates hostility for all concerned, and the offender is further estranged and alienated. A healing process requires an "experience of empowerment."

This is not merely because a victim's power has weakened. However, for most inmates, misconduct is a means to emphasise authority and self-image within a domain where power expresses worth. For most, misconduct is a way of stating, "I am somebody." As a result, misconduct is frequently a means by which offenders assert power and define their worth, but as a result, they revoke the power of other individuals. Unfortunately, traditional criminal justice methods aggravate the situation by creating pawns. On the other hand, the victim feels anxious and loses hope (Zehr, 1985:2). The community emphasises safety and unity, which is damaged (Zehr, 2003:82).

2.4.4.2 PRINCIPLE TWO: VIOLATIONS CREATE OBLIGATIONS AND LIABILITIES

Zehr (2003) state that misconduct necessitates obligations and the primary duty is on the offender. When an individual harms another individual, they must make amends. Offenders are liable for the victim's and society's atonement upon which they have brought injury. They are liable to acknowledge their misconduct, apologise, show remorse, and be agreeable to pay damages or make amends. Where applicable, inmates need to provide reparation to the community as well. While harm to a community is difficult to ascertain, it is supposed that community service could help to repair it as a symbolic measure (Zehr, 2003:83-84; Morris, 2002:599; United States Department of Justice, 1998:3).

2.4.4.3 PRINCIPLE THREE: RESTORATIVE JUSTICE SEEKS TO HEAL AND PUT RIGHT THE WRONGS

This approach aims at restoration and rebuilding the victim, offenders, and society. A loss for a victim creates needs. These are reparation, reassurance,

and upliftment, plus an initial juncture for justice is to have such needs addressed. It is significant because when amends are made to a victim, as preferred, they need to include material and emotional compensation (Zehr, 1995:28). Without a doubt, emotional atonement is, at times, more significant than material atonement. Sometimes, an apology from an offender is more satisfying than merely receiving financial atonement (Marshall, 1999:19; Johnstone, 2002:77; Morris, 2002:604).

2.4.5 RESTORATIVE JUSTICE AND INMATE VICTIMISATION

The needs of inmates require cognisance. They need to be treated with respect, helped to develop an awareness of their conduct, and aided in understanding the consequences of their misconduct to rectify the situation and to embrace measures to atone for their misconduct. It is seen that an opportunity to make amends and to be a helpful individual could enhance or increase their self-image and thus perpetuate lawful activities. Therefore, it is reasoned that the re-offending rate may be lessened, and society will be made to feel more secure (Zehr, 2003:86; United States Department of Justice, 1998:4).

It is noted that offenders are frequently harmed; restoration and reintegration into society are highlighted, and this needs to be recognised. Inmates' needs should be supported and respected during the criminal justice process. Their exclusion from communities and severe restrictions should be kept to a minimum. The justice system must emphasise personal change over and above an inmate's compliant conduct (Zehr, 2003:86; United States Department of Justice, 1998:4).

Using the word trauma instead of victimisation in this study would be better suited. Bloom (2000:17) reveals in her work *Creating Sanctuary* that trauma not resolved tends to re-enact. Should this trauma not be adequately addressed, the trauma is recreated by the individual who sustains the trauma with their family and in forthcoming generations. Zehr (2003:30) notes that trauma is the experience of both victims and offenders. Most misconduct could be a re-enactment of trauma experienced previously that has not been dealt with effectively. Society inclines to add to this trauma through the process of incarceration. While the realities of

trauma should not be used as an excuse, it does indeed assist in understanding what needs further attention.

Gilligan a Harvard professor and a former psychiatrist in the correctional system, maintains that most crimes are perpetrated to attain justice or mitigate the wrong that has been done to offenders. Hence, most misconduct could be a reaction to reversing a feeling of torment (Gilligan, 1996:12; Zehr, 2003:29). The idea of being a victim does not excuse responsibility for misconduct. Nonetheless, if Gilligan is correct, the misconduct will not end unless this sense of victimisation is addressed. Sometimes it is sufficient to concede to an inmate's feeling of victimisation. At times, this discernment has to be challenged, but the harm inflicted needs repair before inmates change their behaviour (Zehr, 2003:29).

Braithwaite (1989) had a long experience of studying criminal misconduct that led him to believe that abstaining from a "cold and punitive" system for one that is "warm and firm." Punishment needs to have a moral, educational function as a strategy to combat crime rather than one based on deterrence (Braithwaite, 1989:152; Zehr, 1985:2). Studies involving property-related and violent offences (Marshall & Merry, 1990; Warner, 1992) note that most victims feel less angry and greater sympathy after discussions are held with all parties than how they felt prior. Victims feel more pity and have a deeper understanding of why the offender committed the misconduct. They generally no longer view offenders as perpetrators but rather as ill-fated individuals who need assistance with re-entry (Marshall & Merry, 1990:185; Warner, 1992:66).

Zehr (2003) says that many programmes are provided to inmates. However, he questions various aspects of the programmes offered. Such questions include: do such programmes sufficiently address inmate needs in terms of restoration? Do these programmes offer sufficient support to inmates to fulfil their responsibilities and correct their conduct? Do these programmes appropriately address the problems that could have made inmates the way they are? Does this programme, using a disguise, still set out to be punitive (Zehr, 2003:4-5)?

2.4.6 RESTORATIVE JUSTICE IN THE CORRECTIONAL SETTING

Gavrielides (2016) notes that restorative justice in correctional centres or prisons could be aligned with behavioural change. This should include awareness programmes regarding the impact of crime on victims and pre-release programmes such as community service (Gavrielides, 2016:42). Correctional education programmes like assistance with housing, substance abuse, literacy programmes, and vocational skills are vitally important as they prevent recidivism. However, they are frequently recognised via restorative processes (like assistance with drug abuse) (Liebmann, 2007:68).

Due to the restorative process, inmates could be encouraged to participate in available programmes. Participating in victim awareness work or consulting with victims could lead to a more significant commitment to addressing critical issues such as drug problems (Liebmann, 2007:68). Liebmann (2007:72) concedes that restorative justice appears in correctional education programmes that teach skills like victim awareness, alternatives to violence, community service, and victim-offender mediation. Such practises have been carried out in correctional systems in jurisdictions such as Europe, Northern America, Australia, New Zealand, and South Africa. In addition, although more restorative justice programmes have focused on adult male inmates, there are illustrations of programmes focusing on adult female inmates who have demonstrated substantial positive attitude change.

In South Africa, the reverends Jonathan and Jenny Clayton have led a bible based restorative justice programme for inmates at a correctional institution in Cape Town. It aims to heal the effects of the misconduct perpetrated. It motivates inmates to concentrate on the pain and injury created by their misconduct. They agree to take responsibility for their conduct, both past and present. Another core aspect of the course is to recognise victims' needs (Johnstone, 2016:9; Hope Prison Ministries, 2020).

Van Ness (2007:321) infers that restorative justice programmes in corrections are far from equal to restorative prisons. However, there is a genuine chance that restorative justice can assist the correctional system in accomplishing its aims

and objectives. Gavrielides (2016:44) notes an example from his study to illustrate the benefit of restorative justice in a correctional setting; they lack the desire to help others because of a lack of motivation and experience that inhibits them from hoping for something better.

They can only be given a chance to change through a transformational process. Prisons should do more than only punish inmates; they should also assist them in coping with their realities. The system's goal should be to provide people with skills, hope, and the ability to modify their attitudes, education, and qualifications. Besides restorative justice, no technique can accomplish all these things while transforming lives (Gavrielides, 2016:44).

2.4.7 RESTORATIVE JUSTICE AND FEMALE INMATES

The Restorative Justice Council on their online website notes that an efficient restorative justice approach concerning either gender has many facets. Enabling individuals to acknowledge the harm caused and to allow people to get on with their lives is a main principle incorporated into the Restorative Justice Theory (Restorative Justice Council, 2016:online). However, female and male inmates have differing motivations for engaging in crime, according to the Ministry of Justice (2012:35), as female offenders frequently have an intricate set of causal issues which have developed over time as the background they emanate from shapes their crime lifestyle.

Females who come into the criminal justice system have differing histories and requirements than males, according to emerging data (Clark, 1995:314; McQuaide & Ehrenreich, 1998:240; Corston, 2007:3; Artz *et al.*, 2012:206; Khalid & Khan, 2013:31). Studies (Mauer, Potler & Wolf, 1999:2; Bush-Baskette, 1999:220; Imber-Black, 2008:278; Easterling, 2012:8; Tomar, 2013:67; Law, 2014:1) indicate that problems with emotional health and substance misuse have considerably stronger ties with female inmates than male inmates. Such trials and tribulations are pinned on these circumstances, which are most often widespread.

Female inmates further denote low levels of confidence and self-image when contrasted to male inmates (Farrell, 1998:14; Stone, 2013:26). Female inmates endure a myriad of issues, inclusive of various cases of abuse and trauma (Covington, 1998:7; Bloom, Owen & Covington, 2003:600; Young-Jahangeer, 2003:101). Furthermore, incarcerated females are usually the main caretakers for their offspring (Haffejee *et al*, 2006:3; Glaze & Maruschak, 2008:2; United Nations, 2008:17). They additionally have a greater risk of self-injury or even suicide (Skiles, 2012:671; Steyn & Booyens, 2017:51; Penal Reform International, 2019:13; United Nations, 2018a:94).

Patterns regarding female crimes distinguish that the bulk of misconduct involves non-violent crimes, embezzlement, and acquisitive crimes, mostly shoplifting, theft, fraud, and larceny (Failing, 2005:104; Deschenes, Owen & Crow, 2007:11; Miles, 2013:7; Osterman & Masson, 2016:10; Birkett, 2016:4; Ministry of Justice, 2017; Masson & Osterman, 2017:7; Penal Reform International, 2019:11).

Numerous adult correctional centres have adopted restorative justice approaches within their institutions. The female correctional centre has enlarged inmates' participation in meaningful community service, implemented a victim empathy programme for newcomers entering the institution, and inspired widespread community volunteer participation in the correctional centre (United States Department of Justice, 1998:9).

Osterman and Masson (2016:15) conclude that studies including females within the restorative justice paradigm have been generally held by feminist scholars who have primarily had a focus on females as victims and the suitability of restorative approaches in matters concerning sexual trauma and domestic violence. Hence, a gap exists regarding data and information concerning females who transgressed the law and their involvement in restorative justice processes.

Also, most studies on restorative justice have been mainly conducted using male samples. Female samples have usually been used in research involving males, despite the data from the London Ministry of Justice (2012:5) reporting that

gender is not an indicator of recidivism rates. It must be noted that this outcome was elicited by using a small sample of female inmates, which cannot be deemed thoroughly adequate to distil the impact gender has on restorative justice outcomes (Masson & Osterman, 2017:2; Sherman, Strang, & Newbury-Birch, 2008:48).

Sherman *et al* (2008:48) note that female inmates in studies concerning restorative approaches are scanty, and he infers "the failure to consider gender" indicates a supposition that results attained and processes adopted are similar for either gender. Sherman *et al* (2008:48) suggest that reliable data has been achieved in a Northumbria research that notes "large and significant" outcomes for female inmates taking part in restorative approaches were unlikely to reoffend when contrasted to male inmates. They postulate that such outcomes indicate more significant returns in restorative approaches for females, especially regarding cases of assault. Failing (2005:121) supposes that the restorative approach has a greater likelihood to "reflect an ethical perspective" in its treatment of female inmates than the current correctional efforts.

It's been noted that there are various reasons to believe that restorative justice has, on the whole, a positive value for female inmates if facilitators cautiously administer it. The benefits include empowerment, desistance, and encouragement towards positive mental health (Gaarder & Presser, 2006:483; Osterman & Masson, 2016:19). Crimes like shoplifting involving female inmates notes positive effects from restorative justice approaches on transforming offending conduct. Such crime categories must be prioritised for restorative justice mediation with female inmates (Osterman & Masson, 2016:61).

However, there are possible gendered concerns that are dominant characteristics in female inmates. This requires a careful approach to have a positive restorative justice encounter (Osterman & Masson, 2016:20). Some supporters of the restorative justice approach contend that this model is well-suited to feminist ideologies as it pays attention to essential elements such as being able to listen, being empathetic, having mutual responsibilities, and forgiveness (Gaarder & Presser, 2006:483).

The restorative justice approach is frequently presented as an all-inclusive type of justice. This could permit a broader context of criminal conduct than other conventional types of justice. As a result, it could have specific benefits for incarcerated females, as it provides a platform for inserting misconduct into the framework of prior abuse. However, it still promises responsibility and moralistic support (Failing, 2005:133).

2.4.8 RESTORATIVE JUSTICE AND THE NEED FOR A GENDER-RESPONSIVE APPROACH

Consideration and care regarding gender-specific conditions have received increased recognition in international and national legislatures and reports (Liebmann, 2007:72). These practises have been observed in nations like Australia, North America, and South Africa (Liebmann, 2007:72). The Coalition Government, in its Strategic Objectives for Female Offenders in London, repeated its backing for strong and efficient sentencing preferences.

This allows many non-violent female inmates to be disciplined within their community structures (Ministry of Justice, 2013a:4). The Women's Offending Reduction Plan (2004) notes the government's aim to remedy sentencing results (Home Office, 2004:19). This has called for the reliable use of substitutions like suitable community provisions instead of incarceration.

The Corston Report of 2007 adds volume to these reports, supporting an all-inclusive community sentence for non-violent female inmates has to be the standard adopted (Corston, 2007:10). For South Africa, the National Institute of Crime Prevention and Reintegration of Offenders (NICRO) has put forward sentencing provisions to include evaluations, intensive psychotherapy, and psychological group work programmes integrated with individual and community work, as well as a follow-up programme. Such initiatives are undertaken within the formal justice framework (Hargovan, 2005:53). Besides, in South Africa, the Constitution (Republic of South Africa, 1996) and the Correctional Services Act 111 of 1998 protect gender equality (Republic of South Africa, 1998).

Similar to such developments central to gender, there has been a surge in politically and academically inclined interest in utilising the restorative justice approach. This is relative because of the increased satisfaction from victims and inmate recidivism (Marder, 2013; Zehr, 1995; Zehr, 2001; Strang, Sherman & Mayo-Wilson, 2013; Johnstone, 2002; Shapland, Robinson & Sorsby, 2011).

Corston (2007:23) notes that females are marginalised in systems predominantly created by males for males for too long a period. It has also been acknowledged that "neutral" practises are primarily based on male standards with criminal justice structures. These frequently result in female shortcomings. Clark (2014:16) concedes that organisations and their supporters are distinct. A gender-specific approach towards recidivism is crucial if the needs of incarcerated females are to be met.

2.4.9 RESTORATIVE JUSTICE AND SOCIAL CONNECTIONS

Ellis (2005:375) mentions that although the restorative justice approach was not specifically created to address the issues of female inmates, the emphasis on reinforcing social connections to curb reoffending could be particularly appropriate for female inmates. The Ministry of Justice Handbook (2012:22) identifies that females' education and communication styles differ, as do their self-recognised needs. Female inmates rate relationship issues and emotional desires as spheres they need to discuss more frequently than male inmates.

Masson and Osterman (2017:16) contend that the restorative justice approach affords female inmates an opportunity to redeem themselves and eradicate their shame. It also helps to regenerate their human senses by engaging them with their victims and attaining forgiveness for their misconduct. Gaarder and Presser (2006:483) infer that restorative justice allows female inmates to talk about their emotions, be meaningfully involved in such a process, and be spoken to and managed with respect.

Female inmates' genuine and earnest participation, the intensified value of building connections, and a general inner acceptance of feelings have been noted. Female inmates could benefit from worthy support systems post the restorative process to attain the total value of the restorative justice approach. Taking into account the significant incidence of female inmates' previous relationships, it is advocated that restoring such connections could have a positive impact (Osterman & Masson, 2016:9).

Osterman and Masson (2016:9) also note that some professionals felt that incarcerated females might gain from high quality post-conference assistance to fully experience the advantages of restorative justice because of their greater sincerity of participation, the increased worth of developing relationships, and the more frequent emotional internalisation. It is believed that mending ties could have a more significant effect, with results beyond the actual offense, given the increased incidence of earlier relations in female cases.

2.4.10 RESTORATIVE JUSTICE AND DESISTANCE

The information collated to date suggests or indicates that restorative justice may be effective when used on female inmates, maybe even more effective than with male inmates, though safeguards need to be adopted (Miles, 2013:43). Specifically, concerns regarding vulnerabilities that are most prevalent in female inmates. Sometimes, female inmates have very positive outcomes amidst such resistance, as has been detected, as some female inmates may start the process with anxiety but are happy regarding their outcomes (Miles, 2013:43).

By acquiring more knowledge regarding female inmates in the restorative justice process, practitioners can be better equipped to manage such situations. This will ensure more significant growth of positive outcomes regarding female inmates. It has been recommended that institutions extend support to female inmates and provide gender-specific programmes and services, as this helps to ensure the effective and ethical abode of restorative justice concerning females (Masson & Osterman, 2017:20-21).

The training of practitioners needs to include identifying complex needs such as gendered elements and being able to address possible problems and make provisions for sufficient support. This approach must be available to all female inmates and available early whilst matters are still fresh (Osterman & Masson, 2016:60). Restorative practises need to be adopted more in correctional institutions to assist and encourage female inmates regarding restorative justice approaches. These assist by ensuring positive experiences and results. Eventually, it supports more female inmates to leave behind their crimes committed, to carry on with their lives positively and to concentrate on their futures (Osterman & Masson, 2016:62). Being mindful of gendered elements is crucial (Masson & Osterman, 2017:20-21; Miles, 2013:43; Osterman & Masson, 2016).

In conclusion, restorative justice approaches are a significant correctional model in their approach to female inmates. Restorative ideas take into account the gendered identity of female inmates' lives (Home Office, 2004:19; Corston, 2007:10; Hargovan, 2005:53; Clark, 2014:16). By having female inmates assent to their role, responsibility, and reformation can be achieved in concrete ways through the delivery of sound education-focused programmes as described by restorative processes. This assists in job creation but also motivates them to widen the circle to which they are confined (Osterman & Masson, 2016:62; Hargovan, 2005:53; Batley, 2005:23; Failinger, 2005:119; Corston, 2007:23; Clark, 2014:6; Masson & Osterman, 2017:20-21).

The next section speaks about the Rehabilitation Theory as this is the adopted approach by correctional institutions to produce positive transformation in inmates, including female inmates, worldwide and in South Africa.

2.5 THE REHABILITATION THEORY

One of the most crucial aspects of prisoner punishment is rehabilitation. It was founded on the 1960s-era medical model that gained popularity. The philosophy, which is both utilitarian and humanitarian, holds that each offender's shortcomings are what lead them to commit a crime. They could be motivated to

commit specific crimes by their personal and social skills (Williamson, 1990:111). The utilitarian perspective views punishment as deterring an offender's future misconduct; if they are discouraged from committing other unlawful acts, there will be no possible victims.

The Rehabilitation Theory contends that because people are capable of change, punishment should be directed at correcting problem behaviour. Criminals who receive rehabilitation should become law-abiding citizens once again. This will be possible by providing psychological treatment or educational support (Mays & Winfree, 2002:6).

According to Snyman (1989:17), there are three elements to the theories of punishment. The fundamental theory, also known as "deontological" by some scholars, involves inflicting suffering for the sake of it, i.e., retribution when punishment is administered. The relative theory, also known as "teleological" or utilitarian, is characterised by inflicting punishment to attain certain benefits, such as rehabilitation, incapacitation, and deterrence. The last theory, the unitary theory, recognises and combines each theory into one when a punishment is imposed.

Though there are some situations where the actual justification for punishment cannot be supported, the philosophical underpinnings of punitive measures are evident all the way through the histories of penal institutions. When fear is used as a preventative measure instead of reinforcing moral inhibition, it is clear that punishment was designed to satisfy society's need to prevent crime (Parlemo & White, 1998:178).

Nonetheless, rehabilitation, contrary to deterrence, instils hope rather than fear in the lives of offenders (Schmallegger, 1995:369). It's a theory that says treating offenders mentally and emotionally will decrease the chances of future crimes. The offender and the victim both gain from this form of punishment because the victim will not experience future victimisation and the offender will stop engaging in criminal behaviour through therapy interventions.

Rehabilitative ideals have been perceived as a long-standing and a central approach to inducing inmate transformation within the framework of the criminal justice framework. This discussion emphasises rehabilitation and how popular rehabilitation ideals pursue risk classification linked to criminal behaviour with the primary aim of modifying and transforming an inmate's future conduct. The Good Lives Model (GLM) and the Risk Needs Responsivity Model (RNR) will be discussed. The RNR approach to rehabilitation is at present being used by the Department (Murhula & Singh, 2019:21; Department of Correctional Services, 2005:61).

2.5.1 REHABILITATION OUTLINE

Von Hirsch (1999:1) notes that rehabilitation is the notion of reforming an inmate from their criminal dispositions. In order to make an inmate less likely to commit crimes, it entails modifying their personality, viewpoint, opportunities, and habits. Von Hirsch (1991:1) further notes that rehabilitative pursuits encompass assisting the offender. It's not only an advantage to the offender, but others also benefit. People like us also benefit, as we have a lower chance of being victimised by the offender.

Such interventions could be education and training programmes, therapy, or any other method of treatment and supervision (Ward & Langlands, 2009:206; McNeil, 2009:21). Rehabilitative approaches are concerned with managing the possible risk of recidivism. It principally focuses on the likely characteristics of the crime, for example, anti-social conduct, attitudes and morals (Fortune, Ward & Willis, 2011:3; United Nations, 2018a:24).

Measures to address such matters could be part of an inmate's original sentencing judgement or a probation programme component. Going forward, all inmates released from correctional institutions will be subject to rehabilitative programmes (Ministry of Justice, 2013b:foreward). The Rehabilitation Theory has two significant approaches attached to it, i.e., the Good Lives Model (GLM) and the Risk Needs Responsivity model (RNR)(Ward & Langlands, 2009:19). The GLM, as an expansion of the RNR Model (Gavrielides, Ntziadima, & Gouseti,

2015:11), provides a canvas for the connection and establishment of these two perceptions. Both these rehabilitation models will be detailed as part of the study's theoretical component.

With rehabilitation being the primary aim of incarceration, rehabilitation is required to adopt an extensive array of education programmes. These include mental and physical wellness programmes, substance misuse programmes, psychological and social care programmes, physical exercise, counselling, education and vocation-based programmes, cultural and creative programmes, working opportunities, and regularly attending a well-equipped library facility (Azai, 2014:1; Looman & Abracen, 2013:32; Willis, Prescott & Yates, 2013:3; Gorgol & Sponsler, 2011:4; Education Services, 2012:1). The underpinnings of rehabilitation and its link to female crime, grounded in feminism and its working interpretations of the theories, will be described to elaborate on the study's rehabilitative correctional education aspects.

2.5.2 REHABILITATION AND THE GOOD LIVES MODEL

The GLM had been founded in response to the RNR model (currently called Good Lives-Comprehensive). This assumes that each of us is goal-oriented and pursues certain goods. These goods are qualitatively inclined rather than "material" and are most likely to enhance or strengthen our mental health (Gavrielides *et al.*, 2015:11). Due to its emphasis on the offender's abilities, interests, and aspirations, Ward and Stewart created the GLM in 2003. They called it a strength-based method for rehabilitating offenders (Looman & Abracen, 2013:32). In light of this, the GLM is described as a strength-based rehabilitation approach that reinforces the risk, needs, and responsiveness tenets of successful correctional interventions. It emphasises assisting offenders to create plus implement effective life's strategies. This could discourage them from committing crimes (Willis, *et al.*, 2013:3).

This strength-based strategy looks for productive and cooperative means to engage with offenders whilst also keeping public safety in mind (Ward & Gannon, 2008:4). Ward, Mann, and Gannon (2007:90) contend that the GLM adopts the

principle as we are goal-oriented people who pursue "goods" in our lives. These are not "material" goods but goods that could probably improve or increase people's emotional health.

As a result, the GLM platform provides ideas for running treatment programme for offenders globally (Purvis, Ward & Willis, 2011:6). This model recommends that a goal of the rehabilitative process for offenders must be to help them acquire the fundamental skills needed for carrying out daily tasks. These include intimacy, stress management, and efficiently coordinating and adjusting life's goals in line with present situations (Looman & Abracen, 2013:32).

Additionally, the GLM requires a therapist to design programme interventions that help offenders acquire competencies so that they can acquire what is valuable to them (Azai, 2014:1). Rehabilitation programmes must, most importantly, provide inmates with resources, skills, as well knowledge required to achieve life's values without causing damage to other people (Azai, 2014:1). Considering that the study aims to explore the perspectives of female inmate learners regarding correctional education programmes provided to them whilst incarcerated, it would appear that the GLM is suitable for this research. Inmates can take part in educational programmes provided from the Department. This forms part of the Department's rehabilitation strategy. Educational programmes are created and implemented to give offenders the skills-sets and information they require to attain jobs on their re-entry.

According to literature, most inmates need education services to enhance their re-entry possibilities towards job attainment and social inclusion (Gorgol & Sponsler, 2011:4). The GLM, according to Ward (2003:17), is a strength-based rehabilitation model. This targets inmates with the external and internal means to refrain from recidivism effectively. By identifying offenders' risk factors, it is thought that the essential underpinnings of the GLM strategy are to minimise recidivism rates (Ward & Brown, 2004:245).

The GLM views criminal activity plus recidivism as barriers to obtaining primary goods (Prescott, 2010:80). It is anticipated that the education programmes

provided to inmates within correctional facilities can allow them to seek jobs once they are released. In this study, an absence of employability skills and an education deficit amongst female offenders might well be viewed as elements of risk to rehabilitation.

According to Hawley, Murphy, & Souto-Otero (2013:54), training and education feature as parts of a variety of strategies that collectively make up a holistic view of rehabilitation and engagement amongst stakeholders and partner allies, internally and externally to the prison system. Accordingly, the GLM view implies that offenders who take part in adequately organised programmes can change and capitalise on opportunities that will be advantageous for them in the long term (Ward, 2003:21). Studies support that education is a powerful element in minimising re-offending when integrated with other rehabilitation programmes (Education Services, 2012:1; Ward, 2003:21; Prescott, 2010:83; Willis *et al.*, 2013:3; Ward & Brown, 2004:254).

Given its strong strength-based strategy for treating offenders and recognition of risk variables as impediments in the inward and outward conditions needed to acquire human goods, the GLM seems to be a practical theoretic framework in the case of this study (Ward & Brown, 2004:244). According to the GLM approach, inmates participating in organised and planned programmes can change. It's an opportunity that would have a future benefit to them (Ward, 2003:21).

How people gain primary human goods denotes particular mental states, experiences, and outcomes that are significant to each person's life. The GLM believes that criminal conduct is a result of this process (Prescott, 2010:80). The GLM places emphasis on people's aims or goods and inmates' lower the recognised risk elements (Ward & Gannon, 2008:4). Basically, the GLM makes the assumption that those who are unable to acquire human goods don't consider living introspectively (Ward *et al.*, 2007:92).

Based on this view, it would appear that inmates with poor educational standards and limited job skills could not be able to attain human goods, leading to high

crime rates and re-offending rates. As this study emphasises female inmates' perspectives within the Department, the GLM appears as an appropriate theoretic approach. Education in this situation aims to reduce risk. It also assists offenders to achieve general life aims focused on pro-social, non-criminal avenues (Prescott, 2010:83).

Given that risk variables and criminogenic requirements are seen as barriers to getting primary goods, the GLM can be implemented into treatment modules to address criminogenic needs (Willis *et al.*, 2013:3). Building plus integrating life's goods is dependent on skill sets and competencies gained (Ward & Brown, 2004:247). It is thought that having the necessary skills to obtain primary goods makes living a decent life possible (Ward & Brown, 2004:249). In general, it is believed that the GLM concept of treating offenders aids in achieving general life goals via pro-social, non-criminal methods whilst concurrently focusing on risk reduction (Willis *et al.*, 2013:3).

Yates and Prescott (2010:1) contend that, according to the GLM, inmates, like anyone else, look for various primary human goods. Ward *et al* (2007:90) contend that the GLM adopts the principle of people being goal-oriented people who pursue "goods" in their lives. These are not "material" goods but goods that could probably improve or increase people's emotional health. Prescott (nd:81) notes that the model believes people are focused on attaining, at the very least, ten essential human goods. They include knowledge, inner peace, excelling in play and work, spirituality, happiness; relatedness, excelling in agency, life, community and creativity. Consequently, the GLM sees humans as engaged, goal-oriented people actively pursuing meaning for them (Ward & Brown, 2004:247).

The GLM is founded on a more constructive understanding of humanoid nature as well as inherent humanistic values. As a result, the GLM sits well with a healthy vision for inmate rehabilitation, as is the case in this instance (Ward & Brown, 2004:254). This study fits within the human good of knowledge as it investigates the perspectives of female inmates undertaking education programmes offered through the Department, which is consistent with the GLM primary goods listed

in the table below. The GLM emphasises controlling and minimising risk and promoting goods (Ward *et al.*, 2007:92).

The table below details primary goods, common life goals, and definitions and possible secondary goods.

Table 4: GLM Primary Goods and Common Life Goals (Adapted from Yates & Prescott, 2010:2)

GLM PRIMARY GOODS AND COMMON LIFE GOALS			
Primary goods	Common life goal	Definition	Possible secondary goods
Life	Live & survive	Look after physical needs, &/or stay safe & alive	Pursue a healthy lifestyle, diet, exercise, manage health issues, earn or steal money to pay rent
Knowledge	Learn & know	Seek information on oneself, people, specific topics or the environment	Attend school, education programmes, self-study, & mentor, attend a rehabilitative programme
Excellence in work and play	Worthy with work & play	Strive towards merit & being a master in hobbies, jobs, or leisurely activities	Be employed or volunteer; advance with a career; participate in a sport; play music, do craft work
Excellence in agency (autonomy and self-directedness)	Individual choices & being independent	Seek autonomy & independence to make one's way of living	Develop and complete plans for life, assertiveness, and manage a person's abuse of another
Inner peace (free from emotional anguish)	Inner peace (free from emotional anguish and stress)	Endure emotional stability, free from emotion disorders & tension	Workout, meditate, drug use, alcohol use, sex, & any added activities that assist in managing stress & emotions
Relatedness (intimate, romantic, and family relationship)	Relations	Share great and reciprocal bonds with others, comprise relation with intimate others, friends, & families	Spend time with friends, and the family have intimacy with another individual
Community	Party to a community/group	Being a part to a group of individuals that stake a mutual concern, interest or value	Belong to a service group, voluntary group, or sporting club; be a gang member
Spiritual (find purpose and meaning in life)	Spiritual: have a significance to living	Have significance & purpose for living; be a portion of the bigger picture	Participate in religious activity, and be in groups with a common purpose

Happiness	Happy	A need to experience pleasure & happiness	Socialise with friends, watch movies, have sex, thrill-seeking activity, drugs, alcohol intake
Creativity	Creative	A need to make something, do stuff differently or attempt new items	Paint, & various kinds of artistic expression; participate in a new or novel activity activities

Table 4 reflects examples of related instrumental goods or possible secondary goods. It illustrates an actual mean or activity via how primary goods can be achieved. Secondary goods can be pro-social or anti-social and these examples are listed as well.

The GLM views in this situation are predicated on the idea that, even though offenders have undertaken negative and harmful behaviours, the message is that these people aren't terrible and damaging individuals (Ward *et al.*, 2007:93). To this effect, the GLM stresses that the rehabilitative needs of offenders shouldn't be undertaken in a setting that doesn't value the rights of people. When establishing rehabilitation programmes for offenders, other individuals' rights need to be considered (Ward & Gannon, 2008:6).

Likewise, this study highlights Section 29 (1) of the Constitution of the Republic of South Africa's human rights clause. The Department's provision of education programmes to inmates is a fundamental right. According to Hetland, Eikeland, and Manger (2007:154), the right to an education in a correctional setting requires serious consideration. This idea leads to the conclusion that the GLM looks like a sound human operating and accurate strategy towards offender transformation (Purvis *et al.*, 2014:19).

A good rehabilitation framework, as per Ward *et al* (2007:89), must illustrate the role and importance of the therapy process, involve intervention strategies, like skills, and teach personnel relating to the proper tendencies to adopt with offenders. It should also address the issue of motivation. Since mindsets, results, and experiences are crucial for all people to have in their lives, the chief feature

relating to the GLM would be that offending behaviour represents an outcome or the means individuals use to attain primary goods (Willis *et al.*, 2013:3).

2.5.2.1 REVIEW OF THE GOOD LIVES MODEL

Hucklesby and Wincup (2014:388) note that the model differentiates major and minor goals. Major goals include life, friendship, support, and knowledge. Minor goals include areas such as having an education and being employed, as these are the ways in which people attain their major goals. Faulkner and Burnett (2012:136) indicate that this method not only concentrates on a person's welfare but also considers how a person can enrich or improve the lives of families and communities.

The Scottish Prison Services (2011:37) indicate that criminal behaviour is an incorrect or unskilled way to attain primary "human goods", specifically in the absence of inner and outer circumstances progressing to a good life strategy or a positive life. Additionally, the Scottish Prison Services (2011:36) notes the GLM Model functions in a holistic and favourable direction to determine how offenders may detect and progress to a lifestyle that may include the good we try to find and a positive and constructive life, desisting from wrongdoing.

Ward *et al* (2007:92) clarify that the GLM has processes for moving towards an expansionary and positive transformation where inmates pay attention to creating skill sets, values, and means to a life grounded on human goods, which is essential to equalising risk management alone. This means that meaningful life alternatives are also sought whilst risk is managed. Casey, Day, Vess, and Ward (2013:35) note that although the GLM has benefits, its rehabilitation interventions have been judged to disregard an individual's economic and social positions.

The mechanisms plus principles amidst these two models of rehabilitative interventions have been delineated. Having to place inmates surrounded by a restorative approach is influenced by people's perceptions of inmates. It's a choice between managed risk occurrences or individuals in the making. The line of thought consistent with the restorative approach is that all individuals have

inherent values, which means that their central well-being must be considered when undertaking important resolutions that concern them. Such ideas and beliefs assimilate well with the GLM (Ward, Fox & Garber, 2014:29).

It's also been contended that although the RNR model's thinking is outlined in thoughts of a deficit, the model adopts like-minded or similar ideas as the GLM. As a result, the GLM provides no new concepts or ideas as both models have a central aim: to attain or acquire skill sets to curb recidivism (Looman & Abracen, 2013:34).

The GLM has produced genuine decreases in re-offending amongst inmates, signifying the efficiency of this model within sections of inmate populations, including female inmates. Although the RNR model has been criticised for paying attention to deficit reduction, both these rehabilitation approaches assist in developing an inmate's skill set to attain a more healthy and productive life (Looman & Abracen, 2013:35).

It does appear that the rehabilitation model of female inmates is more suited as an avenue of empowerment, as this makes them more beneficial to society, their families, and themselves.

2.5.3 REHABILITATION AND THE RISK/NEEDS/RESPONSIVITY MODEL

Founded during the 1980s and initially made formal by Andrews, Bonta and Hoge in 1990, this model utilises three fundamental ideologies. These ideologies shape the assessment and treatment of individuals within the inmate population to achieve rehabilitative objectives such as curbing the occurrence of re-offending. These ideologies as noted are risk, needs and responsivity (Bonta & Andrews, 2007:1; Ward & Langlands, 2009:207; Polaschek, 2012:2-3; Blanchette, 2014:153; Looman & Abracen. 2013:30; Gavrielides & Worth, 2014:168).

2.5.3.1 THE RISK MODEL

The risk model explores the potential for negative consequences and incidents. Procedures are used in risk assessments to determine the likelihood of an adverse incident within a specific period (Ward & Maruna, 2007:44-45). Risk assessment is a tool made use of by the criminal justice structure to identify an offender's potential for harming themselves or others. The view argues that in higher-risk situations, like those involving offenders with a higher number of descriptions connected to their criminal behaviour. This may indicate their propensity for re-offending. Higher degrees of concentration must be set aside for these circumstances (Hollin, 2001:22).

2.5.3.2 THE NEEDS MODEL

According to the needs model, a service must be linked to a real criminogenic need of an inmate. Criminogenic requirements are characteristics of a person's character that support offending and anti-social conduct. Previously, therapy programmes had more of a focus on offenders' mental well-being than on their criminogenic requirements. In other words, criminology texts dismiss the notion that these criminogenic needs are important predictors of recidivism. An effective encounter targets criminogenic needs (Hollin, 2001:22). As per Ward and Maruna (2007:46), these concepts relating to "risk" plus "need" are related, as people that have unfulfilled needs could face the risk of suffering some form of harm.

The four categories of deficient needs are safety, psychological, status/esteem, and love/belonging, as stated by Maslow in the hierarchy of human needs. According to Maslow, addressing these deficient needs is necessary for healthy growth and development, and attempting to meet these needs can help shape behaviour (Ward & Maruna, 2007:47).

2.5.3.3 THE RESPONSIVITY MODEL

The responsivity model is the third model mentioned by Andrews and colleagues (Hollin, 2001:22). This approach examines how a person interacts within the treatment space, taking into account an assortment of situations and issues. This responsivity model examines what motivates a person to engage in therapy and

their responsibility to make changes (Ward & Maruna, 2007:49). According to the concept of responsiveness, programmes in corrections must take into account the offenders' personal and social circumstances, level of enthusiasm, and learning style. Therefore, responsiveness is viewed as primarily including the therapist and therapy aspects. These are fundamentally connected to adjusting treatment delivery to promote transformation (Ward & Maruna, 2007:49).

Andrews and the team established that the biggest ESs was produced by programmes adhering to risk, need, and responsiveness ideologies. Fitting interventions acquired a mean phi of 0.30 across their meta-analyses (Hollin, 2001:23). According to Hollin (2001:23), interventions built on cognitive behavioural approaches included multifaceted programmes that targeted criminogenic needs and adhered to the responsivity principle. This notes anti-criminal outlooks and conduct that included social reasoning skills education plus roleplay were very successful.

2.5.4. FEMALE INMATES' RISKS, NEEDS, AND RESPONSIVITY

The creation of corrective approaches and intervening measures has been traditionally based on gender-neutral models or standards. Rehabilitation models, including the Risk, Need, and Responsivity model, have outlined the implementation of most assessment tools guided by a gender-neutral framework. Feminist scholars have tried to correct this over time by denoting the critical significance of trying to understand female inmates better. Due to this, vital gender-responsive tools, programmes, and approaches were created. However, this has not transpired in all countries, only a few (Blanchette, 2014:154-155; Van Voorhis, Wright, Salisbury & Bauman, 2010:262; Trejbalová & Salisbury, 2019:1-2).

Morash, Stone, and Hoskins (2020:65) indicate studies highlighting females' pathways into crime and desistance. They note the significance of creating a nuanced outline of the person, including solid points and needs to "make good" on their trauma and suffering. They then place this within the restraints of opportunities provided by the structure, gender-specific factors, and cultural

norms. Blanchette (2014:154) points out that perhaps the RNR model has always afforded individualisation. However, in practice, operations use preferred knowledge based on the mainstream population, without bearing in mind the way gender and added elements shape the life of a female.

Studies (Blanchette, 2014:154; Gobeil, Blanchette & Stewart; 2016:318-319; Trejbalová & Salisbury, 2019:2) demonstrate that gender-informed approaches are considered more appropriate as opposed to just utilising a gender-neutral programme. This brings to light how to best use methods to include studies regarding criminal females relating to approaches and tools. Paying attention to females involved in crime as a distinct group and not linked to males has clear benefits.

Emulating substance misuse with their intimate associations is mainly because of the self-worth and relationship security females often nurture due to connecting with such associations (Covington, 1998:5; Leverentz, 2014:8; Van Voorhis *et al.*, 2010:264; Sun, 2009). Correctional education programmes on substance abuse are purely cognitive-behavioural and devoid of holistically addressing the psychological conduct, social behaviours, and relational aspects of female addictions. These are frequently ineffective in minimising females' reoffending, more so for those females who have shadowed gendered pathways to misconduct (Gobeil, Blanchette & Stewart; 2016:303). Re-entry efforts for female inmates have been mostly unable to include positive psychology in their current correctional education programmes (Blanchette, 2014:155; Van Voorhis *et al.*, 2010:268).

Both male and female inmates have essential financial and vocational needs. Females face far more social and financial marginalisation than males in many cultural settings and countries, according to Leverentz (2014:8-9; Van Voorhis *et al.*, 2010:266; Reisig, Holtfreter, & Morash, 2002). Incarcerated females are primarily parents who are the principal caregivers for their children upon re-entry. They return to family structures that necessitate earning a liveable income as they have to look after themselves, their families, and their children (Leverentz, 2014:15-16; Van Voorhis *et al.*, 2010:266; Flower, 2010).

There are criminogenic needs extrapolating females' recognised misbehaviours and community reoffending. These are absent and not referred to in any correctional programme in traditional, male-centered needs assessments. This called for a Women's Risk Needs Assessment with a central question: how would the risk and needs assessment appear if it started with female inmates as the focus? This programme was developed from the "ground up" in conjunction with female inmates. The success of this programme has seen it being utilised in more than twenty-two states within the United States. This programme is used in the Czech Republic, the United Kingdom, Namibia, and Singapore as well (Van Voorhis *et al.*, 2010:282-283; Trejbalová & Salisbury, 2019:2).

The New Zealand Correctional Services Department has taken a similar approach, based on a modified version of the RNR model. For a measure, this model caters to female inmates' treatment needs. Included in this revised model are gender-specific approaches applicable to female inmates. They identified the needs of this marginalised population and, based on evidence, incorporated culturally responsive protocols, acknowledging Maori traditions and the financial, social, and traditional imbalances prevalent among females. Relational aspects, including trust, empathy, and the development of positive connections, are also featured. The intervention objectives of the model encompass negative attitudes, feelings and emotions, thought processes, criminal links, weak self-restraint and self-management, problem-solving techniques, substance misuse issues, and relationship problems (King, 2013:223-224).

Further, females' mental and emotional needs are recognised as they are linked to pathways to crime. Where it's detected that female inmates have experienced substance misuse, trauma, victimisation, or psychological problems, such matters are escalated to more relevant services. To be effective, the programme is presented in a manner similar to its participants' abilities and learning styles. The programme includes facilitation based on group therapy, speaking skills, self-management and self-reflection. A balance has been created between content and the approaches used. These entail role-playing, art, drama, action techniques, interactive exercises, and modelling (King, 2013:223-224).

Blanchette (2014:157) infers that an integrated model including gendered pathways to crime, relational theory, strength-based approaches, and positive psychology will create a more productive and positive life for female inmates when they are released back into their communities (Blanchette, 2014:157; Van Voorhis *et al.*, 2010:283; Trejbalová & Salisbury, 2019:5). Female inmates and their families are harmed further when their education and treatment needs are not recognised, and their strengths are diminished instead of empowered.

2.5.5 REVIEW OF THE RISK/NEEDS/RESPONSIVITY MODEL

It's broadly recognised within the western parts of the globe that the RNR Model is a current principal approach to rehabilitating inmates (Bonta & Andrews, 2007:1; Ward & Langlands, 2009:207; Polaschek, 2012:1; Looman & Abracen, 2013:30). Ward and Maruna (2007:74), who are noted as being rivals or adversaries to the RNR Model, indicate the approach has a strong record of research to support its assertions.

The RNR model is endorsed as a strength-based, positive, and moral approach with the genuine aim of providing service to inmates (Andrews, Bonta, & Wormith, 2011:751). Examples of criminogenic needs consist of substance abuse, being impulsive, having weakened self-will, wanting a place to live, being anti-social, having disruptive relationships, an absence or weak social structure, criminal attitudes, and having no job (Wright, Van Voorhis, Salisbury & Bauman, 2012:1619; Ministry of Justice, 2013b:5; King, 2013:210; Blanchette, 2014:153).

However, Casey *et al* (2013:39) indicate that the interventions of the RNR model are unsuccessful due to its lack of encouragement or engagement with inmates as it is primarily concerned with risk factors. Ward and Langlands (2009:207) note that the RNR Model is seen as narrow and unable to embrace a more productive and positive method for treatment. It is contended that it's crucial to widening correctional applications' focus to embrace the development of human goods. This is where activity, circumstance, or experience is positively linked to well-being and greater depths of personal contentment and social effect.

An understanding of the risk factors presented by male and female inmates is absent as they do not demonstrate comparable risks. Risk has different connotations for male and female inmates. However, most correctional institutions and crime scholars manage them like they are alike. This often leads to dismal consequences for a female inmate's life and family (Wright *et al.*, 2012:1617-1618). The cost implications are significant when females are treated as males, and this is intensified in a correctional setting either via policies, educational programmes, or assessments (Corston, 2007:8). An over-classification of females usually occurs when inmate risk assessments are developed for males and applied to females (Belisle & Salisbury, 2021:597).

The implication is that these tools are not functional as they end up harming females by over-envisaging females' propensity to engage in misconduct whilst incarcerated and to recidivate once released. When compared to males, these classifications prompt correctional personnel to manage female inmates in harsher correctional conditions and subject them to more unwarranted restraints (Skeem, Monahan, & Lowenkamp, 2016:28). As a result, Ward & Langlands (2009:207) further indicate that programmes were adopted with an axis of a strengths-based method. The GLM was created specifically to improve the RNR Model. Such problems, as noted, imply a lack of guidance for correctional staff. Additionally, the importance of risk creates difficulty in merging this approach with a restorative approach. Inmates are seen as "risks" that require containment and control instead of being seen as moral agents and a part of society.

Joseph and Linley (2008:5) indicate that the RNR Model was questioned if it overlooked some primary features relating to rehabilitation. The field of psychology endured similar enquiry in its pursuit of "positive psychology". Conventional psychology developed from a need to resolve issues and eliminate or treat "illness". Specialised training and attention to activity were primarily grounded in paying attention to negative matters. Further, as thoughts constrict to concentrate on the "deficient," unhealthy, and abnormal, there is a risk of disregarding and misunderstanding the nature of health and beneficial change. Joseph and Linley (2008:6) further add that regardless of whether it is an "illness" in a psychological field or wrongdoing in a criminological field, the issue, such as

a crime, becomes a clear-cut entity from this viewpoint. Moreover, the latitude to recognise systematic effects, especially the abilities for development and transformation, gets blocked or weakened.

2.5.6 INTEGRATION OF THE REHABILITATION THEORY AND RESTORATIVE JUSTICE THEORY

Zehr (2003:62) infers that the restorative justice river was steered underground by the current system of criminal justice for a substantial period of time. However, in the past twenty-five years, this river has reappeared and has developed into a flaring one. The restorative justice model is recognised internationally by governments and communities troubled by criminality as thousands of individuals worldwide connect their knowledge base and skillsets to enhance and implement this approach with the current approach.

Von Hirsch, Ashworth, and Shearing (2003:23) agree that rehabilitating inmates is a vital part of restorative processes. Considering the degree of recidivism is a rather general benchmark to measure restorative justice programme outcomes. It is distinct that evidence-based rehabilitative approaches within the system of criminal justice have an essential part to play. Together with restorative approaches, these must be considered conjunct interventions.

Robinson & Shapland (2008:340) indicate that certain restorative justice supporters were troubled by an old idea regarding the prospect of co-existent objectives between inmates and victims. They suppose inmate benefits could undermine victim benefits, "a zero-sum game". As a result, such concerns were taken into account, and several supporters of this model have asked for an assimilated or collective approach. This is where restorative justice principles and values are combined with evidence-based rehabilitative approaches, as these two methods are viewed as being compatible or jointly supportive (Bazemore & O'Brien, 2002; Walgrave, 1993; Wright, 1996; Bazemore & Bell, 2004; Hayes, 2007; Gavrielides, 2007; Van Ness & Strong, 2002; Robinson & Shapland, 2008; Ward & Langlands, 2009; Gavrielides & Worth, 2014).

According to Walgrave (1993:71), the evidence demonstrates that the restorative approaches' therapeutic outcomes are on par with those of overtly rehabilitative treatments. The obligation to make amends for harm done frequently seems to have a therapeutic effect that transcends conventional forms of treatment. Gavrielides (2007:139) notes that rehabilitative and restorative theories are not enemies, and the restorative justice theory embraces a renewed attitude to conflicts and control whilst retaining some rehabilitation objectives.

Ward and Langlands (2009:206) indicate that the restorative justice approach misses the mark in effectively addressing the rehabilitation of inmates. Gavrielides and Worth (2014:170) agree that the restorative model has softened the significance of rehabilitation due to its placing more emphasis on communities and victims. Braithwaite (2002:101) emphasised that the rehabilitative aim is not disregarded in restorative justice. It does entail reframing. He believes that restorative justice and rehabilitation programmes will complement each other more effectively.

Johnstone (2002:96) infers that the restorative justice approach aims to reintegrate inmates into society as moral individuals who uphold the law. Moreover, similar aims have been followed by the supporters of the rehabilitation movement for prolonged periods. Zehr (2003:57) notes that rehabilitation programmes hinge on an inmate's deterrence and re-entry. Therefore, the rehabilitation theory and the restorative theory share a relationship, "kinship" or connection. Programmes such as offender advocacy, re-entry, or faith-based programmes play a crucial role in the restorative justice approach.

Von Hirsch, *et al* (2003:23) note that various studies have been carried out in the domain. This leads to the conclusion that a key component of restorative processes is offender rehabilitation. Considering the degree of recidivism is a rather general benchmark to measure restorative justice programme outcomes, Latimer, Dowden, and Muise (2005:140) note that an assimilated approach can render exclusive benefits. Seeing that the restorative approach may heighten either or both the victim and inmate satisfaction levels and reparation compliance, whilst the rehabilitation method can have a significant effect on recidivism.

Osterman and Masson (2016:58-59) note that in an attempt to alleviate recidivism in female inmates, the approach of restorative justice requires an ally, as restorative justice is one tool. Other vital elements include support of mental health issues, trauma assistance, substance misuse courses, being able to recognise harmful and traumatic relations, partaking in mentorship programmes, building more stable and encouraging associations with their kin and children, being able to attain stable accommodation, and being able to secure employment. All these factors require a professional skillset to manage the complex needs of female inmates, and this cannot be achieved by restorative justice approaches alone. These correctional educational elements are a part of the rehabilitation theory, and a working partnership is needed.

Failing (2005:119) notes that female inmates require support to alleviate mental health conditions, manage traumatic histories, curb substance misuse, develop strong family relationships, bond with their children, assist in walking away from unhealthy relationships, access stable accommodation, and attain some jobs. All of these support mechanisms are pretty much part of correctional education rehabilitation principles and the current literature based on female inmates.

On a South African level, Batley (2005) infers that the restorative approach could enhance and intensify the present justice system's worth. This approach could offer a practical, logical, and comprehensive reaction to the moral cries received due to crime and the emphasis received from the Moral Regeneration Movement. The restorative justice approach offers moral restoration. This approach provides a helpful avenue to engage with a family and a community to participate in crime response and to help restore things. Democracy is enhanced like this, creating a way for the demonstration of participating in democracy (Batley, 2005:23).

2.6 CONCLUSION

It can be deduced that since female inmates formed part of criminological studies, they have been marginalised and stereotyped. Lombroso (1898) feared the notion of education for females as he supposed that education would remove

females from domesticity and motherliness, as all females intrinsically contained a semi-criminal personality. Hence, the education of young girls and females was seen as disastrous and catastrophic (Morris & Gelsthorpe, 1991:59). Fry first advocated for female correctional education and training developments in the late nineteenth century, calling for such programmes to be grounded in feminism (Freedman, 1981:47).

For the 20th century, the findings of Daly and Chesney-Lind (1988:526-527) sum up the value as well as the role of feminist enquiry poignantly. They indicate that feminist research should be conducted on all aspects of deviance, crime, and socialisation, as well as on what some academics refer to as "women's issues". It currently is and ought to be a much broader endeavour, addressing issues of how gender is organised within the field of criminology and the social structures that fall under its purview. This study seeks a move towards positive correctional education mechanisms for female inmates. The literature data obtained indicates the implication and importance of feminism in criminological studies and allows for discussions and dialogue as specific administrations may be inexperienced or ill-informed about feminist ideals and their importance in female correctional education.

The relational model encompasses matters concerning female inmates relating to mental and emotional issues stemming from a female's dysfunctional relationships endured in their primary stages and adulthood. For instance, such troubled connections lead to diminished self-worth and self-confidence, trauma and victimisation, self-reproach, and feelings of profound guilt in a female's life (Van Voorhis & Salisbury, 2014:321; Covington, 1988).

However, research lacks to establish how such needs can be recognised in the correctional education process of female inmates despite the clarifications set by the feminist pathways to crime model. Current feminist scholars infer that the rehabilitation process of female inmates needs to provide a focus on the distinct emotional and mental needs of females, as this leads to positive and meaningful rehabilitation, which encompasses a large part of correctional education.

Noting that the emphasis of punishment has moved from punishment to rehabilitation, the emphasis of the Department in South Africa is to manage and implement positive correctional education models as these also cultivate vocation skillsets to re-enter communities as lawful citizens successfully. It has been noted that there are various views concerning the different rehabilitation models adopted. However, there is no single or individual rehabilitation model that performs optimally in isolation (Singh, 2014). Literature demonstrates that the restorative justice ideal is a noteworthy correctional rehabilitation model for female inmates. Restorative norms consider the relational characteristics and being of female inmates (Ellis, 2005:375; Gaarder & Presser, 2006:483; Miles, 2013:43; Osterman, 2017:16).

By female inmates assenting to their roles, rehabilitation and reformation can be accomplished in sound ways by the provision of all-encompassing correctional education-focused programmes as defined by restorative practices. This supports the creation of employment and influences them to expand their confined circles (Osterman & Masson, 2016:62; Batley, 2005:23; Failing, 2005:119; Corston, 2007:23; Clark, 2014:6; Masson & Osterman, 2017:20-21).

However, it has been noted that to alleviate recidivism in female inmates, the restorative justice approach requires an ally, as restorative justice is one tool. Other crucial factors needed are support for positive mental health, trauma support, substance abuse programmes, the ability to detect negative relationships, participating in correctional education programmes, establishing a healthy rapport with families and children, the ability to secure a stable shelter, and the ability to find a job. All these requirements need a professional skillset to manage the complex and special needs of female inmates and restorative justice alone cannot achieve this. These features all form part of correctional education that is innately a part of the rehabilitation approach; hence, working assimilation is required (Osterman & Masson, 2016:58-59).

The chapter also discusses the theoretical foundation and associated research on female inmates and correctional education programmes presented to them whilst incarcerated to achieve rehabilitation and positive re-entry. Even though

studies (Corsianos, 2009; Mallicoat, 2012; Chesney-Lind, 2006; Lynch *et al.*, 2012; Newburn, 2013) demonstrate that the present aims of correctional institutions concentrate on rehabilitation worldwide, little has been accomplished to determine if correctional education programmes offered to female inmates are effective. Reviewed research indicates that the worries and anxieties of female inmates could be better understood by ensuring that correctional education programmes are up to date. This is done by using research results centered on feminist perspectives, feminist crime studies, the effects of correctional education programmes presently offered, and studies that indicate mechanisms of positive re-entry.

The Feminist Theory impacts correctional education programmes offered to female inmates in many ways, which is wide-ranging. A significant difference exists amidst the views that regard all inmates as meriting similar treatment irrespective of gender. The feministic approach advocates for gendered approaches to best manage the needs of female inmates to reduce recidivism or relapse. There is acknowledgement and recognition that female inmates require gender-specific approaches and correctional education programme interventions that can positively restrict substance misuse and re-offending amongst this marginalised group of inmates (Lynch *et al.*, 2012; Bloom & Covington, 1998; Moloney *et al.*, 2009; Van Voorhis, 2012; Chesney Lind, 2006).

Feminist crime studies (Chesney Lind, 2006; Moloney *et al.*, 2009; Van Voorhis, 2012; Lynch *et al.*, 2012) have made significant contributions by assisting programme developers to become cognisant of gender when correctional education programmes are created, managed, and implemented for female inmates. However, feminist crime studies (Van Voorhis, 2012) require more data to understand female inmates fully. This required data will guide the way to creating better policies, correctional education programmes, and numerous other amenities afforded to female inmates while incarcerated. Such data will also enhance the administration and management of female inmates.

Synonymous with the Feminist Theory is that female inmates require acknowledgement. This principle of feminism is shared by the Restorative Justice

Theory as well, in that female inmates need recognition. To be recognised as individuals who are liable for their actions inflicted on others and to also understand them as individuals who have been shaped by the actions of others imposed on them, previous and current (Braithwaite, 1989; Zehr, 1985; Gilligan, 1996; Zehr, 2003). In other words, female inmates need not only be objects of education programmes offered at correctional centres but instead be treated as moral agents who are involved in receptive relations with other people (Hargovan, 2005; Failing, 2005; Corston, 2007; Liebmann, 2007; Clark, 2014; Gavrielides, 2016; Masson & Osterman, 2017), taking into consideration that correctional education aims to create a reformed, positive, holistic individual.

Amidst the structure of the criminal justice framework, rehabilitative ideals have been perceived as a long-standing and central approach to inducing inmate transformation. This discussion emphasises rehabilitation and how popular rehabilitation ideals pursue risk classification linked to criminal behaviour with the primary aim of modifying and transforming an inmate's future conduct. The GLM, together with the RNR model, has been discussed.

Ward *et al* (2007:90) contend that the GLM adopts a principle to people being goal-oriented people who pursue "goods" in their lives. According to the GLM, inmates, like anyone else, look for a variety of primary human goods (Yates & Prescott, 2010:1). Given that it has been founded on a better constructive understanding of humanistic ways and inherent humanoid values, the GLM sits well with a positive vision of inmate rehabilitation the way it is in this instance (Ward & Brown, 2004:254). This study fits within the human good of knowledge as it investigates the perspectives of female inmates undertaking correctional education provided through the Department, consistent with the GLM Model primary goods listed.

As this study pays attention to the perspectives of female inmate learners within the Department, the GLM appears to be an appropriate theoretic choice. Based on this view, it would appear that offenders with poor educational standards and limited job skills could not be able to attain human goods, leading to high crime rates and re-offending rates. The GLM view in this situation is predicated on the

idea that, even though offenders have undertaken negative and harmful behaviours, the message is that these people aren't terrible individuals (Ward *et al.*, 2007:93). To this effect, the GLM stresses that the rehabilitative efforts of offenders shouldn't be undertaken in a setting that doesn't value the rights of people. Similarly, this study emphasises the human rights aspect. As per Section 29 (1) of the Constitution of the Republic of South Africa, to provide educative efforts to inmates within the Department is a fundamental right.

The RNR model is used within the criminal justice structures to identify an inmate's potential for harming themselves or others. In the past, therapy programmes tended to focus more on the offenders' mental health issues rather than their criminogenic requirements (Hollin, 2001:22). The RNR model examines how a person interacts with the treatment environment and considers the offenders' personal and social circumstances. These RNR ideologies shape the assessment and treatment of individuals within the inmate population to achieve rehabilitative objectives such as curbing the occurrence of re-offending (Bonta & Andrews, 2007; Ward & Langlands, 2009; Polaschek, 2012; Blanchette, 2014; Looman & Abracen, 2013; Gavrielides & Worth, 2014).

Research studies (Home Office, 2004; Hargovan, 2005; Corston Report, 2007; Skeem *et al.*, 2016; Wright *et al.*, 2012; Belisle & Salisbury, 2021) concerning female inmates and their rehabilitation have brought to the fore a call for more female-centered approaches and correctional education programmes. They also give direction to and call for all-inclusive rehabilitation programmes that are developed to address the many recurring conditions and circumstances of female inmates. The studies reviewed indicate this is a principal concern for rehabilitating female inmates.

It's further noted (Corston, 2007; Wright *et al.*, 2012; Skeem *et al.*, 2016; Ward & Langlands, 2009) that more important than an assessment of risk and need and providing treatment for a female inmate's recurring problems, meaningful rehabilitation requires immediate interventions. This can only be achieved through personnel training by providing a female-focused rehabilitation setting

and a constant assessment of the current correctional education programmes offered to female inmates at correctional centres.

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CHAPTER THREE

CORRECTIONAL EDUCATION FROM AWAY, THE GLOBAL PERSPECTIVE: PROGRESSION OF CORRECTIONAL EDUCATION, CHARACTERISTICS, LEGALITIES AND LEARNING

3.1 INTRODUCTION

This chapter discusses an international perspective on female inmates. It includes an overview of the historical development of correctional education, a legal framework associated with correctional education, and the characteristics linked to female inmates. It concludes with a discussion of worldwide perspectives on female correctional education. The following chapter will address similar perspectives from a South African standpoint.

3.2 PROGRESSION OF CORRECTIONAL EDUCATION

This section provides an overview on the historical development of correctional education as well as the development of female correctional education in the United States of America.

According to Bennett (2015:27), the United States of America is a dominant country regarding corrective education and it is home to the world's largest inmate population, including female inmates (Hartney 2006:5; Walmsley 2012:3; Walmsley, 2017:2; Cullen, 2018:online; Chesney-Lind & Pasko, 2013:4; Neve & Pate 2005:27; The Sentencing Project, 2011:3-4; McIvor, 2010:557; U.S. Department of Justice, 2010:4; Walmsley & Fair, 2022:14).

In the nineteenth century, Alexis de Tocqueville, a well-known sociologist from France, travelled to the United States to study its correctional system. He notes in one of the most significant publications of the nineteenth century, *Democracy in America*, that much of the globe had adopted correctional systems and their administrations following the United States of America (Cullen, 2018:online). Considering Alexis de Tocqueville's comments, and seeing that the United States

of America is home to the largest female inmate population world-wide, special attention will be placed on a general historic progression of corrective education within the United States of America, including those of female inmates.

3.2.1 CORRECTIONAL EDUCATION'S HISTORICAL DEVELOPMENT

Education has long been a feature within the criminal justice system in the United States of America (Silva, 1994:19; Wright, 2001:11). A school was established at the initial state-run prison in Philadelphia. From the second part of the twentieth century, educators started to deliver college-based programmes for inmates across the country with the approval of the correctional authorities (Silva, 1994:19; Wright, 2001:11). There were only a few correctional education programmes at the start, with only 12 postsecondary programmes regularly operating in 1965 (Wright, 2001:11). Nevertheless, by 1976, there were 237 operational programmes. Since 1982, there was three hundred and fifty correctional education programmes in Puerto Rico, districts, the Federal Bureau of Prisons and fifty states (Taylor, 1993:88; Silva, 1994:26; Wright, 2001:11; Galeshi & Bolin, 2019:2).

Many experts credit legislation altering the United States' higher education system, such as 1972's Basic Educational Opportunity Grant (later identified as the Pell Grant Programme) and the GI Bill, passed in 1944. These were necessary advancements for correctional postsecondary education expansion (Silva, 1994:25; McCollum, 1994:54-56; Wright, 2001:11). The Walnut Street Jail in Philadelphia, founded by Quakers in 1791, was the first authentic American correctional facility. The correctional facility had three goals: public safety, prisoner reform, and "humanity towards unhappy members of society." To aid prisoners in developing their knowledge and abilities, the designers incorporated a school into the correctional facility in 1798. This is the most advantageous for some people to study and for others to improve in the fundamentals of writing, reading, and math (Teeters, 1955:439; Coley & Barton, 2006:5).

Since then, educative measures have spread across the United States' correctional structures. So has the debate about rehabilitative ideals versus

retributive ideals. In the 1820s, New York legislator Samuel Hopkins notes that inmate life had not progressed. He argues that punishment was not severe enough. There need be further suffering and horror (Coley & Barton, 2006:5). Hence, the Auburn system in New York was founded on the premise that too much reliance had been placed on an inmate's reformation (Silva, 1994:21; Coley & Barton, 2006:5).

As a result, correctional education received less priority in the Auburn system. The Superintendent of Elmira, a New York State correctional facility, Zebulon Brockway, had become famous throughout the various states for his training and educational initiatives at the close of the nineteenth century. Inmates' participation and performance in the training and education systems significantly influenced their time served (Schlossman & Spillane, 1992:36; Coley & Barton, 2006:5).

Correctional education thrived when the rehabilitative approach to incarceration was popular. When rehabilitation was no longer popular, correctional education fell by the wayside. In the 1930s, the use of training and education in correctional facilities increased, peaked, and then declined. It resurfaced throughout the 1960s. Harsh treatment has been the norm since the 1980s. Correctional education was typically left out of the central tenets of correctional reformation throughout the 1980s, when prison surveys revealed that the American people had grown antagonistic and sceptical of rehabilitation programmes meant to reintegrate prisoners into society (Schlossman & Spillane, 1992:4; Coley & Barton, 2006:5).

State and federal funding for correctional education programmes dropped dramatically in the 1980s and 1990s. Due to budget concerns, states like California, Florida, and Illinois slashed correctional budgets even more (Bazos & Hausman, 2004:3; Coley & Barton, 2006:5). In 1994, Congress approved a bill preventing offenders from receiving Pell Grants, thus not funding postsecondary education in correctional facilities (Lawrence, Mears & Dubin, 2002:12; Coley & Barton, 2006:5). An absence of consistent financial resources for correctional education programmes, plus an increase in the size of a country's inmate

population, has caused substantial challenges in putting correctional education programmes in place (Wright, 2001:11; Galeshi & Bolin, 2019:3).

Wright (2001:11) further notes that correctional education programming was shaped not only by corrections procedures and policies. It was also related to general historical developments in higher learning. The proliferation of community and public colleges and the establishment of financing methods like the Pell Grant programme and the liberal arts syllabus are three main zones where expanding the American higher education system has substantially impacted correctional education's growth. While these three elements aided the growth of postsecondary education, they also impacted it.

With the correctional system already operating on tight budgets and little public support for additional funding, inmate correctional education programmes are frequently hampered due to a shortfall of funds. The Basic Education Opportunity Grants (called the Pell Grants later on) were perhaps the single most accepted key factor in the rise of corrective education in the 1970s and 1980s, thanks to changes in 1972 to the Higher Education Act of 1965 (Levine & Nidiffer, 1996:35; Wright, 2001:13).

Inmates who met specific financial criteria were eligible for Pell Grants, which helped them pay for college programmes. Nevertheless, projections for the percentage of Pell awards afforded to the incarcerated fluctuated from 0.82 % to 1.2 % from the onset of the 1990s. The programme substantially boosted inmate access to education (Taylor, 1993:90; Wright, 2001:14). In a national study of postsecondary correctional education (Gehring, 1997:46; Wright, 2001:14), the Pell Grant was the primary financial source most frequently mentioned.

Correctional education has again gained popularity in recent years. The Department of Education in 2016 reported that various universities and colleges had decided to engage in the "Second Chance Pell Pilot Programme". It was a revamped Pell Grant programme that incited 12,000 suitable inmates to get Pell Grants to help pay for their postsecondary education as part of a trial initiative (Galeshi & Bolin, 2019:3; Deshay, 2020:138; U.S. Department of Education,

2016). This programme is renewed annually, and Congress is debating the repeal of limitations on this federal funding for incarcerated college learners (Galeshi & Bolin, 2019:3; Kreighbaum, 2018:online). As a result, a revived enthusiasm for providing educational opportunities to incarcerated individuals is likely on its way (Galeshi & Bolin, 2019:3; Deshay, 2020:141).

3.2.2 THE DEVELOPMENT OF FEMALE CORRECTIONAL EDUCATION

When Miriam van Waters took over as administrator in Massachusetts, she regarded the female inmates as learners. She noted in her journal that names were crucial during her 1932 takeover of the female Framingham Reformatory (the United States of America). If one refers to incarcerated people as inmates or prisoners rather than learners, they have stripped away from their possession one feature, especially those who have been forcibly locked in and condemned to harsh labour and rank loss (Freedman, 1996:191). For a long time, Van Waters strongly believed in the value of education, enabling women to thrive and flourish in society once free (Chlup, 2006:159). She shared this viewpoint with a number of other female activists.

Elizabeth Fry, a Quaker, and her female visitors lobbied authorities for more teaching offered to incarcerated females on the American continent as early as 1817 (Fry, Fry & Cresswell, 1848:211). The Quakers' support for incarcerated females' education began in North America, influenced by religious ideas and founded on middle-class generosity and maternalism (Freedman 1981:23; Rafter 1985:15). In 1939, the Elizabeth Fry Society had been founded in Vancouver. This was the primary non-religious female organisation committed totally to incarcerated women (Sangster, 2004:229).

The Elizabeth Fry Society developed into a nationwide network of 24 feminists and society-based organisations whilst using public support to alter gendered injustices throughout the system of criminal justice (Canadian Association of Elizabeth Fry Societies). They assisted marginalised females involved in misconduct with advocacy, services, and correctional education programmes. Regardless of the work by voluntary groups and advocacy representatives,

governments and nations rarely prioritise incarcerated females' vocation and education needs. Many of the established programmes have collapsed or have been drastically reduced. This is due to the support of specific political regimes and shifting socioeconomic contexts (Hayman, 2006:258).Zazitow (2004:33) infers that the early female reformatories were influenced by gendered norms that instilled feminine ideals by giving incarcerated females domestic instruction. This was done to help them accept the social role of homemaker that was expected of them.

The following section describes a legal framework undertaken for correctional education.

3.3 A LEGAL FRAMEWORK FOR CORRECTIONAL EDUCATION

Rule 77 of the United Nations Standard Minimum Rules (1955) specifies that young inmates and those who are illiterate must receive mandatory education. The authorities must give this special consideration and govern how incarcerated people are treated. The Nelson Mandela Rules, with recreation together with education now under Rule 104, were changed by 108 nations during a General Assembly convened in Austria according to Resolution 70/175. As stated in the Assembly, based on this resolution, all nations were required to establish their fundamental standards of caring for incarcerated people. This guideline also requires that each country's educational system be merged with its correctional system so incarcerated individuals can adjust positively after release (United Nations, 2015:30; Vorhaus, 2014:163-164).

Concerning a right to education, the Special Rapporteur of the United Nations notes that education for individuals in custody must be mandated and ingrained in legislative and other constitutional tools (Munoz, 2009:paragraph 90). Although the effectiveness of educational efforts is frequently evaluated by how it affects criminality, re-entry, and employment prospects, education is much more than that. It is a self-contained right (Munoz, 2009:2). However, these factors usually stress the "criminality" of incarcerated people, with an apparent unwillingness to acknowledge their ability, humanism, and human rights (Munoz, 2009:7).

Hawley, Murphy & May (2013:53) also indicate that inmates' right to an education is recognised. This ideal is reinforced by Czerwinski, König, & Zaichenko (2014:5), who indicate that incarcerated individuals also have the fundamental human right to access education. Warner (1998:118) mentions that offenders' rights are respected and they are seen as individuals in society who are afforded opportunities for change whilst incarcerated. This can be achieved through correctional education. The Penal Reform International Report (2019:6) reveals that education has been deemed a fundamental human right for everyone. Vocation studies, together with work-related courses, enable offenders to participate in meaningful activities and to attain work-related skill sets needed for post-release employment. These increase an offender's ability to positively re-enter their communities and engage in a positive life.

All inmates have the right to entry to education programmes. Education programmes include literacy, elementary and secondary education, job training, religious, creative, and cultural pursuits, sports and physical training, higher learning, social education, and literary resources (The United Nations, 1995:1). As Kennedy (2013:4) articulates, a person is punished for their offences via the criminal justice system; their human rights are not taken away. Everyone should be entitled to a quality education. All people in prison, male or female, should have the opportunity to learn more about the world and comprehend it better. Because these are needs we all share, everyone should support human rights.

The following section notes the characteristics associated with female inmates in different parts of the world.

3.4 CHARACTERISTICS OF FEMALE INMATES

This section describes the rapid rise in female inmate numbers, crime categories associated, background experiences, and victim composites of female inmates.

3.4.1 THE GROWTH OF A MARGINALISED POPULATION

More than 700 000 female inmates are held in correctional centres worldwide (Walmsley, 2017:2; Lenihan, 2020; Walmsley & Fair, 2022:14). Mclvor (2010:557) notes that among the most notable recent trends is the massive rise in the number of females behind bars in western jurisdictions. This has led to unprecedented high levels of female inmate populations. Contrary to popular belief, females constitute a lower percentage of the world's inmate populace although incarceration rates increased. Female inmates have increased by approximately 29.5% since 2000 (Walmsley & Fair, 2022:14), while male inmates have increased by approximately 20% (Walmsley, 2017:2). The female inmate population has risen by 76.5% in Africa since the year 2000 (Walmsley & Fair, 2022:14),

Female inmates in South East Asia (Indonesia and Cambodia) (Jeffries, 2014:253) and South and Central America have seen a significant increase in their numbers (Mclvor, 2010:557). In Argentina, for example, the volume of incarcerated female in federal correctional systems have nearly doubled in the last two decades, while male inmates have increased by 111% (Cornell Law School, 2013:1). More than just a global leader, the United States of America leads incarceration rates. It also holds the record for female incarceration, with close to 310 000 females incarcerated (Walmsley & Fair, 2022:14).

Furthermore, the total number of female inmates and incarceration rates has increased (Chesney-Lind & Pasko, 2013:4; Neve & Pate, 2005:27; (Walmsley & Fair, 2022:14). The female rate of incarceration rose from 54 to 67 per 100000 from 1997 to 2010, while the percentage of female inmates climbed from 6.4% to 7.4% during this period (Chesney-Lind & Pasko, 2013:4; The Sentencing Project, 2011:3-4; U.S. Department of Justice, 2010:4). At present this percentage of female inmates has climbed to 9.7% from the year 2000 (Walmsley & Fair, 2022:14).

Several western nations, like Australia, the United Kingdom, and New Zealand, have seen similar growth in the female inmate population. Mclvor (2010) notes that the typical numbers of females inmates in the United Kingdom rose from 1500 to 4300 from 1992 to 2009, and the proportion of female inmates climbed

from 3.4% to 5.1% of the overall inmate populace (McIvor, 2010:558). Female inmates grew in Australia from 1385 in 2000 to 3189 in 2021. Female incarceration increased from 6.4 to 7.5%, while incarceration rates rose from 7.2 to 12.4 per 100000 people (World Prison Brief, 2020; Walmsley & Fair, 2022:14).

From 2000 (n = 266) to 2015 (n = 567), the number of incarcerated females in New Zealand doubled. Female inmates increased from 4.7% to 6.4% (World Prison Brief, 2020; Walmsley & Fair, 2022:14). According to various researches (Covington & Bloom 2003:5; McIvor 2010:560; Bloom, Owen & Covington, 2004:39-40; Mauer, Potler & Wolf, 1999:2; Kruttschnitt 2010:33), this vertical trend in western female incarceration is due to deliberate, incremental changes in western criminal justice policies concerning, debatably, further rigorous penal rationale rather than an abrupt shift in the character of western female inmates. From 1992 to 2009, the regular quantity of female inmates in the United Kingdom rose from 1577 to 4300, and the proportion of female inmates increased from 3.4 to 5.1% of the overall inmate populace. Feminist scholars in the United States of America think that chief drivers for such an expansion are determinate and mandatory sentences and the "war on drugs" policies. Indeed, some groups have made strong claims that these programmes have disproportionately negatively impacted women.

China's female inmate population is considered to be nearly half that of the United States of America. Following these two global leaders are the Russian Federation, with around 39 120 incarcerated females; Brazil, with around 42 694 incarcerated females; Thailand, with around 32 952 incarcerated females; India, with 22 918 incarcerated females and the Philippines, with around 16 439 incarcerated females (World Prison Brief, 2020; Walmsley & Fair, 2022:6-12). The feminisation of poverty and the harsh penalties caused by the international drug war have exacerbated a global issue of the growing female inmate population (Barberet, 2014:4; Reynolds, 2008:79; Sassen, 2000:519).

3.4.2 BACKGROUND CIRCUMSTANCES OF FEMALE INMATES

A large majority of female inmates are mothers (Robertson, 2012:5; Kruttschnitt, 2010:34; Rangel, 2008:72; Swimeley, 2008:1; Cornell Law School, 2013:16; Stanley & Byrne, 2000:1; Stone, 2013:32; Kittayarak, 2015:39). They were most probably custodial parents before they were locked up and intended to return to this position upon re-entry (Clark, 1995:307; Enos, 2001:3; Kruttschnitt, 2010:34; Richmond, 2009:14). This is significant, because the stigma, trauma, and shame that come with being an incarcerated parent make most people particularly susceptible to the "triple threat" of addiction, despair, and violence (Arditti & Few, 2008:303).

The bulk of female inmates are unemployed and poor (Clark, 1995:314; Imber-Black, 2008:278; Modi-Moroka, 2015:145; Cornell Law School, 2013:16; Wesley, 2012:1; Soss & Weaver, 2017:567; Roberts, 2017:3-4; Gunnison, Helfgott & Wilhelm, 2015:68). Female inmates are predominantly from societies that have been disregarded due to criminal activity, police supervision, economic stagnation, and race-based isolation (Soss & Weaver, 2017:567).

Many female inmates have limited employment histories (many of which can be traced back to the black market) and were most likely not working before being arrested (Decker, Spohn & Ortiz, 2010:11; Heimer, 2000:451-452; Roberts, 2017:3-4). It has been noted that women are disproportionately affected by rising employment insecurities and inequities within and across many countries (MacNaughton & Frey, 2010:611; Roberts, 2017:3-4).

Therefore, female inmates have a worse time finding legitimate work after being released from correctional facilities than males. In the United States of America, despite a greater interest to find work, formerly incarcerated females of colour may face the most difficult labour market challenges; sexual and racial prejudice frequently leads to people who are working being forced to work in dangerous conditions (Couloute & Kopf 2018:6). Stigmatisation, illiteracy, employment and discrimination based on skin colour, a lack of housing, work and educational limitations are all barriers that lead to reduced work opportunities for female inmates upon re-entry (Joseph, 2013:39; Gunnison, *et al.*, 2015:68; Brown & Bloom, 2009:321).

The rate of mental illness amongst female inmates is great (Sapers, 2016:8; Holsinger & Holsinger, 2005:215; Kajstura, 2017:3; Richmond, 2009:2; Fazel & Seewald, 2012:364; United Nations, 2007:47; Neve & Pate 2005:19; Modi-Moroka, 2015:145) along with abuse and trauma (Bronson & Berzofsky, 2017:3; Browne, Miller & Maguin, 1999; Erez & Berko, 2010:158; Holsinger & Holsinger, 2005:216; Sapers, 2016:43; Country Report Germany QCEA, 2007:5).

Browne *et al* (1999:316) earlier study details a comprehensive assessment of the prevalence regarding the various kinds of physical violence that affects female inmate lives. These researchers have uncovered the following data: 59% reported sexual abuse; 75% note serious physical abuse by intimate others; 60% note biting, kicking, and even being punched; 57% note being beaten down; 40% note choking, strangling, or smothering; and 36% note being subjected to weapons, including guns and knives; 25% reported knife attacks or being shot by intimate others; 35% reported spousal rape or forceful sexual activity. According to medical assessments of intimate abuse, 62% reported injuries, 21% reported concussions, 17% claimed fractured bones, and 46% required medical intervention for injuries sustained by their intimate partners. Female inmates reported sexual and physical assaults by non-intimate perpetrators in similar circumstances, with 77% saying someone had victimised them. According to Browne *et al* (1999:316), such results indicate that female inmates are subjected to "evasive and severe" abuse prior to their incarceration.

3.4.3 MENTAL HEALTH MATTERS

The London Ministry of Justice (2013) indicates that more incarcerated females experience more significant emotional health issues when contrasted against their male counterparts. Female inmates have histories of childhood trauma, repeated abusive encounters, and recurring trauma signs, as well as a higher proclivity for self-injury, mental disorders, and substance abuse. Suicide attempts by inmates are more likely to occur among females (37%) than male inmates (20%). The report illustrates a higher level of female inmates inflicting self-injury (30%) than male inmates (6%). Female inmates reported higher levels of

depression and anxiety (49% vs. 23% for male inmates). Female inmates (25%) reported symptoms consistent with psychosis compared to male inmates (15%) (Ministry of Justice, 2013:17)

More female inmates indicate they require assistance with these issues. Only 18% of male inmates indicate they require assistance (Ministry of Justice, 2013:20). It's been recommended that the development of gender-specific policies to connote mental health problems would be fitting, noting the statistics. A specific policy denoting self-injury among female inmates is a primary priority (Ministry of Justice, 2013:24).

Assisting female inmates to retain their mental health, even during reintegration, is a primary concern. Frequently, there is limited "transition planning" as females are sent back to their communities. This could affect them not having access to mental health programmes or prescriptions, which they could require. The absence of such services could heighten their risk of relapse or contravene their release conditions. This increases the possibility of her returning to the correctional facility (Kubiak, Sullivan & Fries, 2011:24). Osterman and Masson (2016:11) note that proper preparations are vital for successful re-entry. When considering gender, preparation is essential for females to lessen mental health effects, such as treating severe cases of prior anxiety.

3.4.4 TYPES OF CRIME

Many studies show that female inmates engage in illegal behaviour that is distinct from male inmates (Chesney-Lind & Hadi, 2016: xxiv). Females' activities in defence or support of their rights are frequently criminalised (Ritchie, 2017:67; Neve & Pate 2005:25; Peratis 2004:1). The bulk of females have received sentences for mostly light, nonviolent survival offences (such as shoplifting, fraud, theft, and forgery). Due to unfair legislation, traditional norms, ethnic laws and traditions, and cultural behaviours, females are incarcerated in numerous countries rather than codified law (Agomoh, 2015:52).

Poor women in China, for example, are frequently compelled to rely on property crimes, drug trafficking, and prostitution because of their low social position and inadequate educational opportunities. This makes up the area that is expanding the most with the female inmate populace (Dui Hua 2014:2). Drug-associated crimes are common (Erez & Berko, 2010:158; Bronson & Berzofsky, 2017:6; da Cunha, 2005:1; Richmond, 2009:2; Rangel, 2008:71; Neve & Pate, 2005:19; Carson, 2018:13; Castro, 2019:11; Kajstura, 2017:4; Modi-Moroka, 2015:145), as are "sex crimes", primarily prostitution-related crimes that only punish providers, not clients (Huber, 2015:7; Country Report Germany QCEA, 2007:2).

McIvor (2010:560) notes that if forced to make conclusions, one could say that the American system of criminal justice appears marginally sympathetic to all phases of determining decisions. This relates to all types of criminal acts, inclusive but not restricted to those that may seem minor, like drug abuse and petty property offences, which have historically been considered the "domain of females".

3.4.5 INMATES OR VICTIMS

A female's path to crime often includes physical and sexual trauma, discrimination, racism, and poverty. These build unclear paths relating to victimisation and misconduct, which are mostly disregarded throughout criminal justice systems. These practises must consider that female inmates are both "victims and perpetrators" (Gaarder & Presser, 2006:483; Osterman & Masson, 2016:115; United Nations, 2018a:119).

Regrettably, much stigma is still affixed to criminal misconduct and victimisation. Many female inmates would most likely endure adverse reactions or retorts from service suppliers or staff within the institutional setting; this could create wariness, suspicion, and mistrust. As a result, a female inmate may not classify herself as a "victim" of abuse. She experiences feelings of helplessness and hopelessness in her community. Her connections with her new surroundings, as well as her recognition of herself as a victim, could only heighten her feelings of vulnerability (Kubiak *et al.*, 2011:59).

The bulk of feminist supporters have indicated that an enormous amount of social stigma is ascribed to female inmates compared to male inmates. It is contended that females who indulge in crime are specifically stigmatised in a setting that is considered harmful, as this is not consistent with the expectations of female behaviour. However, this norm is not the case with male inmates (McLaughlin, Fergusson, Hughes & Westmarland, 2003:118; Peters, 2020:221; Kittayarak, 2015:39). Gaarder and Presser (2006:483) note that shame is always been used to keep females under control. It hinders their discussions about rape and other forms of trauma and abuse inflicted on them.

Studies such as (McIvor, Murray, & Jemieson, 2004:181), (Robinson & Shapland, 2008:337) and (Peters, 2020:221) also verify that female inmates frequently link their misconduct with a deep feeling of guilt plus shame. Hearing the effects of their crime is believed to extract feelings of shame, guilt, and remorse from female inmates. Considering such factors, adopting "trauma-informed strategies" would be beneficial. These practises recognise abuse and victimisation's mental, emotional, and physical attributes. Trauma-informed approaches focus on understanding, recognising, anticipating, and responding to the responses and needs of a victimised individual in a specific setting. As a primary focus, trauma-informed programmes need to endeavour to prevent re-victimisation or being punitive to survivors for conduct that is "trauma-based" (Kubiak *et al.*, 2011:7; Pollack, 2020:344).

3.5 GLOBAL PERSPECTIVES ON FEMALE CORRECTIONAL EDUCATION

This section discusses the global perspectives on female correctional education. The discussion considers the effects of limited research, gender bias, correctional education programmes, population size, resources required, correctional centre support, correctional educator support, priority level, family visits, cultural capital, literacy levels, and correctional education for re-entry. The following themes, uncovered throughout the literature reviews that influence females' participation in correctional education programmes, put together a decent picture.

3.5.1 LIMITED RESEARCH

The studies mentioned in this section commence from the year 2000 (Stanley & Byrne) and continue to the year 2019 (Penal Reform International). Certain countries have earlier studies, while other countries have more recent studies. The studies are from various parts of the world, and they all support the concept that there is a lack of data and research concerning female correctional education.

Benedict (2009:151) indicates that data is frequently ignored, providing insight into which mechanisms function and which do not. This information is crucial and valuable since it aids in developing future beneficial and positive correctional education programmes (Benedict, 2009:151; Newburn, 2013:313; Penal Reform International, 2019:14). Hayes British study (2007) reveals that the volume of incarcerated females with learning disabilities in correctional facilities receives little attention, with research focused primarily on men (Hayes, 2007:187). The negative implications associated with providing appropriate correctional education are a concern. Even though education is a crucial tool for helping female inmates build confidence and life skills (United Nations, 2007:7).

In Australia, it has been noted that a significant impediment to refining the importance of female correctional education is a dearth of studies and knowledge related to specific education needs. Equal treatment and equal opportunity would not necessarily result in the same outcomes because female inmates' correctional education needs differ from male inmates'. This does not explain why fewer correctional education programmes exist for female inmates in many countries than those accessible to them (Farrell, Danby, Skoien & Quadrelli, 2001:48).

According to Van Voorhis (2001:4), research and literature are scarce on female correctional education, as few validation studies include female inmates (Van Voorhis, 2001:4; Newburn, 2013:313; Penal Reform International, 2019:14). A Washington, DC report reveals that researchers may be required to participate at all stages of development, with the process and outcome assessments used to

improve correctional education programme design and management (Lawrence *et al.*, 2002:10).

The Australian study by Stanley and Byrne (2000:4) reaffirms the importance of data collection. They note that such restrictions make it impossible to create and plan correctional education programmes for female inmates. Research data is essential to understand the primary needs of female inmates and how correctional institutions must supply the requisite scarce services. This would entail developing a correctional education programme to establish a coping method that would help female inmates cope with and manage their stress.

A Kentucky study (Easterling, 2012:8) notes that several unfavourable factors affect the lives of female inmates. Substance addiction, poverty, unemployment, and patriarchal norms significantly affect female inmates. Therefore, implementing gender-specific education programmes is necessary, as these factors have mainly led to their incarceration.

Most research participants in a correctional facility in North Carolina indicated that no information concerning female inmates was gathered, coded, tracked, or analysed. According to all participants, there was no special financing for females, no one allocated to advocate for female programmes, and no agency-level jobs to handle female services. Participants noted that the correctional facility needs equal educational opportunities and education programmes for males and females. However, no research has been undertaken on female correctional education (Ellis, McFadden, & Colaric, 2008:210-211; Bloom, Owen & Covington, 2003; Hardyman & Van Voorhis, 2004; Baranger, Rousseau & Mastroilli, 2018:21-22).

The global studies referred to (Easterling, 2012; Benedict, 2009; Hayes, 2007; Farrell *et al.*, 2001; Van Voorhis, 2001; Lawrence *et al.*, 2002; Stanley & Byrne, 2000; Ellis *et al.*, 2008; Newburn, 2013:313; Penal Reform International, 2019:14) underline a scarcity or dearth of studies in correctional education, particularly when it applies to female inmates. Research is a vital requirement towards positive parenting improvements for female inmates re-entering society. It also

assists in developing education programmes that build up female inmates' self-confidence, life skills, and ability to cope with their stress and provide relief from unemployment, poverty, and addictions.

3.5.2 DISCRIMINATION BASED ON GENDER

The American study of Zazitow (2004:43) notes that in the past, it was claimed that the varied programming supplied to female inmates was justified by the fact that the female's primary domestic and not breadwinner obligations did not need them to have a demand for a paying job. There continues to be a tendency in correctional programming for females that mirrors people's prejudice that the appropriate functions of females need to be a mother or a wife, even though such beliefs have eroded over time.

A most recent United Nations report notes that female inmates' participation in criminal justice system programmes is hampered by gendered norms that promote a male-dominated ethos and the notion that it's not appropriate for "proper women" to fit into spaces such as correctional centres (United Nations, 2018b:29) . This finding is enhanced by a further American study (Richmond, 2009:133) which found that "vocational training and prison industry programmes" are not as prevalent in female correctional facilities as in male inmates. The majority of programmes are stereotypically gendered, preparing females for traditionally female-dominated jobs such as telemarketers and administrative assistants (Richmond, 2009:133).

According to an Australian report presented, correctional education for female inmates has been criticised for stereotyping females for more than three decades. Critics note that female domesticity approaches were discovered in correctional education programmes such as sewing, gardening, cooking, laundering, handcrafts, and hygiene (Cook & Davies, 1998:51). These same sentiments were echoed in a Russian study conducted more than fourteen years later (Skiles, 2012:667).

Rangel's American study (2008) reveals that many classes offered to female inmates mainly focus on traditional topics associated with females, such as handicrafts, beauty, sewing, and kitchen responsibilities. However, there are some encouraging instances of correctional education programmes in some states that are moving away from stereotyping and, as a result, provide a broader diversity of programmes with more relevance and overall perceived worth (Rangel, 2008:72).

Almost ten years after the study of Rangel (2008), a research report from Egypt notes that female inmates are subjected to similar correctional education programmes in Egypt as well (Nazra, 2017:9). In general, though, it's predictable that female inmates have expressed severe dissatisfaction given the scope and calibre of their correctional education programmes and teaching and learning obtained, as noted in Australia (Farrell *et al.*, 2001:18) and a latter American study by Rose (2004:78).

Russia has yet another approach to correctional education programmes. The way they rehabilitate females is to "beautify" them. Females are expected to attend "a school of freedom," which is run by correctional education officers, about six months before being released from the correctional centre. Examples of such skill sets include a beauty routine, music, and understanding current trends. It is expected that Russian females need to be "nice and charming." They are taught proper bed-making etiquette, washing responsibilities, and how to be "womanly" (Piacentini, Moran & Pallot, 2009:536).

In addition, Russian female inmates are trained in ways to attract husbands. Centered on this assumption, it's self-evident that female inmates undergo a one-of-a-kind correctional education programme that prepares them for re-entry. This is more like gender reorganisation with a "good dose" of Soviet ideology thrown in for good measure (Piacentini *et al.*, 2009:536). A similar conclusion was reached in an alternate Russian study (Moran & Pallot, 2009:709).

It notes that correctional education's core focus is on reversing the loss of femininity among female inmates. Russia strongly focuses on feminisation;

therefore, its correctional education programmes emphasise beauty and domesticity. The subsequent study by Skiles (2012:667) notes that correctional education programmes are primarily developed with male inmates in mind, with no regard or preference for female inmates.

Participants in a Norway study (Country Report for Norway QCEA, 2007:6) note that course selections are beneficial for men but never for females. A similar finding was made in Germany, where it infers that female inmates are at a disadvantage against male inmates since it is more challenging to provide a diverse selection of vocational education programmes in female institutions (Country Report Germany QCEA, 2007:6).

Global literature (Zazitow, 2004; United Nations, 2018b; Richmond, 2009; Cook & Davies, 1998; Rangel, 2008; Farrell *et al.*, 2001; Rose, 2004; Piacentini *et al.*, 2009; Moran & Pallot, 2009; Skiles, 2012; Country Report for Norway, 2007; Country Report Germany, 2007; Nazra, 2017) denotes that female correctional education is impeded by gendered stereotypes that foster a male-dominated ethic. This is because correctional education programmes are primarily designed with male inmates in mind, with no attention or care afforded to female inmates.

3.5.3 PROGRAMMES FOR REHABILITATIVE EDUCATION

The much earlier New York study of Clark (1995), undertaken more than two decades prior, indicates that although assistance programmes are in place, finding the correct blend between productive activities, therapy-based programmes, and necessary education for incarcerated females were critical. These education programmes are essential to fill the holes left by drugs and street life (Clark, 1995:324). Correctional education programmes that address mental health issues are desperately needed, as female inmates face significant strain, worry, and stress while incarcerated (Clark, 1995:324). This finding is strengthened by Poehlmann (2005:1275) in his Midwest study a decade later and by the Penal Reform International Report (2019:8-9) more than 24 years later.

An American scholar Covington (2007:1) notes that the custodial setting and government officials have ignored and neglected such needs that focus on correctional education programmes about mental health. A scholar from India, Shankardass (2014), emphasises his findings on the significance to provide mental health education programmes to incarcerated female in correctional facilities. A fundamental need is for correctional employees to be adequately trained in these education programmes because if such difficulties are not managed with extreme caution, they can "reach dangerous proportions," resulting in various ailments (Shankardass, 2014:6).

Due to rioting and security concerns within an Afghanistan correctional facility, psychological therapy group sessions have also been discontinued (United Nations, 2007:37). Having access to these specialist programmes is a priority as psychological based programmes are vital towards re-entry preparation (United Nations, 2007:71-72). Ellis *et al's* (2008) study participants agree that correctional education programmes must educate and train female inmates for post-release jobs. According to the research participants, female inmates are frequently unprepared to enter the workforce. As one participant put it, it's worth the money if it minimises the chances of that person returning to a correctional facility after being released. The funding is quite well invested if one could decrease the number of repeat inmates. Corrective education programmes must be better adjusted to meet the requirements of female inmates and the business sector (Ellis *et al.*, 2008:209; Rivera, 2016:7; Hawley, Murphy, & Souto-Otero, 2013:54).

The option between post-secondary education classes and higher-paying job assignments is mentioned as a potential obstacle to coursework completion by focus group members at three of the four correctional facilities in New Mexico and Indiana (Winterfield, Coggeshall & Burke-Storer 2009:7). Female inmates in Argentina note they are happy with the work programmes that allow them an income and they can select a minimum of two different positions. It has been indicated that although these jobs afford an income and money to spend at the "cantina", their different manual labour roles have no vocational training that could be useful outside the correctional facility (Cornell Law School, 2013:25).

As per the Country Report Germany (2007), drug rehabilitation options are provided in Germany's correctional facilities. Although most male correctional centres provide correctional education programmes on drug awareness, not all female correctional centres do. Because it is an escape from incarceration, incarcerated females are much more inclined to take the opportunity for drug rehabilitation programmes compared to when they are released. Unfortunately, few drug recovery programmes cater for female inmates' needs (Country Report Germany QCEA, 2007:5).

According to Easteal (2001:104), female inmates in Australia have very few opportunities for reparation, particularly to their families, or even to learn constructive parenting skills while incarcerated. Such correctional education programmes simply do not exist. Fontebo's (2013:162) later study conducted in Cameroon notes that because of a lack of correctional education programmes female inmates, they leave correctional institutes worse off than male inmates do. Fontebo notes that due to the chivalry hypothesis females are seen as irrational and weak, hence the criminal justice system views them differently than men. The lack of these programmes in correctional facilities causes boredom, which leads to negative feelings and thoughts such as depression and suicidal ideation (Fontebo, 2013:166).

There is no female correctional education programme in North Carolina. No evidence of gender-specific programming was found. Females' behaviour, risk factors, challenges, concerns, and the distinctions between male and female offenders' behaviour and needs were not considered in the formulation and execution of correctional education programmes, policies, and operational procedures (Ellis *et al.*, 2008:210-211). According to a Norwegian study (Country Report for Norway QCEA, 2007:6) female correctional education programmes in the four correctional centres studied were "invisible" and "inaccessible" to several female inmates. Self-study was expected in some of the four facilities, which would be more challenging for most inmates.

According to Kittayarak's (2015) study findings, correctional facilities in Thailand must establish and implement specific correctional education programmes for

female inmates. Special education programmes relating to pregnancy care and childrearing must be accessible as they add value to a female's capacities and skillsets once released (Kittayarak, 2015:42).

It has been discussed that correctional education aims to improve or develop an inmate's knowledge, skills, attitudes, and values. Correctional education programmes must adopt a unifying strategy to recognise inmates' needs for transformation, such as mental, emotional, and vocational growth. According to research, correctional systems around the world fall short of their mandate to implement and deliver effective correctional education programmes to females.

3.5.4 AN INCREASE IN THE NUMBER OF FEMALE INMATES

An earlier review of empirical studies conducted by Rose (2004:85) in the United States of America notes that one characteristic that influenced female inmate participation in correctional education programmes had been the growth rate of the female inmate populace. Although the number of male inmates increased by 207% between 1983 and 1998, it remains relatively less when it's compared to the 344% rise in female inmates during the same time period.

Rose (2004:85) notes that a rising number of female inmates places more strain on the already inadequate and unsatisfactory services and programmes that female correctional systems offer. Female inmates have fewer options for correctional education programmes to choose from, and those that are accessible tend to be of poorer quality than those made available to male inmates.

According to Rose (2004) and the Long Beach and California studies by Vasquez (2014), this was unfortunate because female inmates need more correctional education programmes. This was mainly because most female inmates enter correctional centres uneducated (approximately 20% are not literate). Female inmates have minimal skillsets (most could only attain menial-paying jobs), derive from a poor socioeconomic standing (around 60% rely on state help), and have no jobs, according to statistical reports (Rose, 2004:86; Vasquez, 2014:18).

Zazitow's (2004:33-34) American study mentions that the unique issues faced by female inmates are still ignored due to the small general ratio of female inmates compared to the entire prison population. This finding is likened to various other scholars as they have deduced the same result world-wide (Belknap, 2007:4; Corsianos, 2009:49; Mallicoat, 2012:8; Lynch, De Hart & Belknap, 2012:3; Newburn, 2013:313; Penal Reform International, 2019:14).

Zazitow (2004:38) further notes that, due to their population size, females' programmes and activities are limited, and conditions in facilities for females are frequently worse than those for males. Belknap (2007:4) notes that the absence of research involving female correctional centres is because females are a marginalised population. Hence, counselling, educational, vocational, and training programmes are absent (Belknap, 2007:4; Corsianos, 2009:49; Mallicoat, 2012:8; Lynch *et al.*, 2012:3; Newburn, 2013:313; Penal Reform International, 2019:14).

The various studies reflected upon in this section reveal that although the female inmate population has grown drastically, their portion remains minimal when compared to the total inmate populace. As a result, their specific and unique concerns and challenges are often overlooked, and female services and correctional education programmes are frequently limited and inadequate.

3.5.5 RESOURCES NEEDED

Although correctional education is offered to female inmates, the programmes are not sufficiently evaluated to meet their needs. Certain correctional education programmes assist female inmates in identifying harmful and destructive pathways. However, due to budget constraints, various programmes have been removed from the correctional education schedule (Clark, 1995:310; Coley & Barton, 2006:5; Ellis *et al.*, 2008:214).

According to Rose (2004), most female inmates were offered the opportunity to enrol in educational programmes, but most declined. Between 1991 and 1997, when Pell grants were discontinued, there was a considerable decline (36%) in

females' involvement in postsecondary education (Rose, 2004:84). Rose further notes that it's a given that the majority of females who enter correctional centres are on public assistance and not employed. Rose (2004) points out that some female inmates who wish to pursue postsecondary education while incarcerated may have encountered financial difficulties (Rose, 2004:84).

Lawrence *et al's* (2002) Washington DC Report and Ellis *et al's* (2008) Oregon Study found that assigning an environment, funding, and amenities needed for female correctional education looked like it was not of high importance for correctional management during a period of correctional expansion and budget constraints. These considerations had a direct impact on educational programming. Improved physical infrastructure and technological resources are desperately needed. The need to upgrade systems, continuous challenges with inmates having access to the internet, and simulating technologies that assist offenders on re-entry are the primary issues experienced with technology resources (Lawrence *et al.*, 2002:21; Ellis *et al.*, 2008:214).

Female inmate learners in a Virginia correctional facility note a lack of internet accessibility, insufficient computer access, textbook costs, and limited use of a quiet study area as issues experienced (Winterfield *et al.*, 2009:7). Only three rooms are available for education and vocational training in an Afghanistan female correctional facility. Correctional educational programmes for female inmates, such as carpet weaving, have been discontinued due to a lack of financial resources (United Nations, 2007:37).

The studies highlighted indicate a significant gap between correctional education programming requirements and available resources (Clark, 1995; Rose, 2004; Lawrence *et al.*, 2002; Ellis *et al.*, 2008; Winterfield *et al.*, 2009; United Nations, 2007).

3.5.6 SUPPORT STRUCTURES

The support factor has been broken down further to denote the various types of support that impact female correctional education. Support has been grouped into the correctional facility, educators, and family support.

3.5.6.1 CORRECTIONAL CENTRE SUPPORT

Due to an absence of knowledge about the merits of correctional education programmes for female inmates, criminal justice institutions may not support them (United Nations, 2018b:32). In North Carolina Ellis *et al.* (2008:201-202) notes that there is a need for coordination and articulation among correctional facilities to ensure that female inmates' education is not disturbed as they transfer from one facility to the next. An inmate may begin a study programme at one facility only to realise that the courses she needs to finish are not offered where she transfers to.

In Afghanistan, it was inferred that correctional education class attendance was "particularly low level among illiterate learners". Female inmates must receive encouragement to take part in classes because they lack self-confidence and believe that their opportunities are limited by the skillsets they have acquired (United Nations, 2007:50).

Further in Afghanistan, there are no specialist correctional professionals for female inmates in Afghanistan's correctional system, such as "social workers, educators, or psychologists." NGOs financed by international donors provide education programmes for female inmates. Due to their reliance on donor funds, NGOs lack the means to meet all inmates' requirements, making sustainability difficult to achieve. The report further notes that these challenges must be addressed to develop long-term, sustainable correctional education programmes for female inmates' social integration (United Nations, 2007:33).

The ability to gain skill sets in Nigerian correctional facilities is almost non-existent, according to Ajayi's (2012) study. This is a sad reflection, especially for an organisation whose mission and mandate is to rehabilitate and reform inmates. The structure and support of such an institution restrict and hinder this focus. Female inmates pick up specific attitudes and information from other female inmates during incarceration. This could increase their want to participate in criminal activity in the future (Ajayi, 2012:222).

Studies indicate that correctional centre support is poor, particularly for an institution whose aim and duty is to rehabilitate and reform inmates. The focus on rehabilitation is constrained and impeded by the structure and support offered by correctional institutions (United Nations, 2018b; Ajayi, 2012; United Nations, 2007; Ellis *et al.*, 2008).

3.5.6.2 CORRECTIONAL EDUCATORS

The American study of Leone and Wruble highlights that because of a lack of correctional educators or custody personnel to oversee the school, tuition in institutions providing education for offenders may be cancelled, or learners could be granted parole. Since vacancies are rarely filled quickly, correctional educators are often faced with the issue of managing a huge class size. Furthermore, some states lack the financial resources to hire qualified educators while others are absent due to illness or development classes (Leone & Wruble, 2015:591).

According to a Carolina study by Ellis *et al* (2008:208), instructors lack organised in-service and pre-service correctional education training. In a correctional centre, the inmate's security is paramount, and the instructor is part of the security staff in some ways. The instructors in this study were frequently unprepared for such responsibilities, and their stress in a correctional setting made them vulnerable to burnout.

Nazra (2017:9) notes that no correctional educational programmes are available in Egypt due to a lack of correctional educators. As a result, the correctional system in this country does not implement any correctional education programmes for female inmates. On the other hand, certain capable female inmates volunteer to teach other female inmates how to sketch, sew, or create handcrafted goods. It is important to emphasise that the correctional centre's personnel determine who is admitted to these education programmes. Certain female inmates who are politically active are exempt from programme participation.

A lack of support or participation from correctional educators was identified as a barrier by three correctional centres in Virginia, Indiana, and New Mexico. Participants at all these locations recounted correctional personnel insulting them and making harsh comments. Some participants noted that correctional personnel aimed to provoke them into fights (Winterfield *et al.*, 2009:7). Studies (Leone & Wruble, 2015; Ellis *et al.*, 2008; Nazra, 2017; Winterfield *et al.*, 2009) reveal that a lack of support or involvement from correctional educators has been identified as a barrier to implementing positive female correctional education.

According to Rose (2004) and Vasquez (2014), the distribution of educator capital is likely among the most crucial factors for female inmates participating in correctional education programmes. Suppose an inmate is introduced to education and its value. In this case, they are more likely to acquire resources and skills that would improve their learning opportunity if they understand the authority-based language and patterns utilised in educational settings and educator expectancies, as shown in the empirical study review (Rose, 2004:93; Vasquez, 2014:19).

3.5.6.3 FAMILIES AND CHILDREN

While incarcerated, female inmates face numerous challenges. Suffering from separation anxiety and depression due to missing her kin is one of the challenges experienced (Easterling, 2012:170). They are clearly in need of assistance. They would be prone to recidivism if they did not receive proper assistance. According to a Kentucky-based study, providing relevant correctional education to help individuals overcome their barriers would be a precious and constructive element to rehabilitation (Easterling, 2012:170; Piacentri *et al.*, 2009:534; Skiles, 2012:671).

Female inmates, maybe more than their male counterparts, fear being separated from their families and children. Significant differences were found between those who received family visits and those who didn't, implying that family and child visitation is likely important in female engagement in correctional education

programmes (Rose, 2004:86-87; Easterling, 2012:64; Piacentri *et al*, 2009:534; Skiles, 2012:671). The data indicates that mothers behind bars were unlikely to participate in corrective education programmes due to their anxiety over being separated from their children. Policymakers could miss the chance to secondarily encourage involvement in educative and employment opportunity programmes (Rose, 2004:88; Easterling, 2012:64; Shankardass, 2014:1-5).

Research studies (Rose, 2004; Easterling, 2012; Skiles, 2012:671; Piacentri *et al*; Easterling, 2012:64; Shankardass, 2014:1-5) indicate that female inmates' family visits and their progress in correctional education programmes are connected. Family visits are an essential aspect of the rehabilitation process that is embedded in correctional education programmes.

3.5.7 LEVEL OF PRIORITY

Rose (2004), in her American study, reveals that female correctional education is given low priority. These justifications range from females being incapable of effectively completing correctional education programmes compared to male inmates to more "politically correct" reasons stating that fiscal considerations prevent such discrepancies from being addressed. The study further reveals that females who want to enhance their skills in these areas often left the correctional centre in the same condition as when they arrived: having no skills and being destitute. These inequities may stifle a female's desire to continue her education while incarcerated (Rose, 2004:86).

Due to related drug problems, a Norwegian study of female inmates found that psychologist visits should be made available from the inception of incarceration. It has been noted that it's difficult for females to participate in the same drug treatment programme offered to males since females use drugs for different reasons. Female inmates expressed dissatisfaction with the priority given to drug recovery programmes and claimed they were not usually provided treatment (Country Report for Norway QCEA, 2007:5). Female correctional education appears to be given low priority status (Rose, 2004; Country Report for Norway, 2007). As a result, female inmates' educational potential is suppressed, leaving

them in no better position concerning their skillsets attained and addiction addressed (Rose, 2004; Country Report for Norway, 2007).

3.5.8 LITERACY LEVELS OF FEMALE INMATES

A Montana study (Dillon & Colling, 2010:342) on female inmates at a correctional facility notes a gap exists amid the amount of data contained within written programme material plus the levels of knowledge that female inmates could understand and thoroughly comprehend. As a result, developers of education programmes with a written self-help component should pay close attention to a grade level comparable to those programmes. This is especially true in correctional facilities, as typical literacy levels are subordinate to those of the general population.

A Californian study (Vasquez, 2011:21) notes that information supplied to female inmates is typically above the 5th-grade readability level, and visual aids are rarely used to assist with material delivery. As a result, learners get bored or distracted. Research (Penal Reform International, 2019:32; Gunnison, *et al*, 2015:68; Dillon & Colling, 2010; Vasquez, 2011) indicates that when correctional education programmes are being developed, it is imperative to focus on the education and illiteracy deficits prevalent in most female inmates and that educational aids should be used as well to keep learners focused.

3.5.9 CORRECTIONAL EDUCATION FOR RE-ENTRY

Females who have been incarcerated may be hesitant to engage in outside-of-prison education programmes. This is due to the stigma associated with females who have transgressed the law (United Nations, 2018b:32). In Afghanistan, there are no correctional education programmes offered to female inmates for re-entry preparation. The post-release support offered by particular NGOs is minimalistic (United Nations, 2007:67). A viable re-entry programme includes not only the decrease in recidivism for female inmates but also the assistance of their offspring in staying outside the structures of criminal justice (Khanzhina, 2011:67).

Sheridan's (1996) earlier study reveals that the requirements of male prisoners are catered for by the criminal justice system, but not those of female prisoners. For female inmates to return positively to the outside, correctional facilities must develop and deliver correctional education programmes that assist, sustain, and preserve relationships between them and their families (Sheridan, 1996:432). Some of the below studies have been conducted more than a decade after Sheridan's (1996) study, and they indicate similar trends that correctional education programmes are vital for female re-entry.

According to Harris (2011), female inmates have a difficult time finding work once they are released (Harris, 2011:3). Harris (2011) says that many female inmates re-offend because they are not provided with adequate education about inpatient treatment and how the system works. Female inmates state that their case managers assess the feasibility of correctional education programmes and whether or not they are eligible to enrol. During incarceration, such guidance and direction are lacking (Harris, 2011:25).

Domesticity prepared female inmates to be better wives and mothers, but it couldn't stop her husband from abusing them and mistreating her children. Furthermore, such programmes could not prevent her from launching another attack on her spouse during her re-entry, resulting in her being returned to the correctional facility (Moran & Pallot, 2009:714). Zazitow (2004:43) infers that female correctional centres adopt correctional education programmes in spheres linked to sewing, cosmetology, and food. However, few teach women the skills to become independent for re-entry. Due to the limitations and inadequacy of the correctional education programmes available, rehabilitating female inmates within the walls of a correctional institution is challenging. As a result, female inmates are not fully rehabilitated. This makes re-entry difficult (Clark, 1995:312; Easterling, 2012:165).

Collective research reveals that most returning citizens find re-entry challenging, especially females, who lack adequate educational opportunities. This shortcoming makes it difficult for females to establish stable work or secure

housing, limiting their capacity to sustain and support their families. The reported lack of education and vocational training among female inmates poses an equally tricky issue once they are released into society (United Nations, 2007; Khanzhina, 2011; Sheridan, 1996; Harris, 2011; Moran & Pallot, 2009; Zazitow, 2004; Clark, 1995; Easterling, 2012; United Nations, 2018b).

3.6 CONCLUSION

This chapter on global perspectives provides details regarding the development of correctional education over time. It reveals aspects of the legal frameworks that govern the current administration of correctional education in different countries. Characteristics of female inmates and perspectives associated with female correctional education are grouped into themes. The themes discover patterned answers and draw parallels across various countries.

Female inmates worldwide have a right to correctional education, as is emphasised by, among other things, the Nelson Mandela Rules. The size and scope of the female inmate population must be considered when discussing correctional education for female inmates. This has a twofold benefit: it shows a growth pattern or a rise in the volume of incarcerated females. It also helps one determine if the correctional authorities are holistically addressing this rising population's right to correctional education. The different distinctions or varying barriers to female correctional education help clarify why certain female inmates cannot break away from various barricades, preventing them from participating in correctional education programmes.

Correctional education programmes help to improve offending behaviour and promote human growth. The international literature referenced indicates that correctional institutions worldwide struggle to maintain their mandate on correctional education programmes for female inmates that place a high emphasis on rehabilitation. Suppose these global perspectives, or "snapshots," reflect the current condition of correctional education for female inmates. In that case, governments worldwide must band together with a common goal of satisfying a right to correctional education for female inmates to a more significant extent than what presently appears to be the scenario.

The next chapter examines research on female criminality and traces the development of South African correctional education. The chapter also provides literary perspectives on correctional education offered at the DWCC, including that of incarcerated females.

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CHAPTER FOUR

CORRECTIONAL EDUCATION FROM A SOUTH AFRICAN PERSPECTIVE: PROGRESSION OF CORRECTIONAL EDUCATION, CHARACTERISTICS, LEGALITIES AND LEARNING

4.1 INTRODUCTION

This chapter gives attention to the South African perspective on female inmates. It entails an overview of the historical development of correctional education, a legal framework associated with correctional education, and a general characteristic linked to a female inmate. The chapter concludes with a discussion on national perspectives on female correctional education. This chapter aims to describe the phenomenon and characteristics of female inmates and their perspectives on the correctional education provided at correctional centres nationally. Seeing that research on female inmates' correctional education is sparse and scanty, this chapter aims to provide greater detail by filling in the missing parts and broadening our knowledge of it instead of guessing and predicting models deemed suitable for male inmates.

The chapter further aims to establish any correlations or parallels to chapter three, i.e., are female inmates in South Africa experiencing similar or if not the same characteristics, similar correctional education programmes and perspectives on correctional education as their international counterparts? The following section describes the historical development of correctional education in South Africa. The section includes the Prisons and Reformatories Act 13 of 1911, the Prisons Act 8 of 1959, the Correctional Services Act 8 of 1959, and the Correctional Services Act 111 of 1998.

4.2 PROGRESSION OF CORRECTIONAL EDUCATION SINCE 1830

This section describes the historical progression of how South Africa's correctional education system developed and how it changed direction with the correctional institution over time. Correctional education in South African

correctional institutions began around 1830, but it was severely structured and unorganised (Van Zyl Smit 1992:10; Venter, 1959:3; Coetzee, Loubser & Kruger, 1995:29).

Very little information is documented about this era, and one can only deduce from future developments (discussed later on) that little activity occurred in the area of female inmate education between 1830 and 1911.

4.2.1 PRISONS AND REFORMATORIES ACT 13 OF 1911

The initial uniform system of corrections in South Africa was known as the Department of Prisons. This was established in 1911, after more than eighty years of relative inactivity since 1830 (Department of Correctional Services, 1999:1; Van Zyl Smit 1992:31; Coetzee *et al.*, 1995:290). By then, little had been accomplished in educating inmates referred to as prisoners. Uniform correctional institutions were facilities that functioned similarly across the country. Its primary responsibility and mission were to ensure its facilities' security, maintain control over the inmates, and correct criminal behaviour (Singh, 2005:22; Coetzee *et al.*, 1995:29; Van Zyl Smit 1992:31; Venter, 1959:4).

The correctional education system was established by the Union of South Africa through the Prisons and Reformatories Act 13 of 1911 (Van Zyl Smit, 1992:20; Department of Correctional Services, 2005a:26; Department of Correctional Services, 1999:1; Coetzee *et al.*, 1995:29). During the implementation of Act 13 of 1911, administration and control were prioritised over the correction of misconduct. Section 28 of the Prisons and Reformatories Act vaguely mentions correction; however, a team of visitors was established that functioned as protectors against inmate abuse (Coetzee *et al.*, 1995:29; Matetola, 2012:90). These visitors were inspectors selected under Act 13 of 1911, Section 4 (Venter, 1959:5).

From 1911 until 1930, the Departments of Justice and Education within South Africa alternated administration of the correctional education system (Matetola, 2012:145). Before 1934, the Department of Prisons was in charge of the

reformatory and the industrial school. This then moved over to the Department of Education (Department of Correctional Services, 2005a:26; Skelton & Tshehla, 2008:30; Nesor, 1997:67).

Van Zyl Smit (1992) indicates that providing education is a specialised profession; one has questions over what transpired with correctional education when it was within the authority of the Department of Justice. Concerning is the fact that nothing is said about the difficulties faced by reformatory administrators in educating inmates or even what objectives inmates achieve under the Department of Education. Or likened to what they presumably attain under the Department of Justice, necessitating a need to switch education via these departments.

The Penal Reform Committee (1947), and the South African Institute of Race Relations exerted pressure when examining the operation and efficacy of the penitentiary structures and identifying its failings (Van Zyl Smit, 1992:26-27). Therefore, the Landsdowne Commission on Penal and Prison Reform had been established in 1945 to enact change. The Commission established that the Prison and Reformation Act of 1911 could have been unsuccessful or completely ignored penal reformation. They were obstinate that rather than implementing educational programmes to reform inmates, they opted to keep and uphold the punitive and inherently unfair Prison and Reformations Act of 1911 in existence (Department of Correctional Services, 2005a:26; Matetola, 2012:92; Dissel & Kollapen, 2002:25; Van Zyl Smit, 1992:26-27; Oppler, 1998:5).

The Commission once again suggested that inmates be sentenced concurrently with the introduction of literacy programmes to increase rehabilitation efforts, particularly for black inmates (Van Zyl Smit, 1992:27-28; Matetola, 2012:94; Dissel & Kollapen, 2002:25). However, the Uniform Prison System decided not to implement any proposals from the Landsdowne Commission (Department of Correctional Services, 2005a:26; Matetola, 2012:94; Dissel & Kollapen, 2002:25; Botha, 1999:24; Department of Correctional Services, 1999:2).

4.2.2 PRISONS ACT 8 OF 1959

As soon as the National Party came into control in 1948, the penal institution opted for a purely military stance. They side-lined every Landsdowne Commission on Penal and Prison Reform proposal. A different approach had been taken, emphasising the need to improve penal administration and governance (Department of Correctional Services, 1999:2; Dissel, 1997:5; Matetoa, 2012:96; Department of Correctional Services, 2005a:27; Oppler, 1998:5).

The Prisons Act 8 of 1959 repealed Act 13 of 1911. Act 8 of 1959 acknowledged the United Nations Standard Minimum Rules for treating inmates regarding correcting offending behaviour. Although it was not the intention of the legislation, the execution of the Act neglected inmate rehabilitation (Van Zyl Smit, 1992:31; Matetoa, 2012:96-97; Department of Correctional Services, 2005a:27; Dissel & Kollapen, 2002:25; Oppler, 1998:5).

According to Coetzee *et al* (1995:37), Act 8 marked a significant shift in the prison's ideology because the Department of Prisons focused a greater emphasis on rehabilitation than it did on punishment previously. However, Coetzee *et al* (1995) do not discuss the actual problems that Act 8 addressed. Despite being a continuing problem, racial segregation in prisons was now considerably more widespread. Act 8 of 1959 further formalised racial segregation in penal institutions and introduced the concept of inmates being separated by ethnicity (Department of Correctional Services, 2005a:27; Human Rights Watch, 1994:1; Matetoa, 2012:98; Van Zyl Smit, 1992:36).

The Department's primary goal was the safe custody of inmates before the enactment of the Prisons Act No. 8 of 1959. Staff, recruitment, and staff training practises were dramatically modified given the critical social services that were required from prisons (Neser, 1993:69; Singh, 2005:24). Additionally, all prisons were converted into closed facilities, making it illegal for the media and outsiders to visit or take pictures inside. This had the effect of entrenching a restrictive institutional ethos in the prison service. This caused the ideals of prison legislation

to become largely isolated from standard practises (Van Zyl Smit, 1992:32; Singh, 2005:24-25).

Failure to educate inmates during that time frame can be best understood by identifying the relevant educational history at the time. Act 8 of 1959 and its aim to reinforce racial segregation in penal institutions where inmates were separated by race (Van Zyl Smit, 1992:36; Oppler, 1998:5; Department of Correctional Services, 1999:2; Singh, 2005:23; Dissel & Kollapen, 2002:35; Department of Correctional Services, 2005a:27; Human Rights Watch, 1994:1; Matetoa, 2012:98).

It is good to understand what "correction" means within the Prison Act and its disparity between rehabilitation and correction, because, within correctional education, corrections lead to rehabilitation. Correction's is a process that leads to a shift in behaviour from criminal activities to being a law-abiding citizen. The United Nations Standard Minimum Rules (1955), Rule 40 notes that all prisons will have a library available to be used by every category of prisoner (Botha, 1999:25; Van Zyl Smit, 1992:35-36).

The library will have an adequate stock of recreational and educational materials, and the prisoners must get encouragement to take full advantage of it. However, to implement the separation of library access, Act 8 of 1959 stated that all prisoners housed in such a facility should have access to a library. This was adjusted to read that the library can, at the Commissioner's discretion, be made available to all offenders housed in such facilities (Botha, 1999:25; Van Zyl Smit, 1992:35-36).

Even though these restrictions were succinct and included "all offenders", it was somewhat different, given that it was mere propaganda. Usage was determined at the discretion of the Commissioner. This meant that the United Nations Standard Minimum Rules (1955), Rule 40 could be removed (Van Zyl Smit, 1992:36). Van Zyl Smit (1998:402) also notes that most inmates were denied access to writing and reading materials. This would have threatened the hopes of inmates who sought to better themselves during their time incarcerated. In

exercising this discretion, a Commissioner might grant admission to a particular portion while blocking admission to others, mainly as the legislation permits different treatment for different groups of people.

Oddly, by 1968, Act 8 of 1959 had been perceived as providing better prospects for inmates than its forbearers, who had only been safety custodians. Act 8 of 1959 established rehabilitative programmes. This included inmate training and education, as opposed to the prior era of retribution (Coetzee *et al.*, 1997:37). Section 23 (2) of Act 8 (1959) notes that prison, or a division thereof, could be limited to educating, training, treating, or detaining a specific class or race of offenders (Matetoa, 2012:97). Within penal institutions, prominent positions were established to cater for supervision of training and education programmes intended for rehabilitation (Fullan, 1991:61).

4.2.3 CORRECTIONAL SERVICES ACT 8 OF 1959

In 1990, political changes were taking place that impacted the South African penitentiary system. Race-related concerns were eradicated. In 1991, the Prisons Act of 1959 was repealed by the Correctional Services Act 8 of 1959 (Van Zyl Smit, 1992:40-42; Naser, 1997:75). In 1993, the inmate populations were integrated. The Prisons Act 8 of 1959, notably concerning the management of prisoners, gave many provisions for putting into practise different global trends within the domains of penology and criminology. A parole system was also established (Singh, 2005:25; Van Zyl Smit, 1992:32).

According to Section 63(1) of the Correctional Services Act 8 of 1959, a parole board at a specific correctional institution had to provide an account to either the Commissioner or the Minister of Correctional Services. This had to include a referral regarding placing an offender on parole and for each offender within its purview with a sentence period of greater than six months (Republic of South Africa, 1959). The Commissioner's assigned official receives an authority to act on his behalf relating to offenders being placed on parole. The assigned official receives the parole board's report along with the recommendation. According to

section 93(2) of the Correctional Services Act 8 of 1959, this is a profile report (Department of Correctional Services; 1995:26).

An assigned official decides whether the offender may be released on parole in pursuance of section 65(8) of Act 8 of 1959 after considering the parole board's profile report and suggestion (Republic of South Africa, 1959). A primary function of prison services was to provide prisoners with education programmes that could lead to their rehabilitation and reformation, as well as to teach them work skills (Republic of South Africa 1959:13).

The use of offenders as labourers was prohibited by this legislation in 1959. In short-term sentencing, parole has been introduced when an offender is required to complete their sentence time within the penal system's supervision. Additionally, parole served as a form of positive reinforcement. A militarist ethos was ingrained in the penitentiary system due to the Correctional Services Act 8 of 1959. This system employed a distinct command and military style, with uniforms, rules, and hierarchical management structures. The correctional staff lacked human development and rehabilitation training, and the wardens were prevented from interacting with prisoners (Goyer, 2004).

The Correctional Services Act 8 of 1959 incorporates a concept to classify prisons by effectively separating inmates depending on the threat to security. It is largely acknowledged that an effective system for security classifications is the foundation of an effective prison administration. Even though offenders are classified, overpopulation within the system renders it almost impossible to operate correctly due to congestion and a lack of resources (Singh, 2005:23).

4.2.4 CORRECTIONAL SERVICES ACT 111 OF 1998

At the Viljoen Commission (1976), ideas were provided for the progression of the penal system from Act 8 of 1959 in response to the flood of youngsters incarcerated as a consequence of the massive 1976 student revolt (Van Zyl Smit, 1992:37; Singh, 2005:26-27; Matetoea, 2012:97-98).

The proposed idea was to implement correctional education as corrective training. For over a decade, penal institutions ignored the Viljoen Commission's recommendations until 1988. Then adjustments were adopted to remove apartheid racial discrimination in the penal system (Neser, 1997:73; Singh, 2005:27; Van Zyl Smit, 1992:40; Neser, 1993:72). The youth had missed more than ten years of education, resulting in their becoming illiterate adults.

The release of the Republic of South Africa's Constitution had a massive effect on the Department of Correctional Services. To replace the previous White Paper (1994), the newly formed White Paper on Corrections in South Africa was approved. The Correctional Services Act 111 of 1998 was created (Department of Correctional Services, 2005a:19; Dissel & Kollapen, 2002:13; Department of Correctional Services, 1999:3; Matetoea, 2012:110).

The deliberations essentially concluded that the apartheid administration's inequalities must be corrected (African National Congress, 1994:125; Matetoea, 2012:108; Department of Correctional Services, 2005a:30-31; Dissel & Kollapen, 2002:38). Corrective education with the goal of rehabilitative aims has been in effect for a while. The government was required to take note of international legal principles due to the terms of the South African Constitution, enacted in 1996.

The Standard Minimum Rules for Treatment of Prisoners, 1955, and other global laws had to be aligned into legislation for prisons. According to Luyt (2001:27), demilitarisation was accomplished by switching from a punitive to a more humanistic approach to treating offenders. Act 111 of 1998, based on 1994's White Paper on Correctional Services, marked a total separation and split from the Correctional Services Act 8 of 1959 (Singh, 2005:33; Van Zyl Smit, 1992:40; Department of Correctional Services, 1999:xii).

According to Act 111 of 1998 (Department of Correctional Services, 2005a:31), the correction of inmates has to involve rehabilitation on entry to the correctional facility, rehabilitation on sentence conclusion, and re-entry into social spheres. The arrival of democracy, together with changes to its political structure in South Africa in 1994, required a change in how offenders are corrected. This adjustment

included treating offenders with more respect and prioritising their personal development (Luyt, 2001:38).

While the South African Correctional Services Act 111 of 1998 is operational, new White Papers have been released (Department of Correctional Services, 2005a:20-21). The Department produced a White Paper on Corrections (2005) to curb a gap between theory and practice. Interests of society are also given credence in this document, implying that societal structures are participants in inmate rehabilitation (Department of Correctional Services, 2005a:5; Matetoa, 2012:110). The White Paper (2005) strongly emphasises society's responsibility and inmate rehabilitation. When released, inmates must possess the necessary skills and ability to allow for social reintegration (Department of Correctional Services, 2005a:14-15; Matetoa, 2012:110).

The Correctional Services Amendment Act 25 of 2008 has rewritten parts of the 1998 Act with more appealing language. Correctional centres are used instead of prisons, inmates have replaced prisoners, and correctional officers have taken the position of prison wardens. A range of needs-based programmes for inmate rehabilitation are also included (Republic of South Africa, 2008:5). The history of correctional centres in South Africa indicates that reducing criminal behaviour via educating inmates was a national focus from 1830, but it has been unsuccessful due to inadequate implementation (Matetoa, 2012:112).

Nevertheless, the current administration's efforts are noteworthy with the existing mechanisms. The aim articulated and described as the cornerstone of this dispensation's goal for educating inmates is reparation, and correction, when considered a social responsibility, has a better chance of succeeding. When one considers the history of correctional education, one is surprised by the unwavering efforts of policymakers to provide inmates with educational opportunities, as well as the apparent miscarriage of correctional officials at the institutional levels to administer these policies and to produce the expected outcomes (ISS, 2001:1; Van Zyl Smit, 1992:40-43). Luyt (2008:176) notes that the beginning of extensive transformation processes was heralded by the democratic winds of change reaching the South African coastlines.

With this background to correctional education, attention must be paid to the legal framework of correctional education to identify with its current legislation. Hence the following section highlights attention to the international and national laws and guidelines towards treatment plans for individuals incarcerated in South Africa.

4.3 A LEGAL FRAMEWORK FOR CORRECTIONAL EDUCATION

The guidelines for the international level include the Kampala Declaration on Prison Conditions in Africa, the Standard Minimum Rules for the Treatment of Prisoners, and the Bangkok Rules. The national framework includes the Constitution of the Republic of South Africa (1996), the White Paper on Corrections in South Africa (2005), the B-Order, the Service Delivery Charter, the Correctional Services Act 111 of 1998, the Correctional Services Amendment Act 25 of 2008, and the Correctional Matters Amendment Act 5 of 2011.

This international framework is embedded within section 40(1) of the Correctional Services Act (1998). This section notes explicitly that a.) Enough work has to be allocated, to the greatest extent practical, to have offenders engaged for a typical workday. An offender could be required to perform this work. b.) These roles must be practical and geared toward preparing offenders to be employable once they are released into society (Republic of South Africa, 1998).

4.3.1 UNITED NATIONS STANDARD MINIMUM RULES FOR THE TREATMENT OF PRISONERS

The United Nations Standard Minimum Rules for the Treatment of Prisoners is an international standard for treating incarcerated individuals in correctional institutions or other types of confinement. It was amended in 2015 and became known as the Nelson Mandela Rules. The Standard Minimum Rules for prison work ensure that offenders are given sound, non-discriminatory, and appropriately paid work. The Rules emphasise that prison work must be constructive, it needs to assist prisoners in preparing for higher learning or jobs once released, and that it needs to, whenever possible, assist in support of

inmates' families or develop a savings basis for their future, and that inmates must have the ability to select the kind of work they want to undertake (United Nations, 2016:29-30).

In terms of education, the Standard Minimum Rules stipulate that all inmates who can benefit from education must receive it and that basic literacy should be consistent with a nation's system of education so that inmates can continue their studies following their re-entry (United Nations, 2016:30).

4.3.2 KAMPALA DECLARATION ON PRISON CONDITIONS IN AFRICA

Likewise, prison condition 7 of the Kampala Declaration on Prison Conditions in Africa believes access to skill development and education for prisoners would help them re-join society more easily following their release (United Nations, 1996:1).

4.3.3 BANGKOK RULES

These rules have been included by the United Nations as well. The Bangkok Rules are intended to give special consideration to the concerns of female inmates. According to these rules, female inmates must be given special care and attention when it comes to child caregiving responsibilities, and they should be given a chance to make plans relating to their offspring. The Bangkok Rules further stipulate that specific steps be adhered to guarantee that female inmates' special needs are met in terms of the programmes provided. These special needs include hygiene, physical health, prior victimisation and trauma, emotional well-being, contact with families, childcare, gender-sensitive programming, safety and security, use of restraints, juvenile female inmates, and pregnant inmates. These special needs will be met through the use of gender-sensitive risk assessments, classification tools, and female incarcerated with children (United Nations, 2010:10-19).

While the Bangkok Rules consider incarcerated females' characteristics and special needs, they significantly lack explicit provisions for female vocation, education, training, and job opportunities.

4.3.4 CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA

The establishment of the Bill of Rights in the Interim Constitution (1993), followed by the Bill of Rights in the Constitution (1996), became South Africa's epitome of human rights. In 1991, the Department of Correctional Services (the Department) was established. The Correctional Services Act 111 of 1998, following the Bill of Rights, built a culture based on respect for human rights in the South African corrections system by emphasising female inmates' educational rights. To address the training and education goals of sentenced offenders, the Department shall give or provide access to a variety of activities and programmes, as well as those based on needs according to Section 41:1. Programmes need to be sensitised to females' special needs and make sure that they are not marginalised according to Section 41:7 (Department of Correctional Services, 2014a:7-8; Republic of South Africa, 1998:42).

Section 18:1 specifies that accessibility to reading materials of their choosing must be provided to each offender unless it poses a security concern or is not helpful for their rehabilitation. Section 18:2 notes that a prison library could provide texts to read, or it could be provided to the offender from sources external to the prison under regulations (Republic of South Africa, 1998:26).

The Department implements corrective education at several South African correctional centres per Section 29:1 of the Constitution. According to the constitution, each individual has a right to (a) fundamental learning, which includes adult basic education, and (b) higher education, that the government needs to eventually render accessible and available via appropriate means (Republic of South Africa, 1996:13; Brazzel, Crayton, Mukamal, & Lindahl, 2009:17).

According to Brazzel *et al.* (2009:17), basic education is considered an essential and integral right, a valued practice, and a fundamental aspect that contributes to the development of a meaningful life. Incarceration will not restrict or infringe upon such a right (Department of Correctional Services, 2005a:138).

Morodi (2001:3) notes that constitutional rights are bestowed "individually or collectively" on citizens of a country as enshrined in that country's constitution. As per Badat and Sayed (2014:131), when South Africa adopted a democratic approach, the Constitution promised equality for all. In contrast to basic education, the Constitution doesn't recognise further and higher education as a basic right.

4.3.5 WHITE PAPER ON CORRECTIONS IN SOUTH AFRICA (2005)

The White Paper (2005) stems from a desire to have a longer-standing critical organisation and operating system that views corrective undertakings in correctional institutions as a social duty. The Constitution (1996) plus the Correctional Services Act 111 (1998), together with the cohesive system of justice, provide the fundamentals of the White Paper (2005) (Department of Correctional Services, 2005a:5).

The White Paper (2005) proposes a needs-based strategy that focuses on needs-based interventions that combine common aspects of a crime with those specific to the offender's crime. A goal of needs-based rehabilitative programmes is to help convince the inmate to embrace productive and progressive standards, belief systems, and alternative socialisation choices and to develop life skills, socioeconomic status, and work skills to holistically prepare him/her. This helps to remove the reason for returning to crime (Department of Correctional Services, 2005a:13).

As per the White Paper (2005), a comprehensive sentence-planning procedure that includes offenders on all strata, including spiritual, societal, physical, moralistic, intellectual, educational, and emotional, best facilitates rehabilitation. It is predicated on the idea that each individual is susceptible to development and

reformation, given the chance and opportunities (Department of Correctional Services, 2005a:38).

The White Paper (2005), Section 5, notes that the Department is steadfast in encouraging restorative justice practices. The report notes that this is vital for preventing recidivism and restoring relationships between inmates and victims where applicable. The White Paper (2005) also acknowledges that numerous offenders were victims of injustice, anti-social and dehumanising conduct themselves (Department of Correctional Services, 2005a:42).

The White Paper (2005), Section 7.2 notes gender equality and the imbalance of power relations amid females and males. Additionally, the criminal justice system's poor treatment of females contributes to the high rates of violence against them (Department of Correctional Services, 2005a:52; Jules-Macquet, 2015:17). The White Paper (2005) dedicates a mere few paragraphs to the concerns of females as a special category of offender (Department of Correctional Services, 2005a:12), and two of those paragraphs relate to mothers with children and their needs (Department of Correctional Services, 2005a:81).

Although the White Paper (2005) states that rehabilitation methods must consider the special needs of females (Department of Correctional Services, 2005a:66) and that the Department's attitude would manage the treatment of incarcerated females (Department of Correctional Services, 2005a:71), it offers a glimpse relating to whatever these special needs could be or even the influence gender could well or ought to have on female inmates' treatment. The requirement to incarcerate females nearer to their residences is the sole issue highlighted concerning females and the need to create fair and equal development opportunities for females.

The White Paper (2005) further notes that to empower offenders, regardless of gender, class, or race, to have an economically productive role in society, education and activities supplied to them ought not to reinforce gender stereotypes (Department of Correctional Services, 2005a:70). It has been revealed that the White Paper (2005) was supposed to go through a process of

review, with academic research teams being selected for this task. Nonetheless, no further progress reports or reviews have been released (Jules-Macquet, 2015:22).

It must be highlighted that the White Paper (2005) refers to all of the three foundational theories adopted in this study, i.e., the Feminism Theory (gender-informed approaches), the Rehabilitation Theory (needs-based programmes) and the Restorative Justice Theory (restoring relationships). This is mentioned in this guideline, and the reviews of the literature will determine if this policy meets practice. Further, the White Paper (2005) fails to state how the Department can overcome the poor literacy levels in correctional centres based in South Africa. This strategic document does not distinguish between formal and informal education approaches to rehabilitation.

4.3.6 B-ORDER

The B-Order lays out how correctional regulations should be implemented and interpreted. They detail the operational execution of all activities for which the department is responsible. These ensure that their system is consistent (Muntingh, 2006:10). The following is a summary of the Department's present position on programmes related to education and rehabilitation health provisions provided by the correctional facility.

The B-Order, Sub-Order 5, Chapter 1, Section 1, notes that the Department shall make available psychological and social strategies for assisting in the development and benefit of incarcerated people. This encourages and enhances social adaptability and emotional well-being. The Department must provide support and development programmes for incarcerated people to meet these needs. Education programmes must meet female inmates' "special needs" by ensuring they're not placed in a disadvantageous position. If the Department cannot offer a programme as required by the inmate, assistance must be acquired from another source. This could be a suitable service provider (Department of Correctional Services, 2005b:20).

The B-Order, Sub-Order 3, Chapter 3, Section 9, notes that every female correctional centre is expected to provide additional health care services tailored to female circumstances, and they must also have the right to use specialised treatments like access to medical specialists (Department of Correctional Services, 2005c:233). Furthermore, the Department is required to have needs-based psychological services under the B-Order, Sub-Order 5, Chapter 1, Section 2 (Department of Correctional Services, 2005b:21). Its goal is to improve and maintain the mental and emotional well-being of people who are held in correctional centres to help them improve their conduct as well as adjust and integrate socially.

4.3.7 SERVICE DELIVERY CHARTER

Within its Service Delivery Charter, the Department describes the services it provides. The provision of the following services to all inmates situated at several correctional centres across South Africa constitutes part of the Department's national strategy (Department of Correctional Services, 2018a:8; Department of Correctional Services, 2017a:6).

- Humane treatment of inmates,
- Secure custody of inmates,
- Effective care for inmates,
- Skills progression and education programmes for inmates,
- Rehabilitative programmes for inmates,
- Correctional programmes for inmates,
- Socially inclined re-entry programmes, and
- Visits for inmates by legal representatives, family, and friends.

Furthermore, correctional staff must treat inmates with the necessary respect and dignity to prepare them to live straight and just lives and be productive and effective when released (Department of Correctional Services, 2017a:9).

4.3.8 CORRECTIONAL SERVICES ACT 111 OF 1998

The framework of South Africa's Constitution (1996) functions as a basis for the 1998 Correctional Services Act. This posits an up-to-date and global standard correction system. Establishing a framework for treating, improving, holistically enhancing and providing support services to better the offenders' rehabilitation process is a significant component of the Correctional Services Act 111 of 1998 (Shabangu, 2006:156; Murhula & Singh, 2019:23; Coetzee, 2003).

As per the South African Correctional Services Act 111 of 1998, Section 41 (1), each offender's rehabilitative facility is managed via the Department. The Department needs to offer programmes and activities responsible for addressing offenders' requirements for rehabilitation. Because rehabilitation is viewed as a right of offenders rather than a provisional extra that depends on existing resources, the White Paper (2005) and the Correctional Services Act 111 of 1998 place huge accountability on the Department. Rehabilitative programmes need to ensure that offenders who are sentenced need not rely on criminally inclined activity after release (Murhula & Singh, 2019:22).

The Department focuses on providing psychological amenities to enhance all inmates' mental and cognitive health. The Correctional Services Act 111 of 1998, section 2(c) indicates that the system of corrections aims to promote each inmate's social conscience and human progress. Those subject to community-based correction to preserve and safeguard a peaceful, safe, and just society demonstrate this commitment. Although each offender has an equal right of entry to such services, they might choose not to use them (Ntuli & Dlula, 2003:250; Murhula & Singh, 2019:25).

4.3.9 CORRECTIONAL SERVICES AMENDMENT ACT 25 OF 2008

The Correctional Services Amendment Act, 25 of 2008, was published in the Government Gazette in 2008. This is to add, substitute, amend, or delete specific definitions from the Correctional Services Act 111 of 1998. Furthermore, the Act enables correctional centre management. The Republic of South Africa (2008:2) notes all modifications regarding how offenders receive detainment as follows:

The following list represents these modifications:

- Permit the National Council to choose, within certain circumstances, the amount of time before an offender is eligible for parole,
- Create additional measures for aspects relevant to the Judicial Inspectorate, Correctional Supervision and Parole Boards,
- A unit dealing with implementation of disciplinary proceedings and a department investigative unit to provide compliance monitoring and management of pertinent prescriptions,
- To manage issues regarding the employees of the Department, and
- Furthermore, the Minister's authority to issue laws and addresses related matters (Republic of South Africa, 2008:2).

4.3.10 CORRECTIONAL MATTERS AMENDMENT ACT 5 OF 2011

It aims to repeal specific provisions that established a framework for incarceration that was introduced by the Correctional Services Amendment Act 25 of 2008 and to revise the Correctional Services Act 111 of 1998 as follows:

- To change an existing definition and add new meanings,
- To establish a new system of medical parole,
- To make some parole-related provisions clear,

- To make arrangements for the supervision and retention of detainees on remand, and
- Furthermore, to address issues related to it (Republic of South Africa (2011:2)).

The following table depicts a binding framework for South African correctional education. The aim of the table is to simplify the information for the purpose of clarification in relation to what has been discussed in this section. This framework includes legislation - "hard laws", and guidelines - "soft laws."

Table 5: A Framework for correctional education in South Africa

FRAMEWORK FOR CORRECTIONAL EDUCATION IN SOUTH AFRICA			
No	International	National	Type
1	Standard Minimum Rules		Guideline
2	Kampala Declaration		Guideline
3	Bangkok Rules		Guideline
4		Constitution Republic of South Africa	Legislation
5		White Paper on Corrections (2005)	Guideline
6		B-Order	Guideline
7		Service Delivery Charter	Guideline
8		Correctional Services Act 111 of 1998	Legislation
9		Correctional Services Amendment Act 2008	Legislation
10		Correctional Services Amendment Act 2011	Legislation

Table 5 in conjunction with this section reflects the Standard Minimum Rules for the Treatment of Prisoners, the Bangkok Rules, the Kampala Declaration on Prison Conditions in Africa, the Constitution of the Republic of South Africa (1996), the White Paper on Corrections in South Africa (2005), the B-Order, the Service Delivery Charter, the Correctional Services Act 111 of 1998, the Correctional Services Amendment Act 25 of 2008, and the Correctional Matters Amendment Act 5 of 2011. The table easily identifies with each legislation or guideline, provides its name, the year it was effected, its type and whether each is international or of national guidance.

An analysis of these guidelines also indicate that while the Bangkok Rules consider incarcerated females' characteristics and special needs, they significantly lack explicit provisions for female vocation, education, training, and job opportunities. In contrast to basic education, the Constitution doesn't recognise further and higher education as a basic right. The White Paper (2005) states that rehabilitation methods must consider the special needs of females and the Department's attitude towards them should be taken into account when managing the treatment of them. It also offers insight into the influence gender on female inmates' treatment. However it offers a glimpse into what these special needs are or even how gender could impact on female inmates' treatment models. The Correctional Services Act 111 of 1998, section 2(c) indicates that the Department provides psychological care to inmates. However this is not mandatory as each offender may opt to not make use of these education programmes.

The following section provides literature insight for the DWCC as this study is conducted at this facility.

4.4 THE DURBAN WESTVILLE CORRECTIONAL CENTRE

This study explores participants' perspectives to identify gaps in correctional education programmes provided to female inmates at the DWCC. This correctional centre has been selected as the research study site because it is among the biggest and most prominent correctional centre in KwaZulu-Natal and

in South Africa. It houses sentenced female inmates in a separate female centre. The female centre is referred to as Medium E.

The DWCC was founded by the year 1985, some 20 kilometres from Durban, and is a part of the eThekweni Municipality (Singh, 2014:263; Commission for Gender Equality, 2018:12). This is the most extensive correctional facility in the province and is among the largest in South Africa. Overcrowding is a serious and imminent problem at the facility (Singh, 2014:263; Commission for Gender Equality, 2018:12). Prior to this, there were two small buildings known as the Central Prison and the Point Prison (Singh, 2014:263).

Prisons during that time were frequently located near police stations or hospitals, so if aid was required, it could be obtained quickly (Singh, 2014:263). The Durban Central Prison and Durban Point Prison, the first two prisons (called correctional centres after 1991), were progressively absorbed into the DWCC. This correctional facility is divided into five sections, including a female-only correctional centre and is referred to as Medium E (Singh, 2014:263; Commission for Gender Equality, 2018:12).

The DWCC also has a female correctional facility that admits both sentenced and non-sentenced female inmates. Within the facility, various offender categories of inmates serve varying durations of incarceration, ranging from short-term to long-term to life without parole. Their ages span from young to elderly (Commission for Gender Equality, 2018:12).

South Africa has almost 3800 female inmates (Department of Correctional Services, 2012:22; World Prison Brief:2020). This includes close to 500 female inmates in Kwa-Zulu Natal (Department of Correctional Services, 2015:29; Department of Correctional Services, 2017b:25). KwaZulu-Natal is home to the largest number of female inmates. The province also houses the largest number of Black (32.57%) female inmates and the largest number of Indian (70.51%) female inmates (Jules-Macquet, 2015:7-8).

A previous inspection by the Parliamentary Portfolio Committee on Correctional Services within a female section of this correctional centre notes the centre experiences immense overcrowding (Parliamentary Portfolio Committee, 2005:Section D; Singh, 2014:263; Commission for Gender Equality, 2018:12). The Commission for Gender Equality (2018) found that this centre holds 375 female inmates, reportedly overcrowded by almost 150% (Commission for Gender Equality, 2018:12-13) still nearly as overpopulated as it was in 2005. A significant challenge encountered as a direct result of overpopulation continues to pose a risk to the viable delivery of education, training, and progression programmes for female inmates (Department of Correctional Services, 2012:85).

Education efforts are hindered due to human resources, financial resources, and the female centre holding a considerable percentage of inmates (Singh, 2014:273). The DWCC's overall inmate count (male and female) is at 12500. The centre was built with the intention of housing 6000 inmates (Singh, 2014:263).

Inmates serving long sentences and those who have been awaiting trial for a long time are housed here (Commission for Gender Equality, 2018:13; Singh, 2014:263). More than 80% of incarcerated females at the DWCC endured difficult trauma-related childhood experiences. These include physical, mental, and sexually related abuses received from men. Most of the females in this facility are incarcerated for the murders of the abusive men in their lives. These include personal companions, pimps, and even their fathers (Young-Jahangeer, 2003:101-102).

At DWCC, overcrowding is a serious and imminent problem (Singh, 2014:263; Commission for Gender Equality, 2018:12). Overcrowding was a cause of the transmission of contagious diseases among female inmates in the female section. This comes after a widespread agreement that overpopulation supports the transmission of diseases that spread quickly. These include TB and HIV/AIDS. This has been evidenced by a recent evaluation from the Judicial Inspectorate for Correctional Service's 2017/18 Annual Report (Commission for Gender Equality, 2018:14). At this centre, 75% of the female inmates are

currently receiving antiretroviral medications to treat HIV/AIDS-related issues (Commission for Gender Equality, 2018:14).

The Correctional Services Act, Section 7.1(c) and The White Paper (2005), Section 11.2(1) require youth inmates to be housed separately from incarcerated individuals above 18 years of age and in a space suitable for their age group. It was discovered that youth inmates are housed in the same facility as adult female inmates. The overcrowding issue undoubtedly influences this (Commission for Gender Equality, 2018:14).

However, the ethos of the White Paper (2005) resonates with an online write-up posted on the Department's website revealing that "Westville" "has a most successful prison-school programme in the country" and positively evidences that rehabilitation is attainable. The Usethubeni School is based within the DWCC and accommodates educational needs for all offenders between the age ranges of 16 to 25. Usethubeni's enrolment can reach up to 300 learners per year, and this school has achieved a 100% Matric pass level for the last five years (Makhaye, 2021:online).

This Usethubeni School was built in 1996 and became a fully-fledged school in 2000. The school's principal notes that they are not just teachers; they have become parents to these learners and respect and motivate them. No one is treated as an offender but as a pupil at the school. The school also offers vocational, computer, and technical training. Some programmes include CAT (Computer Aided Teaching), upholstery, building, plumbing, and bricklaying (Makhaye, 2021:online).

The following section provides research literature on female inmates from a South African perspective. The pool of literature available is scanty; however, all endeavours have been made to gather all data available to shed light on this marginalised population. The section describes the characteristics of female inmates, their background circumstances, the growth of the female inmate population, female inmates and motherhood, crime types associated, research

on female crime, and whether female inmates are victims or inmates as per the literature cited.

4.5 CHARACTERISTICS OF FEMALE INMATES

This section summarises existing literature that analyses factors that impact incarcerated females to provide a more profound and innate understanding of this marginalised group. These factors include background trajectories, the growth of the female inmate population, studies on female crime and crime categories associated with female incarceration.

4.5.1 BACKGROUND CIRCUMSTANCES OF FEMALE INMATES

The majority of females in South African correctional facilities come from impoverished families. They have endured maltreatment in their primary years, separations, abandonment, domestic abuse, and the loss of people close to them (Artz, Hoffman-Wanderer & Moul, 2012:206). Incarcerated women live among the most vulnerable social and economic groups in society (Haffejee, Vetten, & Greyling, 2006a:2; Artz *et al.*, 2012:206). Brutal violence, economic deprivation, substance abuse, parental stress, and cognitive health impediments, including self-harm and anxiety, are more evident in female inmates (Jules-Macquet, 2015:5-6).

Dislocation, which commonly occurs due to moving from place to place, has damaged their young lives, as have the ones caring for them. These shifts signify the end of a happy life. For most, moving home includes having to leave school early (Artz *et al.*, 2012:75). According to Haffejee *et al.* (2006a:2), the majority of females (approximately 62%) came from low-income families. Most female inmates are single, according to national and international surveys (Wright, Van Voorhis, Salisbury, & Bauman, 2012:1615; Dastile, 2011:296). As they were female-headed homes, many females were mothers and primary breadwinners in their households and families prior to incarceration (Haffejee *et al.*, 2006a:2; Artz *et al.*, 2012:37).

Female inmates have a larger unemployment rate when contrasted to male inmates, as a large number of females are often not able to find work as a result of their disadvantaged backgrounds and low levels of education attained, leading to a standard skill set (Du Preez, 2008a:1; Dastile, 2013:5298). Wright *et al* (2012:165) reinforce the finding that a lack of education also plays a role in a female inmate's criminal behaviour. As per the National Institute for Crime Prevention and Reintegration of Criminals Report, 40% of female inmates in South Africa are unemployed (Jules-Macquet, 2015:11).

Agboola (2014:83) discovered that after release, female inmates' unemployment levels doubled. Furthermore, most female inmates in South Africa live in rural places with restricted accesses to services and support resources. Since many inmates are single mothers, they are more prone to step into the function of being primary financial support for their families. Most female inmates are sentenced for fraud and theft. These are both economic crimes. These may be connected with poverty and hardship, particularly in a place such as South Africa, where unemployment and poverty are rampant, resulting in high rates of female incarceration.

Substance misuse, early drug and alcohol abuse, and previous victimisation are all critical variables in female incarceration. Females commit crimes primarily due to intoxication or a desire to survive, not only for themselves but also for a large number of others for whom they are responsible (Jules-Macquet, 2015:5-6; Hesselink & Mostert, 2014:338; Prinsloo, 2016:207). Each of these social factors influences female crime, and when they all come together, females have a considerably increased chance of participating in various types of criminality (Artz *et al.*, 2012:228).

4.5.2 THE GROWTH OF A MARGINALISED POPULATION

By 2006, South Africa had 240 operational correctional centres. Eight of them are dedicated solely to female inmates and 72 predominantly serve male inmates. There was additional provision for keeping female inmates separately (Department of Correctional Services, 2013:32; Haffejee *et al.*, 2006a:1). The

majority of incarcerated females are held in overcrowded and congested correctional centres (Judicial Inspectorate for Correctional Services, 2012:30; Commission for Gender Equality, 2018:39; Department of Correctional Services, 2013:32).

Six of these eight female correctional centres indicate considerable overcrowding. They include Johannesburg, Worcester, Pretoria, Pollsmoor, Thohoyandou, and Durban (Judicial Inspectorate for Correctional Services, 2012:30; Commission for Gender Equality, 2018:39; Department of Correctional Services, 2013:32).

Luyt (2008) presents a historic review for incarceration in South Africa, revealing a rise in the number of females incarcerated in the latter 1800s. When apartheid prevailed in South Africa, several females were incarcerated as detainees. The percentage of incarcerated females in relation to the entire inmate populace has reached its peak. Female inmates gradually decreased from a peak of 9.5% in 1958/1959 to a low of 2.1% in 2006/2007, when they remained unchanged at 2.1% for a couple of years (Luyt, 2008:305; Department of Correctional Services, 2008:4).

This percentage is predicted to remain below 2.5%. Nevertheless, as per the Institute for Criminal Policy Research, female inmates made up 2.5% of the total inmate population in 2014 and 2.6% of the total inmate population in 2017, according to data analysis (Department of Correctional Services, 2017b:25). From 1995 to around 2005, the number of female inmates in South Africa increased (Haffejee *et al.*, 2006a:1; Vetten, 2008:136). However, they observed that this growth was comparable to that of the male inmate population.

It's important to realise, as per Dastile (2011:294), that the number of incarcerated females influences this increase in proportion. Research reveals that the volume of incarcerated females in South Africa's correctional facilities has grown. Compared to 1996, the Judicial Inspectorate of Prisons Report shows the growth in incarcerated females in South Africa from April 2005 to March 2007.

This rise in female inmates in South Africa is not unique to the country; it is comparable to global numbers of female incarceration (Haffejee *et al.*, 2006a:1).

Despite such findings, the White Paper (2005) notes that female incarceration does not experience similar levels of overcrowding as male incarceration. However, overcrowding seems to be a critical issue within the Department, indicating that this issue of overcrowding within female sections of correctional centres forms part of a national problem. The fact that the DWCC is the only female facility in the Ethekewini Municipality is a major factor that leads to overcrowding (Commission for Gender Equality, 2018:12-13).

Dissel (1996:7) states that these correctional facilities are mere vast warehouses where individuals are kept until their sentence period has been completed. More recent findings also indicate that overcrowding is still a considerable challenge faced by female inmates. The Johannesburg Female Correctional Centre reported overcrowding of 48%. It has been noted that in an attempt to decrease overcrowding, female inmates in grades 10 to 12 are sent to the Kgosi Mampuru II Female Correctional Center in Pretoria, which is about 100 km away. The female section found at the DWCC reported overcrowding by almost 150%. (Judicial Inspectorate for Correctional Services, 2017:29).

Furthermore, the total average male population of correctional facilities has lessened from about 163000 in 2007 (Luyt, 2008:305) to about 161000 in 2017 (Department of Correctional Services, 2017b:25; Dastile, 2010:97). This indicates female incarceration has grown in comparison to male incarceration. It is alarming to note that two 2015 studies reveal that South Africa's female incarceration statistics have climbed by 68% in the last ten years (Prinsloo & Hesselink, 2015:67), whilst "repeat offenders" account for 4.93% of the female inmate population (Jules-Macquet, 2015:8).

4.5.3 FEMALE INMATES AND MOTHERHOOD

According to studies, female incarceration and motherhood are related and correlate because mothers make up the majority of female inmates (Law, 2014:1;

Luyt, 2008:311; Haffejee *et al.*, 2006a:3). Despite the lower rates of crime committed by females, maternal incarceration remains significant. Approximately 70% of incarcerated females are mothers (Luyt, 2008:311). Mothers make up the vast majority of female inmates, as 83% have at least one offspring (Haffejee *et al.*, 2006a:3).

According to research conducted in the Western Cape by Law (2014:1), over 70% of female inmates are mothers, with nearly half having their first baby before turning 20. Most incarcerated mothers have been the parents taking care of their children's upkeep before incarceration, and many struggle to retain relationships with their children while incarcerated (Law, 2014:3).

4.5.4 FEMALE INMATES AND ASSOCIATED CRIME TYPES

In South Africa, the rise in female incarceration has been connected to primarily financial crimes committed by females (Prinsloo & Hesselink, 2015:68; Hesselink & Mostert, 2014:36). It could be based on the assumption that more females have access to committing specific crimes, such as white-collar crimes. It is also considered that poverty encourages females to commit specific crimes. This includes white-collar crimes.

If it is assumed that issues such as poverty motivate females to commit financial crimes such as petty theft. Females in South Africa are significantly poorer than males when comparing the different gender groups (Rogan, 2016:988-989). However, in contrast to the male inmate population, the female inmate population is insignificant, leaving female inmates as a helpless populace (Luyt & Du Preez, 2010:89).

Several explanations have been given for the significant disparity in the number of females and males incarcerated. One theory is that females would not have the same opportunity to influence crime as males. For instance, white-collar crime requires formalised employment or, at the very least, the availability of resources to provide chances for crimes like theft. Luyt (2008:306) stated that a considerable number of females incarcerated in South Africa (40%) were

sentenced for offences relating to financial activities in 2007, while Prinsloo and Hesselink (2015:68) claimed a much more significant percentage (45%) in 2011.

Nonetheless, forgery and fraud (two types of white-collar crimes) are only two of seven sub-sets of this type of illegal behaviour (Department of Correctional Services, 2015:30). This makes it tough to pinpoint each specific offence for which female wrongdoers receive incarceration by focusing just on the correctional services report on its own. Financial crimes embrace 21% of the offence types that individuals receive incarceration for in South Africa, according to a 2014 study that did not include a gender split of the offence categories (Department of Correctional Services, 2015:30).

From March 2013, female inmates were incarcerated for the following crime types: 44.8% economic, 35.71% aggressive, 11.74% narcotic, 6.84% other, and 0.9% for sexually related misconduct (Jules-Macquet, 2015:5). Furthermore, within a study of two distinct correctional facilities undertaken in South Africa's Western Cape province, Artz *et al* (2012:38-39) discover that 20% of participants state forgery/fraud as their offence, and 14% claim theft and shoplifting.

In 2007, almost 44% of female inmates received incarceration for offences of an aggressive nature (Luyt, 2008:306), while 32% of participants in the Artz *et al* study (2012:38-39) are sentenced for committing murder. Females could be the perpetrators, but they may also act in self-defence over violent relationships, as seen by the high number of females convicted of murder charges in South Africa (Haffejee *et al.*, 2006a:2).

4.5.5 RESEARCH ON FEMALE CRIME

Female criminology in South Africa is comparable to global statistics. South Africa has conducted a few studies on female criminology. In South Africa, female incarceration accounts for approximately 2-3% of the inmate populace (Dastile, 2011:293; Department of Correctional Services, 2015:9; Dastile, 2010:97; Prinsloo & Hesselink, 2015:67).

Preliminary studies are available on female crime in South Africa (Du Preez, 2008b:193). Nonetheless, there has been an increase in interest, both in the global and national sphere, in researching the prevalence, nature, and pathways linked to female crime in recent years (Dastile, 2011:288-289).

The following works are notable in this context:

- The Centre for the Study of Violence and Reconciliation (CSV) developed a summary of 348 incarcerated females to determine exposure to violent acts and how this affected their criminality,
- Dastile (2011) profiled 56 incarcerated females, concentrating on aspects like age, unemployment, education, marital standing, primary years and adulthood maltreatment, and the links amid alcohol, drugs, and criminality,
- A 2012 study by the Gender, Health, and Justice Research Unit examined experiences and situations that resulted in 55 female inmates engaging in misconduct leading to incarceration (Artz *et al.*, 2012:2), and
- Research regarding the emotional well-being of 64 incarcerated females by Steyn and Hall (2015) focused on depression, stress, and anxiety.

The small number of female inmates and a lack of relevant material about female crime in South Africa are considered explanations for the scarcity of research regarding female crime across the nation in favour of male inmates (Hughes, 2005:3; Dastile, 2011:288). Haffejee *et al* (2006a:1) note that apart from female inmates with babies on the inside or female inmates who have murdered abusive partners, female inmates in South Africa receive marginalisation in studies and public dialogues on incarceration as well as associated matters.

4.5.6 VICTIMS OR INMATES

It's crucial to understand not just how female understandings of abuse by their relationship partners shape their ideas of relations and the normalcy of violent

behaviour, but how these experiences determine their responses to abuse while trying to process their paths to crime. Because of abuse in their homes, some females are pressured (or, maybe more precisely, forced and not able to reject) to commit crimes with their partners (Artz *et al.*, 2012:15).

Others turn to delinquent conduct, including alcohol and drug usage, and gambling addictions to escape or manage with their abusive episodes. For several abused females, their victimisation impacted their lives in ways that essentially isolated them from traditional sources of livelihood and support. This impacted their mental abilities. The majority of female inmates are incarcerated as a direct result of their abuse histories. Female inmates note that their crimes were committed against their intimate partners when the abuse had become unbearable (Artz *et al.*, 2012:15).

South African studies indicate that many incarcerated females are inmates and victims, too (Dastile, 2011:288; Artz *et al.*, 2012:15; Haffejee *et al.*, 2006b:2; Dastile, 2013:30; Belknap, 2007:4; Lahm, 2015:273). Within South Africa's correctional facilities, females experience considerably greater incidences of rape in their childhood and intimate partner violence throughout their relationships. This was more so than females that reside within the general populace (Haffejee *et al.*, 2006b:2). It has been said they are seven times more prone to childhood rape when compared to females in the broader populace.

According to Haffejee *et al* (2006b:2) study, almost 40% of participants said they had experienced abuse in their households when growing up. Beyond their intimate relationships, 21% of those questioned said they had been sexually abused before turning fifteen. This occurred on average at the age of ten. In all of the abuse reported in the study, the frequency of abuse ranged from daily to weekly. Physical, emotional, economic, and sexual abuse were all noted by most of the participants. Female inmates are exposed to different types of abuse, including beatings, insults, and sexually related violence.

In their intimate relationships, females commit the majority of violent crimes (Dieten, Jones, & Rondon, 2014:2). According to studies, the coping techniques

adopted by all of these females to escape their victimisation are frequently unlawful, resulting in a victim-turned-inmate cycle. As a result, there is a correlation between female incarceration and earlier female victimisation. Therefore, most female inmates are both inmates and victims (Dastile, 2013:30; Belknap, 2007:4).

It is commonly known that correctional centres are hostile institutions, and sexual victimisation, and many other types of abuse, is frequently seen as a "normal" element of incarceration. Due to the apparent vulnerability of the incarceration system regarding an absence of accountability and supervision, female inmates are particularly vulnerable to various sorts of abuse and victimisation (Lahm, 2015:273).

South African statistics show a substantial growth in female incarceration, similar to international trends (Vetten, 2008:136; Haffejee et al., 2006a:1; Prinsloo & Hesselink, 2015:67). As new difficulties and challenges emerge, the rapid rise in female incarceration suggests that this domain can no longer be neglected. Female incarceration has ramifications for both their families and lawmakers. Although demographic data on incarcerated females is accessible, it does not go into great detail about the lives of females in correctional facilities, particularly regarding their rehabilitation and correctional education experiences. As a result, further studies are required to have broader knowledge relating to the experiences of females in correctional facilities.

According to the various studies detailed, female inmates have a history of violence, economic hardship, and household disruption Artz *et al.*, 2012:206; Jules-Macquet, 2015:5-6). Females' distinct vulnerabilities and how much vulnerability connects to further risk factors that reasonably determine the explicit context of why females turn to crime have not been well explored Artz *et al.*, 2012:228; Prinsloo, 2016:207; Hesselink & Mostert, 2014:338). As a result, there is a need to collaborate more with research in this marginalised group to conclude how to effectively rehabilitate, educate, and influence policies that affect female lives in general. Gender-responsive rehabilitation programmes are needed to

accommodate women's special requirements, such as mental health concerns and child responsibility.

Female inmates in correctional facilities are frequently impoverished, uneducated, unskilled, and come from dysfunctional family situations. Most females commit crimes associated with gender-based trauma, financial distress, and substance misuse (Dieten, Jones, & Rondon, 2014:2; Dastile, 2013:30; Belknap, 2007:4). Female inmates have more extensive socially inclined capital deficiencies (limited work experience, inadequate work history, and are financially marginalised) Haffejee, Vetten, & Greyling, 2006a:2; Artz *et al.*, 2012:206; Jules-Macquet, 2015:5-6). As a result, correctional education programmes for incarcerated females must be undertaken to meet the concerns of females who are victims of abuse before incarceration, whilst incarcerated, and also once they are released.

The following section highlights literature on correctional educational programmes offered to female inmates in South Africa. They include formal education programmes, non-formal education programmes, and informal education programmes.

4.6 SOUTH AFRICA'S CORRECTIONAL EDUCATION PROGRAMMES

Rehabilitation is a correctional ideology that encourages an inmate's reform or changes through educational and vocational training (Champion, 2001:16). The Department embraces a rehabilitation strategy mission. To keep in line with this mission, the Department developed rehabilitative-based programmes that would aid the rehabilitation process. These rehabilitation programmes are needs-based and include social work, psychological care, faith-based services, education, sports and recreational programmes. These programmes assist in an inmate's development (Department of Correctional Services, 2018b:63-66).

The rehabilitation programmes comprise various courses such as accredited education, formal, non-formal, informal, work-based, and vocational education, among other skills and training interventions available to inmates (Parliamentary

Monitoring Group, 2020; Bruyns & Nieuwenhuizen, 2003:15; Department of Correctional Services, 2012:64-67).

The Department is required to obey all curricula established by the Department of Education (Department of Correctional Services, 2005a:69; Johnson & Quan-Baffour, 2016:9; Department of Correctional Services, 2014b:13-14). Three forms of correctional education comprise formal education, informal education, and non-formal education (Johnson & Quan-Baffour, 2016:9). Inmates have to be incarcerated for a minimum period of at least twenty-four months to be eligible to participate in needs-based rehabilitation programmes (Jules-Macquet, 2014:11; Manganye, 2016:32; Commission for Gender Equality, 2018:18).

4.6.1 FORMAL EDUCATION CURRICULUM

The formal education curriculum covers Adult Education and Training (AET) levels 1-4, equivalent to grades 6 to 9 within the mainstream schooling system. This is compulsory for all inmates (Department of Correctional Services, 2014b:10; Johnson & Quan-Baffour, 2016:9; Department of Correctional Services, 2005a:69). Basic education for minors and AET for adults are both examples of General Education and Training (GET). AET offers a pre-AET curriculum that teaches inmates how to write and read, and those with these literacy skills can already register for AET levels 1-4 (Johnson & Quan-Baffour, 2016:9; Parliamentary Monitoring Group, 2014; Parliamentary Monitoring Group, 2020).

Different curriculums are usually taught in Further Education and Training (FET) and Higher Education and Training (HET). This also falls under the ambit of formal education programmes. FET programmes commence in the 9th grade onwards until the 12th grade. Studies that take place after the 12th grade are part of HET (Johnson & Quan-Baffour, 2016:9; Parliamentary Monitoring Group, 2014; Parliamentary Monitoring Group, 2020).

Education for the youth, together with AET, is offered at the correctional centre by on-site educators. These education programmes are available at no cost.

Since correctional educators do not provide inmates with further education or higher education and training, they must enrol in distance education. FET, including HET, is not available for free, and inmates must finance themselves in some way (Johnson & Quan-Baffour, 2016:9; Parliamentary Monitoring Group, 2014; Parliamentary Monitoring Group, 2020). Computer-based training also forms part of the formal education programme (Parliamentary Monitoring Group, 2014).

The inmates' desire to increase their learning level with a commitment from the Department by providing nonmaterial and material resources for inmates' education progress is implied by seeing that about 20% of the incarcerated population has received formal education programmes during the years 2009 to 2013 (Jules-Macquet 2014:14). The table below indicates the formal education curriculum of the Department. It details all formal education programmes, the description of the programme, whether the Department or the learner pays for the programme, and if the programme is compulsory or not for female learners.

Table 6: Department of Correctional Services - formal education (Formal Education, Department of Correctional Services:online)

DEPARTMENT OF CORRECTIONAL SERVICES - FORMAL EDUCATION			
Programme	Description	Funding	Compulsory Non-compulsory
Pre-AET	Has no literacy skills	Department provided	Compulsory for females
AET Level 1	Have literacy skills	Department provided	Compulsory for females
AET Level 2	Have literacy skills	Department provided	Compulsory for females
AET Level 3	Have literacy skills	Department provided	Compulsory for females
AET Level 4	Have literacy skills already	Department provided	Compulsory for females
FET	Up to and including grade 12	If Department resources permit adults	Non-compulsory for females
HET	Via distance learning, includes diplomas & degrees,	Learner cost	Non-compulsory for females

Computer Based Training	Computer literacy, multimedia & technology	Department provided	Compulsory for females
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Table 6 highlights that pre-AET, AET, and computer-based formal training programmes are compulsory for female inmate learners, and the Department pays for this. Formal programmes associated with FET depend on the availability of the Department's resources, or the learner bears the cost. Each learner pays for HET programme costs, and learning happens via an online space (Department of Correctional Services, online-a).

4.6.2 NON-FORMAL EDUCATION CURRICULUM

The Department also provides skills progression programmes in addition to academic programmes. Skills development programmes such as the production workshops contrast with academic programmes in that they offer technical skills to improve an inmate's employability and self-sufficiency following their release (Department of Correctional Services, 2012:80; SANews, 2018:12; Parliamentary Monitoring Group, 2020; Parliamentary Monitoring Group, 2014). Plumbing, masonry, construction, and steelwork are some of the artisan or vocational skills development courses available (SANews, 2018:12; Johnson & Quan-Baffour, 2016:9).

Other skills development courses involve agricultural production. This is where inmates learn how to make milk and raise farm stock like chickens and pigs (SANews, 2018:12). These vocational programmes are certified to ensure that inmates are competent to work in the fields they are equipped for (Parliamentary Monitoring Group, 2014). To be eligible to enrol in skills training programmes, inmates must achieve the basic entrance requirements of Grade 9/NQF Level 1 (Parliamentary Monitoring Group, 2020).

Because law-abiding individuals have so few jobs, the Department teaches inmates how to become entrepreneurs, start new businesses, and employ fellow parolees. Preferably, the Department would like each inmate to be more skilled

and well-positioned instead of how they were prior to their arrest (Parliamentary Monitoring Group, 2020; Department of Correctional Services, 2012:80).

The non-formal education curriculum further provides treatment programmes and treatment services like anger management, victim education, and community reintegration (Johnson & Quan-Baffour, 2016:9; Bruyns & Nieuwenhuizen, 2003:16). According to the Parliamentary Monitoring Group (2014), there are 11 treatment programmes provided by the Department in South Africa (Parliamentary Monitoring Group, 2014).

They include the pre-release programme, new beginnings orientation programme, murder and related offences programme, anger management programme, economic crime (theft/fraud) programme, crossroads programme, restorative justice programme, behaviour modification programmes on gangsterism, preparatory programme on sexual offences and substance abuse (Parliamentary Monitoring Group, 2014).

The following table notes some of the non-formal education programmes provided by the Department to incarcerated females.

Table 7: Department Of Correctional Services Non-formal education (Department of Correctional Services, 2014b:8-19).

DEPARTMENT OF CORRECTIONAL SERVICES NON-FORMAL EDUCATION	
Treatment programme	Objective
New beginnings programme	This programme is the first that offenders are enrolled in. It aims to help offenders adapt to life in a correctional facility while teaching them to be self-aware and aware of one's surroundings.
Anger management programme	This programme teaches offenders about anger. What are the causes of it, and what are the signs that indicate an individual is angry? This programme also teaches better ways for individuals to express their anger healthily.

Crossroads correctional programme	This programme teaches offenders about the link between substances like drugs and alcohol and criminality. It also offers treatment to the inmate population dependent on alcohol or drugs. Other information shared with offenders is about sexual infections and the relevant places to visit for treatment.
Restorative justice programme	The programme helps prepare offenders for the restorative justice process that they will participate. The programme touches on victim empowerment and explains why restorative justice and reintegration go hand in hand.
Preparatory programme on sexual offences	This programme addresses the sexual offenders and the causes of their offences and equips them with coping skills to avoid offending.
Substance abuse programmes	The programme teaches offenders about the effects substance use has on offenders and techniques for overcoming substance use.
Pre-release programmes	This pre-release programme teaches offenders about their re-entry into communities when released, the challenges they might face, and how to cope with those challenges. The programme includes information about finding employment as well as financial management.

Table 7 details some of the non-formal programmes offered by the Department together with a description of each programme. It further illustrates how inmate learners are equipped with techniques to benefit their lives whilst incarcerated and once released from the correctional centre.

4.6.3 INFORMAL EDUCATION CURRICULUM

Life skills programmes and recreation programmes are part of the informal correctional education syllabus (Johnson & Quan-Baffour, 2016:9). The informal education curriculum includes programmes associated with recreation, arts, sports, cultural activities, the library, and life skills (Department of Correctional Services, 2012:68). Other programmes include counselling services, psychological services, faith-based services, social work as well as psychiatric services (Department of Correctional Services, 1999:56-61).

Various activities within this education category include arts and culture facilities; sports that include soccer, rugby, table tennis, chess; and library services with available technical and educational programmes (Parliamentary Monitoring Group, 2014). Stemming from the informal implementation of these programmes throughout the last few years (2009–2013), roughly 92% of inmates participated in these undertakings. These are inclusive of choir groups and sports programmes (Jules-Macquet, 2014:15).

The section that follows provides literary perspectives on South African female correctional education. The information collected has been organised into themes such as limited research, gender discrimination, rehabilitation programmes offered, resources needed, support structures available, priority status of female correctional education programmes, and female correctional education for re-entry opportunities.

4.7 SOUTH AFRICAN PERSPECTIVES ON FEMALE CORRECTIONAL EDUCATION

This section discusses the South African perspectives on female correctional education. Although a dearth of material exists on the correctional education of inmates in South Africa (Singh, 2016:1), every attempt will be made to explore this area to gain an understanding relating to the current situation in terms of correctional education programmes available for female inmates.

The significance of providing sound education, vocational training, and correctional centre work has been emphasised. This is aimed at assisting inmates in finding work after they are released from correctional centres (United Nations, 1996:1). The Department specifies that incarcerated females have equal rights to training and educational opportunities (Artz *et al.*, 2012:243). However, even though female inmates have special needs, only a few specialist programmes are provided in South Africa to cater for these needs (Jules-Macquet, 2015:6). When contrasted to male inmates, they usually receive a variety of correctional

education programmes and learning for preparation for higher-paying jobs (Vetten, 2008:142; Policy Brief-GHJRU, 2012:4).

The discussion considers the effects of limited research, gender bias, correctional education programmes, population size, resources required, correctional centre support, correctional educator support, priority level, family visits, cultural capital, literacy levels, and correctional education for re-entry. The following themes, uncovered throughout the literature review that influence females' participation in correctional education programmes, put together a decent picture of the programmes offered to female inmates at South African correctional centres.

4.7.1 LIMITED RESEARCH

In South Africa at present, a scarcity of literary works remain on female inmates (Vetten, 2008:134; Dastile, 2011:288; Steyn & Booyens, 2017:33; Topp, Moonga & Mudenda, 2016:1). Very few studies have looked into the delivery and operation of feasible correctional education programmes, as well as their significance and supposed benefits for female inmates (Young & Mattucci, 2006:129). Few studies of correctional education involve sizable samples of females, similar to many studies in the realm of criminal justice (Brazzel *et al.*, 2009:22).

According to Belknap (2007:4), the lack of study on female inmates' educational programmes offered at correctional centres is because females comprise a smaller proportion of the inmate populace. Training amenities provided to incarcerated females have generally proved to be inadequately resourced due to the proportion of female inmates (Department of Correctional Services, 2005a:81).

4.7.2 GENDER DISCRIMINATION

Psychiatrists, psychologists, and recreational opportunities are regarded as vital services at the male and youth correctional facilities. However, these are not available at the female correctional facility (Johnson, 2015:133). Male inmates in

South Africa are provided with work skills in preparation for their future release from the correctional institution. They are enrolled in correctional education programmes that include motor mechanics or carpentry. For female inmates, this is hardly the case. This lack of training initiatives manifests reliance upon men during their reintegration process. Female inmates are poorly equipped to find jobs, which is unjust when one considers the history of violence and trauma perpetrated by men against these females (Artz *et al.*, 2012:235).

Gender-based skills training programmes are offered to female inmates. Once an incarcerated female exits a correctional facility, such competencies are rarely required. Focusing on skills like working in the clothing industry is unnecessary, as these businesses are dwindling and dying. Correctional education programmes will become more successful when training interventions and work opportunities are incorporated. Female inmates have been reported to feel "pressured" to participate in such programmes because it is a prerequisite of the parole board (James, 2016:114).

Female inmates feel excluded when it comes to skills programmes since they also want skills programmes like electrical, plumbing, building, computer programming, and technical training like those available to male inmates. Female inmates are not permitted to participate in these skill-building programmes. Beauty courses, programmes for developing young children, fashion, design, and household etiquette are among the professional skills courses provided by the female correctional centre. Female inmates also notice that these skills are offered on a minuscule scale. Female inmates are concerned about how education programmes such as these would help them re-enter society compared to how well male inmates do following their release (Johnson, 2015:140).

These gender-bias findings can be reinforced by a recent Judicial Inspectorate of Correctional Services Report. This report points out that outside service providers offer programmes for inmates to learn vocational skills like hair styling, fabric painting, embroidered work, and recycling paper binders (Judicial Inspectorate of Correctional Services, 2017:30).

4.7.3 REHABILITATIVE EDUCATION PROGRAMMES

The first thing to note are induction programmes, as they're the first programmes presented at a correctional centre to a female inmate. It has been noted that a good induction programme could create a better attitude concerning incarceration as the adaptation to the correctional facility is much improved. This programme is "inconsistently presented" if such a programme does exist (De Wet, 2005:147).

An absence of community support within a correctional context prevails. Incarcerated females have no one to communicate with regarding their concerns and challenges. The Department is supposed to develop and provide "therapy and support" programmes for female inmates, which is appropriate since the Department takes pleasure in placing rehabilitation at the forefront of its activities. When female inmates are always worried about their families and children, such correctional educational programmes and rehabilitation efforts are unsuccessful. In terms of correctional education, the Department must manage and oversee professional skills programmes to enable female inmates to develop positive mindsets (Gowland, 2011:33).

Female inmates are in severe need of certain services that are specific to them. A psychologist is an example of such a service. In most correctional facilities, psychologists are either lacking or unavailable. Within the constraints of the correctional facility, social workers request psychological interventions, but most female inmates take on this load on their own. This was evident in Artz *et al*'s (2012) study conducted at two female correctional facilities in South Africa. It was found that at one facility, one psychologist treated the needs of over 200 female inmates twice a week. Due to the absence of a psychologist from the other correctional facility, counselling concerns were handled by a social worker. Furthermore, one social worker is accountable for 240 female inmates' admittance, administrative activities, counselling services, and correctional education initiatives. Female inmates experience "mental health emergencies," such as acute depression and suicide ideation, necessitating this care (Artz *et al.*, 2012:50).

Female inmates question the value of the courses they are given at the correctional facility. Most female inmates are oblivious and ill-informed about the contents of their courses. Most female inmates in James' (2016) study concluded that correctional education programmes, including anger management, are far from encouraging nor beneficial (James, 2016:144).

At the male and youth correctional centres, non-formal education programmes are carried out, including welding, carpentry, automobile mechanical repairs, computer fixing, and leatherwork. At the female correctional facility, there is no workshop programme. Their workshop is just for keeping and piling machinery and equipment for other skills training programmes (Johnson, 2015:119).

At the male correctional centre, sports, recreation, arts, and cultural programmes are more prominent than at the youth facilities. Nevertheless, non-governmental organisations support the youth with all of these initiatives. Organised sports and choir singing were among the listed items. However, there are no similar activities or programmes in the female facility. This demonstrates how the female centre is marginalised and side-lined in terms of resources and educational programme opportunities (Johnson, 2015:120).

It has been noted that the capacity of the Department to offer more activities instead of the usual basic minimum programmes needed and specified in sentence planning is alarming. Only 34% of female inmates are associated with rehabilitative programmes (Judicial Inspectorate for Correctional Service, 2017:29). Although the Department offers a wide selection of education programmes, not every correctional centre across the country offers those (Artz *et al.*, 2012:59).

4.7.4 EDUCATION RESOURCES NEEDED

Education and technical skills progression programmes, including computer-based learning, are among the skills these development programmes aim to offer inmates. Regarding participation in production workshop courses for inmates, the

Department of Correctional Services did not meet its aim of 18.9% accessibility to developing skills. Lack of finance for skills training programmes has been the primary cause of the lack of performance in skills development (Department of Correctional Services, 2012:84).

The Department fell short to meet its 5% improvement target set from the benchmark of 2008/09 for education and technical development programmes. This has been attributed to the non-filling of 131 open artisan positions as the primary cause of low performance in production workshop programmes (Department of Correctional Services, 2012:84).

If authorities provide adequate support to inmates, they might be able to do better. Officials' positive views and knowledge could go a long way toward enhancing their performance. In the digital age, infrastructural support for teaching and learning and accessibility to and usage of computers are no longer options. Inmates, particularly those enrolled in university and other non-formal education programmes, require internet access for assignments, research, and other administrative support. It is unjust to deny them access (Johnson, 2015:142).

The volume of reading material available is inadequate for the proportion of female inmates, resulting in idleness and boredom. Due to staffing shortages, the library at the female correctional centre was closed (Agboola, 2014:123). The Department notes that programmes associated with HET and post-matric costs for inmates are not covered by the Department (Parliamentary Monitoring Group, 2014).

4.7.5 SUPPORT STRUCTURES

The support component has been further split down to reflect the many forms of support that affect female correctional education. Correctional centre support, specialist staff support, and family support are described.

4.7.5.1 CORRECTIONAL CENTRE SUPPORT

Members of the Parliamentary Monitoring Group noted the lack of significant outcomes from the rehabilitation efforts provided at correctional centres and the necessity to simplify efforts to focus on providing inmates with vocational and education skills. The budgetary component of the briefing revealed that the lack of additional funding and the reallocation of funding to renovate correctional centres for rehabilitation programmes require reprioritisation (Parliamentary Monitoring Group, 2014).

The male correctional centre has roughly 50 desktop computers for male inmates. Computers are also available in youth centres. At the female centre, there are still no computers. Female inmates must ask female officials and educators if they want to use computers to help with online administration tasks, assignments, or research requirements. Some officials help them, but the learners suffer when they are in a sour mood (Johnson, 2015:126).

Essential teaching and learning tools, such as textbooks, are in acute short supply, as are inadequately equipped classrooms and a small library with outdated literature. This minority group is supposed to be well taken care of through the budget, programme funding, teaching and learning tools, general maintenance, support, and other essential services. Unfortunately, this is not the case. The social norm of female marginalisation appears to demean and undermine female standing even within correctional institutions, even though the institution itself does not appear very active. The female correctional centre's dropout rate is too alarming, indicating that this is far too high (Johnson, 2015:132).

Although provisions include AET and distance learning for female inmates at Johannesburg Female, inmates from grades 10-12 are sent to the Kgosi Mampuru II Female Correctional Centre, some 100 km away to alleviate overcrowding (Judicial Inspectorate for Correctional Service, 2017:29). A research commissioned by the Gender Health and Justice Research Unit (Policy Brief-GHJRU, 2012:5) notes that female inmates have considerably fewer recreational opportunities, fresh air, and exercise opportunities than their male counterparts. Outdoor exercise equipment is scarce too. This emanates from a

lack of budgetary resources and staff to supervise inmates in the vast communal space. Female inmates get sixty minutes of outside time a day, and the courtyards have almost nothing to offer regarding recreational activities.

4.7.5.2 SPECIALISED CORRECTIONAL PERSONNEL

The adoption of the shift schedule and the transfer of correctional personnel have had a severe influence on its operations, particularly in terms of programme delivery due to an absence of staff (Department of Correctional Services, 2012:86). After five years, the Judicial Inspectorate for Correctional Service's 2016/17 Annual Report explicitly notes that successful rehabilitation, along with other professional services for offenders, including education and healthcare, is hampered by a lack of qualified Department staff (Judicial Inspectorate for Correctional Service, 2017:15).

Most trainers who deliver correctional education programmes are not teachers, counsellors, or psychologists. They are regular correctional centre security personnel who have received training (Parliamentary Monitoring Group, 2014). It has been made known that, regarding educators; most correctional facilities require full-time, qualified personnel (Judicial Inspectorate for Correctional Service, 2017:28).

Female inmates receive no benefit from the correctional education programmes; they are merely parole board tokens. Programmes such as the occupational skills programme are irregular and inconsistent, as they are reliant on the presence of specialist educational personnel (James, 2016:121). Johnson (2015) indicates that most accounts focus on officials at the female correctional centre who are unsupportive of female inmate learners. Female inmates note they feel apathetic to the attitudes they sometimes receive from female correctional officials (Johnson, 2015:133).

It is discovered that enrolling in correctional education programmes while incarcerated can be difficult. This is impeded by correctional officials, who cite various reasons, including sentence lengths and bias. Only female inmates

serving long terms are permitted entry into the correctional education school. Despite the eagerness of the female inmates to enrol in correctional education programmes and express their desire, they are turned down since correctional officials do not favour them (Agboola, 2014:123).

4.7.5.3 FAMILIES AND CHILDREN

It has been reported that both male and youth inmates receive financial aid for their Grade 12 studies. Female inmates are not eligible for a subsidy in Grade 12. Their financial responsibilities fall on the shoulders of their families, making participation difficult. If their families cannot pay for it, incarcerated females are forced to quit the programmes. Participants who dropped out mentioned an absence of resources, a lack of parental backing, and an inability to afford some required learning resources. Others quit because their families failed to visit them, discouraging them (Johnson, 2015:111-112).

4.7.6 PRIORITY STATUS

Education activities are a norm at the male correctional centre and the youth correctional centre, and participating inmates are familiar with the rules that prioritise class activities. However, when female inmates arrive for courses, no educators or tutors are present, or the course has been adjusted for that day, devoid of early notice. Female inmates describe their education programme priority by saying that sometimes, without being informed, they learn about cell inspections from other people. Female correctional staff treats them like children and merely boss them around, paying little attention to what they do for their education (Johnson, 2015:109).

Some inmates refuse to participate in vocational courses since they cannot see a connection between developing these skills and achieving financial gains. Many more inmates may be motivated if the Department can transform and prioritise these skills into gainful jobs. It's essential to warrant that inmates obtain a percentage of the sale proceeds of their products to encourage them to do this on re-entry (Agboola, 2014:128).

4.7.7 CORRECTIONAL EDUCATION FOR RE-ENTRY

Reintegration concerns include the need to address the employment of released inmates as well as the various individuals with criminal records; the need to make efficient use of the Department resources before seeking additional ones, as well as the quality of the Department's restorative justice programmes (Parliamentary Monitoring Group, 2014).

It is known that most inmates relapse at the Durban Westville Female Correctional Centre. One reason is due to an absence of post-release programmes (Parliamentary Portfolio Committee, 2005:Section D). Female inmates mostly have limited education and lack work skills. Obtaining a job is extremely tough due to discrimination from potential employers. Many female inmates are not informed about the many work challenges they will encounter and face on re-entry. Female inmates are not educated on the procedures required to have their criminal records expunged (James, 2016:99).

The Department offers a pre-release programme that assists with various reintegration concerns. The programme's goals include empowering inmates for re-entry, reducing recidivism, ensuring support systems are accessible, restoring relations, encouraging inmates to lead a better life, decision-making; and building self-confidence. The programme also helps with financial issues, health, relationships, education, job hunting, and substance addiction prevention (Parliamentary Monitoring Group, 2014; Department of Correctional Services, online-b).

It's conceded that the pre-release programme merely lives on paper and that rollout of the programme has not been carried out at all correctional centres (Ratshidi, 2012:audio; Thinana, 2010:46). Seeing that black female inmates (75.38%) make up the most significant number of female inmates in South Africa (Jules-Macquet, 2015:7), it is said that little is known concerning African female inmates. This includes their incarceration journey and experience and the penalty that incarceration carries for their family or the inmate's well-being and health. As

a result, much more must be achieved by ensuring that pre-release programmes are successful (Artz & Rotmann, 2015:3).

4.8 CONCLUSION

Chapter 4 discusses the history of correctional education in South Africa since 1830 and how it changed direction with the correctional system over time. The correctional system from then to now includes the Prisons and Reformatories Act (Act 13 of 1911), the Prisons Act (Act 8 of 1959), the Correctional Services Act (Act 111 of 1998), the Correctional Services Amendment Act (Act 25 of 2008), the Correctional Services Amendment Act (Act 5 of 2011), and its relevance to the development of correctional education is referred to.

As is with any system the world over, a legal framework governs the implementation of correctional education delivered at the various correctional centres in South Africa. The legal framework encompasses both international and national guidelines. The international guidelines include the Standard Minimum Rules for the Treatment of Prisoners, the Kampala Declaration on Prison Conditions in Africa and the Bangkok Rules. The national guidelines include the Constitution of the Republic of South Africa (1996), the White Paper (2005), the B-Order and the Service Delivery Charter.

The DWCC is where the study's data is collected. As a result, insight into the historical development of this correctional centre and the overcrowding issues it experiences is provided. The issues highlighted are the negative impact overcrowding has had on the development and educational opportunities offered to female inmates and overcrowding challenges that contribute to transmitting transmissible illnesses like tuberculosis and HIV/AIDS. Correctional education for female inmates is further hindered at the correctional facility owing to insufficient financial and personnel resources. It has been highlighted that female inmates housed here are not exempt from the background trajectories endured by global and national female inmates. Most of them endure traumatic childhood experiences that include physical, mental, and sexually related abuse from men such as personal partners, pimps, and their fathers.

The chapter progresses onto the characteristics of female inmates within South Africa, explicitly emphasising their background turmoil, the rapid rise of this marginalised population, and the limited studies undertaken on female crime and the various crime categories associated with female inmates. The researcher feels it is essential to discuss these characteristics in detail to demonstrate the female inmate's actual reality, not a perceived reality. It has been noted that female inmates' socio-cultural milieu commonly displays troubled family relationships, low education levels attained, and experience of gender-based assaults, addictions, and poverty, all of which influence their criminal pathways. Female inmates' abusive trajectories and the connection of females as inmates and victims have been emphasised.

The chapter moves onto correctional education programmes offered in South Africa, seeing that rehabilitation is a correctional ideology that encourages an inmate's reform or changes through education and vocational training opportunities offered in correctional centres. It has been noted that female numbers, when contrasted with male numbers, are lower. However, the legitimacy of the reasoning for insufficient female correctional education programmes based on the number of female inmates is questionable as it violates the "equality right." The Constitution of the Republic of South Africa (1996), Section 9, notes that every person has a right to equitable protection by the law and equally shares in its benefits (Republic of South Africa, 1996:Section 9). Since this right applies to every person, this includes female inmates. As a result, it implies that this constitutional right must be considered when developing correctional education programmes for incarcerated females housed by the Department.

This discussion concludes by highlighting current perspectives on female correctional education. It's been stressed that a scarcity of gender-sensitive correctional education programmes and pre-release programmes that are humanistic, personal, and mindful of female inmates' backgrounds of traumatic episodes, violence, and various cases of abuse, unemployment, low education levels, and poverty is a major weakness in female inmates' rehabilitation plans.

Although female inmates participate in education programmes, some programmes are not attentive to female inmates' special needs. The availability of specific programmes at different correctional facilities restricts female inmates' possible options. As a result, they are limited to searching for a programme that is offered within these limitations.

The system's contribution to rehabilitating this marginalised group is failing. The emphasis appears to be on security and cell inspections rather than correctional rehabilitation. Besides the difficulties of navigating rehabilitation inside a punitive and repressive setting, many female inmates appear to experience deteriorating mental health issues. Despite incarceration difficulties in a setting that mirrors their pre-incarceration experiences, these females continue to strive for education within the confines of a correctional facility.

Although a massive student revolt occurred in 1976, a similar condition can be seen and felt, with no longer a strong and fierce ultimatum for worthy education. Instead, it's a blind reception of the current system. Female inmates, by definition, have histories of poor educational attainment, yet the correctional system has not repealed gender discrimination in their correctional education programmes.

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CHAPTER FIVE

THE RESEARCH PERSPECTIVE: AN APPROACH TO ATTAINING THE VOICES OF FEMALE INMATE LEARNERS

5.1 INTRODUCTION

Chapter 5 provides a detailed approach that the study adopts, describing its research approach and strategy, data sources and collection instruments, ensuring trustworthiness, data analysis, and ethical reflections. It details the sample and the framework that embodies this study, the reasons for using the qualitative research approach and the aims of conducting in-depth semi-structured interviews are further elaborated.

The research method is a pathway for conducting research. It explains how researchers define the problem and objectives and offer study conclusions based on the gathered data (Sileyew, 2019:1; Punch, 1998:66). A desirable research design follows a methodical and systematic investigation that necessitates study flexibility (Bayens & Robertson, 2010:24).

The research design is a framework of investigations. It seeks answers to questions relating to the "who, what, where, when, why, and how" of enquiry (Dantzker & Hunter, 2012:82). The research design serves as a direction from one place to another, from the "here" to the "there". The key research question is "here", while the responses gathered are "there" (Yin, 2009:19).

As indicated, there are several legitimate concerns regarding female correctional education. The multiple impacts of correctional education and learning on female inmates and whether existing correctional facilities and support structures are conducive to learning are all concerning factors. This is exacerbated by the scarcity of data on correctional education for female inmates.

It is envisaged that the participants' perspectives will provide a greater grasp of the current situation. The data collected will improve the prevailing sparse

knowledge pool. Therefore, the study aims to explore participants' perspectives to identify gaps in correctional education programmes offered to female inmates based at the DWCC.

The following section describes the key aspects of a qualitative research paradigm.

5.2 A QUALITATIVE RESEARCH APPROACH

A mixed-method, quantitative and qualitative research approach are the three kinds of research design. The primary distinction amid quantitative and qualitative studies is that words frame the latter, whereas the quantitative is framed by numbers. It has been contended that the quantitative approach is insufficient when attempting to understand and gather knowledge about an individual's perspective and experience of a phenomenon (Dantzker & Hunter, 2012:57; Young & Hren, 2017:3; DeJonckheere & Vaughn, 2019:3).

A qualitative approach focuses on gathering information about a participant's life's experience. It offers an opportunity to understand a person's viewpoints and gain knowledge as a participant experiences it (Austin & Sutton, 2014:436; Amaratunga, Baldry, Sarshar & Newton 2002:19; Payne & Payne, 2004:175). A qualitative approach allows for "rich descriptions and explanations." It serves as the foundation for identifying a process in a local setting. Researchers can extract orderly data, establish consequences of events, and arrive at meaningful reasons or explanations using qualitative data (Miles & Huberman, 1994:1; Payne & Payne, 2004:175; Dantzker & Hunter, 2012:57; Young & Hren, 2017:14). The researcher is a significant research instrument in qualitative investigations as they oversee all participants, eliminate contradictions, examine everything that needs to be observed and manage expectations (Welman and Kruger, 2001:8).

Based on these scholars' views, a qualitative approach is interested in how others act and feel in different situations. This study focuses on a female inmate's perspective or personal views on their correctional education experiences. To put it another way, what impact does correctional education have on her life? The

qualitative approach enables the researcher to extract this rich and detailed information to draw different conclusions. Within a literary framework, such perspectives are lacking or scanty.

The qualitative approach allows researchers to assimilate comprehensive, detailed data about an individual's experience within an environmental context or framework, which is impossible to do with a survey study. A qualitative approach considers an individual's viewpoint, which aids in gaining knowledge about a particular element of their life. Another advantage is its adaptability, which allows researchers to work directly with study participants or groups (Morse & Field, 1996:8; Lamont & White, 2008:10). The guiding concept of a qualitative approach is that the "truth can be compelling without claiming to be absolute" (Young & Hren, 2017:7).

There are drawbacks to all types of research methods. One downside of the qualitative approach is a tedious and time-consuming constraint that may leave an opportunity for error. This undertaking can complement Pope, Ziebland, and May's (2000:116) conclusions that qualitative data analysis is neither straightforward nor quick. It takes a while, but the outcomes are "systematic and rigorous" if the method is followed correctly. As a result, the researcher had considerable time to review the data numerous times. However, there is no widely accepted qualitative approach (Neuman, 2006:404).

In this study, female inmates' lived experiences with correctional education have been used to better understand the current correctional conditions and how they relate to their educational experience. The structures, local settings, and support systems to which people are exposed profoundly shape their meaning. Elements such as the conditions and environment of correctional classrooms and correctional libraries are essential to highlight; these further aid in determining the quality of the daily experiences of female inmates in correctional education.

Qualitative research allows correctional educators to understand their learner's life experiences better and use this data to design more effective programmes (Luna & Price, 1992:119). This study seeks to compile a thorough overview and

description of and to create meaningful awareness of how female inmates experience and perceive correctional education whilst incarcerated. A qualitative research method was adopted. The participant's feelings, views, and insights were analysed. Female inmates, correctional educators, and the correctional system benefit from this approach because it recognises the special needs of female inmates.

The following section outlines the research strategy the study adopts.

5.3 RESEARCH STRATEGY

The research strategy is an exploratory and descriptive research strategy. Various academics (Babbie & Mouton, 2007:74; van Wyk, 2012:7; Marlow, 2005:334) have defined exploratory and descriptive studies as being able to recognise and detect existent gaps with a certain phenomenon.

5.3.1 EXPLORATORY AND DESCRIPTIVE DESIGN

Exploratory studies were designed to gain a broader knowledge of the research participants' perspectives. This strategy is applied when uncertainty, a lack of knowledge, and a dearth of literature prevail. This form of research necessitates flexibility, intending to detect or recognise where such challenges or problems exist (Babbie & Mouton, 2007:74; van Wyk, 2012:7).

The mechanisms or structures that generate and create the research outcomes focus on exploratory inquiry. The researcher can create a "learning process" that is focused on "how and why" things happen by emphasising and paying attention to such driving forces (Reiter, 2017:140). According to Zikmund (1997:127), exploratory research tries to identify a situation, consider alternative approaches, and learn new ideas.

Interviews and observations are descriptive studies associated with the qualitative method. This is to obtain a rich explanation of the phenomenon plus its profound meanings by describing and detailing the environment (Grinnell &

Unrau, 2008:493-494; Barker, 2003:116; Wolcott, 2001:31). Exploratory as well as descriptive studies have a lot in common and are usually combined (Strydom, 2013:154). Exploratory research can "generate initial insights" about a phenomenon, creating questions for inquiry through more extensive, widespread studies (Marlow, 2005:334).

Given the scarcity of research on female inmates' perspectives on correctional education, this study is classified as exploratory. The study's intention is to get a broader understanding of the participants' perspectives and to uncover and recognise existing concerns. The research's aim and objectives have not been fully explored from a South African perspective; therefore, the exploratory approach is suitable and appropriate. This method allowed the participants to relay their views about why and how things happen in correctional education. This method further supports the researcher to learn and discover new insights from the interviews and observations conducted.

5.3.2 INDUCTIVE REASONING

The qualitative approach is linked to inductive reasoning since it is exploratory and open-ended. It progresses from particular observations to larger generalisations and concepts. It commences with a particular observation, discovers a pattern or similarity, and develops a preliminary theory that may be tested, leading to specific common findings or deductions (Abrahamson, 1983:286; Patton, 2002:58).

Inductive reasoning is employed in studies where the qualitative approach is the most basic study design. An emergent structure categorises data to identify relationships (Sunday, 2013:20; Mouton, 2001:108). However, Berg (2001:246) points out that qualitative data analysis should not eliminate deductive reasoning. Obtaining concepts or variables from existing theories or literature is essential for qualitative investigations, particularly in data analysis.

Due to this study's open-ended, exploratory nature and qualitative technique, inductive reasoning is the primary investigative mode in this study. As Berg

(2001) points out, specific deduction components, such as a literature review, are included.

The following section highlights the various data sources the study makes use of to collect the required information.

5.4 RESEARCH DATA SOURCES

Data for this study is derived from using semi-structured interviews, documentary sources, a literature review, observation and informal conversations.

This section explains the various data sources utilised within this qualitative research. The interview process, observation, field analysis, documentation and reports, email, memos, online discussions, journals, audio and video materials, artefacts, advertising, print materials, images, website information, and photographs are among most data sources associated with the qualitative approach (Cohen, Manion & Morrison, 2011:537).

5.4.1 SEMI-STRUCTURED INTERVIEWS

A goal of the interview is to attempt to comprehend society through the perspective of the subjects, uncover meanings related to a person's experience, and discover their daily lives by providing a "voice to common people". Individuals "marginalised" can use interview studies to share their perspectives with a larger audience (Kvale, 2006:480).

As a result, interviews are "conversations with a purpose" (Burgess, 1988:153). Punch (1998:178) notes that conventional unstructured interviews are in-depth, non-standardised, open-ended interviews. Detailed and in-depth interviews are semi-structured and connect the features and elements (Burgess, 1988:153; Mutchnick & Berg, 1998:178).

Therefore, semi-structured in-depth interviews mainly consist of a discussion or conversation between a researcher and a research participant. Flexible interview

schedules helped to drive this dialogue, supplemented by further questioning, comments, and probing. This approach enables the researcher to gather data to learn about the sample population's thoughts, opinions, and perspectives regarding a particular topic. It can delve into issues that may be personal or sensitive (DeJonckheere & Vaughn, 2019:2-3; Dantzker & Hunter, 2012:57).

DiCicco-Bloom and Crabtree (2006:315) deduce that the basis for semi-structured interviews is to establish fluid questions and additional inquiries developed via discussions between the researcher and participant. The premise of semi-structured interviews is to attain open-ended answers to specified questions and further questions through exchanges between a researcher and a participant.

In this study, in-person, in-depth interviews of a semi-structured nature were the primary tool for collecting the research data. Using a pre-prepared interview schedule (Appendix C and Appendix D) in-depth interviews permitted the researcher to probe and ask the sample population about their perspectives and views on correctional education programmes. This protocol enabled participants to offer concise responses to closed-ended questions. In contrast, open-ended questions permitted each participant to recount their experience with correctional education.

This interview method enabled the sample population to answer on their terms and in a way they deemed pertinent and appropriate to their correctional education encounters. By employing an in-depth interviewing technique in this study, the researcher investigated why the sample population gave specific responses by adding additional questions to the answers already received.

The researcher was able to probe and extract extra in-depth, detailed, rich, and robust information due to the flexibility of in-depth interviewing. In order to develop concise conclusions, it was critical to make sure that each interview conducted was well-organised and that the obtained data was rich, truthful, and closely reflected the actual phenomena under study.

5.4.1.1 ENSURING THE TRUTHFULNESS OF INTERVIEWS

The way interviews are recorded is one aspect that could impede the interview process. According to Al-Yateem (2012:33), video and audio recordings of interviews can harm data quality by making participants feel less relaxed, causing dialogues to become difficult or strained and conversations become more formalised. Without such gadgets, conversations have significant engagement, and a feeling of comfort in exchanging details appears less formal, more social, and more fluid.

When their actions, experiences, perspectives, or attitudes are viewed or listened to by another individual, Paterson in (Al-Yateem, 2012:34) concludes that study participants feel uncomfortable or uneasy. Participants may feel as though they are being judged. When these actions, experiences, perspectives, or attitudes are captured using audio or visual technology, the participants may seek to depict themselves more favourably, which becomes an issue. When being interviewed, they may become cautious in their disclosures and experiences. All of these factors have the potential to compromise data integrity and data quality. Further, Al-Yateem (2012:34) advocates an approach like note-taking, which requires careful consideration because it preserves data integrity and quality.

Verbatim documentation of the interview was created based on the findings of Paterson (1994) and Al-Yateem (2012). This method was cumbersome and time-consuming, but the data gathered was truthful and authentic, allowing for reliable findings. Since most female inmates experience histories of abuse, turmoil, hardship, and frequent judgement by the societies and communities they leave behind, the researcher believed that verbatim documentation of the interviews was the best option for maintaining the integrity and quality of the data gathered. Communication is always the critical tool for socially inclined interactions, and qualitative research is formed by the element of language (Punch, 1998:183). Language is crucial in qualitative studies, where information attained is presented through words. The researcher envisioned the sample population doing most of the talking without unnecessarily interrupting or disturbing the flow of these conversations. This is precisely how the conversations transpired.

5.4.2 KEY INFORMANT INTERVIEWS

Interviewing key informers is seen as an alternative source of gathering data. This method entails holding discussions to obtain perspectives from a smaller set of individuals connected with the sample population. They understand the challenges, wants, and gaps in the study population's provisions (Rubin & Babbie, 2010:338).

Correctional officials represent the ethos of the Department as per the White Paper (2005) because they are responsible for facilitating inmate rehabilitative processes with quality, sound principles, and a caring attitude (Department of Correctional Services, 2005:110). In an inmate's life, a correctional official is an essential individual. They can influence inmate rehabilitation programmes favourably or adversely (Matetoa, 2012:252).

As a result, it was essential to undertake in-depth interviews with three individuals that deliver correctional education programmes to female inmates. These individuals are involved daily with either the development or execution of correctional education programmes for incarcerated females. The researcher envisaged that they would take the form of correctional educators and/or correctional facilitators, given that the education of a female inmate is a holistic process that involves a wide variety of correctional authorities.

The correctional school employs two correctional officials and a correctional school head. However, neither of them develops nor implements any of the education programmes. As a result, key informant interviews were conducted with three female inmate facilitators responsible for delivering all formal education programmes within the DWCC for female inmates. The interviews were able to assess if any existing issues impede or hinder the effective execution of female correctional education.

At the time of data gathering, there were also no correctional educators or facilitators delivering any correctional education programmes. It is only inmate facilitators, part-time staff and outside service providers that render the informal

and non-formal learning programmes. These individuals are either in the employ of the Department or they are contracted to the Department to provide correctional education programmes.

5.4.3 DOCUMENTARY SOURCES

An analysis of documents, as per Bowen (2009:27) is a form of qualitative research approach where a researcher studies documents to provide meaning and voice to research questions. This requires that the information be studied and afforded meaning in order to attain an understanding and to create knowledge. Some documents can take the shape of various forms and they include items such as agendas, minutes of meetings, books, brochures, journals, diaries, letters, charts, maps, newspapers, institutional and organisational reports, survey information, and photo albums. Researchers can also depend on literature reviews and rely on this explanation and understanding as opposed to only having the raw data for analysis. Merriam (1988:118) believes that every type of document can help a researcher find meaning, develop knowledge, and attain insights into a research topic.

Bowen (2009:31-32) adds that the resulting themes can help integrate data collected through various approaches. Because documents are stable and not reactive, they can be reviewed several times without being influenced by study methodologies or researcher influence. According to Atkinson and Coffey (1997:47), documentation is a social fact, and it must be treated with care. They must be approached for what they are and not for what their use can accomplish.

To support and strengthen the research findings, the researcher used document analysis to enhance the different methods of data gathering for this research. The researcher asked for various documents from all learning environments. They include exam calendars, education year schedules, distribution lists of courses or programmes amongst teachers, learner attendance sheets, exam timetables, teacher attendance sheets, programme assessment outcomes, school mission statement, strategic plans on education for female inmates, learner handbooks

or guides, syllabus content, teacher duty logs, learner incident reports, educational flyers, posters, and training materials.

5.4.4 LITERATURE REVIEW

According to Hart (1998:13), literature reviews are a compilation of existing material that is either published or unpublished and contains information, data, and confirmation about a specific topic. These are written from a certain point of view to achieve specific goals or to communicate specific viewpoints about the focal area and its inquiry, as well as the practical analysis of these papers related to the intended research. Levy and Ellis (2006) note that literature reviews offer a sound theoretical basis for the intended study to confirm the existence of a research issue and justify the planned study as making a new or added contribution. The researcher also uses it to frame the planned study's methodology, approach, aims, and questions.

Bowen (2009:28) maintains that previous studies are rarely included when documents are provided for analysis. He claims that, undoubtedly, data from earlier studies can be used, implying that instead of using only the raw data as a basis for interpretation, researchers should rely on descriptive and interpretative conclusions from the data. This finding aligns with Strauss (1987:26), who lists literature reviews as a data-gathering source.

In this study, the researcher used written texts to extract information to reinforce and cross-reference the findings with the primary research data, taking into account Hart's (1998) explanation, Levy and Ellis' (2006) justification, and Bowen's (2009) indication that literature reviews are a source of data collection. An initial literature search for this investigation was limited to mostly ten years (2010-2020). This search was drawn out to more than ten years seeing that the available literature sources are marginal in support of the study questions.

The available literature is scant, i.e., there is little information available regarding female crime and female correctional education. The researcher strives to use the existing data to see if it fits with the findings of this study. The researcher uses

the data gathered during the discussion process to highlight the background histories and gendered aspects of correctional education in an attempt to determine whether or not these reviews are consistent and run parallel to the findings of the various countries against each South Africa.

These reviews are further made use of in the data analysis chapters to see if parallels exist between the literature and the participants in this study. This enables the study to determine if the study participants based at the DWCC share similar, if not the same, circumstances regarding their background histories and correctional education experiences.

5.4.5 OBSERVATION

Observations in qualitative designs are among the earliest and most fundamental data-gathering approaches (McKechnie, 2008:573). It entails using one's senses to absorb information, notably by listening and looking in a "systematic and meaningful way." Observations are flexible and can be semi-structured or unstructured, allowing the researcher to see norms, events, values, and actions from the sample population's perspectives (Bryant, nd:7). The ability to observe others without participating is referred to as "pure" observation (Bryman, 1988:70).

5.4.5.1 OBSERVATIONAL DATA

The structure, design, and setup of the correctional education settings have been observed in this study (classrooms set up, technical education equipment, educational resources, library facilities, furniture and support structures) to clarify the existing conditions and denote how correctional education occurs in a female correctional setting. The observational data is being used to triangulate the study findings. For gathering the observational data, the researcher observed eleven different classroom activities as a pure observer for the following reasons:

- To observe and describe how learning and teaching occur within a correctional setting,

- To observe and describe the structure and conditions of correctional learning, and
- To observe and describe the interactions between the facilitators and learners.

Further, the researcher uses this observation data to compare and contrast it to the literature reviews and theoretical reviews against male correctional education. This analysis of observational data helps the study reflect on and consider hidden aspects of gender and gain methodical knowledge of the phenomena. To put it another way, this research envisages uncovering if female inmates have the same educational and learning opportunities and advantages as male inmates. According to Azarian (2011:113), the comparative study reveals what has otherwise been hidden throughout the entire social world. As a result, comparative data aids in creating a well-ordered view of this truth, i.e., an ordered manner of experiencing as opposed to many different ways.

As a result of the observations made, informal conversations took place.

5.4.5.2 INFORMAL CONVERSATIONS

Informal conversations are an unexpected chance meeting with an educator along the passageway, a quick chat with a staff member on the staircase, a brief interaction with an educator in the school common areas during some free time, or a lengthy discussion with a teacher head in the teacher car park following a tense meeting. Observation relies heavily on these social encounters and casual chats. Researchers use this technique to collect data as well (Burgess, 1988:140; Swain & Spire, 2020:np).

Its objective is to obtain a more thorough and comprehensive in-depth knowledge of the phenomenon or to determine the way things operate in a specific cultural setting. Informal conversations are seen as an opportunity to provide "context" and "authenticity" to data. These discussions are usually information-gathering

activities to elicit a viewpoint or deepen knowledge. Other times, researchers think the dialogue is significant enough to document it as precisely as possible in their field notes (Swain & Spire, 2020:np).

The researcher conducted informal conversations with various correctional personnel at the DWCC. These individuals are all involved with the delivery of correctional education programmes. The informal conversations are carried out to avoid any researcher bias, to indicate the true meaning of the observations undertaken, and to triangulate the study findings, interviews, and observations undertaken. This enabled the researcher to attain a better and more precise understanding of some of the issues observed and discussions held during the interview process. All the individuals involved with the informal conversations are fully aware of the study being carried out within the female correctional centre. This is made known to all associated with any learning programme. This information conveyed by the internal appointed research guide, the area co-ordinator of the DWCC and the researcher. The appointed internal guide discussed the research objectives with all the individuals that are identified to have informal discussions with. The individuals are identified as they are key personnel responsible for the various education programmes offered at the correctional centre and they are closely linked to the delivery of these programmes. All the individuals agreed to the informal conversations and for their data to be used to verify and validate specific observations made by the researcher.

At the female correctional centre, the researcher observed that certain aspects required more clarity. Some examples of these include the learners carrying half cut books, note taking on their laps, lack of furniture, disruptions during class time, having no stationery and an absence of correctional education programmes. Certain study participants who are repeat offenders indicate that they have not been on any pre-release programme prior. The researcher has

Informal conversations were thus conducted with the following individuals at the male correctional centre:

- a correctional personnel managing the formal correctional school,
- a correctional official managing the SRAC programmes.
- a correctional official managing the social care programmes, and
- two correctional officials managing the skills development programmes,

These informal conversations conducted helps the researcher to better understand the observations made, to clarify certain interview data obtained and to better understand how female correctional education functions within a correctional context. The data retrieved from these informal discussions held are broken down into themes. To ensure individual confidentiality pseudonyms are used to protect individual identities.

The informal conversations appear in chapter 6, chapter 7 and chapter 8 of the study. These three chapters are a part of the data analysis chapters. Chapter 6 concentrates on the study participants' demographics and how the participants' perspectives run parallel to the theoretical review of the study. Certain interview data obtained such as discussions on the restorative justice programmes propelled informal conversations to be held. Chapter 7 highlights the participants' perceptions regarding female correctional education. As a result of certain interview data attained, informal conversations are carried out to add more clarity and depth to the interview data. Chapter 8 discusses the observation analysis of the study and informal conversations undertaken to add more light and meaning to some of the observations. The informal conversations are portrayed as it occurs i.e. by interview and by observation. This enables the study to distinguish per chapter how, when, where and why the informal conversations took place.

The following section describes the approaches used for collecting the data.

5.5 APPROACHES FOR DATA COLLECTION

This section outlines the approaches adopted to acquire data for this research. These include the research site, the gathering of primary and secondary data, the research population, and the study sample.

5.5.1 THE RESEARCH SITE

The Department is responsible for managing and maintaining 235 correctional institutions across the country. There are 122 facilities that only house male inmates, 91 that house female inmates and male inmates; eight solely house incarcerated females, whilst 14 that only house youth inmates. Forty-six management areas are split across the six provinces: a. KwaZulu-Natal, b. Limpopo, Mpumalanga and the North West, c. Western Cape, d. Eastern Cape, e. Northern Cape and Free State, and f. Gauteng (Department of Correctional Services, 2018).

The DWCC is situated in the city of Durban, KwaZulu-Natal. This is a part of the Ethekewini Municipality and was chosen as this study's research site. The centre accommodates sentenced and unsentenced females in a separate female centre, and it is the most prominent and principal correctional institution in KwaZulu-Natal (Singh, 2014:263). The research site was carefully chosen to extract the data due to financial, logistical, and time implications and the research approach implemented.

Another reason for choosing the DWCC is that it is one of South Africa's main correctional facilities. Research further notes that this correctional centre has undergone several changes in the direction of its educational programmes, inmate treatment, and incarceration models (Singh, 2014:263). However, the centre has had difficulty applying the Department's rehabilitative strategy throughout the years (Singh, 2014:263).

Once the study proposal was deemed compliant, and the University of South Africa granted the study its ethical approval, contact was made with the research directorate from the Department's head office based in Pretoria, South Africa. This was done to allow the researcher access to the designated research site. The application was made to its research division. The researcher received a letter indicating study approval once the application satisfied all the Department's mandatory requirements. This approval letter includes the contact information for the regional officials who helped gain access to the research site (Appendix G).

5.5.2 COLLECTION OF PRIMARY AND SECONDARY DATA

Wright and Crimp (2000:32) point out that both primary and secondary data can be employed to collect information for the study. Primary data is data gathered by a researcher to further the research aim, whereas secondary data is existing data gathered from previous studies.

Given the qualitative character of this investigation, it was crucial to compile the raw data to explore and reveal themes related to the study's aim. The study has an aim to explore the participant's perspectives to identify existing gaps relating to correctional education programmes provided to incarcerated females held at the DWCC and its efficiency as accepted by the White Paper (2005). The process was accomplished by relying on data gathered from the study participants' interviews and information found in the literature. As a result, this study's primary method of data gathering was undertaking in-depth interviews of a semi-structured nature.

The study's aim informed the development to each interview question. At the same time, secondary data was gathered through a review of existing education documents, a broad literature search, observations of the learning site, and the informal conversations that resulted from the observations and interviews undertaken.

5.5.3 POPULATION AND STUDY SAMPLE

The sample populace associated with the research questions is linked to the study aims. People, groups of people, associations, human products, events, and the circumstances or situations they face are examples of these (Welman & Kruger, 2001:46). A sampling process is a method for picking a small number of individuals from the population to allow researchers to make reasonable judgments about the nature of that group (Krathwohl, 1998:160).

The main aim was to create a subgroup of the research population of female inmate learners housed at the DWCC that is sufficient plus appropriate to denote the population under investigation.

5.5.4 SAMPLE SIZE AND SAMPLE COLLECTION

This section highlights the sample size used for this study and its sample technique adopted to attain a sample population.

5.5.4.1 SAMPLE SIZE

According to Sandelowski (1995:179), the sample population does not have to be too small because the scope of the sample must allow the researcher to collect a new and extensively detailed account relating to their experiences. The sample size should not be too huge as it must allow for a thorough and rigorous interview process and data analysis. Hence, an insufficient sample size may jeopardise the reliability of the research results.

Smaller sample sizes in qualitative research provide deeper insights and understandings. A smaller sample size is preferable to more extensive study sizes because unique insights may be lost as large-scale studies lose "depth or detail" in the data gathered. Extensive sample studies are prone to linear data and minimise multi-coloured social patterns, even when fundamental to a social process. They frequently push away specific thinking and attention to aspects that influence the setting or circumstances (Payne & Payne, 2004:175; Lamont & White, 2008:11).

Nevertheless, it has been considered that a researcher obtains all the necessary data in the initial phase of data collection, but this is only realised as the researcher collects additional data that becomes repeated (Sandelowski, 1995:179). In order to achieve data saturation, Morse (1995:148) bridges saturation to the replication principle. This is when the information gathered becomes repetitive.

Given Lamont and White's (2008) argument that smaller samples in qualitative research produce more significant insights and understanding, a sample size of seventeen participants (fourteen female inmate learners and three part-time inmate facilitators) was deemed sufficient for this study. Furthermore, according to Sandelowski (1995), the relevant and necessary data is obtained during the initial phases of data collection, after which the data becomes repetitious, which Morse (1995) refers to as data saturation. Therefore, the sample size used for the study is ideal for extracting rich and reliable information about female inmates' perspectives regarding their correctional education experiences.

5.5.4.2 SELECTION OF SAMPLES

For the purposes of this research, non-probability sampling with the purposive sampling strategy was used to attain an enhanced and improved understanding and awareness of correctional education programmes provided to this marginalised inmate population, as these are the individuals who have the answers to the study's questions.

Sampling techniques primarily refer to a technique that involves probability and non-probability sampling. Probability sampling is referred to as sampling that is determined by chance. It's random and gives each individual within the population the same probability to be chosen. Non-random sampling is a form of sampling that is not random. It is also frequently referred to as "non-probability sampling" (Showkat & Parveen, 2017:2).

One non-probability sampling technique is purposive sampling. It uses an expert's knowledge to select participants or cases with a specific aim and is typically employed in exploratory investigations. It is less expensive, more accessible, more appropriate, and more convenient and only selects suitable people for the research (Showkat & Parveen, 2017:7; Bayens & Roberson, 2010:134).

The idea behind purposive sampling is that to get a complete understanding of a specific topic, one must select a sample that will deliver the most relevant and

appropriate data (Lewis & Sheppard, 2006:298, Matthews & Ross, 2010:167). As per Devers and Frankel (2000:263), a researcher has to select a solid research sample that can effectively contribute to the study, identify research locations, and recruit study participants. Purposive sampling, in theory, enhances understanding and knowledge of the selected sample and their experiences. This is critical for the growth of an idea or concept. Using this strategy, researchers can obtain sample participants with sufficient knowledge and experience based on the study questions.

Specific criteria for participation in this study were implemented based on Devers and Frankel's (2000) findings that participants in a study should be able to contribute effectively to their experiences based on the information gained. The criteria for female inmate learners included enrolment in their first correctional education programme at least six months prior. This was in order for the sample to have appropriate and adequate knowledge and input on correctional educational programmes, resulting in comprehensive, detailed, and rich data.

Criteria used for the selection of the fourteen female inmate learners:

- A participant is an adult sentenced female - 18 years or older (ethical considerations),
- A participant had to be enrolled in their first correctional education programme at the correctional facility at least six months prior,
- A participant can communicate in English, and
- A participant resides at the research site chosen.

Additionally, having a good rapport with an institution's gatekeepers or "key informants" allows a researcher to contact potential participants, which can be highly beneficial because these are the individuals who are critical and reliable sources with control access to the intended sample population (Hatch, 2002:48; Wanat, 2008:203).

This process entails discussions with a small number of individuals related to the sample population. It has a specific grasp of the challenges, needs, and gaps in the provisions for the population under study (Rubin & Babbie, 2010:338). The education of female inmate learners is holistic, with a broad spectrum of correctional professionals that take part in the initiative. They aid in the progression, implementation, and execution of correctional education programmes for female inmates. Key informant interviews have been considered an additional data source for this research.

As a result, three inmate facilitators who provide formal academic programmes were interviewed since they are familiar with and close to female inmate's correctional education. When the key informant participants were chosen, specific criteria were used to ensure they had sufficient knowledge and input on the correctional education programmes presented, allowing them to provide insightful and detailed information. A purposive selection was adopted to find the key informants. The requirements were that they have at least two years of work-related experience and be agreeable to join in the study.

The Department's appointed internal guide outlined the research with the inmate facilitators as they deliver education programmes to female inmates. Once they agreed to participate in the study, they were then introduced to the researcher. These participants are the individuals that understand the challenges, gaps, and needs of female inmate learners as they are closely involved with the delivery of correctional education programmes at the female correctional centre. The interviews were able to assess if any current barriers could hamper or impede the implementation of effective correctional education for female inmates.

The criteria used for selecting the three key informant participants:

- The Department employs a participant,
- A participant has at least of two years of work-related experiences, and

- A participant presents learning programmes to female inmates housed within the DWCC.

A possibility of researcher bias, whether deliberate or not, is a potential limitation of purposive sampling (Tongco, 2007:153). Nonetheless, the data obtained using the purposive sampling strategy is trustworthy and robust (Lewis & Sheppard, 2006:310; Tongco, 2007:154). Given that the sample required was female inmates and correctional educators/inmate facilitators (within the incarceration system) and their intention to take part in the research, the researcher could not influence the sample population selection.

The gatekeepers and officials of the institution were involved in this process, as they are deemed the experts in determining the participants based on the participation criteria. This process eliminates or decreases any researcher bias in this investigation as the appointed internal guide together with correctional education personnel provided the study participants based on the criteria set down and the number of participants required for the study. The internal guide was the individual who had initially outlined the research to potential study participants. Only once they had agreed to participate in the study, they were then introduced to the researcher. The researcher then worked with their daily schedules to create time slots to conduct the in-depth interviews as per the availability of each participant.

5.6 ENSURING TRUSTWORTHINESS

This section discusses the steps this study has adopted to ensure trustworthiness. They include the use of multiple data sources, participant reliability, member checking, and the Lincoln and Guba trustworthiness guidelines.

Lincoln and Guba (1985:300) describe trustworthiness as rigour without losing its relevance for qualitative investigations. In qualitative investigations, "trustworthiness" defines the credibility or accuracy of the data obtained

(Creswell, 2008:267). The term "trustworthiness" refers to whether or not the findings can be trusted, even by the researcher (Lincoln & Guba, 1985:290).

5.6.1 MULTIPLE DATA SOURCES

Creswell (2008:267) says that the researcher must ensure research outcomes and interpretations throughout the data collection process by extracting and reviewing data from multiple sources. By employing multiple data sources to obtain information, the researcher seeks confirmation to support a question and ensure that the study data is accurate.

A triangulated approach employs numerous data sources, theories, investigations, and methods. It supports and bolsters the credibility of research and its findings and interpretations (Lincoln & Guba, 1985:305; Eisner, 1991:110; Bowen, 2009:30; Fusch, Fusch & Ness, 2018:19). Bowen (2009:28) concludes that support, confirmation, and corroboration of the phenomenon under investigation require at least two data sources. This technique is referred to as "slices of data". Different data sources provide viewpoints or vantage points that allow for additional coding, such as discovering links between the data sources (Strauss, 1987:27).

The researcher uses a multi-method or triangulated data approach for this research, extracting data from a backdrop of a theoretical review, prevailing theory, document analysis, observations of the learning site, informal conversations, and in-depth interviewing.

5.6.2 PARTICIPANT RELIABILITY

According to Neuman (2006:196), the sample population must be truthful and authentic to disclose precise details of their experiences, which is a critical component of qualitative research. To ensure participant reliability in this study, the researcher spent adequate time with the sample population by engaging with them on different dates before the scheduled interview. This process aimed to

orientate the participants, learn about the correctional culture, and create trust and rapport with them.

The researcher carefully and truthfully documented all of the information and observations. Using an interview schedule (Appendix C and Appendix D), all participants in the sample population were given the same questions. Furthermore, the researcher ensured that all participants were comfortable, safe, truthful, and authentic in sharing their experiences. All information shared was strictly confidential. There were no adverse consequences to discussing their perspectives on correctional education.

5.6.3 MEMBER CHECKING

The researcher's technique for returning to the study participants to examine the outcomes of the data collected is known as member checking. Member checks also provide an opportunity to review the data collected, which is the primary step in data analysis. This procedure allows study participants to correct any errors they may have made and discuss the study's analysis (Lincoln & Guba, 1985:314-315).

After completing the interviews, the researcher engaged in discussions with each participant to verify the data transcribed during the interviews. The aim was to confirm the general findings and interpretations as the study neared completion. Following the interview process, the researcher went over the study findings with each participant to verify veracity of the information offered and to extract further information. This process also helped participants remember other thoughts they had not previously shared.

5.6.4 LINCOLN AND GUBA TRUSTWORTHINESS GUIDELINES

The Lincoln and Guba guidelines discussed below are further used to enhance the study's trustworthiness (1985:290).

5.6.4.1 TRUTH VALUE

How can one create confidence in the veracity of a given investigation's results for the individuals it investigated and the circumstances surrounding its completion (Lincoln & Guba, 1985:290)? The truth value refers to the data's credibility, truthfulness, and capacity to relate to the researches stated aims (the gathering, processing, and interpreting of data).

Participants in this research were appropriately identified by using system specialists to help identify them against the sampling criteria. The sample population's credibility was further enhanced by engaging in discussions with all participants. Most of the interview discussion averaged about 1.5 to 2 hours in duration.

Five of the interviews lasted for approximately 3 hours each. In addition, the researcher used an interview schedule (Appendix C and Appendix D), made detailed field notes, transcribed all interviews, used several data sources, applied member checks, and documented all firm observations in detail.

5.6.4.2 APPLICABILITY

How can one assess if a certain investigation's conclusions apply to other situations or topics (Lincoln & Guba, 1985:290)? Applicability refers to how a study's results could be applied to a different target populace or setting.

Because of the smaller sample sizes, which are not generally representative of the total population, it would be difficult to generalise the study results using a qualitative approach. The researcher in this investigation used numerous data sources, which could be utilised to generalise the study results by connecting the many data source outcomes to support the study's use in other settings.

The researcher employed an interview schedule (Appendix C and Appendix D) to align with consistency, and the steps involved in data analysis were defined explicitly to assure applicability. Applicability is also achieved when others who

are not directly involved in the research, such as those who establish correctional policies and correctional education programmes, may find the findings useful.

5.6.4.3 CONSISTENCY

Consistency: How can one tell if the results of an investigation would hold if it were repeated with the same or comparable individuals under the same or similar circumstances (Lincoln & Guba, 1985:290)? This consistency relates to the data's dependability or reliability of data findings through time and across contexts.

The researcher ensured that sufficient information was detailed throughout this study. This consistency was accomplished by keeping a paper trail from the research inception of data gathering to its conclusion. As a result, should the research be duplicated with similar participants in a similar setting, the findings should be consistent, ensuring dependability.

5.6.4.4 NEUTRALITY

How can one identify the extent to which the topics and circumstances of an investigation, rather than the researcher's bias, motivation, interest, or viewpoint, determine the researcher's conclusions (Lincoln & Guba, 1985:290)? Neutrality is when the researcher incorporates conformability or objectiveness qualities into the investigation. This is due to the study's findings being truthful to the investigation and not based on researcher bias.

The researcher ensured that the study findings accurately reflected the participants' viewpoints. This neutrality will be clarified further within the data analysis chapters. These chapters will provide a rich text presentation of participant perspectives set against a literature review. In addition, the research limitations will be discussed, along with prospective recommendations.

The following table highlights some of the key criteria associated with trustworthiness, as highlighted within this section. They include credibility, applicability and neutrality.

Table 8: Trustworthiness Key Criteria

TRUSTWORTHINESS KEY CRITERIA			
Criteria	Credibility	Applicability	Neutrality
RESEARCHER	Adhered to participant selection criteria	Descriptive data was provided and corroborated using various data collection techniques	Probing was conducted without being intrusive or motivated by personal curiosity
PARTICIPANTS	Only those who met the study's eligibility criteria were included	Participants included a diverse group of individuals, in-depth interviews and observations	Strict compliance with ethical standards was ensured
RESEARCH INSTRUMENT	Non-probability sampling made use of	The methods for gathering data were applied consistently	Semi-structured sample questions were used for each participant group
DATA ANALYSIS	Used content analysis	The researcher used the outlined data analysis method	Member checking was used to conduct the audit

Table 8 summarises how trustworthiness has been achieved in this study. The details reflect how credibility, applicability and neutrality were achieved against each criterion.

5.7 DATA ANALYSIS

The data in this research was collected via in-depth interviewing, documentary analysis, a literature review, informal conversations, and observations. All the interview data is verbatim documentation. This was then transcribed into a Microsoft Word text file. The information was then coded, analysed, and divided into themes.

The analysis of data is always the most critical component of any investigation since it examines all data in depth to comprehend it and then derives conclusions or outcomes (Flick, 2013:3; Akinyoade, 2013:1-4; Swinton & Mowat, 2006:175). At this time, the majority of the data obtained begins to be processed into meaningful units to shed light on the intricacies of a situation (Akinyoade, 2013:4; Swinton & Mowat, 2006:175).

Data analysis refers to the methods used to scientifically investigate interview transcripts, observation notes, or other data sources utilised. This is to increase understanding of the topic under study in a qualitative approach; this is referred to as inductive analysis (Patton, 2002:58).

This procedure primarily entails coding or classifying data to find themes. This involves understanding large amounts of data, finding key patterns, and creating meaning from the data collected to create concrete evidence (Hsieh & Shannon, 2005:1278; Patton, 2002:453).

With this in mind, Strauss (1987:4) asserts that qualitative coding of data is a crucial component of data analysis because it is influenced by the research question. This generates other questions. This motivates researchers to engage in higher-order thinking processes, leading to systematic theory development and generalisability.

According to Strauss (1987:28), three types of coding are linked with the qualitative approach. Open, selective, and thematic coding are the three types used in this study.

5.7.1 OPEN CODING

This is where the coding process starts and is done against the raw data obtained throughout the investigation. It is "unrestricted," allowing it to go through field notes, interviews, and any other documented analysis line by line. The purpose is to get the investigation started. Themes, categories, and labels emerge while viewing data notes. Following this approach, the researcher can list the emerging themes, code them, and use the list to generate general themes for the study. This process will necessitate "modification," as some will be restructured, organised, interwoven, eliminated, or elaborated with more analysis (Strauss, 1987:28-32).

5.7.2 AXIAL CODING

Instead of data, this coding process begins with an organised set of the original codes. The emphasis is on the revision and study of these codes. The researcher will ask questions about "conditions and consequences" in this phase. It entails an in-depth investigation of a single category at a time. Specific themes may be removed or scrutinised further, whereas clustered categories are investigated to uncover correlations between the various categories (Strauss, 1987:32).

5.7.3 SELECTIVE CODING

This phase entails reviewing the data and codes. Once the majority of the data has been collected, codes are picked to emphasise themes and make comparisons and contrasts. During this time, the analysis is more in-depth, which helps to achieve theory integration. Because selective coding is more organised and structured than open coding, it has become increasingly popular (Strauss, 1987:33).

5.7.4 APPLICATION OF THE DATA ANALYSIS PRINCIPLES

After the interviews were finished the data was coded using open, axial, and selective coding methods as detailed. The interview transcripts are double-checked thereafter to check for transcription mistakes. In addition, the field notes were examined and included in the data analysis. The data collected from the interviews was then labelled (open coding). The primary themes of the interviews were the ones used in the interview guide. However, these themes were amended to incorporate additional categories and labels as indicated by the data collected during the interviews. The initial labels formed an integral part of the subsequent analysis. The labels attached to the participants' words helped to index the data, thereby providing a basis for the storage and retrieval of the data. The initial labels enabled advanced coding later in the data analysis. In addition, the first labelling of the data also assisted in summarising the data by synthesising the themes and identifying patterns in the participants' responses.

Consistent with the definition of open coding, labels were attached to the individual data collected. The similar data that were obtained during open coding

were later pooled during the axial coding stage. These groups of data were placed under the same headings in order to create themes. The labels generated from the open coding were descriptive and also exhibited some degree of low-inferences. Each theme that arose from the content analysis (open coding) from the interviews conducted was contrasted by way of a cross-case analysis (axial coding) amongst the participants' perspectives. At this point, rather than placing the data into pre-set groups, emphasis was placed on the recurring themes and patterns that were arising from the data. After initially reviewing the several themes presented by the participants, they were then consolidated into wider categories to reduce the number of these themes (selective coding).

The following section relates to the ethical considerations the study has adhered to.

5.8 ETHICAL CONSIDERATIONS

The Policy on Research Ethics at the University of South Africa has guided the ethical considerations in this study (UNISA 2016). This policy explains the researcher's responsibilities and categorises the rights of participants in studies. This study incorporates the following general ethical concepts as directed by the policy. Confidentiality, informed consent, voluntary participation, the right to withdraw, harm protection, and data protection are among them (Appendix A).

5.8.1 ETHICAL CLEARANCE

The Policy on Research Ethics of the University of South Africa notes that all studies involving human subjects must be ethically cleared by one of the university's Ethics Review Committees (The University of South Africa, 2016:5). A "dual" ethical approval had to be obtained in order to begin the data gathering process for this study. It has been said that researchers must obtain permission to enter the study site from the authorised or relevant personnel (Roulston, 2010:97; Devers & Frankel, 2000:266).

As a result, the researcher requested ethical approval from the University of South Africa's Ethics Review Committee (College of Law). All supporting documentation accompanied the application (Appendix F).

Roulston (2010:97) says that the researcher must meet the requirements of the "settings" where the research will be undertaken. An application was made to the Research Directorate of the Department once an ethical approval certificate was attained from the University of South Africa's Ethics Review Committee (College of Law). Data collection commenced at the DWCC once ethical approval had been attained from the Department (Appendix G).

5.8.2 CONFIDENTIALITY

According to Vanclay, Baines, and Taylor (2013:247), respect for the sample population implies that all individual and personal perspectives must be treated with confidentiality and "non-disclosure" of data obtained. This means that the researcher is responsible for deciding what data should be made public and what should not. This must be protected when a researcher is entrusted with personal views and perspectives. This ethical standard applies to any discussion that need not be made public (Walford, 2005:85).

Individuals who participate in studies, on the other hand, assume their confidentiality will be safe except if they provide consent for their identities or names to be revealed (Vanclay *et al.*, 2013:247; Litchman, 2014:57). According to Arend, Maw, and Swardt (2013:157), a researcher can make use of numbers instead of the names of the people under study to protect the participants' identities.

In light of Vanclay *et al.*'s (2013) perspective on confidentiality and following the Research Ethics Policy of the University of South Africa (UNISA, 2016), the researcher obtained informed consent (Appendix B) from each individual in the sample population before beginning the interview process. The researcher clarified the concepts of confidentiality to all research participants regarding their particular views and perspectives, i.e., that no information disclosed will be

shared with any other person. Pseudonyms rather than the real identities of the participants were used to safeguard their confidentiality and the perspectives they provided. The pseudonyms were composed using letters and digits. For instance, IL1 and IL2 mean inmate learner 1 and inmate learner 2, respectively.

The researcher also informed all participants that there will be no use of a tape recorder. To maintain confidentiality, all participants' actual names have not been used to disclose research findings; instead, codes are utilised, and people are referred to as IL1 (inmate learner one) and IF1 (inmate facilitator one). By making use of numbers, all participants' identities are hidden. This ensures confidentiality while causing no consequential harm.

All inmate learners and facilitators who participated in this research were requested to provide informed consent (Appendix B). This is a form that the participants had to sign after an initial research briefing session. To preserve their confidentiality and avoid intimidation, all interviews took place in private spaces such as the chapel or any private room at the correctional facility. To ensure the data records' security and privacy, all interviews, field notes, and observations were transcribed into Microsoft Word and password protected. To ensure strict confidentiality, only the researcher has access to this material.

5.8.3 INFORMED CONSENT

According to Vanclay *et al* (2013:246), participant engagement must be voluntary, and participants must have enough information and awareness about the study and an understanding of the consequences of participating. This means it's the researcher's responsibility to disclose all facts and possible risks of involvement, particularly those relating to the data obtained. Informed consent is commonly assumed to be "written as signed consent forms".

Everyone in the sample population was informed about the study's aim and procedures. They were informed that their involvement had no monetary value but might influence future correctional education policies for female inmates. Participants were notified that they might express themselves without restrictions

throughout the interview. The consent (Appendix B) forms were signed after an initial briefing session in which all the research information was presented.

5.8.4 VOLUNTARY PARTICIPATION AND THE RIGHT TO WITHDRAW

Individual involvement with research must be voluntary, according to Vanclay *et al* (2013:247). This must be without any coercion or threat of danger if they do not participate. A participant's right to exit the study is consistent with the notion of voluntary participation in research. Study participants have the right to know they can remove themselves at any time.

According to Vanclay *et al* (2013), the researcher addressed voluntary participation with each participant before beginning the interviews while outlining the study's aim. During the research briefing the researcher disclosed to each participant that they could remove themselves from the study during any time without repercussions.

5.8.5 PROTECTION FROM HARM

According to Vanclay *et al* (2013:247), no harm should be done to any participant due to their involvement in the study. When a participant discusses personal issues, he or she may feel emotionally moved. The researcher must ensure that the research communications do not end abruptly, that the emotions that have simmered are resolved, and that there is a remedy for additional support.

Because correctional education was discussed, the researcher envisaged no harm or risk to the participants. However, after each interview, a debriefing session was held to address any misunderstandings that may have occurred. When discussing one's educational past and the ties that go with it, a participant could have become emotional about maybe being unable to complete school due to childhood or adult trauma experienced. In order to avoid any possible discomfort, the researcher was always conscious of honesty, empathy, and respect for each participant. Furthermore, the researcher asked for the assistance of a social worker from the Department in the event that any

participant had additional concerns or discomfort. In this study, no participant indicated any form of discomfort.

5.8.6 DATA MANAGEMENT

Due to the confidentiality of data, Vanclay *et al* (2013:247) highlight that safety measures must be made available to ensure that the information acquired is safe from unauthorised access and safely stored. In-depth interviews with 17 study participants provided the primary qualitative data. This was manually documented for each participant. Code numbers were assigned to all participants. Observations made during classroom sit-ins and library tours were preserved in the field notes. Furthermore, this information was collected and analysed. This confidential information, collected from the in-depth interviews and observations, is kept private. Microsoft Office Word 2010 has been used for text-based interviews and field note transcription. This file format was chosen because of its widely accepted standards and widespread usage.

Quick access is enabled by a reliable file naming system and an organised folder system. As a characteristic of this file format, all documents created will be password protected, ensuring confidentiality and data security. This structure includes important and meaningful names generated, and brief ones too, and file names are used to categorise the types of files produced. The Microsoft Office Word files were converted to plain text and PDF format, and long-term data retention is per the data policy of the University of South Africa. The researcher is responsible for adhering to the data management approach as outlined.

5.9 PRE-TEST OR PILOT STUDY

As a scaled-down version, a pilot study is undertaken prior a "major study" (Polit, Beck, & Hungler, 2001:467). Baker (1994:182-3) adds that these studies could also be used to test a study's research instruments. Do not take a chance; conduct a pilot test first (De Vaus, 1993:54). Some of the advantages of pilot studies or feasibility studies, as per van Teijlingen and Hundley (2001:1), include learning about the research methodology used, determining the validity of

interview questions posed throughout the interview process, and determining the research resources required. This process allows any current concerns to be identified and resolved before the start of the investigation. It further enhances the trustworthiness of the research and safeguards data integrity.

Before beginning the main study, a pilot study with two study participants (one female inmate learner and one inmate facilitator) was carried out to improve the validity of the interview schedules (Appendix C and Appendix D). Each pilot study averaged about 1.5 hours and both of the pilot study interviews were conducted at the chapel situated on the ground floor of the female correctional centre. Each participant in the pilot study was warmly welcomed and made to feel at ease. The study's aims, as well as its objectives, were discussed. All participants were informed that their choice to take part in the pilot study was solely their decision to make.

Each participant was given information so that they could get more information if there was any uncertainty about a question while they were being questioned. To ensure that the trial participants grasped the questions, the researcher made sure they were clear. All uncertainties that arose from the pilot study were altered before the central exploratory study. Examples of these include; Question 6 on Appendix C was altered to include an inmate facilitator. The researcher envisaged that the female correctional centre would have correctional educators and/or correctional facilitators. However it has been discovered that this is not the case. On Appendix D, the initial question for number 8 was whether the male gender forced them into a lifestyle of crime. The pilot study participant, an ex-educator, felt that a better way to construct the question would be to ask if gender helped shape their participation in crime. In addition, the pilot study aided the researcher with time management. This gave an indication of an interview's average length of time.

The following section describes the limitations the study has experienced.

5.10 LIMITATIONS

The total number of female inmates in South Africa could not be reached due to the research method used, the cost, logistical, and time consequences. Due to the small study sample (which is consistent with the qualitative method) and the non-probability sampling technique, the research findings are unlikely to be generalised to all female inmates who have undergone correctional education programmes.

However, generalisation is not the primary aim of this study; instead, it intends to give relevant and meaningful perceptions of the sample population regarding how they identify with the correctional education they receive. Nonetheless, because all South African correctional institutions are administered and or managed through the Department, it can be contended that female inmates receive similar, if not comparable, correctional education programmes. However, other research with a larger demographic structure and a more probable sample could examine this limitation.

Results presented in relative frequencies may well be inaccurate since qualitative sampling methods do not seek to identify a participant population that is statistically representative (Pope, Ziebland & Mays, 2000:114). Given this consideration, the researcher avoids quantifying the small dataset adopted. Instead, non-numerical displays such as "many", "most", "least", or "few" are used to provide the reader with a gauge rate of recurrence in the sample population.

The following section pays attention to the aspect of the researcher's role within the study.

5.11 RESEARCHER ROLE

The researcher has previously conducted research at the Department and sees the current research as an extension of her previous work relating to female inmates. The researcher interacts with the sample population through an in-depth interview approach. The researcher is the sole person accountable for data collection. The data is manually documented, including the interviews, and then transcribed onto a Microsoft Office Word text file. The researcher gathers the data

alone because she wants to interact with the research participants face-to-face, one-on-one, and on a personal level.

5.12 CONCLUSION

A detailed summary of the researches primary methodological features is given in this chapter. The principal aim of the chapter is to reveal how well the requirements of a qualitative research design are met. As a result, it gives an indication of the quality of the investigation and its various aspects. Some of these aspects include ethical considerations, drawing and verifying conclusions, data management, and describing the facets of authenticity and trustworthiness. The chapter also highlights the researcher's commitment and role in maintaining the study's trustworthiness and authenticity by conducting it with care, professionalism, and ethics.

The study results are presented in detail in the three chapters that follow. Perspectives relating to the study participants' demographics and theoretical data analysis will be discussed first.

5.13 REFERENCES

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CHAPTER SIX

PERSPECTIVES OF FEMALE CORRECTIONAL EDUCATION DEMOGRAPHICS AND THEORETICAL ANALYSIS

6.1 INTRODUCTION

Chapter 5 describes the study's research methods applied. The study's aim is to examine the perspectives of participants in order to identify gaps in correctional education programmes provided to female inmates based at the DWCC and its efficiency, as noted in the White Paper (2005). Correctional education programmes make up formal education programmes, non-formal education programmes, and informal education programmes. The chapter presents data collected that relates to the demography of the study participants and the theoretical context underpinning this research. Informal conversations are also presented as a result of the interview descriptions highlighted to add more clarity on the participant perspectives received.

The primary aim of this chapter is to make available data that relates to the theoretical component of this investigation and to ascertain if parallels can be drawn from theory components of this study and the study participants' perspectives. The need to present this data first serves two purposes. It provides a more detailed background analysis of the participants' histories and how these past experiences have helped to shape their participation in crime. It is essential to depict where female inmates mostly come from and if the correctional system they are currently placed in takes these factors into account when implementing correctional educational programmes for female inmates. Hence, this chapter aims to provide a holistic overview of the data collected and to present this data in a systematic and ordered way by initially discussing this aspect.

Reviews of the literature form a backdrop to the participant data attained to either uphold or refute the demographic and theoretical findings. Detailed text descriptions of the participant data obtained will be emphasised to address the study questions.

The data is displayed and simplified using tables and detailed verbatim texts of the study participants. The researcher does not quantify the dataset adopted. Instead displays such as "many", "most", "least", or "few" are used to provide the reader with a gauge rate of recurrence in the sample population. Further, all of the participant responses have not been noted. It is only the participant responses and perspectives that are most significant to the study that is detailed. The participant responses and answers to the informal conversation questions received have been italicised to highlight their individual perspectives.

6.2 OVERVIEW OF INTERVIEW DATA

The benefit of undertaking in-depth semi-structured interviews is that the interview remains conversational, depending on the situation, so that logical gaps can be recognised and filled early enough (DeJonckheere & Vaughn, 2019:2-3; Dantzer & Hunter, 2012:57).

This section denotes the insights from the study participants' interviews. The interview schedules (Appendix C and Appendix D) used were pre-prepared with primarily open-ended questions and pertained to all correctional education programmes provided to incarcerated females at the DWCC (formal, non-formal, and informal). Having a structured interview schedule (Appendix C and Appendix D) enabled the free flow of conversations among the researcher and the study population.

The researcher conducted in-depth interviews with fourteen female inmate learners that participated in one or more of the correctional education programmes offered at the female correctional centre. Correctional education programmes ranged between formal, non-formal plus informal education programmes that the learners were a part of.

All fourteen learner participants had consented to the interview process, and all fourteen completed the interviews. The section below highlights the demography of the study participants.

6.3 DEMOGRAPHICS

This section outlines the study participant's demographics related to age, race group, marital position, education achieved, employment type, crime category, prior conviction, and parental status. Demographic data affords information relevant to the study participants as it is essential to determine if an individual that forms part of a study is the target population's representative sample under study. The following table details data connected to the demography of the participants in the study. The demography data specifically relates to the female inmates that participated in the study.

Table 9: Demography of study participants - female inmates

DEMOGRAPHY OF STUDY PARTICIPANTS - FEMALE INMATES								
Code	Age	Race	Marital status	Education	Work	Crime	Prior	Parent
IL1	37	Coloured	Divorced	Grade 9	Unemployed	Theft	Yes	Yes
IL2	44	White	Married	Grade 12	School p.a	Fraud	No	Yes
IL3	44	Black	Widow	University	Teacher	Murder	No	No
IL4	43	Black	Single	Grade 12	Business	Fraud	No	Yes
IL5	50	Black	Single	Grade 12	Admin	Fraud	No	Yes
IL6	57	Indian	Divorced	Grade 12	Book keeper	Fraud	No	Yes
IL7	32	White	Single	Grade 10	Car guard	Theft	Yes	Yes
IL8	30	Black	Single	Grade 11	Packer	Theft	Yes	Yes
IL9	32	Black	Single	Grade 10	Unemployed	Fraud	Yes	Yes
IL10	22	Indian	Single	Grade 10	Unemployed	Robbery	No	No
IL11	35	Indian	Single	Grade 11	Unemployed	Theft	Yes	Yes
IL12	30	Black	Single	Grade 11	Waitress	Rape	No	Yes

IL13	31	Black	Single	Grade 11	Unemployed	Murder	No	Yes
IL14	26	Black	Single	Grade 11	Casual work	Murder	No	Yes

Table 9 reveals the demographic data of the female inmate participants. The information pertains to race, marital status, education level attained, employment status, crime category, prior conviction, and parental status.

The following section pays attention to each demographic as the table reflects.

6.3.1 RACE

In this study, 54.14% of the participants are black, 21.42% are Indian, 7.14% are coloured, and 14.28% are white. The National Institute for Crime Prevention and the Reintegration of Offenders Report (Jules-Macquet, 2015:8) notes the various race categories assigned to female inmates in South Africa; Black (75.38%), Asian (3.24%), Coloured (12.27%), and White (8.38%).

6.3.2. MARITAL STATUS

In this study, ten of the participants are single (71.42%), two are divorced (14.28%), one participant is married (7.14%), and one participant is a widow (7.14%). In general, studies show that most incarcerated females are unmarried (Wright, Van Voorhis, Salisbury, & Bauman, 2012:1615; Dastile, 2011:296), a trend that is also observed in this study.

6.3.3 LEVELS OF EDUCATION ATTAINED

In this study, most participants (9) did not finish high school (64.28%), four finished secondary school (28.57%), and only one participant attained a post-secondary qualification (7.14%). A staggering 42% of female inmates in South Africa have not completed high school, whilst only 9% have finished matric (Artz, Hoffman-Wanderer & Moul, 2012:31-32). Another study notes that only 27% of

female inmates had finished high school, whilst only 11% had attained post-school education (Jules-Maquet, 2015:10-11).

6.3.4 EMPLOYMENT STATUS

Many participants in this study cite being unemployed (35.71%). One participant was a teacher at the mainstream school, and the other participants worked as a school admin, car guard, shop assistant, shop teller, call centre worker, waitress, and hotel cleaner. Two of the participants were running their businesses. Although most of the participants were working at the point of arrest, most cited being temporarily employed. Gauging from their job descriptions, they were not employed in well-paying jobs and received a marginal wage. Most of these participants indicated that they were called to work as required.

Most female inmates are unemployed (Clark, 1995:314; Imber-Black, 2008:278; Modi-Moroka, 2015:145). Most of them have limited work opportunities and were most likely not working prior to incarceration (Roberts, 2017:3-4; Decker, Spohn, & Ortiz, 2010:11; Heimer, 2000:451-452). It was further indicated that most female inmates have minimal or no education, which indicates fewer opportunities for attaining a job and having to endure a marginal wage (Brown, 2003:147; Skrobecki, 2014:11).

6.3.5 CRIME CATEGORY

A large proportion (72%) of female inmates in this study was sentenced for economic crimes (fraud and theft). This has a solid connection to hardship and poverty, especially in a nation like South Africa, where unemployment and poverty are rampant, resulting in high female incarceration rates.

Literature indicates that female incarceration is mainly connected to economic crimes. Poverty is thought to encourage females to commit these crimes (Prinsloo & Hesselink, 2015:68; Hesselink & Mostert, 2014:36). This finding is reinforced by Agomoh (2015:52), who notes that most female inmates have primarily been convicted of minor, nonviolent offences related to their survival (fraud, theft,

shoplifting, forgery). In this study, most of the participants, ten of them, are convicted for economic-related crimes (71.42%), three for murder (21.42%), and one for a sexual crime (7.14%).

From a research perspective, it is significant to note the category of crime type. Research notes that crimes like theft or robbery are linked to poverty, unemployment, lack of income and deprivation (Rogan, 2016:988-989; Luyt & Du Preez, 2010:89; Hesselink & Mostert, 2014:36; Prinsloo & Hesselink, 2015:68). Furthermore, most female inmates reside in rural places with restricted accesses to assistance and support resources. Since most female inmates are single mothers, they are more prone to step into the role of primary financial support for their families.

6.3.6 PRIOR CONVICTION

Most of the study participants were first-time offenders (64.28%), whilst repeat offenders made up (35.71%). The number of repeat offenders in this study is significantly higher.

Recidivism may result from a lack of excellent and beneficial correctional education programmes; most inmates return to the same societies and face the same difficulties that drove them to commit crimes. As a result, it was significant for the researcher to identify if the participants were previously incarcerated because they could provide information about previous correctional education programmes received and whether there was a link between previous correctional education programmes and relapse. The National Institute for Crime Prevention and the Reintegration of Offenders Report (Jules-Macquet, 2015:8) notes that 85.47% of offending females in South Africa are first-time offenders, 4.93% are repeating, whilst 9.60% are unknown (Jules-Macquet, 2015:9).

6.3.7 PARENTAL STATUS

In this study, most participants are single mothers (85.71%). The researcher wanted to establish if the participants are mothers to understand better what

encouraged them to engage in correctional education programmes. The data reveals that this is the primary driver underlying the participants' want to pursue correctional education. Upon release, an educated ex-inmate has a better chance to attain a job to support their family than an ex-inmate with no education, who may be more susceptible to re-offending due to a lack of responsibility, such as having children. As indicated, mothers make up the majority of the study's participants.

A large number of female inmates are mothers (Robertson, 2012:5; Kruttschnitt, 2010:34; Stanley & Byrne, 2000:1; Rangel, 2008:72; Swimeley, 2008:1). In an Australian address, Attorney General, Jim McGinty, stated that 61% of women incarcerated are mothers (Goulding, 2004:14). According to statistics, mothers make up 82% of Thailand's female prisoners (Piacentini, Moran & Pallot, 2009:525; Kittayarak, 2015:1). In Zimbabwe, 87% of female inmates are mothers (Mahachi & Madzingira, 2017:109).

In the UK, 61% of female inmates are mums of offspring below 18. A total of 71% of those children were under their moms' care prior to their incarceration (United Nations, 2008:17). A South African study notes that about 83% of the female inmates are mothers, making up the vast majority of female inmates (Haffejee, Vetten & Greyling, 2006:3). A further study in South Arica indicates that about 70% of incarcerated females is a parent (Luyt, 2008:311). A Western Cape study notes that 70% of female inmates have offspring. Nearly 50% of these mothers gave birth to their first baby before reaching 20 years old (Law, 2014:1).

6.3.8 ENTRY POINTS TO CRIME

This study established a link between background trajectories and subsequent criminal conduct of the study participants. Their entry points into crime were poverty, abuse, the opportunity for crime, drug addiction, alcohol abuse, marital issues, intimate partner abuse, and being forced to fulfil supposed family expectations. The participants' pre-incarceration experiences support worldwide literature findings.

In a similar manner, other scholars also note that sexual, emotional, and physical abuses are a few examples of situations that lead to female criminal behaviour (Young-Jahangeer, 2003:101–102; Daly, 1992:27–28; United Nations, 1995:19; Haffejee et al., 2006:2; Owen, 1998:41; Clark, 1995:314; Artz et al., 2012:206). These instances of literature reviews support the feminist pathways approach to female crime.

Whilst race, age, education levels attained, employment status, marital status, crime category, parental status, and prior conviction are not important pointers in determining the perspectives of female inmate learners on correctional education programmes received, the demographics are emphasised to induce a contrast with the South African and international demographic research data of this population group. Similar patterns can be established across all demographic categories with this study. However, recidivist female inmates are growing in numbers.

The section below discusses the participants' perspectives concerning gender, rehabilitation and restorative justice. The aim of the section is to ascertain if the participants' perspectives bear any resemblance or similarity to the theoretical perspectives of this study as indicated in chapter 2.

6.4 THEORETICAL PERSPECTIVES

Chapter 2 details the theoretical context of this study regarding female inmate learner perspectives on correctional education. The following theories: Feminist Theory, Restorative Justice Theory, and Rehabilitation Theory have been assigned the theoretical focus.

The Feminist Theory gives a voice to female inmates and ascribes that female crime is often shaped by their lived experiences and backgrounds, including intimate partner abuse. The Feminist Theory also highlights disparities between males and females regarding programmes and services they are rendered (Daly & Chesney-Lind, 1988:499).

The central premise of the Restorative Justice Theory invokes moral repair as it concentrates on harm repair, faith and trust restoration, and instills hope for having meaningful relationships in the future (Walker, 2006:229). Because most female inmate learners will return to their homes and societies upon release, it is essential to focus on the Restorative Justice Theory as this ideal shares comparable aims and objectives with correctional education.

The Rehabilitation Theory has been highlighted as well. This is the current correctional education model offered in South Africa, and programmes are developed and implemented on a "needs-based approach to rehabilitation" (Department of Correctional Services, 2005:61; Murhula & Singh, 2019:21).

6.5 THE FEMINIST THEORY

By considering the feminist scholars' views, the study wants to establish if the correctional system considers such experiences and backgrounds when developing and implementing correctional education for this marginalised group of inmates. It is further believed that the in-depth interview data would be able to reveal such disparities in correctional education programmes presented to male and female inmate learners.

The section below relates to the study participants' pathways to crime.

6.5.1 FEMALE PATHWAYS TO CRIME

Studies indicate that all around the world, most female inmates are single mothers from poor, destitute, abuse-riddled, substance-misusing, and disadvantaged backgrounds. Many female inmates have experienced childhood abuse, intimate partner abuse, separation, poverty, endured the end of close relationships due to death, violence, sexual abuse in their prior years or adulthood, education deficits, and male domination and rejection (United Nations, 1995:19; Haffejee *et al.*, 2006:2; Owen, 1998:41; Clark, 1995:314; Artz *et al.*, 2012:206; United Nations, 2018:94).

Daly (1993:27-28) in her feminist pathways to crime model notes that running away from home, employment status, family and financial situations, traumatic experiences sustained, drug use, previous convictions, and emotional welfare are all female pathways to crime. The study of Young-Jahangeer (2003:101-102) finds similar links. It notes that more than 80% of incarcerated females at the DWCC endured very distressing and trauma-filled backgrounds. This includes physical, sexual, and emotional abuse from males. Many female inmates were sentenced for the murders of intimate partners and abusive males in their lives.

The above studies note that feminist pathways to crime inform an understanding of a female's background experience of trauma, victimisation, and gendered association and how this impacts her predisposition to commit crime. This trauma and victimisation are associated with mental health issues experienced by most female inmates. Prior to their arrest, many of the participants experienced mental, verbal, and sexually disposed abuses. The researcher sought to ascertain if the background experiences of the sample population under study are similar to the global and national literature reviews and if the theoretical foundation of this study informs day-to-day education practices for female inmate learners.

Most of the participants' paths to crime were found to have included physical and emotional abuse before incarceration. Repeat offenders among the participants highlighted these abusive characteristics as reasons for returning to the correctional centre. This conclusion is consistent with previous research by (Khalid & Khan, 2013:31; Daly, 1993:35-36), which shows a connection between female victimisation and subsequent criminal behaviour. It is crucial to ascertain if female correctional education efforts at the DWCC have been developed and implemented based on a female-centered approach. Thus, the learner participant perspectives relating to their background circumstances have been grouped as all-encompassing experiences, educational practices, and intimate partner abuse. Participants' background trajectories and perspectives of learning whilst incarcerated will determine the efficiency of correctional education provided by the Department.

6.5.2 ALL-ENCOMPASSING ENCOUNTERS

De Hart (2008:1364) notes that it was realised that quantitative records frequently turn bad experiences into something literate. It eliminates the needed subjectivity as it is essential to understand the impact and frequently decontextualised abuse to the point where accounts fail to indicate the impact of victimisation on females' lives.

Participants shared the following perspectives about their general way of life before incarceration.

IL1: I grew up where my father drank and beat my mother and me. By the age of ten, I was already shielding and protecting my mother from his terrible abuse.

IL2: When I was five, my parents got divorced. I am close to my mum, but there were lots of ups and downs. I had a lot of step-siblings and a stepdad, and this created many issues.

IL7: I was molested by my stepdad when I was five. My stepbrother was always fighting with me because I said his father molested me. My stepdad was a very abusive person; I was so little, and he would always beat me and my mother up. He was very controlling, and we couldn't do what we wanted. I was very scared of him. He never encouraged me in my studies or even when I was in school. My mother was a good person. When she passed away in 2008, my life went astray. I was shipped from place to place. I was only 16 at that time. She was my best friend. She was a domestic worker. I'll never get over her death. I will never forget her.

IL8: When we were young, my father went to work in the mines and left us with our mother. She was a domestic, and we were scattered between the families. We really struggled, and we mostly went to bed on empty stomachs.

IL9: When my mum died in 2005, I was still in school, and this is when things really changed for me. I was staying with my father, and he was very old and not

working. So I had to leave school and take care of the house, my father, and everything else that my mum did.

IL10: My mum didn't live with me when I was growing up. She remarried, and I stayed with my granny when I turned eight. I don't know my dad. My dad left when my mum was pregnant with me. My mother only visited me once in a while. So I've never been on good terms with my mother. When she used to visit, I wouldn't talk to her. If I didn't do something for her, she would just hit me bad, even when I was big. My stepdad was smoking drugs, so she eventually left him. My gran and mum were always fighting. When I was in grade 7, my gran chased us out. Then my mum remarried. So I was always moving from home to home, changing my school, having different fathers.

IL14: Growing up, my parents were alcoholics. With them drinking, it was very difficult for us. As we grew, we learnt to accept them as they are. There was nothing that we could do otherwise.

Most participants' perspectives indicate that they experienced physical abuse, sexual abuse, parental separation, fear, control, parting with loved ones due to their demise, dislocation, poverty, having no place to stay, sibling rivalry, added responsibilities, and parental substance abuse.

The participant perspectives on their background experiences resonate with the various feminist scholars and their findings on female inmate background experiences and their pathways to misconduct (United Nations, 1995:19; Haffejee et al., 2006:2; Owen, 1998:41; Clark, 1995:314; Artz et al., 2012:206; United Nations, 2018:94; Daly, 1993:27-28; Young-Jahangeer, 2003:101-102).

6.5.3 EDUCATION EXPERIENCES

Research reveals that female inmates mostly come from communities and backgrounds where female education is against the norm. They are frequently illiterate and unaware of their legal rights (United Nations, 2014:8). Further

studies note that female inmates have an "educational deficit" (Lahm, 2000:40; Penal Reform International, 2019:13).

In South Africa, various reasons add to a female inmate's education deficiency prior to being incarcerated; these include a lack of finances, having endured traumatic incidents, having children, dislocation, experiences of sexual violence, and the death of loved ones (Artz *et al.*, 2012:31-32). The literature deduces that a lack of education and an all-encompassing abusive and traumatic background experience help to shape female crime further. As a result, the Feminist Theory iterates that recidivism can only be curtailed if female inmates participate in skills and correctional education programmes grounded on a gender-specific model (Brennan, Breitenbach & Dieterich, 2010:39; King, 2013:215).

The participants shared the following perspectives relating to their educational background prior to incarceration.

IL1: My mother loved her sons more than she loved me. My family were never pro-education. No one was big about education in my family. My mother was pro-everything for my brothers. She encouraged them, not me. I didn't like school growing up. I used to have a lot of responsibility coming home from school. I had to fetch my younger brothers, wash napkins, clean the house, and cook the rice. I would only take out my school uniform at ten in the night. My parents used to work. I got into a lot of fights in school trying to protect my brothers in school. When the teacher complained about me, my mother hit me, and I still have the scar on my head (the participant revealed a large scar on her head). I was expelled from school in standard eight. I got pregnant at sixteen and married a Muslim man.

IL2: I never had a problem in school, I enjoyed it, and I liked my teachers, and I completed my matric.

IL3: My family was not into education. My uncle would always remark that I am always into my books, and this is not right.

IL5: *I was growing up in a big family. My father had three wives, and we all lived together. By the time I got to standard five, my father feels that a lady, a thomozaan (young girl), no longer needs to go to school. This was my father's thing. But our mothers pushed for us to go to school. This is how I got a matric. My father said that boys must go to school; the girls must get married, get labola, and get cows for his respect.*

IL10: *When I was in high school, I couldn't focus. I hanged out with friends. I used to bunk school, and my granny would come to school. I met a boy, and I regret it. I was 15 when I met this boy. We started hanging out together. I met him in 2017 again. So he started staying with me by my granny's house. I was still in school. He started working and would buy us stuff. My boyfriend was also smoking drugs and buttons (mandrax). I really loved him. So in 2017, I left school. I just didn't want to be in school anymore. He got fired, and I started work in a hardware shop. I just couldn't leave him, and I didn't listen to my family. They always told me to leave him.*

IL11: *Education was not a priority when I was growing up. I left school in standard nine. I had to leave because I had a baby and it was too hectic.*

Most participant perspectives indicate that they endured a lack of family support towards their educational needs whilst growing up. Most participants indicated that they had not completed school. They experienced childhood beatings, had added home responsibilities, bared children in their youth, and were subject to outdated patriarchal beliefs. All of these factors have influenced their education deficiency.

The participant perspectives can easily connect with the views of the various scholars that female inmates have higher propensities to an education deficit, and this deficit is a predisposing factor for female crime (Lahm, 2000:40; Penal Reform International, 2019:13; Artz *et al.*, 2012:31-32; Brennan *et al.*, 2010:39; King, 2013:215).

6.5.4 INTIMATE PARTNER ABUSE

The following participants' perspectives highlight their experiences associated with intimate partner abuse.

IL1: My husband hit me so bad when I was eight months pregnant. And then again, when my baby was one month old, he gave me the beating of my life. I went to my mother, and she took me back to him, saying "this is your new home; make it work." I was a maid at home. My father-in-law would come home drunk and also abuse me. His words were terrible. My husband didn't allow me to wear make-up. I must wear oversize clothes and cover my head. One day for work, I attended a workshop. When I came home, he stripped me naked to investigate if I had sexual intercourse with anyone else. A while later, I discovered he was having a sexual relationship with my own mother, and I literally lost it. I broke most of the stuff in my home. I was pregnant with my second child at this time. After this, I was drinking bottles (alcohol) and taking heavy drugs. From here on, my life just went into a ditch.

IL3: My husband was extremely abusive; verbal and emotional was the worst too. I couldn't take it anymore. After marrying him, I found out I was his third wife, to which he didn't tell me. And then I found out he can't have children, to which he didn't tell me. I wanted to have children. In 2012, I was hospitalised for severe depression, and I was seeing a psychiatrist. I was then tested positive for HIV, that I had contracted from him. I regret the day I met him. I was working for and taking care of the family. He would drop me off and pick me up when I was teaching outside. Now I learnt that wasn't love. It was total control. I committed this crime because I just could not believe that was my life anymore. He really betrayed me; the man that was supposed to protect me harmed me so bad. He knew he was HIV positive yet never told me. Why?

IL4: My boyfriend and I were together for over ten years, and then we became business partners. I felt, and I still feel, that he betrayed me. He knew we were involved in a relationship, yet he didn't tell me about his illegal dealings. We were partners, and in business, too. I trusted him. The business electricity bill and car were bought on my name. Had it not been for all of this and my trust in him, I

would not be here today. How can you claim to love someone and make them do this type of crime, and then this person has to go to jail?

IL5: In my position at work, my supervisor asked me to follow out some instructions. He was very friendly with the mayor, and the mayor asked me to process some transactions into various accounts. My boyfriend at the time encouraged me to proceed with their instructions because he insisted I must transfer my share of R150000 into his bank account. He spent most of the money, and I only got some peanuts from that money. My boyfriend and I were together for eleven years, and he was always very abusive, always hitting me. So I did whatever he asked. And even at the time of my trial, he couldn't be there for me as he got incarcerated for rape. He was a violent man like this. He would just do whatever he wanted.

IL6: I've been married twice, and my first husband was extremely abusive. He drank a lot and physically abused me. He never supported our children or me financially. I can't even describe him; he was a nightmare, drinking and creating scenes all the time. Eventually, I left him and later remarried. It was good in the beginning, and he started to smoke dagga, and then he started to smoke rock. His drug issues overtook his life. I could not bring up my kids in this environment, and we eventually split up. It was just too much all over again.

IL7: The first time I was only incarcerated, I was 24 years and living on the streets with my boyfriend. I was inside for two months, so I didn't do any programmes. I was in Sun City prison for theft of a hobo's clothes. The second time I was 30 years and sent to prison for theft too. I was a car guard on the streets. So this black guy approached me and asked if I wanted a better job as I was car-guarding on the streets. He was a witch doctor. They call them illuminati. I became a receptionist at his business. I used to get R50 a day for food and R450 on a Saturday as a wage. Then I moved to my boyfriend's grannies house and off the streets. In 2017 the illuminati wanted me to help him to open up a bank account, as he could not as he was a foreigner from Kenya. He wanted I must open two business accounts for him in FNB (First National Bank). He took the bank cards and passwords, and he changed it. He asked me to make a withdrawal of

R100000 from the account and took me to the bank. I withdrew and gave it to him. He used the money to buy a new car. He wanted to put the car on my name as he didn't have an ID. He bought me a R2000 outfit from Woolworths. When I asked him what he was doing and that I wanted out, he kept my ID and only gave it back to me after two weeks. I quit this job and was back on the street doing crystal meth and buttons. My drug habit was now costing like R1000 a day. So my boyfriend started to steal and break into cars and houses. Then my boyfriend started to pimp me for money. I loved him and wanted to do anything to keep him. I would see many clients in a day, and when I didn't have clients, he would beat me very bad. He would hit me bad bad, I used to have cracked ribs. He wouldn't let me go to hospital, and one time I couldn't even walk for six weeks. This happened for over two years, where I prostituted myself. One day, I caught him sleeping with my best friend. We started to fight, and he took a huge cupboard and threw it on me. My boyfriend was arrested whilst we were sleeping on the streets on the alley for some car crime. So I stayed alone one night, and one of his friends, a black guy, came looking for him. This guy then raped me twice that night; he was also from the streets. With all of my previous clients, I always used protection. Many other people told me that this guy was HIV positive and that I needed to get tested. I was afraid. When I came here to prison, I learnt that I am HIV positive.

IL10: In 2017, there was a crime that my boyfriend was involved in. After the crime, he saw a laptop and put it into my bag. That's how I got charged for robbery. I wish I never met him. I wouldn't be here today and involved in a crime. He killed a man, and I was charged for robbery. I never listen to my family. If I did, I won't be in here today. I didn't know that love will make me an offender.

IL11: With my first crime, my boyfriend was selling drugs. He learnt how to do this from his mother. He always insisted that I must do this because he could make more money. Then he started smoking the drugs and then forced me to go and buy the drugs for selling. This is how my crime started.

IL12: I was dating this boy. He was a gigolo. He was proposing to my sister, my cousin, and me at the same time. We really loved him, but he was just playing us

to be fools. He wants to be a polygamist with all of us. We three called him over and decided to massage him with some cooking oil. All his body, his private parts too. He didn't do anything to us, never pushed us away, nothing. He never push, shove, scream, nothing. He just lay there. But we took a video of this just to embarrass him. How he embarrasses all of us. So I sent it to his brother. I thought of it as a prank and not a crime. Then this video got posted on social media. Then this guy charged us because the journalists were calling him. But we never rape him; even there were no medical reports to say he was raped. But we got charged with rape and received a 15-year sentence. We were his victims, but now we are offenders, and now we are sitting in jail.

IL13: My father died when I was young in 2002. So my family arranged this marriage for me. He was my late sister's husband, and I did not want to. I could not love him, and I was forced to marry him. My family insisted that I must marry him, that I must think about my sister's child. They were asking if I wanted another lady to abuse and ill-treat her. I tried many times to leave him, but I would just go back. I had a child to support. I wasn't working. I was trying, by all means, to love him and make it work. My husband was very abusive and jealous and gets angry for everything. He was always drunk; this was always the case with him. I could not even tell a class boy hello. He would always fight with me, and I went to the hospitals many times. Me, I got scars all over my body. He used to just stab me. He even stabbed me all over my breasts. When he used to strangle me, I would just pass out. Like I was dead, like I died. On the day that the crime happened, if he didn't die, then it meant that I was going to die.

This study establishes a link between background trajectories and subsequent criminal conduct using the feministic pathways approach, a particular expression of the Feminist Theory. Study participants' entry points into crime are poverty, abuse, the opportunity for crime, drug addiction, alcohol abuse, marital issues, intimate partner abuse, and being forced to fulfil supposed family expectations. The participants' pre-incarceration experiences support and run parallel to the feminist pathways approach as indicated in chapter 2 of the study.

Most participants' perspectives indicate that they endured histories of violent abuse from their intimate partners or spouses. This account of abuse through victimisation has a major effect on the participants' criminal activities. This is a substantial predisposing primary factor for their incarceration. Almost 30% of the study participants are incarcerated for the murder of their intimate partners. Their perspectives provide a detailed and rich textual account of these traumatic and abusive experiences. The literature review reveals that prior to incarceration; incarcerated females had a much higher risk of abuse. They have endured abusive intimate relationships and were subject to male dominance (United Nations, 1995:19; Haffejee et al., 2006:2; Owen, 1998:41; Clark, 1995:314; Artz et al., 2012:206; United Nations, 2018:94; Owen, 1998:41). It has been revealed that female inmates' "attempts to resist gender oppression", or unapproved partners, and balancing expectations for family honour are all factors that motivate female crime (Khalid & Khan, 2013:31). According to Daly (1993:35-36), females involved in violent intimate relationships with a male spouse or intimate partner commit crimes such as assault, murder, and reckless endangerment.

Daly (1993:37) also notes that females who flee or are forced to flee abusive households become involved in prostitution and petty misconduct to support their addictions, and frequently end up with multiple sentences and arrests. These scholars (Owen, 1998; Khalid & Khan, 2013; Daly, 1993) found that a history of abuse strongly affects criminal behaviour. This recognition of abuse as a result of victimisation and the histories experienced by female inmates are a chief disposing factor for crime. This has been a substantial discovery.

The findings of how gender, specifically intimate partner abuse, influences female crime in this study can be reasoned to previous research on how gender shapes or influences female crime (Owen, 1998; Daly, 1993; Khalid & Khan, 2013). Most participants housed at the DWCC are not exempt from their worldwide counterparts' issues that connect with intimate partner abuse and how these issues helped to shape their pathways to crime.

The section below highlights the participants' perspectives and its relation to the Rehabilitation Theory.

6.6 THE REHABILITATION THEORY

Hume (2001:48) elaborates that the development of all programmes offered to female inmates needs to stem from five significant components: a supportive environment, respect and dignity, shared responsibility, meaningful and responsible choices, and empowerment. The current correctional education model delivered in all South African correctional centres is developed and implemented on a "needs-based approach to rehabilitation" (Department of Correctional Services, 2005:61; Murhula & Singh, 2019:21).

The White Paper (2005), section 9.10.2, notes the following regarding correction and development programmes; the education and activities provided to offenders must not reinforce racial or gender stereotypes and has to be designed to enable each offender, irrespective of gender, class, or race, to participate fully and economically in societal life (Department of Correctional Services, 2005:68).

The White Paper (2005), section 9.9.1, notes that the Department strongly emphasises implementing literacy programmes and basic education for offenders to reduce the prevalence of illiteracy among offenders in South Africa. The constitution's requirement for education is a right that's not restricted by incarceration. Reading, school, and basic adult education are the main concerns of the Department of Education and the Department of Correctional Services (Department of Correctional Services, 2005:67).

The White Paper (2005), section 9.12.1, further reveals that the Department's Gender Policy supports gender equality and develops, attains, and protects gender equality as per the Constitution. Their management of female inmates is informed by their approach to gender (Department of Correctional Services, 2005:69). This principle that's echoed by the White Paper (2005), firstly notes that a needs-based approach drives education efforts in all its correctional centres and that correctional education programmes provided do not entrench on gender.

6.6.1 GENDERED DISPARITIES IN EDUCATION PROGRAMMES

This section tries to ascertain the different education programmes offered to female and male inmates at the DWCC. It aims to establish if gendered disparities exist between education programmes offered to the DWCC inmate population. Throughout the threads of this study, female education programmes are discussed. This section refers to the participant's views on some of the programmes offered to male inmates. Their information comes from education officials based at the female school, correctional officials from the correctional centre, released male inmates they have associations with, and one participant is a master's degree education research student that went to the Usethubeni school to gather data for her thesis.

The female inmate participants shared the following perspectives regarding the correctional education programmes offered to them versus those of male inmate learners based at the DWCC:

IL2: They (male inmates) have a school with classrooms allocated and have better access to more books than what is required.

IL3: I did go to Medium B a few times to see the dentist and the optician. We don't have these services here, so we are taken there. Because I am an educationist, I always ask questions that relate to education and how their school works at Medium B. I am told that at Medium B, they can do AET inside their correctional centre like how we do it here, but they can also do grade 12 there. They can also attend another school outside their correctional centre for grades 9/10/11/12, where they have full-time educators.

This school is called Usethubeni here at Durban Westville. I am a master's level research student, and I went there this year to do some research. Usethubeni only caters for male inmates; there are no female learners there. Their classes are very different, and each class has a toilet at the back. The library has large shelves; they have desktop computers, nice desks and chairs, together with a functional library.

The males there have designer bags from the outside, like Nike and Adidas. Here, females can't have designer bags for school. They offer eight grade 12 learning areas at this school. Over here, they don't even ask the learners about their education challenges experienced or requests they may have. There I often witnessed many learners having a one-on-one with their educators. The DoE only supply the basic resources required here for females.

The girls' challenge is doing matric here on their own. At Usethubeni, they have both full-time male and female teachers employed by the Department and the Department of Education. (The researcher enquired about the school where the male inmates attend. The participant got up and pointed out the direction of this school from the window. It was a huge and modern-looking building.

Participant IL3 is a registered master's level research student focused on education. She witnessed all of this whilst gathering data for her thesis. She was taken daily for two weeks by two correctional officials to the Usethubeni School to interview participants and make observations for her study.

IL4: I know that in other correctional centres, many different programmes are offered. My ex was in prison in another province—things like human resources courses and stuff like that. The guys there are offered courses in business, carpentry, welding, N courses, bricklaying, welding, electrical, human resources, etc. These programmes are never offered here to us females. I am a facilitator here for the sports programme, so I do talk with my correctional head about general life and education, etc. So I was having this talk with my correctional head, and she says that men do many different programmes here. She said to me that this is the same types of education programmes that the men here receive, and she can't understand why there is so much of division between the genders.

IL5: My ex-boyfriend is incarcerated on the South Coast. They, as men, are taught piggery, farming, agriculture, etc. They are even taught how to drive a tractor. We have no programmes like this for females here. They are given

programmes that when they come out, they can find work as the South Coast mostly farms.

Participant IL5 is from the South Coast of KwaZulu-Natal. This view has been included, although it is unrelated to Durban per se. The correctional facility on the South Coast is about 100 km from Durban. Its inclusion indicates that male inmate skills programmes are carefully thought of and not implemented as an afterthought or mandatory requirement to offer a programme for skills development. The South Coast of KwaZulu-Natal has some rural correctional centres that double up as farms, and farms surround many South Coast towns. Hence, it can be deduced that male correctional centres such as these implement skills programmes to align with the surrounding job markets to enable better re-entry.

IL6: The males here have a full-time Hindu priest to help them with spiritual, emotional, and educational care there. This was told to me by a warrant, but that we don't have one for the females here. Do the men only need this type of learning? We also need a priest that we can talk to to help us through our problems. The warrant even told me that all the Hindu inmates get together with the priest at the male centre, and they hold services and prayers together. As mentioned in the definition of correctional education in chapter one of this study, religious programmes fall under the ambit of correctional education programmes.

IL7: I know at the male prison they got a dentist and full proper gym. The men have all the equipment they need there for exercise, but not for us. I saw all this myself when I visited the male prison because I had to go see the dentist there. There is no dentist here, so when we have teeth problems, the members from here take us there.

Most participant perspectives indicate gender disparities experienced whilst being a female inmate learner. They noted that the male inmates have functional schools with good books, a well-resourced library with full-time educators, access to computers and smart classroom furniture, carry designer bags to school and

engage in discussions regarding their education needs. Participants further revealed that male inmates have access to more education programmes that include specific religious care, agricultural courses, driving competencies, and sports facilities.

The participants only discussed what they were aware of and reinforced how they came to know of this information. This is by no means an exhaustive listing of the gender disparities that occur with correctional education programmes offered to incarcerated males and females held at the DWCC.

The participants' perspectives and the ethos regarding gender equality, as noted in the White Paper (2005), are unable to draw parallels to one another for the incarcerated females housed at the DWCC. The participant perspectives are similar to the findings of (Richmond, 2009:133; United Nations, 2018b:29; Rose, 2004:78; Piacentini, Moran & Pallot, 2009:536; Skiles, 2012:667) as all these studies discuss the gendered disparity evident in correctional education programmes.

The following perspectives relate to the informal conversations held with the correctional officials at Medium B as a result of the participant perspectives highlighted above.

After considering the participants' views, the researcher attends a school within Medium B based at the DWCC. This correctional centre houses male inmates. The reason for this visit was to either verify or refute the participant's perspectives on male correctional education offered at the DWCC. Informal conversations and observations are undertaken at Medium B. They are held with the individual in charge of the school, two correctional officials overseeing and managing the skills development programmes, with one of the correctional officials that's involved with the sport, recreation, arts, culture and library programmes (SRAC), and with a correctional official that manages social care programmes. All of these individuals are made aware of the research by the area co-ordinator of the Department, the appointed internal guide and the researcher. All individuals agreed for their conversational data to be used in the study.

The researcher observes that the school head situated in Medium B has a good rapport with her team of educationists and officials. This individual is confident, empathetic, qualified and her office is much organised. All her schedules and planning activities for the year are clearly visible in files and charts in her office.

The informal conversation with the school head reveals the following information:

Question: Could you please list the various education programmes that you are responsible for at Medium B, what other areas does the school assist the learners with and who are the learners at this school?

Answer: I manage all formal education programmes, skills development programmes, and all of the SRAC programmes. Formal education programmes offered include Pre-AET, AET levels 1-4, and grade 12. The school assists with registering all higher education programmes, such as degrees and diplomas.

Question: Who makes up the grade 12 learners at this school and what is a challenge with this programme?

Answer: The grade 12 learners are all male inmates that are more than 25 years old. The challenge is that there is a considerable gap that exists between AET level 4 and grade 12. Hence, we run an in-between readiness programme to aid in the transition to grade 12. Once male inmates feel at ease with this bridging programme, then they enrol in full-time educator-led grade 12 classes.

Question: Could you please describe all the different types of educators that are available at the school?

Answer: The school has nine correctional educators, and they are in the employ of the Department of Higher Education and Training. Each is a specialist educator, and their specialities range from languages, mathematics, accounting, and social sciences.

Question: Do you employ inmate facilitators at this school?

Answer: There are no inmate facilitators that teach any of the programmes at the school. My ideology behind this is that inmates are here to be rehabilitated, and we want learners to take their education seriously. If a person is a pharmacist and then becomes an inmate, this individual is not allowed to dispense medication to other inmates, even if they work at the prison hospital. Likewise, an inmate who is a psychologist cannot provide psychological services or deliver psychological programmes to fellow inmates. So why must an inmate who was a teacher on the outside still teach here? I need my learners to know that I am serious about education and that I only want the best for them.

Question: Please describe the fees applicable for education programmes and does the school assist with HET?

Answer: All formal programmes available to male inmates are provided free of charge. The only programmes an inmate pays for are HET programmes such as university and college studies. Inmates are assisted with the administration of registration and bursary applications by the full-time educators located within the school at Medium B. A Unisa hub is available with internet and laptops where higher education learners study.

Question: What happens if you are under 25 years old and want to pursue a matric at the correctional centre?

Answer: Male inmates under the age of 25 years are regarded as youths by the Department. These male inmates also attend a full-time school at the DWCC. The school is called Usethubeni and is a fully equipped school registered by the Department of Education. The school boasts being a centre of learning excellence. It offers grades 9/10/11/12 and many skills-related courses such as woodwork, carpentry, plumbing, and electrical. It is serviced by a school head, department heads for the various subjects offered, and educators from the Departments of Education, Higher Education and Training, and Correctional Services.

This is the school referred to in Chapter 4 of this study.

Question: Are female inmates permitted entry to this school?

Answer: Although female inmates below 25 years of age are housed at Durban Westville, they are not allowed access to this school as only male inmates are permitted into this school. These are as per the Department's policies.

The informal conversations with the correctional officials overseeing and managing the skills development programmes indicate the following:

Question: Please can you describe this school at Medium B to me?

Answer: The school was built 20 years ago on top of the existing building at Medium B as a fully-fledged school was required for male inmates. The school has seven large and well-ventilated classrooms, a Unisa hub, a large staff room, an SRAC administration office, a toilet facility for the male inmates and a large functional library. Medium B has a large population of inmates and is divided into 18 sections. Each section has a mini-library attached to it for inmates to have access to reading and learning materials.

Question: What are the skills development programmes offered to male inmates at Medium B?

After corroborating with their administration files, the skills development officials note that within the last year, the following skills development programmes were offered to male inmates at the correctional centre.

Answer: They have been on an assistant chef course, upholstery course, business studies, computer courses, new venture creation, garment making and design, plumbing programmes, welding courses, and construction and building. The garment-making and design course's practical are held where the female inmates are employed at the workshop.

The researcher had an opportunity to observe the classrooms and other facilities, including the library, at the school. The main library has thousands of books and many rows, as in public libraries. The library has desks and chairs and can seat about 30 learners. When the researcher visits the library, a chef-assistant course is being conducted by an external facilitator with a group of about 30 male inmates.

The sports recreation arts and culture official indicates the following:

Question: Could you please describe the SRAC opportunities available to male inmates at Medium B?

Answer: Every section in Medium B has a recreation unit for the inmates. Recreation opportunities include chess boards, a snooker table, playing cards, and music. Sports comprise soccer, volleyball, karate, athletics, table tennis, rugby, chess, table tennis, athletics, aerobics, and zumba. Recreation consists of snooker, playing cards, various board games, and tug of war. The Arts include crafts, poetry, and dance. Culture includes choral music, traditional dancing (ingoma), male voice singing (isicathamiya), and music bands (keyboards, guitars, drums, and a saxophone). Each section has groups and verses each other with these different codes. Each section has an area with some gym equipment and one large central gym within Medium B for inmates' who gym hard-core.

The informal conversations held with the head of the school, the SRAC official and the two correctional officials overseeing the skills development programmes at the male centre corroborate with the findings of literature findings (Richmond, 2009:133; United Nations, 2018b:29; Rose, 2004:78; Piacentini, Moran & Pallot, 2009:536; Skiles, 2012:667).

6.6.2 REHABILITATION PROGRAMMES AND THE NEEDS-BASED STRATEGY OF CORRECTIONAL EDUCATION

Flower (2010:7) indicates that because female issues are numerous, intricate, and wide-ranging, the remedies should be the same. Taking Flower's views into account and seeing that the White Paper (2005) notes the needs-based approach to rehabilitating offenders, this section looks at the participant's views regarding rehabilitative education programmes and those of a needs-based offering as well.

The participants shared the following perspectives on rehabilitation and a need-based programme approach available at the female correctional centre:

IL1: There are no Muslim studies at the moment. We are still waiting for an Aapaa for one year now. So we have no access for spiritual counselling and Muslim religious programmes. This is very important for a person like me. This is my second time in jail, and it's not somewhere I want to return to.

IL2: I requested to see a psychologist long time ago, from December 2021. Only last week I was given a form to fill in to request this. Now I must wait and see. I've just been feeling so suicidal for a long time now. I miss my kids, and being here for the second time now is really taking a toll on my mind. The drugs and alcohol really messed me up. You know, I just couldn't commit any crime sober.

I had to have alcohol and drugs, and it started all over again. I had to get so high first, like out of my mind. I learnt how to control my anger but not my substance abuse. Before and now, I've not been on any substance abuse programme, nothing. Imagine, I'm a drug addict and no substance abuse programmes for addicts like me for so long. There are many addicts here; this place is filled up with them. Many of them were smoking whoonga (street drugs) before they came here.

IL3: At the moment, there is no learning school here, no tutors; it's all self-study for doing grade 12. How can people get a job without matric in this country? When I was doing my research at the male school, I used to ask the learners about the types of programmes they do. It seems that we all do the same programmes like anger management, heartlines, restorative justice, and all programmes like this.

But they do programmes based on their crime category; here, anyone can do any programme.

IL4: At the other correctional centre I was at first, they had a church service programme that ran like clockwork every Sunday, held by a prominent outside organisation. It was a full-scale church and worship service. We looked forward to it. Here we don't have that. Here the inmates get together and run their own church service. What it means is that we must guide each other here spiritually. I'm here for more than one and a half years now. There you do particular correctional courses, and it is supposed to be the same here. If you did fraud, then you go for economic crime there. But here, you can just do everything.

IL6: There are no Hindu programmes rendered here, not even a Hindu service provider, so there is no spiritual leader for me. They have a separate cook for the Muslim inmates but no Hindu priest for our religious needs. But they have one for male inmates.

IL7: The psychologist comes here only once a month. Only some of us get to go. If you are lucky, you can get maybe ten minutes with her. She is always rushing to see the next person. This one only says you need to sort out your life; you need to make a difference to your life. She is just too straightforward. I'm just a number, an offender, and she never cares. I was just drinking gangats (sleeping tablets) here every day. This was her help for me. I told you my situation of the past, my abuse, my rape, me getting HIV, but this person just says, go sort out your life. No help at all from this person.

IL7: I hope to finish my matric here, but here you don't get a teacher for matric. So my need to finish my matric is not so important for the Department. I say this because they don't even have a class for matric here. This is a need for many for many of us here, but this need is never addressed. I know I did harm, and I don't want to repeat this again. I've been on a few programmes like Heartlines, but I have not done the Substance Abuse Programme as yet. I was doing heavy drugs on the outside, so it's important for me to go on this course. I'm still waiting for

more than three years now to go on this programme. I have heard of no one that has gone to this programme here. I don't think they do it all here.

IL8: I enjoy the aerobics programme, but they hardly ever have it. I also want to go to a proper school where I can learn how to speak proper English so that I can communicate better with others. The English is not so good, but at least it's something. We don't have enough time to learn English here every day. When I was in school, on the outside, isiZulu was the main language. Now the median is English, and I understand why, but we just need more time and more learning in English. They must know that English was not our first language, but everything on the outside depends on English.

IL9: There are no psychological counselling sessions here. Nothing. If you got a problem, you must go talk to the person doing anger management (part-time facilitator).

IL11: In almost five years being here, I only saw a psychologist once. She was from the outside. People from the outside also used to do substance abuse programmes here before, but from like more than 3 years, there is no substance abuse programmes here anymore. Not from the outside or even on the inside, substance abuse, not at all. Maybe they got no teacher for this course?

Most participants indicate that several rehabilitative education programmes are not presented at the correctional classes. Some programmes include religious care programmes, sports programmes, psychological programmes, substance abuse programmes, language programmes, and grade 12 for female inmates. The participants also note why these education programmes were vital as they require religious counselling. The participants also reveal that they were drug and alcohol addicts who need programmes that assist with these ailments.

Further, learners are hopeful of attaining a matric, but this is not provided to them in a classroom with a teacher. Participants feel that having a matric is a strong need of theirs as jobs mainly depend on this qualification. Another participant noted that the correctional centre must take cognisance that English is not their

first language; hence more studies are required in English. These participant perspectives resonate with the literature findings of (Johnson, 2015:133; Artz *et al.*, 2012:235) as needs based education programmes are limited and few for female inmates as opposed to male inmates.

After considering all the participants' views regarding the needs-based rehabilitation programmes offered to them, some informal conversations were carried out to ascertain the truthfulness of the participant's perceptions. Informal conversations were held with the correctional official that manages care at the male centre and with a correctional official that manages care at the female centre. A further informal conversation was undertaken at the female centre with a part-time facilitator that conducts these programmes.

The informal conversation with the correctional official managing social care at male centre indicates the following:

Question: Could you please describe the types of staff you have that are involved in care programmes for male inmates at Medium B?

Answer: The centre has six full-time psychologists and 14 full-time social workers employed by the Department that conduct therapeutic programmes at Medium B. We also have eight correctional assessment officers and six corrections intervention officers employed full-time by the Department that present non-therapeutic programmes. We have tailored programmes for each type of offence type, not that any offender can do any programme. For aggressive crimes like murder, the programme entails New Beginnings Orientation, Anger Management, Cross Roads, Restorative Justice Orientation, Substance Abuse (if impaired by drugs or alcohol), Changing Lanes, and a Pre-Release programme. Offenders who commit robbery-related crimes must undergo a programme called Change is Possible (robbery and related offences). Offenders must take the Sexual Offences Programme for sexual offences. The Economic Crime Programme is compulsory for theft and fraud. For gangsterism, the Behaviour Modification Programme on Gangsterism is mandatory. We also have a host of spiritual care programmes provided by the Department's staff and external service providers. We also have more than 30 individuals that oversee the various Christian

denominations, maulanas/imams (Muslim faith leaders) and gurus (Hindu faith leaders). English and IsiZulu offenders are catered for to eliminate language barriers. A complete understanding of each programme is required. An example is social workers. They are a group of 14 in total. Some conduct therapy and programmes in English, while others conduct them in IsiZulu.

The informal conversation with the correctional official managing care programmes at the female centre indicates the following:

Question: Please describe who conducts the care programmes for female inmates and do you offer all the care programmes?

Answer: My department has no full-time facilitators to conduct these programmes. As a result, some needs-based programmes are taught by part-time facilitators. As a result, some of the needs-based programmes have not been conducted for a while.

Following this informal conversation, the researcher talked with a part-time facilitator about some of the needs-based programmes being conducted by her team at the female centre.

Question: Can you please describe the different types of care programmes that you and your team provide to the female inmates here?

Answer: We only conduct the following programmes: Offender Rehabilitation Path, Heartlines, Restorative Justice, Spiritual Care, Counselling, Anger Management, Self-Image, Family Life, and Victim Offender Dialogue (VOD) programmes. We do not do programmes such as those for substance abuse, economic crime, sexual crimes, or pre-release.

Question: Do you provide programmes for all religious groups of female inmates?

Answer: All the spiritual care programmes are Christian-based as we have no facilitator to undertake other needs-based religious programmes like Islamic and Hindu ones.

Question: Can you please describe the types of programmes that the female inmates inquire about?

Answer: Several female inmates have inquired about programmes on diverse spiritual care, economic crime, and especially substance abuse programmes.

Question: Can you please indicate if you have any psychologist available on your team?

Answer: There is no psychologist that is based at the female correctional centre or any on my team. We have also been entrusted with the task of counselling female inmates. Some inmates come from trauma-riddled pasts, some of their partners have infected them with HIV, and they need qualified professional personnel to assist with such programmes.

Question: Do you know if the male inmates have psychologists, social workers, and various faith-based leaders, and how do you know this?

Answer: There are several social workers, psychologists, and faith-based leaders are at the male correctional centre. I know this information as I used to conduct VOD programmes for male inmates before joining the female correctional centre. Here female inmates can go on any programme. This is not primarily centred on a crime type or crime commissioned or their needs per se as is conducted at the male centre.

The participants' perspectives match the data retrieved from the informal conversations held. Participants indicate that specific need-based programmes like social and psychological care programmes are absent from their curriculum. The official in charge of these programmes at the female correctional centre notes that this is due to a lack of facilitators available to present the course. Participants discuss an absence of religious care providers and feel that male inmates are offered such programmes. The informal conversations held help to ascertain that male inmates have these services and programmes available to them.

The informal conversations that were carried out with the correctional official that manages care at the male centre, and with the correctional official that manages care at the female centre together with a part-time facilitator that conducts these programmes is similar to the finding of (Johnson, 2015:133; Artz et al., 2012:235). They maintain that care education programmes and treatment specialists like psychologists are limited for female inmates when contrasted to male inmates.

It is clear, based on the participant's perspectives, that the "needs-based approach to rehabilitation", as noted in the White Paper (2005), is not being achieved for incarcerated females housed at the DWCC (Department of Correctional Services, 2005:61).

6.7 THE RESTORATIVE JUSTICE THEORY

The White Paper (2005), section 5.2.3, notes that the Department is dedicated to encouraging and restoring relationships amongst offenders and victims. The idea of restorative justice serves as a control measure, recognising people's human rights and recognising that misconduct is regularly a violation from one person to another (Department of Correctional Services, 2005:41).

The Department takes on an intermediate function by recognising that the reintegration of rehabilitated offenders involves restoring citizenship rights. The Department is aware that restoring relationships amongst victims and offenders is significant for curtailing recidivism (Department of Correctional Services, 2005:41). The White Paper (2005), section 2.8.5, further notes that the Department has developed strategies for the advancement of restorative justice approaches. This is to afford a chance for discussion amongst the victim, offender, and community to facilitate a course of healing. This dialogue is known as the Victim Offender Dialogue (VOD) (Department of Correctional Services, 2005:30).

It's been noted that the Restorative Justice Theory invokes moral repair as it concentrates on harm repair, faith and trust restoration, and instils hope for

having meaningful relationships in the future (Walker, 2006:229). Because most female inmate learners will return to their homes and societies upon release, it is essential to focus on the Restorative Justice Theory as this ideal shares comparable aims and objectives with correctional education.

The participants shared the following perspectives regarding restorative justice programmes they were associated with at the correctional centre:

IL2: I've not done any VOD here so far. My crime was theft against an attorney that I worked for. Here they say that is not a victim as it's a firm. So I won't be doing VOD. I don't understand why. I would like to apologise to my ex-boss. I'm very sorry for what I did.

IL3: I want to do a VOD here. My in-laws say it's too early to meet. But the Department must assist me here and tell them about my crime and why it happened. They need to help me to make them understand.

IL5: My crime was against my employer, a municipality. So I don't do a VOD because they are not a victim.

IL7: From my side, I don't know who the victim is. The Illuminati (witch doctor) guy did the crime and is on the run. This is what he does. He gets the druggies to open up the accounts and do the fraud, and he runs away.

IL8: I did ask about VOD because I know parole board will ask about this. But here they say I got no victim because my crime was against Totalsports.

IL9: I don't do VOD because my crime was done at Games stores.

IL10: A man died in my crime, ma. He was like 40-something. I didn't have anything to do with his death. I was charged for robbery. But I have to do a VOD. The DCS say they can't trace the victim's family because they moved away from Phoenix before my sentence. Maybe some people in that area know where they

moved to. I didn't kill this man, ma, but I would like to apologise to his family and tell them what happened.

IL11: For my second crime, I was charged for theft from a local shop. The officials say that I don't have to do VOD because this is not a victim. But I know this person and would like to do a VOD.

IL12: I had a VOD here with my victim. He is my ex-boyfriend, and I was sentenced for raping him. Although I know I didn't rape him, I did the VOD. We live in the same area, and I want to start a new life when I leave here. He said that he forgives me.

IL13: I want to do a VOD. I want to put this behind me and move on. I tried now for three times to do a VOD. Most of my husband's family are okay to come meet me to do the VOD, but the elders in the family are not ready as yet. My husband's siblings know what happened and what I went through, but they need their elder's permission first before they do a VOD with me.

IL14: I'm still in the process of doing a VOD with my baby's father. We had many problems before my crime, so I'm not sure how this turns out. I did VOD with my family, too, and over time they understand my crime and have forgiven me.

Most participants reveal that they have not undertaken any victim-offender dialogue processes because their victims are not individuals but companies. Some participants' note that they wanted to engage in these processes and that they want to start this approach to healing with the community and the victims' families. Participants indicate that they need more assistance from the correctional facility to initiate these dialogues.

Literature indicates that female inmates need to be a part of restorative justice programmes as they assist with mental health, helps to develop stronger relationships and helps to attain jobs but female inmates require the needed support to join these programmes Failinger (2005:119; Von Hirsch, Ashworth, and Shearing, 2003:23). As a result of these interview perspectives received,

informal conversations were held with a part-time facilitator involved with the VOD programme and a correctional official from the Case Management Committee (CMC) based at the female correctional centre.

Question: Can you please describe the restorative justice programme that is conducted at the female correctional centre?

Answer: We conduct the broad restorative justice programme. We present all the other programme units that make up this approach. Some of the units within this programme include VOD, Family Conferencing, and Financial Restitution to Victims and Personal Service to Victims. We receive a list from CMC regarding who needs to participate in a VOD programme and VOD participation on the offender's part is voluntary.

Informal conversations were held with a correctional official from the Case Management Committee (CMC) based at the female correctional centre.

Question: Please can you describe how an inmate participates in a VOD process.

Answer: The VOD is a programme we run as a committee, as per an offender's file. It does not come from any sentencing process. It usually occurs when the victim or victims are individuals rather than businesses. If a few people own a company, a VOD can occur. However, if the victim is Shoprite or Checkers, no VOD takes place. If we do not indicate that an offender needs to undergo a VOD, the parole board might feel that a VOD is necessary for certain circumstances. Then they, as a parole board, conduct their own VOD. We request a VOD for certain crime types, especially ones commissioned at individuals. A VOD may be necessary for crimes such as murder, rape, fraud, and theft. However, any offender can request to participate in a VOD programme.

It is evident from specific participant perspectives that the Department needs to be more instrumental to help to create more VOD's, as the White Paper (2005) reveals. As per the VOD guidelines, IL2, IL10, and IL11 can undertake a VOD as their crime was against people, and they want to initiate this process. However,

the correctional centre will not help them start these proceedings as they consider an individual a firm or business or that they cannot trace the victims' families. The informal conversation with the correctional official from the CMC indicates that any offender can request to be a part of restorative justice programmes however the participant perspectives indicate otherwise. The part time facilitator that conducts the programme has no influence over who participates as they receive the list of participants from CMC.

6.8 CONCLUSION

Since the 1980s, research on female crime pathways has become the focus. Studies have started to debate the system of criminal justice, indicating that gender-specific education and skillsets are required for successful female incarceration. A gender-specific need is identified by using research and frameworks to identify specific aspects that are dominant in females. As discussed, female inmate learners come from vast trajectories of abuse and trauma. This theory should contribute to creating and implementing better correctional education programmes for female inmates. This would serve as a twofold victory for the Department. They would be seen as constructive vehicles of rehabilitation and a victory for female inmate learners for acquiring improved education opportunities and better skillsets for attaining employment post-release.

The intersection of the three theories discussed in this study is considered relevant and applicable as this study theoretically aims to ascertain the following: are there any links between the advocates of these theories and the participants' perspectives for conducting crime and if "needs-based" rehabilitation aims are being achieved for female inmate learners held at the DWCC. Further, the study's research questions were structured against the hypotheses of these three theories to shed in-depth perspectives on the research data. This has brought to the fore the female inmate learner perspectives regarding their traumatic backgrounds, their abusive intimate partner relationship experiences, and how these have had an effect on their pathways to crime and education deficit.

The gendered disparities in correctional education programmes offered to male and female inmates have been highlighted, and the Department falls short to provide a "needs-based" approach to correctional education. Further, it's been revealed that restorative justice processes are far and few in between. This is not a programme that receives priority at the female correctional centre.

It can be clearly denoted that the participant perspectives and the principles regarding gender, "needs-based" rehabilitation and restorative justice processes are not being fulfilled as mandated by the White Paper (2005) at the DWCC for female inmates. It is a universal affirmation that implemented policies and practises call for a consistent approach. For success, each is dependent upon the other.

To manage and sustain applicable and successful policies, the Department needs a reformist approach to creating and implementing education programmes that address the victimisation, trauma challenges, education deficits, and gender-based disparities associated with female correctional education.

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CHAPTER SEVEN

PERSPECTIVES OF FEMALE CORRECTIONAL EDUCATION - IN-DEPTH INTERVIEW ANALYSIS

7.1 INTRODUCTION

A theoretical research analysis of this study is described in chapter 6. The underpinnings of the study look to analyse the perspectives of participants that take part in female correctional education programmes when incarcerated and its effectiveness, as noted in the White Paper (2005).

The principal aim of chapter seven is the explanation of the data collected, and its aim is linked with the main research questions. Firstly, this chapter details the interview data relating to the participant's perceptions of female correctional education. Secondly, it presents data collected from key informant participants who are involved in facilitating education programmes at the DWCC.

The literature review forms a backdrop to the data attained to either uphold or refute the findings of the interview analysis. Detailed text descriptions of the data obtained will be highlighted to address the study questions. The participant responses and answers to the informal conversation questions received have been italicised to highlight their individual perspectives. It has been indicated that the literature on female correctional education is scanty; hence parallel literature findings where available will be highlighted against the participant perspectives. The study also provides novel insights and perspectives into female correctional education.

A recapitulation of the research questions for this data analysis chapter; the study's primary research question is:

- What are the female inmate perspectives relating to experiences of learning from correctional education programmes offered at the correctional centre?

The sub-research questions are as follows:

- Do correctional education programmes for female inmates effectively aid rehabilitation and re-entry opportunities?
- What are the various methods used to deliver correctional education programmes?
- Are current correctional conditions conducive to correctional education?

The data is presented and simplified using tables and detailed text. The detailed text descriptions will inform, define, and clarify the perspectives of the sample population in depth. Informal conversations are also presented as a result of the interview descriptions highlighted to add more clarity on the perspectives received.

7.2 LEARNING PERSPECTIVES: IN-DEPTH LEARNER INTERVIEW DATA

This section denotes the perspectives of incarcerated females housed within the DWCC concerning their correctional education programmes received whilst incarcerated. The researcher investigated the content analysis to provide further understanding of the study topic, its aim, and its questions. The interview data were classified into themes to create meaning after discovering key patterns to generate meaning from the interviews and provide concrete and reliable evidence (Hsieh & Shannon, 2005:1278; Patton, 2002:453). These themes enable the study to compare and contrast (Strauss, 1987:33).

The participants described various items related to their correctional learning and the processes involved. The following table highlights the themes that were discovered whilst analysing the interview transcripts for the female inmate participants.

Table 10: Interview data female inmate participant themes

INTERVIEW DATA FEMALE INMATE PARTICIPANT THEMES		
Number	Theme	Participant type
1	Notice of learning programmes	Learner
2	Motivation for education	Learner
3	Helpful programmes	Learner
4	Productive work programmes	Learner
5	Learning support structures	Learner
6	Learning resources	Learner
7	Computer and internet	Learner
8	Library facilities	Learner
9	Structural learning conditions	Learner
10	Barriers to learning	Learner
11	External service programme providers	Learner
12	Recidivist perspectives	Learner
13	Future hopes	Learner
14	Learner recommendations	Learner

Table 10 portrays a themed picture of the female inmate's perspectives. These perspectives have been grouped into 14 themes. They include notice of learning programmes, motivation for education, helpful programmes, productive work programmes, learning support structures, learning resources, computer and internet, library facilities, structural learning conditions, barriers to learning, external service programme providers, recidivist perspectives, future hopes, and learner recommendations. Each of these themes will be individually discussed.

7.3. NOTICE OF LEARNING PROGRAMMES

The following participant perspectives highlight how the participants become aware of educational opportunities afforded by the correctional centre:

IL2: The external ladies who wear colour clothes (part-time facilitators), not the brown uniforms, would come to the section and ask who has not been on a

programme. So I wanted to do all these programmes as I can't go to the parole board without these certificates.

IL4: The outside teachers (part-time facilitators) come to our sections and tell us about the programmes they are doing. There is no information put on the walls in our section or anywhere else to keep us informed.

IL5: The anger management ladies (part-time facilitators) were announcing in our section that if anyone wants to attend for this skills programme, then they must register.

IL6: I heard that some other ladies here were joining the programme, so I joined in as well. When the officials speak, they speak in Zulu, so I don't understand even if a programme was being offered or what programme it is. I just go ask the other inmates and follow them. There's nothing here on our walls, outside, nowhere, nothing that keeps you informed of programmes.

IL8: There is no advertising for education here. I just decided on my own to study programmes here.

Most participant perspectives indicate that the part-time facilitators verbally inform them regarding notice of education programmes on offer. Participants reveal that the correctional centre puts up no flyers or posters around the centre as an information tool.

7.4 MOTIVATION FOR EDUCATION

The White Paper (2005), Section 9.6.4, notes that to address incarcerated offenders' learning and training objectives, the Department has to offer a wide array of processes and activities. These procedures have to be aligned to the special needs of females (Department of Correctional Services, 2005:64). The White Paper (2005), section 2.8.5, notes that the Department has developed strategies to increase offender engagement through rehabilitation services being marketed (Department of Correctional Services, 2005:30). By taking the

guidelines of the White Paper (2005) into account, one can easily construe that these processes include being active agents for education motivation by marketing available education programmes in correctional centres.

The following participant perspectives note the notion of education motivation at the female correctional centre and how they came to be enrolled in education programmes:

IL1: I thought I'm sitting in the section and getting up to mischief. I'm not doing anything good. The sentence was dragging. My lupus (illness) flared up, and I couldn't work here anymore. So I decided to attend school.

IL2: Going on programmes keeps me busy, it keeps my mind busy, and the time goes by a lot quicker. This is why I go on programmes too.

IL3: I did most of my correctional programmes in my first year. So, instead of sitting in the cell, I used to use this time to attend programmes. Then I enrolled for post-grad studies. I completed my honours in 2016, and in February 2018, I applied to do my master's degree. I received a bursary from the university for the first two years. But I had to pay R15000 for 2022. Here I motivate myself for education.

IL3: I've always had an innate passion to study. I don't want to sit in the sections and do nothing. I rather learn something. But most of the learners need motivation to study. Some learners are so young and serving a life sentence. They are on psych meds and have a baby at home. These pressures are too much, and they drop out of class. Here, there is no mentor to assist you and motivate you.

IL4: DCS needs to check the standard of education when inmates arrive here. They need to enforce education. It must be mandatory that you do at least your matric. They sit here for five years and do not attend school or do not attend courses except for your crime type and show the parole boards your certificates. Here, they have no motivation whatsoever to go to school. They get released and just re-offend and come back here. They have no skills; they are the same way

they came in the first time. The facilities are free. Members and officials have to be proactive rehabilitators and encourage learning, but they don't. So what is their purpose here as an official, as education is supposed to be the central focus of rehabilitation?

IL5: There is not so much of motivation about education here, even amongst the learners. Most of the learners just go with the flow here and go on programmes for the parole board. Most of them don't know the value of education.

IL6: There are all walks of life here. Very few are curious and want to make changes. Others have no motivations. Some say that if men try to rape them or stab them again, they will act in self-defence again. They will do the crime again to protect themselves. So I ask myself what kind of rehabilitation and education this is. What motivation is here for a person to change?

IL7: I motivated myself, and a member also motivated me to go to school.

IL8: There are no one here to motivate you. Some of the learners say that next year they will not attend school. Some want to work. They need some money. But most of them have their reasons why school is not good for them.

IL9: When I came here, I was in B1 section, awaiting sentence. So I saw some learners going to school. So I asked the official and said that I like to attend school. I knew I had to do it. I needed to self-motivate because I knew that I had failed on the outside.

IL10: Just like how I never like school on the outside. Here too, I don't like it. In 2021, I did AET level 4. I didn't pass maths only. In 2022, I felt like I lost hope. No matter how much I tried with maths, I couldn't get it right. The facilitators at the school do motivate me to try again, but the members just don't care. They take no interest in our schoolwork.

IL13: Before, I had another roommate here. She was a lawyer and always motivated me to go to school. She would insist that school is important and that I

have to get my matric certificate. That I have to go to school in order to get a job. She became my mentor. But we have to work here; we can't go on all programmes. So the spiritual care workers (part-time facilitators), they bring the programmes here to the workshop for us to learn from. They try to motivate us to be better people.

IL14: The spiritual care workers (part-time facilitators) here encouraged me to go on the programme's first.

Most participants' perspectives reflect that they motivate themselves to attend and participate in education programmes provided at the correctional centre. Some of the participants indicate that the part-time staffs of the Department motivate them to study and use the programmes available to become better individuals. Most participants note that the correctional officials do not motivate or encourage their educational development processes and that the Department must enforce this as they are the instruments of rehabilitation, as the White Paper (2005) notes. Literature notes similar characteristics that female inmates receive little to no motivation from correctional officials to participate in correctional education programmes (United Nations, 2018:32; United Nations, 2007:50; Policy Brief-GHJRU, 2012:5; Johnson, 2015:132).

7.5 HELPFUL PROGRAMMES

The participants shared the following perspectives on correctional education programmes they perceive as helpful:

IL2: The restorative justice programme was good, as I didn't know how my crime would affect the community. Anger management does help. It teaches you that when you are angry, you must walk away. They never talk to us here. If they do, then we can tell them what is good for us and why we think it is good or not. We are the ones on the programmes, and yet no one tries to see what we think. If they do, then we can say that anger management is good.

IL3: *I've learnt to control my anger now. I used to have a lot of anger issues. Anger management teaches you techniques to calm yourself down. I won't be here if I did anger management before. It also helps me when I'm in the section. It keeps me calm. The restorative justice and anger management programmes are good and can be very helpful if conducted properly in proper classrooms with stationery, learner guides etc. Sometimes, some learners learn and understand better from pictures, charts, and other visual aids. This was my experience as an outside educator as well. I mentioned this at the school many times, but it's always the same that we have no funding.*

IL5: *Some courses, like anger management, help us. I'm learning how to solve conflicts, do schedules, do ethical behaviour, etc.*

IL6: *I liked the family life programme. I learnt where my downfall was in life. When I started my business, I should have sat my kids down and explained to them. We take our family for granted. I learnt so much from this course.*

IL10: *I'm a moody person, so anger management calmed me down, how to control my anger and moods. That I must think first always.*

IL13: *When I came here, I had a lot of anger. I know that I am not this type of person. I was forced to marry my husband when I was only 16, and from then I had a lot of this anger in me. But anger management and self-image did help me to become calmer. I was always a calm person before.*

Most participants indicate that they prefer the anger management programme as it has been beneficial in managing conflict and anger issues. Some participants note that they also favour the restorative justice programme as it creates an awareness of crime and its consequences. It is noted that with proper learning resources and suitable structural conditions conducive to learning, these education programmes could be enhanced and more favourable to most learners.

7.6 SUPPORT STRUCTURES FOR LEARNING

As detailed in the White Paper (2005), the Department's mission statement is placing rehabilitation at its forefront of all Departmental actions in collaboration with outside parties via various means. Some of these means include that all correctional centres will provide development, support, and care opportunities within a supportive human rights context and the progressive and principled administration of personnel duties. Through this, each correctional official will perform an encouraging, efficient, and corrective function (Department of Correctional Services, 2005:38).

Key goals of the Department include some of the following: to break crime cycles, provide an environment for rehabilitation programmes, provide development measures for those incarcerated, and promote healthy familial relationships (Department of Correctional Services, 2005:39).

Therefore, this may be deduced that beneficial correctional education for female inmates depends on various stakeholders. The interview transcripts regarding support mechanisms and their patterns have been grouped as family support, external association support, peer support, programme heads' support, correctional officials' support, and Department support.

7.7.1 FAMILY SUPPORT

The participants share the following perspectives that involve the educational support they receive from their family and friends whilst incarcerated:

IL2: I have one daughter who is seventeen, and she is unable to visit due to Covid restrictions here. No one under eighteen years can visit. My family and community, especially the church community, are very supportive of me and my education. My in-laws are also very supportive. My husband brings my stationery requirements when I ask him to.

IL3: *Why was I born? Is it a mistake or what? You can't even trust your own mother. When my mother visits, it costs me nothing less than R2000 a trip for her travel, food, and accommodation etc. She visits once or most twice a year. She only comes when I need my cosmetics. The last time I received a salary was in 2014, so I rely on my pension money, and my mother has squandered most of this money. My cousins hardly visit me as they have part-time jobs and their finances are tight. They can't help me with my fees for campus. I pay for my own studies from whatever funds I have left. My mother knows I study, but she just abuses my money.*

IL5: *When our families visit, they bring the books, stationery, pens, etc. I know I disappointed my family and friends by being here, and I don't want to hurt them more by them being undermined when they visit. The mummies (correctional officials) here are very controlling and treat our visitors bad and nasty. I can't allow my people with high profiles to come visit me. The mummies will embarrass and harass them. Sometimes they can't even leave the school things they bring for me. They want to know my visitor's personal stories, like where they work and how they know me. The last time my visitor just cried and took the parcel away with her. How can my people support my education needs like this? They don't even give you books here, and when my family bring them, it's still a problem.*

IL6: *I have family and siblings. They don't visit me, and I receive no emotional or educational support from them. My children do visit, but we can only get one visitor for half an hour a month due to Covid. So my three children visit, and so does my boyfriend. I get to see each of them only three times a year, and that is basically 90 minutes a year altogether. I understand it's Covid, but to see your family for 1.5 hours the entire year. How much can you tell them in this time and still talk about programmes here?*

IL7: *My ten months finished last August, meaning that I can go on parole from then. No one wants to sign for me as I don't have any relationship with my families. My brother passed away from Covid, and my mum died in 2008. I lost everything I got; even my mother's house was taken away from me by family. I was still in school when my mother died, but they said I signed it away, but I can*

never remember doing this. I do not know where I must go when I get sent from here, as I have nowhere to go, and I don't ever get a visit from anyone. This is why I am determined to study here, to have a better life when I go out. I don't do PE (physical education) or aerobics because I don't have any pants or shorts to wear for gym. I only have two pyjama pants, no takkies, nothing that I can use for PE. I do people's washing here and they help me out with some stuffs. I don't have any family that buy me a shorts to do exercise. My family didn't support me before when I was in school, when I was so young, they do not even support my education here.

IL11: I phone my kids from here, but they can't visit me. They are too far away. I'm from the South Coast, and the correctional facility there only keep males. I talk with them on the phone. I tell that I'm sewing here and what I have learnt. Even if I need a book, I can't ask. I keep quiet. My kids are happy that I'm learning new things, but our phone times are very limited.

IL12: I left school in grade 11 because I fell pregnant. When I came here, they did an assessment test on me. I had 60/150, so they put me like backwards, and I had to go to level 2. My brother is the one who always motivates me to go to school. He always says, "Sister, you have to go to school; at least it will help you when you come outside." Now I'm doing my matric here.

Some of the participants' perspectives note that they cannot receive maximum visits due to Covid 19 restrictions. This hinders their family and children's education, resource support, and emotional support. A participant indicates that she received education support via the telephone. However, call times at the correctional centre are very restricted. Another participant notes that her brother does support her education progression, whilst another participant reveals that correctional officials are very rude to their visitors. Some participants indicate having had no educational support at all from any family member.

Overall, it can be concluded that most participants receive little to no support from their family members regarding their education needs. If family support is available, correctional restrictions and correctional officials' attitudes hinder this

process. This finding is similar to the literature finding of Johnson (2015:111-112) who notes that female inmates receive little support from their families and that this lack of support hinders or impacts on the educational development.

7.7.2 EXTERNAL SUPPORT

The participants discussed the educational support received via outside associations like NGOs (non-governmental organisations), religious groups, and the local municipality. The following are some of the responses received:

IL1: The National Muslim Prison Board visit us during the fasting months. They only support females that are Muslim. They bring spices and biriyani during the fasting month. I would like to further myself with a certain business school and take whatever comes my way. The Muslim Society of South Africa pays for your studies when you attend this school when study in this place, but they only pay if you are Muslim.

IL3: Pastors and so forth used to come here before. Ethekwini Municipality once gave us two jockey panties each. Ms Westville comes and gives us something, even if it's just a small soap. Everything is now on hold due to Covid. We miss those functions. The pastors used to bring us biryani (a rice dish). Sometimes some Muslim people come here, but they will only provide for the Muslim people. But so far I've not seen anyone give us anything like books or pens or anything like that.

IL9: If people do assist us with anything from the outside, it's only for people that don't have visitors. They give things not related to education. It's some toiletries, soaps, etc., but the staffs also take these items for themselves.

Most participants indicate that they do not receive educational assistance from external organisations whilst incarcerated. A few participants revealed that they received certain items but none related to education. One participant reveals that course costs at a certain business school will be paid for female inmates only if they are Muslim. A literature review indicates that NGO's are financed by donors

and due to their reliance on these funds; they lack the means to meet female inmates' educational needs (United Nations, 2007:33).

7.7.3 PEER SUPPORT

The participants discussed the educational support they received from their fellow peers. The following are some of the responses received:

L2: We, as inmate learners, help one another and assist each other. There is a level of bonding amongst us.

IL3: We all help each other here. Most of us that use the Unisa hub are education students. They are all eager to learn. Nobody is prepared to fail; to fail would be a disgrace, so we support one another. This is with us Unisa students.

IL5: The learners understand each other. But in general, they have a negative attitude by always undermining one another; this can't change as the system encourages this behaviour. The officials help to encourage this negative behaviour.

IL8: I help many learners here. They come to me for help as I already did grade 11 on the outside. They rather ask me than ask the teachers.

IL13: Sometimes, some of us will help each other in the class, but people change here all the time. You can't trust a person here. A learner just turns on you, and they can be okay one day and not the next. This is just how it happens inside here.

Most participants disclose that female inmate learners assist one another concerning their education needs and challenges. However, some participants note that the environment and system are volatile and that trust issues prevail.

7.7.4 PROGRAMME HEADS SUPPORT

Formal learning, informal learning, and non-formal learning programmes each have a relevant department head responsible for each programme's delivery and overseeing the programme outcomes.

The participants note the following educational support female inmate learners receive from the various programme heads at the correctional centre:

IL2: We don't have relationships with the officials in charge of the education programmes. We mostly don't know who they are. This is not like school. There you shared a relationship with your teachers; here, I show respect and just keep my head down. Sometimes certain people share better relationships with them, it just depends if they like you.

IL6: I've never met anyone that are in charge of the programmes. No one has ever come to see us. No one in charge asks us about any programme here and if the programme is good. I'm not even sure who they are. I only know teachers in the class.

IL10: We have different education programmes here, but I never saw the head of any programme or even know who this person is. That kind of thing never happens here. No one comes into the class to interact and ask us about education, programmes, challenges or anything like this. In all my time this has never taken place.

Most participants note that they have not met or interacted with the education department programme head at the correctional centre. They reveal they do not know who they are or even at least one, or have any form of interaction with them. This finding is similar to the finding of (Agboola, 2014:123; Johnson, 2015:133; Judicial Inspectorate for Correctional Service, 2017:28) as these studies indicate a lack of involvement from specialised correctional personnel in female correctional education.

7.7.5 CORRECTIONAL OFFICIALS' SUPPORT

Correctional officials are the people that the learners come into contact with daily at the correctional centre. They could be from the sections, correctional school, or any other service offered by the correctional centre. These are the individuals that are full-time employees of the Department.

The participants note the following based on the educational support received from the various correctional officials from the correctional centre:

IL2: Some correctional officials assist us with our education needs. Most of them don't as they hate it that we are going on programmes. Even when you try so hard here, you are just an inmate to the correctional officials. They don't see me as a learner trying to change my life around. No one here checks up on the school or even on the learners. They check on who is in school and who is not, and why not. It is the inmate facilitators that are mostly the helpful ones here. Sometimes it depends on who the section member is, but not the other officials, never.

IL3: We have good relations with the correctional officials from the school here. They give us the AET learners' stationery and textbooks. These come from the DoE.

IL4: At the other correctional centre where I come from, they push you, they encourage you, and they pat you on the back. Here it is vice-versa. Here, it is like you already have a criminal record. Who will employ you? The members will tell you that their kids are not even studying, but you are a criminal, and you are studying here. They say, hey, we are tired of these courses. Hey, what course now? Another female in my section is studying law, and she passes with distinction, but the members are always ridiculing her and bringing her down. In a place like this correctional centre, it cripples you. You must know what to say to whom.

IL5: Here, the mummies (correctional officials) just label you with a wrong label. They just look at you bad. They feel threatened by our previous jobs and skill sets. Education intimidates them. I know how to do budgets, use a computer, etc. I assist the sister with the stats report because I know how to. Professional

inmates are threats to the mummies. They say because you doing this qualification, you think you are so and so. But I just bona (respect) all of them. The education challenges here are the resources and the attitudes of the mummies. You know, when you grow up, your fathers don't treat you equally. They prefer their sons. It's the same with the mummies here. They don't treat us equally. They say we must serve our sentences and go home. They pick and choose whom to give support to. We are never the same. They apply different rules for the same incident that happens, depends if they like you. If I help the sister on the computer to do stats, the mummy is the section gets very upset why we helping. They don't support learning and growing here.

IL6: Motivation and encouragement are huge barriers to learning here. This needs to come from our ma's (correctional officials). We come from the outside, and when we come here, we have no one but the leader in our sections. They are just not pro-education. They won't even encourage the younger females to change their lives and mindsets around by using education as a tool. They have more time to entertain gossip and fights. They just love the drama and an opportunity to be bad to you. You are supposed to help us by rehabilitating us, but you just tell us that this is prison; it's not your problem. Sometimes, if something went wrong in a class, they will never help you to get into another class as there are other classes like these too. They need to understand they are not policemen, but they behave like they are.

IL7: Here, they have their favourites too. In my section, they don't even ask about school or how my day in school was. Their attitude is not right here. Very bad.

IL8: Maybe some official can encourage us here, but the most of them will not.

IL10: Hai ma (no mother); there is really no motivation here to want to study anything. The members say we don't have to go for programmes, so why we go? Here they, the members will all call you to ask you about your case. They want to know your personal stories, if you did drugs etc. But there is no talk whatsoever about education from them, no support from them.

IL12: *Only some few officials will ask about our schoolwork. The rest of the officials only care about what they have to do. They can never care about our education needs because, to them, I'm just an offender.*

IL14: *When I came here, I didn't have my grade 11 report from school. The officials didn't want to check with the school, so I had to do and pass AET level 4 first and then only could I register for my matric. They said it's not their problem that I don't have my grade 11 school report. I can't say anything to them. I just keep quiet.*

Most participants indicate that they do not receive educational support from the correctional officials at the correctional centre. Most participants reveal that they are merely offenders to the staff employed by the Department. The participants describe them as having bad attitudes, ridiculing, crippling, labelling, jealous, biased, anti-education, gossiping, dramatic, uncaring, not helpful, applying favouritism, and inciting negativity and ignorance. This finding is synonymous with the literature findings of Ellis et al. (2008:201-202), Ajayi (2012:222), the United Nations (2007:33), and Johnson (2015:1260). All these studies indicate that correctional officials support for female correctional education is mostly lacking.

7.7.6 DEPARTMENT OF CORRECTIONAL SERVICES SUPPORT

The Department is a source of assistance for female inmate education as well. The Department manages all education policies, makes provisions for learning resources, contracts the external programme providers, and is the primary support structure that can effect dynamic correctional education for female inmates to ensure successful re-entry.

The participants' perspectives on the Department's support include the following:

IL3: *The DCS are not giving enough support. They may provide some stationery, but they never come to class to sit in and check. They are not visible.*

IL5: *We are not allowed access to any computer for school work. When we started the skills course, they said they will let us use the computers. But because of the correctional policies, we can't do any research and access the computer. We just do it by our own thinking, like what we think is right in our head. Although the library has books, it is very few; I can never get a book there. The books are old, and they don't have the books that we need there. So we just use our course guides and our minds for understanding. They say the prison has no money for books and these sorts of things. This is not right. If they want us to grow, we must have access to these proper books and the internet, but the prison policies restricts us.*

IL6: *The females need a proper school. Female education needs to be taken seriously. We matter. Why should we not matter? What disappoints me is that the department does not even care. Here it's all about the stats. How many students do I have on a programme? The DCS get a skills development levy for providing us with courses that either doesn't even add value or, if they do, they can't complete it. They put us on a baking course. It was very informative. But it was just a theory course. Now it's on hold because we can't complete the practical here. We don't have stoves, etc. But the men here have stoves. Did they even cook for their families? Does any of this make sense? But it seems to make sense to the Department.*

IL10: *This is prison. Nothing can change here. This is how it is. Who is going to change these things and challenge for us here? No one can do that. I just do whatever I have to do. This is how DCS is.*

IL13: *Education is not important here. It's just one of those things the department just does.*

IL13: *Hai, I don't know if anything can change here. There is a programme, and you just go on the programme. I don't know if anything can change for the learning. And who is going to make it change? There is no one to make it change. I'm here for a very long time, and it's always like this.*

IL14: *Here, life is better for you if you can have better relationships with the members. You just have to accept the ways of this place. So you adapt to survive, as nothing can change the ways of this place. It is how it is, even for learning. Imagine we are nineteen people all living in one cell, and there are learners amongst us. The DCS agree that this is right. That's why this situation is like this. We also have no full-time matric class here. There are no teachers. At least if we had the internet, it could help us more. If a teacher (inmate facilitator) helps you in any way, this is a voluntary thing and has nothing to do with the Department. How does the Department let the girls do self-study for matric? Mam, can you even picture or imagine what I am saying? We are inmates, but the Department thinks we are genius, the most intelligent in the whole country.*

Most participants reveal that they receive no education assistance from the Department and that there is poor service delivery regarding female correctional education from the Department. Participants concur that these issues have been long-standing, nothing new, and nothing can change as they feel there is no one to effect positive and beneficial changes. Participants indicate that the Department is concerned with learner stats, is invisible, provides incomplete skills programmes, contracts incompetent external programme providers, employs inept correctional officials, is overcrowded, does not prioritise female correctional education and provides no means or resources for female inmate learners undertaking their grade 12 qualification.

The participants' perspectives are similar to the literature that indicates poor service delivery from the correctional centre for female correctional education (Parliamentary Monitoring Group, 2014; Johnson, 2015:132; Policy Brief-GHJRU, 2012:5; United Nations, 2018:32).

From the inmates' responses, it is deduced that the Department is failing to keep up with its mandate of the White Paper (2005) regarding female correctional education for incarcerated female learners housed at the DWCC.

7.8 LEARNING RESOURCES

The White Paper (2005), section 4.2.4, notes that a comprehensive sentence plan method is the most effective way to aid rehabilitative measures. This involves all individuals incarcerated across occupational, spiritual, socialistic, physical, moralistic, mental, and educational efforts. This is predicated on the idea that everyone has the capacity for growth and transformation given the right resources and opportunities (Department of Correctional Services, 2005:37).

Learning resources in any environment are vital for effective education outcomes. The same applies to learning in correctional centres as well. These should no longer be options in correctional learning as inmate learners require infrastructural support, optimistic officials' views, the internet, and computer usage. These learning resources will assist the learners in doing and performing better. The Internet and computer usage have to be primarily given to learners in university and non-formal education programmes, as this is vital for research and completing assignments (Johnson, 2015:142).

The participants' perspectives on learning resources are: stationery, learning aids and books, computer and internet availability, and the library facility.

7.8.1 STATIONERY, LEARNING AIDS AND BOOKS

The following participants' perspectives relate to the learning resources available for female inmate education at the correctional centre:

IL2: We don't have stationery here for our programmes. My husband brings this for me. Others here don't even have pens and books to write in and don't even get visits.

IL3: There are no teaching aids here at all. No posters, flip charts, nothing. The teaching lady (part-time facilitator) brings her own little blackboard to teach us. It's very small; you just carry it around for anger management, etc.

IL4: Here, you are not even allowed a magazine. In the other province, we could meet and do hobbies, and my family would buy the things for the hobbies. They take everything here; they just take everything away. The library here also has

no magazines at all. Some TV channels have learning programmes, but our section does not even have a TV. This environment is very confined and restricted. For education, we need stationery, leaflets, learner guides, projectors, etc. At the library here, there is no material to help you with your studies. The classrooms are not conducive to learning, and the stationery is not always provided. This is always a struggle. If your family can't send you pens, etc., you must see how you can get around it. At the skills programmes, they do provide some stationery now, but we had to fight for it. The member in charge of the programme thought that since the programme is outsourced, that the providers should give us the books and stationery. Eventually, the member managed to get us some few pens. We never even had pens for a skills programme.

IL5: Most learners don't have bags. They use the denim material from an old bag. No bags are allowed from the outside. If you have no bag, you carry your school books in a pillowcase or carry it in your hand. Books get lost and damaged like this. I have seen this happen lots of times.

IL10: With the correctional programmes, you get no stationery whatsoever. After the programme, we get evaluation sheets, and we do suggest stuff like having the programmes in classrooms, that we need stationery and a blackboard, etc. However, nothing gets done about it.

IL12: The books are so old and outdated here. I need a history book, but the books here are like very old and I need the new version for school. The DoE didn't send us a maths book, and there's only one book here that we all have to learn from. It's very difficult to learn without a book. They don't have enough printing paper here, so the book cannot be photocopied.

Most participants indicate that the correctional centre needs learning resources such as stationery, including pens and books. There are no learning aids like posters, flipcharts, magazines, television, up-to-date library books, a shortage of learning textbooks, and even a writing blackboard for the informal and non-formal programmes. The participants' perspectives resonate with the various studies that indicate a dire shortage of stationery, learning aids and books for female

correctional education (Winterfield *et al.*, 2009:7; Rose, 2004:84; United Nations, 2007:37; Agboola, 2014:123; Parliamentary Monitoring Group, 2014).

7.8.2 COMPUTER AND INTERNET

The following participant perspectives relate to the internet and computer availability at the correctional centre:

IL2: We, as learners, have no access to any internet or computer here. We can only borrow what's in the library, even for me as an AET learner. I'm not even allowed anywhere near a computer. Only the Unisa students can go there.

IL3: Unisa students have internet access at the Unisa hub. You can use a laptop and have a mouse only when you are in the hub. You can use earphones for online lessons. The internet access is unlimited, but it is very strictly monitored at the end of each day. Only 15 learners can connect a day, and we have 30 Unisa learners. We have to give each other turns, and this restricts our learning, lesson, and research time. We are unable to take the laptops to our cells. We have to write down all our night studies and type this out in the morning. This is a double job and really impacts on time. I have to rush to shower because if you not early for connectivity, you might not be able to connect the entire day. You lost the day. I'm a research student, and you can't communicate with your research supervisor; you can't access journals and paraphrasing tools etc. I can't go for sport programmes, skills programmes, or any other programme here because of all this.

IL4: This environment has to be more conducive to learning. We are in the 4IR; we need access to more technology and technology programmes.

IL5: We are locked up by 15h30. I have no access to anything or any updates or any information that I require for homework. No access to anything on the technology side here, so we can't even type it out. We must write by hand, and there is so much of writing, and I'm doing a business course here. I have some work skills from before, but most of the learners are battling with their POE here.

Where must they get this information from? They do not know how they can do it. I can't even leave the cell to discuss any item with another learner from my class. My roomza (cell mate) can't assist with anything as she is intellectually challenged. So I have no communication whatsoever.

IL6: No, we are not able to use any computer, internet, or anything like that here.

IL7: That is only for the Unisa people, not for us.

IL8: No one is allowed to research for their subjects here. Me myself, I can't even know how to open the computer. There is no one teaching us about the computer here. I need to learn this skill because I want to do more studies. What we need is computers. We have to learn this; it will help us a lot. Outside you must just how the computers work get some job. We don't even know how do printing or to photocopy here. We need a technology programme here.

IL9: Not at all, we can't use any computer here.

Most of the participants reveal they have no access to the internet and a computer. The university learners that are granted access have limited access and endure restrictions in terms of time as laptops that are available are short by numbers. This impact is harsh on their study times and learning outcomes. This creates an inability for them to join in any other education programmes provided, such as the sports aerobics programme or other correctional programmes. Learners on non-formal education programmes who have to compile a POE as a course assessment are not able to access these technology services, and this hinders their learning and results. It is further revealed that most learners do not even know the way to switch on a computer. These findings are similar to the findings of (Johnson, 2015:142; Penal Reform International Report, 2019:8-9; Winterfield *et al.*, 2009:7) that highlights female correctional education have no access to the internet and computer and that having an access to these facilities will enhance educational performance.

7.8.3 LIBRARY FACILITIES

The following participant perspectives speak of the library facility available at the correctional centre:

IL2: *The library does not even have an English dictionary. If I need a book like on Rickets, they don't have it. This library caters for fiction. We just read the same books over and over. We don't have internet access in the library or even a computer.*

IL4: *You can't even sit or go into the library. You must just take your book and go to your section. There is no space to sit there. This place can definitely do better. This library is different here, not like the outside. There is one table here for the official and the librarians. Most of the books here are so outdated; they have been here for so many years. Some research supervisors at campus can help, but if you have a fussy supervisor who doesn't want outdated stuff, then it's no good. Libraries on the outside have free Wi-Fi and a space for studying. You can't do that here. You can't even get a computer here for typing, especially for my level of study.*

IL8: *I don't use the library here, and we are not allowed in the library. It's too small, and no one is allowed to sit in the library. It has only a small table and chair for the librarian.*

IL10: *I can't use the library. The librarians will come to the sections to give us books. There is nothing to say about the library as we need permission from an official even to step into the library.*

IL11: *We are not even allowed to go into the library. But the librarians try to bring the library to us. The books are in horrible, bad conditions. Most of the books are just like half books. I've read these books when I was here before, and now I read the same books again.*

IL13: *That library has only love story books, mostly fictions. What can you do with this as a learner? Nothing, not even a magazine or even a newspaper.*

IL14: *The resources are very limited here. They give books, but sometimes the books are very old editions, like ten years ago. The librarians have a very bad attitude here. I do not know why they're like this; they're inmates as well, like us.*

Most participants note that the library available at the correctional centre for female inmate learners is not conducive to learning. They reveal the library lacks a computer and internet, has not even an English dictionary, caters mainly to fiction books, has no seating space, the books are outdated and old with many missing pages, and the librarian's attitude is untoward. Participants further indicate that the library has no magazines and newspapers available to them as learners. This finding is similar to the literature review that notes that female library services at correctional centres are lacking and outdated (Agboola, 2014:123; Johnson, 2015:132; Penal Reform International Report, 2019:8-9).

7.9 STRUCTURAL LEARNING CONDITIONS

The White Paper (2005), section 12.2.2, notes that the Department's correctional centres should be distinctly envisioned as Correctional Development Centres that offer spaces for rehabilitation, sufficient security, and conditions that are respectful of human dignity (Department of Correctional Services, 2005:82). The White Paper (2005), section 11.4.2, further notes that due to the generally low numbers of incarcerated females, the learning facilities offered tend to be ill-equipped. This violates the principles of equality before the law and discriminates based on gender and sex. Females must be able to gain entry to development undertakings to take part in the official economy of South Africa and attain financial freedom (Department of Correctional Services, 2005:79).

The structural learning conditions are building and maintenance and classroom space and furniture.

7.9.1 BUILDING AND MAINTENANCE

The following participant perspectives discuss the building and maintenance structure linked to female correctional education at the correctional centre:

IL2: *There's no toilet here whilst you attend school for the day. You have to pee in the drain outside the class or go to your section. When you go to the section, it's far away, and you get into trouble for being late or taking long and missing class time.*

IL2: *There are old air-con's here, but they don't work. When the desks get wet from the ceiling water, I put a cloth on it so that all the wood chips don't get onto my books and uniform.*

IL3: *If you have to go toilet, you must go to the section, and some officials take very long to open and close the gate.*

IL5: *The broken windows in the classrooms need to be fixed. When it rains, the water comes in. And water leaks from the ceiling. We have to clean all these messes first before our class can even start.*

IL6: *If you in the chapel downstairs, you can't even use the toilet. You must go so far away back in your section. Why can't we be allowed to use the closest toilet? If you are here to rehabilitate us, but you even provide us with a toilet when we are at school. It's a total violation of a human right in a personal capacity. The girls can just pee in their pants if they can't reach their section on time.*

IL7: *It's difficult when I'm in class and I can't use the toilet. You don't have to go to the toilet in the section; you just have to hold it in. It takes too long to go to the section, and then I get in trouble in the class. I have to then worry the other learners for catch up.*

IL8: *And it's very hard for a toilet here; the girls have to make it in the drain outside the classroom.*

IL14: *I'm doing three subjects this year and three subjects next year for my matric. I don't live in the normal sections; my cell is at the back of the kitchen. Nineteen of us that work in the kitchen sleep here, with two toilets and one shower. It's hard with almost twenty of us in one place. I just have to focus, and I have to deal with this noise, radio, loud talking, etc. You have to wait for them to sleep, get up, go to the shower area, and try and learn where it's quieter. I sit in the shower. Some of the students in the kitchen also attend Unisa. We take turns to use the shower place for studying and doing homework. We managed to put two desks and two chairs by the shower for studying. So we share this on different days with the other learners. One day I sit inside the shower, and another sits at the desk. During the day, we are only given between 1-2 hours for studying. This is the situation of how we live and have to study and do our homework under these conditions too.*

IL14: *The lights don't even work in the library. It always looks dull and gloomy. Not only the library, most places here, the lights don't work. Sometimes not even half or quarter of the bulbs work. This place is always like this.*

Most participants note that the building and maintenance conditions are not helpful nor encourage female correctional education. Many participants discuss not being able to access a toilet facility at the correctional school and how this impacts their learning and human dignity. The participants also describe wet desks, damaged ceilings, broken windows, faulty light bulbs, learners sleeping in an overcrowded cell, and having to study and undertake homework inside a shower basin.

7.9.2 CLASSROOMS AND FURNITURE

The following participant perspectives relate to the correctional classrooms and their furniture within the correctional centre:

IL2: *The classrooms are okay. I can't complain about where the programmes are held. Mostly, it's in the chapel or in the section. We have no control over this, so I just accept how the classroom is.*

IL5: *The tables and chairs in our class need to be changed. It's very bad and old. Mostly broken stuff here.*

IL6: *Classes are held depending on what space is available. If the chapel is not available, we have to sit in the dining hall and do our programmes. The kitchen is right there. It's so noisy with others in the section all that you can hear is lost by the noises in the background. There is just too much noise and disturbance in the background.*

IL7: *We need desks very bad. The tables here are hectic, Ma. When you sit by the tables, the wood speckles mess my dress, so I have to wash my dress every day. And the chairs are so bad. It has no backrest; it's just broken.*

IL8: *They should please change the desks. When you lean on the desks, all that dirty things from the desks goes onto my uniforms. It's hard to just dust it off; the uniform has to be washed.*

IL10: *The desks are very bad, the chairs are even broken, and most don't even have backrests.*

IL12: *DoE sent us books for grade 12. Now I learn on my own the entire day in my cell. There are seven of us doing grade 12 here like this. There are not even one classroom for grade 12. Sometimes we ask the teachers (inmate facilitators) some questions. They do help if they have some time. We make a class, the seven of us, and teach each other in a cell. We have no classroom for matric. They come to me, and we learn by the cell.*

Most participants cite their perspectives on the correctional classrooms and the classroom furniture available for female correctional education. Many participants note that their desks and chairs are worn, damaged, and broken. Participants indicate that most correctional education programmes are held within their sections and that this area is polluted by noise and disturbances. Participants

further reveal that the matric learners have no classroom and must learn in a cell space.

7.10 BARRIERS TO LEARNING

The participants discussed their experiences regarding their barriers and challenges to learning. These barriers include the challenges experienced, the lack of education programmes, security issues, homework conditions, gaps in learning programmes, and external service providers.

7.10.1 PERSONAL EXPERIENCES

The participants shared the following perspectives regarding their personal challenges and how these impacted their educational journey:

IL1: You see, because I am English-speaking, they feel that I have had this level when I was here before, so I know everything. The learners are always instigating me. So there are times I don't want to come to school. I take a ton of meds by 2 pm, and then my cellmate, who's in my class, expects me to teach her the work as she doesn't know it. This is why I personally don't look forward to attending classes, as I don't know all the work myself. People here just expect you to know the work.

IL3: I am a learner and a tutor here. As a tutor, you have to be a parent, mentor, etc. This is a very challenging environment. On some days, due to my own personal circumstances, I can't be everything to a learner on certain days. Learners here are experiencing education very differently. Here you are a teacher 24/7. The learners are in the section with you too. So you assist them in the lock-up too. Even when you yourself are a learner, you must be a teacher all the time.

IL7: I don't have an ID as yet, so I still need an ID to further my studies. You can't do matric without an ID. This is the key to my future. My other personal challenge is that I hardly eat, although I'm a learner. The food is not so up to good, so I only eat the bread. As a learner, I have to eat, but how can I eat putu and be

constipated daily? Chutney gives me heartburn, and cabbage troubles my stomach so bad it just flies (runny tummy) and too much of gas. But you only get these types of foods to eat here. Because of my HIV, I have to be so careful not to get more sick and concentrate on my studies at the same time. I need to eat something to concentrate in the class.

IL11: I want to do my matric here, but they say I must have an ID. Without an ID, you can't do matric. For school, they come to our section and ask who wants to attend school, and I want to go to school. I can't do any skills programme and school programme here because you need an ID. I don't have an ID. The first time I was here, I was in the school downstairs. I liked school and the facilitators. Then I was rearrested. In that court happening, my ID got lost. So now I can't go back to school.

IL13: We like going to school, but some of us have to work. Some of us don't get anything from our parents and families. We need to buy some stuff, like sugar, maybe. Here, you only get one teaspoon of sugar for the day. This one spoon you must use for your porridge, tea and everything; only one teaspoon. So how do you make your tea? So that's why most work as they need to buy some little things here. They work and don't go to school. Even if your family come to see you in the visits, they can't bring sugar for you. If they can't put money in your shop account, you have to work and buy it in the shop here. This DCS is running a business here, ya. So that's why people here work instead of learning. Your family can only bring certain cosmetics and toiletries. So your family can't bring you baked beans, tuna, mayonnaise, tin fish, nothing. You have to buy it from the shop here. So people work here instead of trying to learn.

Most participants divulge that not having an identity document impedes their learning and future growth as most programmes offered requires an identification document. Another participant is a learner and an inmate facilitator as well. She notes her challenges to her learning as she also needs to be a facilitator in her section, even when the school is finished for the day. Hence, her learning time is hindered. Another participant notes that due to her HIV status, the foods offered

at the correctional centre do not sit well with her. This hinders her learning as she needs sustenance for her concentration to learn.

Another participant feels that it is the expected norm that she knows the content of the programme as she was incarcerated prior. However, she was not a learner in that particular programme before. This, she feels, is personally challenging to her as she does not know the content. Another participant notes that they require certain consumables, such as sugar. She reveals that female inmates opt to work to buy these items instead of studying, as their families are not allowed to bring them during their visits.

7.10.2 SECURITY ISSUES

The participants shared the following perspectives on security and how this affects their learning experiences whilst incarcerated:

IL5: Sometimes a member sits in with an external facilitator for security reasons. They don't sit in to support the learners.

IL3: Security precedes education in this place. I'm a master's student. This level of study is very difficult. I must request for a USB, a book, or something that I need for learning. This request has to be recommended, and then only can you request for your family to bring it. The DCS won't even provide this at this level of study. I hardly get visits, so there is a very long delay to get these learning resources. Campus supervisors don't extend their time because of your circumstances. When you finally get your item, it's heavily scrutinised here for security reasons. If they feel you can't have it, they won't give it to you. Especially if something looks fancy or pretty, they will never give it to you. Even if you need a pair of comfortable shoes for being in class the whole day, you need to request and then they recommend. When the shoes finally come, it must meet security protocols first. The girls can't have pretty bags here. How does a Nike school bag go against security for the learners, huh? If there's no official available, we can't go to the Unisa hub. It will remain closed. If there is no school official on any day,

the school will remain closed, even if learners are writing tests and exams on that day. Security is the priority.

IL4: Even if a family bring you a pen, it goes through sensors. Everything is thoroughly scrutinised. If the stationery is fancy, it's turned away. The books have to be approved by a senior or head. The USB is a technology for learning today, yet you can't keep even a USB. It's only for the Unisa students, and this needs prior approval first. I facilitate the sports programme here, and the music I use for the programme workouts is on the USB. But tell me, what can we do wrong with a USB? I encourage and motivate the learners with music, but I can't keep a USB due to security reasons.

IL6: We need access to the internet to complete our assignments, but this is a security issue here.

IL8: But why can't two warrants also come take us for a walk outside? There should be more outdoor activities; we are so cooped up here. This is also a security issue here. We must do exercise, all of us in such a small space in the mornings and only when a warrant is there. They want us confined and locked up all the time. I enjoy the aerobics programme, but they hardly ever have it. When we exercise, my mind is always active. It helps me forget my incarceration for that moment. Most times, they don't have aerobics too, because a warrant is not available. It's a security issue here; no warrant, no exercise. So you do and then just have to stop. You know what this does to your body and mind? Exercise helps me to forget a lot of my problems.

Many participants reveal that some of the security measures implemented at the correctional centre are a further barrier to their learning outcomes. These include the request for learning aids such as USBs and books, the inability to access the internet for learning purposes, a restriction on sports programmes, and not being able to write exams and tests. These participant perspectives are similar to the findings of Penal Reform International (2019:8-9), the United Nations (2007:71-72), and Ellis *et al.* (2008:208) as they all indicate that security and control priority impedes female correctional education.

7.10.3 HOMEWORK CONDITIONS

The participants note the following perspectives regarding the correctional centre's homework and homework provisions:

IL2: I find the time insufficient for doing homework. Straight from the school, the scholars will have to bath, and dishing of supper is done at the same time. I need to go to the hospital for my daily medication, and I have to take these meds there by 14h00. The meds make me drowsy, and by the time I come back, I'm already like intoxicated and have to do maths homework. By then, you are so groggy and fall off to sleep. I tell my roommate to wake me up at 6 pm to pray and then do my homework. And then lights are out at 10 pm here. You can't come and do your homework here in the class or even sit in the library. You can't sit there; you have to do your homework in a cell with another two to three people in it. Only the ones sleeping on the top bunks get a light. On the bottom bunk, the light is very dim. Hardly any light there. We must do homework like this. We get assignments and have to submit our portfolios. The time is insufficient, no books and no internet. Then some learners, like us, are on medication. How we can cope like this for our homework? There are slow learners here too.

IL3: They lock up by three here, and I can still study after 10pm as I have my own study lamp. Maybe I'm one of the only few with a study lamp because I'm doing a Master's degree.

IL4: The time is not enough for homework. On certain days when we are not at school, we work the entire day. When we return to the section, we must rush to shower, get supper, etc. By then, you are so tired you still have to do assignments, POE, etc. We don't even understand the facilitator, so how can we cope with the assignment? There is no way you can do this. It would be better if we could control the lighting system, but it's switched off at 10 p.m. When you living with someone who is not studying, she wants to listen to her radio or sleep. So you don't want to be an inconvenience to your roomza (roommate). You have to put the light off early too, and this disturbs your homework.

IL5: *How can I complete my POE? I can't type and have to write it out. There's not even internet for us on skills programmes. I work Mondays to Sundays from 06h00 to 14h00. I still have to clean up, do my washing, clean my room. To make time for my schoolwork, I even clean my room in the dark. Plus I still have to clean in the section, clean and wash the big passage, clean the bathroom, dining hall etc. I'm on a rotating schedule in the section, and I have to do these things when it's my time.*

IL8: *The lights are put out by 10 pm here, so our time to do homework is not enough. We can't learn in the dark. Homework is done on top of my bed. There is no homework area in the section. The lock-up is at 3 pm, so we can't even go to the dining hall. In the cell, there is no desk and no chair. The cell is so small, and I have to share it with a roomza (roommate).*

IL12: *If we sitting in the sections and doing our homework, the officials tell us that we can't just be sitting there to do homework. You can only do it in your cell. From the seven of us doing matric here, only two of us has a desk and a chair. And the seven of us are all split in different sections.*

IL14: *The shower has a light, so we do our homework here. In winter, we have to dress extra warm for the shower at night because it's on the ground floor, and it freezes in there. You are only allowed to have one blanket and one throw here. So we use our towels, etc., to cover too. This is how we study and do homework.*

Many of the participants explain their challenges regarding doing their homework and the conditions in which it is done. Participants work on their homework in the cells they share with others and in the shower area of the cell. Participants also have no desks and chairs available to perform this function. Participants are not able to sit in the dining sections, classrooms, or even the library to complete their learning tasks. Most participants indicate that their lights are switched off at 10 pm, and this impacts on their homework tasks. Participants also note that their homework is impacted upon due to the type of work they participate in at the correctional centre.

7.10.4 PROGRAMME SHORTFALLS

The participants reveal the following perspectives concerning gaps in their correctional education programmes:

IL3: From AET level 2 to level 3, the learners are struggling as this adjustment is harsh. It's only after the second term that they start to adjust. And at level 4, they want to pass. There is no planning here. Education programmes clash with correctional programmes. Learners are taken out of AET to attend the rehabilitation programmes because they can't go home if they don't attend them. So they just have to attend because it is mandatory as a parole board requirement. An AET level-4 certificate can move a learner to grade 12. How do EMS (Economic Management Sciences) learners from level 4 move onto accounting for grade 12 when they never did accounting in grade 10 and grade 11? These modules are a build-up from narrow to intense. The level of understanding is not the same. So from level 4 to matric, it's very demotivating. Learners just throw in the towel. At the moment, there is no learning school here, no tutors; it's all self-study for doing grade 12.

Here, you can't go to any excursion. Maybe they can take the learners to town to visit a close corporation to experience that. The learners on the outside are learning digital. Schools provide tablets, etc. They go on excursions to visualise some of their theory learning. Here it can't happen. Also, you get a certificate, but the programmes are not accredited. The only accredited course that I've ever been on here was a nail technician course.

IL4: I look forward to classes as this will be a very beneficial course to me as I come from a business background. It will add value to me, but we are struggling with the facilitator (external programme provider). She reads the learner guide only, and she does not explain anything. We really don't understand, and it's a level-4 programme. If given an opportunity, I would love to do more programmes. These skills programmes are empowering if they can only complete these programmes here.

IL5: *Learners need to be exposed to understand. Here there is only theory. Here we got learners that do not even know how to start a computer. Can a person just run a business by sitting and learning? We should be put to do computer training first before the business course. How can a standard seven-person without any computer skills create an organogram and a business programme as its required for the course? Learners must know how to use Google, etc. They only see these things in a learner guide. Hai, I don't know, they need to do proper training. It's not about just saying we training ten people when it's not even worth the while. I have skills from my previous roles, and I battle with the POE. Now imagine most of the learners here don't have these skills.*

IL6: *We need more spiritual guidance on a regular basis. Praying in the passage in the mornings for few minutes is not sufficient. There are no motivational speakers. We need more spiritual care here. One definitely needs spiritual care in a place like prison; this is a very big void for us.*

IL7: *We need more motivational talks. No one does this. People need to tell the people here and provide advice on education and its benefits. People here don't know this and have different reasons for going to school. Some learners come to school for different reasons. Some to pass time, some for friends, and some don't want to stay in the section. Religious programmes are also very limited here. I'd like to see more pastors come to enlighten us spiritually. People here don't even go to church on Sundays anymore. There is no spiritual education as there is no pastor to give the Word. The other programme providers (part-time facilitators) are nice; they pray for you, but they don't minister the Word of God like how it's done in a proper church service. They don't do a full service. I also hope to finish my matric here, but here you don't get a teacher for matric. They don't even have a class for matric.*

IL13: *I did my level-4 here (AET). It was okay as we had teachers and books. After that, I also tried for my matric here. Matric was so hard, we would hardly get books, and we had no teachers at all. So I registered for my matric with six subjects, and I only passed three. I wrote for my matric in 2019. I still have to complete it. It's so difficult for matric here. We used to ask people and some*

members for their children's old books, etc. It was very difficult with the members; they don't support you in your studies. We were six of us in the class. For matric here, there wasn't even a scope for us. We won't even know what to learn. You just have to learn everything, and this is very difficult. Books and teachers is biggest barrier to getting matric here. We had to try and borrow books from the other centres; it takes so much of time to get a book. You can't pass a course like this; this is big barrier to our learning.

IL14: *We really need proper teachers here to help us to pass matric.*

The participants share their challenges relating to gaps in the education programmes offered. Most participants note that the education programmes provided to them at the correctional centre were not a build-up from the previous programmes they had undertaken, that exams and tests were unduly cancelled, non-accredited programmes, an absence of education excursions, no formal learning for grade 12 learners, incompetent external programme providers, incomplete programmes, a lack of practical training for the skills programmes, a want for specialised spiritual care programmes, a significant shortage of books, and a dire need for qualified correctional educators.

7.11 EXTERNAL SERVICE PROGRAMME PROVIDERS

The participants reveal the following perspectives concerning their experiences with the external education programme providers contracted by the Department:

IL4: *We initially had a business course facilitator, and then she left after only two sessions. She got tired of the frustrations here, and we had no set classroom. It was either a dirty and dusty area where we did a skills programme, or the chapel, etc. We had to take more than thirty minutes from our class time to clean the skills room first, and there was no stationery here. The lady doing the course got so frustrated and just left. Then another provider came in almost a month later, and she held only three lessons in one week, and she never returned. The programme was to re-start in early December last year, but we started way into February. By the middle of March, we only had five classes in total, as the new provider came*

for just one lesson. Now the course has been put on hold, even the bread and flour course has been put on hold because we got no kitchen here for the practical.

IL6: I was on a skills programme, and the teacher had a very bad attitude. You couldn't ask her for help with anything. They tell you straight, don't interfere with my time. No one here will ever say, hey, are you okay? Is everything okay today? They have no interest in any education programme that you do. These teachers must show more interest in the class. This is such an abuse of power.

IL10: I was on a baking programme; it was a level 2. They put it on hold. We wait to go to the male section to do practicals. It's on hold from last December. Now it's already four months gone, and it's still on hold. There was no classroom training. An external provider would just give us learner guides to learn from and go. No teaching in classroom. He would also give us memos that had the answers and said we must copy all the answers from there so that we will pass.

IL11: That first time I was here, I was on a business course. I was released and could not complete the course. These providers from the outside; they just come here to do their jobs. They just do whatever they are responsible to do. They don't even encourage you or motivate you. No, nothing like this. They don't engage with us at all, and they never ask about views and if we coping with the course. They just not interested in things like this.

IL14: I did a chef's assistance programme here. For the practical, eight of us went to Medium D (male correctional centre) every day for three weeks. Three members used to accompany us from 08:00 am to 13:30 pm. Although we were taken to the male section, there were no issues with any of us at Medium D. Although we did this course in the beginning of 2020, we still got no certificate for this programme. I only got my certificate for AET level-4 and the other correctional programmes I did here. The external courses, like the chef and upholstery courses, we are still waiting for these certificates. These courses were done a while ago.

The participants speak about their understanding of the external programme providers. Most of the participants indicate that these education providers would exit the programme prior to completion, have bad attitudes, do not teach them but merely provide the answer sheets for copying, are not interested in the learning outcomes of the learners, and that learners have not been provided with their accredited certificates for courses already completed.

7.12 RECIDIVIST PERSPECTIVES

The group of participants included four repeat offenders. They shared the following perspectives concerning their recidivism and its link to correctional education programmes. The recidivist participants note their challenges once released from the correctional centre. Their challenges include:

- Have no skill sets,
- Have no place to stay,
- Endure societal rejection,
- Unable to attain a job due to having a criminal record,
- Experience a shortage of jobs,
- Experience financial hardships, and
- The absence of good education programmes such as the Substance Abuse Programme leads them to recidivate.

IL1: I went out with a mentality that I will change. I really didn't want to break my parole. I got a job even. Society and the people labelled me and felt that I was not deserving. I lost this job when they found out I had a criminal record. It was so disappointing. At that time, I found a house and was paying rent for my

daughter and I. Then I could not afford the rent anymore. The community will never give offenders a chance to change. I went back home, and my brother kicked me out. This is the story of my relapse. With a criminal record, I could not secure a job. I have a criminal record, no job, no income, and no place to stay. I can't show the certificates I received here before or even the new ones that I get now. All the certificates reflect DCS. Who will employ you? No one will employ you then. You can't get a job when you tell a truth like this. I had no income for ten months and then I resorted to crime once more. I just couldn't commit any crime sober. I had to have alcohol and drugs, and it started all over again. I learnt how to control my anger but not my substance abuse. Then and now, I've not been on any substance abuse programme, nothing. Imagine, I'm a drug addict and no substance abuse programmes for so long. I was never on any programme to teach me how to stop using drugs and alcohol. And before, I only heard about a special re-entry programme, but I never went on it, but my card says I did. How can I not know what programmes I went on? This time I will make sure that I go for this programme, and they don't just say I did.

IL7: My first time in prison, I was in Sun City prison. I was there for only two months, and I didn't do any programmes. I was working for the Illuminati (witch doctor) and I didn't know that he was committing the crime. This is how I got sent back to jail.

IL9: I went on no programmes the first time because I was inside for a short while. It's only now the second time that I go for programmes.

IL11: When you go outside from here, life outside is so difficult. I'm from a small town, it's run down, and there are no jobs there. Even to be a packer in small shop there you can't get a job. Even when I went out the first time, it was impossible to get a job. The programmes I did here are not accredited. I just got the certificates. For the first time I was here, and for now, too, it's the same. The certificates tell that I was at DCS. I can't get a job like this anywhere, even out of the town. My relapse happened because of financial problems. I tried so hard for a job. I couldn't find a job, I have no skills, and I could not get any income. I resorted to theft.

Participants also note that although they receive certificates for education programmes attended at the correctional centre, all of these certificates indicate that they were attained by the Department. This severely hampers any job prospects they could have possibly had. The participants' perspectives can be likened to the study of James (2016:114) as they share parallels with one another.

7.13 FUTURE HOPES

The participants discussed their hopes and optimism for the future. The following extracts of their views shed light on their future ideals and how education can be a vehicle for their delivery.

IL2: I want to do something beneficial with my life this time around. I want to be educated to succeed when I go out and not come back here again. I have to pass AET level 4 here first. Then I would like to further myself with Regent Business School and take whatever comes my way. The Muslim Society of South Africa pays for your studies if you study at this place, but you have to be a Muslim.

IL3: Pursuing my master's degree has improved my academic writing and it's broadened my mind. I know how to research now. I taught grade 12 for fourteen years, but I did not know what goes on in the minds of the learners. Now I have a chance to know about their experiences, about what goes on in their mind, and now I even like to read journal articles. So this gives me hope with my education that I want to study further. I wish I had money. If I can get a sponsor, I will try to do my PhD.

IL7: My only family is God and my son. I found God in prison. This is my hope. I really enjoy going to school. I'm always the first out the gate. I feel free as I have hope knowing that I am a scholar. When I was twenty years, I said to my friend that I want to be educated, but drugs messed me up. I have an energy now that I can complete my matric after AET Level-4; it's always been my dream. At least I will know then that I am the only one in my family that has completed matric. I want to show my family that I have changed. I need a roof over my head as I have

nowhere to go. I need a job and hope to one day to care of my son. This is why I need an education. It gives me hope. I hope to finish my matric here, but here you don't get a teacher for matric. They don't even have a class for matric. This is what I'm told, and I am very worried about this, but I do hope that this can change.

IL8: I like going to school. I'm very happy to be going to school. We even ask the mam not to close on holidays so we can do past year questions to revise. In 2023 I want to enrol for my grade 12, and I'm feeling very excited about doing my matric. That's my dream, and I want to continue with my studies. I would like to open up a small business like a poultry business. Because I have a criminal record, it's better I try to do something on my own to support and earn an income for my children. I don't know; maybe I need to do a skills programme here too where I can learn about a business. I hope I can get this opportunity for this programme.

IL8: I have to work very hard in my level-4 (AET) as this will help me to go to matric. I need this to help me qualify for a grade 12 entry, and I'm excited about this.

IL9: I look forward to school because I look forward to a matric certificate. If you got no matric, you don't get a job anywhere. Everywhere they want matric. I want to finish my matric for a better opportunity in life.

IL11: Now I learnt how to sew here. I will have to try and find a job in a factory. But the factories on the outside are really downsizing and closing down. All the big names are closing down. But if that opportunity arises in a factory, I will take it. If I can only get a sewing machine on the outside, I can do sewing and do some people's alterations.

IL12: Doing my matric is very important to me. It will help me to attend a college. Matric is key to everything I want to do for my life. By me just sitting and staying here by pushing my sentence won't help me. Yahweh (a name for God), we all

feel the same way about doing our matric. We all want to pass. You have to study very hard under these circumstances here. You can't just eat and sleep.

IL13: I would like to open up a small business. I like cooking and baking. I would dream that maybe one day I can have a small place to sell food.

IL14: I have a criminal record, so finding work will be hard. I like teaching, like online teaching. So I was thinking that I hope of doing something like teaching English online.

Most participants believe that having a solid education will provide them with better opportunities to turn their lives around once they are released from the correctional facility. Some of these hopes include wanting to study further, and most participants wanted to attain a matric certificate as they felt this would be a game changer for their lives. Other participants indicate that due to their criminal records, they could run small businesses such as selling food, selling poultry, doing garment alterations, and teaching online.

7.14 LEARNER RECOMMENDATIONS

The participants share the following views on how correctional education could be improved for female inmate learners whilst incarcerated:

IL2: Make the classrooms more bearable. Environment-wise, learners need access to toilets. Make the library usable and don't only offer fiction books. We are in AET level 4, but most don't even know how to switch on a computer.

IL3: If you come here uneducated and then get an education over the years, this can really change things. This can motivate you to motivate your kids. It really changes their perceptions. I also wish for educators from the outside. I came in here in 2015, and there have been so many changes to the curriculum. There is not even a staff development programme here, so how can the learners be kept up to date? These programmes can help to bridge the gap. On the outside, they have workshops every year. I'm here for seven years and not one workshop.

IL4: *Most programmes are in English. Some learners don't even know English. So having an interpreter would be helpful. We don't even get a study guide for correctional programmes. Some of the facilitators (part-time facilitators) are still learning. Some of them need training, and some have only been here for a short while. We need proper trained facilitators. How can some learners even understand what they are saying? They are supposed to make us understand stuff and teach us, but it's not the case. And the external programmes, like the skills programmes, really need to be looked at. People can't just come and quit, then you get another, and they just quit whilst the learners are waiting for all the issues to be sorted. Time is passing by, and some of us will be released without completing these programmes. We also need desktops with Word and Excel. Excursions will be good as the learners will see things they have never seen before. We wish for a fully-fledged library for after-hours and doing homework on the weekends.*

IL11: *Here, there is a total lack of motivation from all sides. There is no encouragement whatsoever. Even if they tell us there is a course, that's it. They won't tell you anything else about the course as a way to motivate or encourage us. At least motivate the ladies to do the programmes as it can help you when you on the outside. Motivate them that it's important to get an education in here and that it will help you out there. Officials have the time and resources to understand what the programme is about. The learners need this encouragement to understand the value of education here. They need to know its value and the effect it can have on their lives. Most people do programmes here because they need it for the parole board. If a programme is offered to us with a right type of facilitator that is respectful to us, then that is the motivation on its own to attend the course.*

IL12: *We don't have access to the internet here, but it can definitely help me. Some subjects require research, and I need to use Google for that. Those kinds of books are not in the library here. It would be amazing to have teachers from the outside to teach us, to have some equipment and to have proper textbooks will really help us. Also, if the people can create computer classes, this will really*

help the learners. I can have a skill then in using a computer. Now it's 4IR; everything is about tech (technology). Outside, they don't use papers. Inside, it's all about papers. There's no tech here.

IL14: I wish for a school for grade 12. I wish at the female section they must do a full matric class like for the whole year. Something like the youth school they have here. Something like them. Even the female youth here can't go to that school. I wish for a full-time class. When I was 21 years, my crime happened. But the male at this age can still go to a full-time school here. I was also very young when my crime happened. What is the difference between them and me? Nothing. To have this will be kuhle kakhulu (very good), sifuna ukufunda (we want an education). They need to also see what type of external people they bring here to teach us. We need the certificates from the skills programme we went on. If only someone can check and get it for us, then this will be good for us once we leave here.

Most participants feel that having a full-time school with full-time teachers for grade 12 would be a great opportunity and an enabler to their attaining this qualification. Participants also note that the classrooms require repair, to make provision for toilets at the correctional school, offer a functional library, provide basic computer training, provide an interpreter, train and workshop the part-time facilitators, create a culture of motivation, grant internet access for educational purposes, vet external programme providers and retrieve their certificates for skills programmes completed.

7.15 LEARNING PERSPECTIVES: IN-DEPTH KEY INFORMANT INTERVIEW DATA

Research (Wright, 2004:201) notes that correctional educators who respond to "hurt" awaken a sense of care. Amidst the dynamics of correctional institutions and the boundaries that must be maintained, learners are motivated to give their best efforts when they understand that they are being "cared" for. Learners tend to receive these types of educators better and do not display negative attitudes toward them, as they feel such educators act on their behalf. The learners are internally motivated to learn.

It is established that no correctional educators or full-time correctional facilitators are based at the female correctional centre that conduct formal, non-formal or informal education programmes. All education programmes are conducted by either inmate facilitators, part-time facilitators or contracted external service providers. Inmate facilitators are inmates with teaching experience before incarceration, part-time facilitators that work for the Department on a contract basis, and external service providers are accredited private individuals or companies that provide education programmes.

In-depth interviews that are semi-structured were held with three female inmate facilitators (key informants) that deliver formal education at the correctional school. These are the individuals who have access to the programme participants daily. They assist with implementing formal learning programmes at the correctional education school and are considered an additional source of acquiring study data. These are the individuals who understand the needs, challenges, and gaps of the correctional education programmes offered to the study participants.

Seeing that they are inmates themselves and participate in correctional education programmes too, they can shed in-depth perspectives from a facilitator standpoint and are also able to validate the perspectives of the learners.

The following table pertains to the three inmate facilitator participants. It denotes their qualifications and the length of time they have worked for the Department. The code IF1 represents inmate facilitator one, and the pattern continues.

Table 11: Inmate facilitator qualifications and experience data

INMATE FACILITATOR QUALIFICATION & EXPERIENCE DATA					
Code	Age	Qualification	Prior job	Years DoE	Years DCS

IF1	44	Degree (Bachelor of Commerce)	Educator DoE grade 10-12	7	5
IF2	51	Diploma (junior primary & higher education JPTD/HED)	Educator DoE foundation phase	17	10
IF3	46	Diploma & Degree (Bachelor of Education)	Educator DoE grade -12	16	6

Table 11 notes that each participant has a qualification earned outside of the correctional centre and was an educator for the Department of Education before incarceration. Each participant taught for more than seven years on the outside. They have been teaching for more than five years with the Department. The mean age of the inmate facilitator participants is 47 years.

7.16 PERSPECTIVES ON INMATE FACILITATORS

The inmate facilitator participant perspectives are offered to shed further light on female correctional education programmes provided at the female school.

The following table highlights the various themes discovered whilst analysing the interview transcripts of the inmate facilitator participants.

Table 12: Interview data – Inmate facilitator participant themes

INTERVIEW DATA INMATE FACILITATOR PARTICIPANT THEMES		
Number	Theme	Participant type
1	Personal experiences	Inmate facilitator
2	Academic aspects	Inmate facilitator
3	Learning resources	Inmate facilitator
4	Library facility	Inmate facilitator
5	Environmental structure	Inmate facilitator
6	Correctional staff	Inmate facilitator

7	Education programmes	Inmate facilitator
8	Gendered characteristics	Inmate facilitator
9	School audit	Inmate facilitator
10	Education priority	Inmate facilitator

Table 12 reflects the ten themes associated with the inmate facilitator participants perspectives. They include personal experiences, academic aspects, learning resources, library facility, environmental structure, correctional staff, education programmes, gendered characteristics, school audit, and education priority. Each of these themes will be individually discussed.

7.16.1 PERSONAL EXPERIENCES

The participants share the following views on their personal experiences and relationship with correctional education as inmate facilitators:

IF1: Some of us inmate facilitators have so much stress. The learners forget that you are an inmate as well; they take out their frustration on you. When we go back to the sections, we are on the same level. In the sections, it's different. You end up having arguments with the learners, and it affects their learning and your teaching. In other correctional centres, inmate facilitators stay on their own. They are not mixed with learners as they are done here. You are separate. Recently, a facilitator was sharing a room with a learner. An exam paper went missing. The blame went on the teacher. We also take our work to the section. Where do we hide it? Learners live with us and get a hold of the paper.

IF1: There are also no benefits as an inmate facilitator. I get paid R190 a month; I started off getting R50 a month five years ago. We follow the outside school schedules; we don't work on public holidays and weekends. But here, when there is no work, there is no pay.

IF2: *Some just come to school because they are in prison. They don't want to be in the workshop. The barrier is that you need motivation and encouraging programmes. I'm also an inmate; I have my own personal problems and receive no motivation at all. I got a life sentence, but it's my duty to motivate a learner who has like maybe a five or ten-year sentence, of which they only serve half. I have to be here for a minimum of 25 years.*

IF3: *Some learners don't do their homework. The only thing I can do is report it because I'm also an inmate. And some learners don't listen because I'm just an inmate.*

Inmate facilitators note their perspectives on the personal aspects of being an inmate facilitator. These include having high-stress levels, a lack of motivation, learners not listening to them. They share cells with their learners, and tests and exam papers go missing, creating issues for the teaching and learning environment.

7.16.2 ACADEMIC DIFFERENCES

The participants share the following views on the academic differences they experience whilst teaching on the outside and teaching in a correctional centre.

IF1: *On the outside, I taught grades 10-12. Here I am an inmate facilitator. I teach AET classes. It's totally different. I started teaching level 2, which is grades 4-6, and the learners' pace and style, even their writing, is very different here.*

IF2: *Before coming here, I taught full-year subjects, and here I teach unit standards. I still have to learn all this new stuff; I have to learn from the other inmate facilitators, as DCS do not conduct any training workshops.*

IF3: *Human and Social Sciences is a new subject that has been added on this year for the benefit of non-speaking isiZulu learners. I never taught this subject before or even know anything about it, so I'm trying to learn it along the way.*

Inmate facilitators note their perspectives on certain academic aspects associated to being inmate facilitators. These aspects include the differences from teaching in the mainstream to a correctional school, a lack of training workshops conducted by the Department, and not knowing their subject content.

7.16.3 LEARNING RESOURCES

The participants note the following perspectives on learning resources available at DWCC:

IF1: There is a lack of textbooks and stationery here. The learners don't even have bags to carry to school. Some take their old prison dress and ask someone from the workshop to sew it for you. Some learners can afford, their families can buy. Here, education is not a priority. That's why they can't even think that poorer learners can't afford and even have a school bag.

IF2: Hai, the resources need improvement. The material is short, the books are outdated, and they definitely need an improvement. They are so behind in education to the mainstream. This difference is too huge. The female section don't have any educators from the DoE or any correctional educational from DCS. They don't have any development workshops here, and neither do DCS bring any DoE personnel to workshop us. Workshops bring you up to date with all the new skills. This is vital for both the learners and teachers. Teachers need to know this stuff. Move to next chapter.

IF3: We are trying to improve by doing whatever they do on the outside, we do on the inside. I use Google and use the internet at the Unisa Hub to be up to date. But DCS and DoE don't and never bring in posters, pamphlets, flyers, education communication, nothing. We, as educators, rely on the internet for current and up-to-date teaching trends.

IF3: Resources are very limited, hardly stationery at school, we need newspapers. Even in a LO class, you can't give learners the current stats of Covid, current news, world events, nothing. I, as an educator, can only use the

internet when permits me and when I'm able to connect to research the current news. Only when someone switches off can someone else connect. It's always overloaded.

Inmate facilitators share their perspectives on learning resources at the female correctional centre. All participants cite a lack or absence of learning materials. These items include textbooks, stationery, school bags, affordability, outdated books, posters, pamphlets, flyers, educational communication, newspapers, workshops, and internet connectivity. The participants' perspectives resonate with the various studies that indicate a dire shortage of stationery, learning aids and books for female correctional education (Winterfield et al., 2009:7; Rose, 2004:84; United Nations, 2007:37; Agboola, 2014:123; Parliamentary Monitoring Group, 2014).

7.16.4 LIBRARY FACILITIES

The participants discuss the following outlooks connected to the female library at the correctional centre:

IF1: The library is not good; I can't say that it's good at all. If you look at the library, you will see that these books are so old and outdated. Sometimes we read the same book like three times, like Danielle Steele, to keep our minds occupied. There are no magazines in this library; we just have to read the same books over and over. Most of the books have so many pages missing.

IF2: The desks are so old, and they need to really improve the library as the books are so outdated. The AET learners have to rely on a library like this with hardly any info. They can't even access or use the Unisa Hub.

IF3: This library is so small; it does not even have dictionaries. Books are so limited; you read the books over and over. There are so many of us and so little books. It's a challenge when one learner has a book and another learner needs the same book. The books are very old and very old editions. It's outdated. There are no magazines, no newspapers, no computer, nothing, no journals, nothing

here. We used to ask for newspapers for our learners, but DCS don't deliver newspapers.

Inmate facilitators reveal their perspectives on the library resources available at the female correctional centre. Participants note that the library is not good at all. It contains very old and outdated books, occupies a small space, has no magazines, no newspapers, no journals, no computers, the books have missing pages, the desks are old, and the library has no dictionaries. This finding is similar to the literature review that notes that female library services at correctional centres are lacking and outdated (Agboola, 2014:123; Johnson, 2015:132; Penal Reform International Report, 2019:8-9).

7.16.5 BUILDING AND MAINTENANCE

The participants share the following perspectives on the building and maintenance associated with female correctional learning:

IF2: They definitely need toilets for the school. Learners must run far away to the sections to use the toilets. Even me, as a teacher, I'm losing time in my lesson. When learners go use the toilet, some of them roam around and go talk to their friends in the hospital etc.

IF3: We don't have a classroom for level one and level two. We use the dining halls in the section, and we use the ring on the ground floor for making a makeshift classroom. It's so noisy, and the generator is next to it, and when there is no electricity, like load shedding, it's very noisy. We don't have a place for these learners. People are just walking up and down the ramp the entire time. We also have a shortage of stationery like pens and writing books.

IF3: The classes here are converted dining halls. There is a shortage of everything here, including proper classrooms, but we have to get by.

Inmate facilitators note their perspectives of the correctional structures available and its relationship to correctional education. Participants note that the facility definitely requires toilets, as a lack of a toilet hinders their teaching time.

Other items include a lack of proper and functional classrooms, the high levels of noise experienced whilst learning and teaching occurs, as well as the constant distractions to the classroom environment.

7.16.6 CORRECTIONAL OFFICIALS

Andrews, Bonta, & Hoge (1990:36) note that correctional staffs are vital to the education programme's success or failure. Staffs that are friendly, accommodating, and flexible with others but also mindful of norms and rules are essential for effective rehabilitation efforts.

The participants share views that relate to correctional learning and correctional officials based at the female correctional centre:

IF1: DCS don't prioritise education as an important aspect of life. It comes after everything. A school needs an official to sign at the section for the school to be open. Imagine when your official is not at the centre on the day. They keep the school closed even if learners have to write a test on that day. This really discourages the learners. In Covid, officials were working one week in and one week out, so no school. Learners decided to drop out and go to the workshop and earn a stipend. There is a total lack of communication here. Can the head of the centre not release us from the section to go to school? Is education not important?

IF2: Many members think that because you were a teacher, they want to degrade you, and you just have to accept that. They think that because you are educated, you are better than them. But some of the members do respect you. I like to be in class before 8 am to be prepared, but some members will not open us out early, although I am up from 4.30 am. They want to see you rush for water and the shower, and how many of us have to share one shower head at the same

time. This is to humiliate you even more. Maybe you're a teacher, but here you are nothing.

IF3: Most members look at you differently. To most, you are just an offender. They mostly don't like you. You have been an educator, but now you are an offender. They have this approach. With the learners, too, they are all just offenders and need to be punished.

Inmate facilitators share their perspectives regarding attitudes of correctional staff at them and their ethos of corrective education. Participants note that the correctional staffs do not prioritise education as the school is frequently closed due to a lack of staff. The repercussions are that valuable teaching and learning time is lost, learners cannot write their scheduled tests, and they drop out and opt to work to earn a wage instead of learning.

It is also noted that most correctional staff degrade inmate facilitators due to the level of education they have attained on the outside. Most correctional staff has the attitude that an inmate facilitator is not an educator but rather just an offender. However, it is also noted that a few correctional staff respect the inmate facilitators. This finding is synonymous with the literature findings of Ellis et al. (2008:201-202), Ajayi (2012:222), the United Nations (2007:33), and Johnson (2015:1260). All these studies indicate that correctional officials support for female correctional education is mostly lacking.

7.16.7 EDUCATION PROGRAMMES PROVIDED

The participants provide the following views on correctional education programmes offered at the correctional centre:

IF1: At least AET offers skillsets for when you are released. You get an accredited level-4 certificate and a report for levels 1-3. Most of the other programmes, like restorative justice and heartlines, can't help you on the outside, but anger management is better than these other ones. How can this be good for the learners as they don't even understand what these programmes are about? AET

helps you to survive by providing skill sets, as some learners come in here unable to even read or write. We teach them this. Some of the learners are from really disadvantaged backgrounds; some are like twenty years old and have never been to school.

IF2: This correctional education is not sufficient to stop reoffending. I don't think it's enough. People still come back with the same crime. Some with different crimes, but they do come back. So there is something wrong along the way. I'm here for too long now. I see the faces again and again. They don't provide the programmes on the list. No substance abuse programmes here, and the re-entry programme is only conducted by one correctional official just before you leave. If she is not here or not available, then that means no programme for you. They just stamp the card that you did this programme.

IF3: Head office never sends out people to ask learners which programmes are beneficial to them or not. This never happens whatsoever. They not interested in what works and what has value. They just have a textbook style of doing things and just to say that we are doing programmes. These people from DCS just don't worry about female offenders. They pay large monies to companies for skills programmes for the sake of doing it. Last year, we finished an upholstery course. It took three months for practical and theory. We made many things, like small ottomans, a headboard, and a large ottoman. The tools are still in the class here. Our POE is still sitting in the cupboards here. So I'm going out this year on parole. That lady from the course is not coming back, and I won't even get my certificate. For this course, we went every day for three months. The POEs have to get marked. They have to go for certification and then go to Amalusi, but ours is still sitting here. Nobody cares to even get this completed. As teachers, we are thinking of teaching computer skills to the learners as DCS don't have this as a programme as the moment.

Inmate facilitators indicate their perspectives regarding the correctional education programmes offered. Participants note that the AET programmes are essential as they equip one with vital skillsets required upon release, such as being able to

read and write. It is indicated that many female inmates at the correctional centre cannot read and write.

It is also revealed that the learners do not understand other correctional programmes such as heartlines and restorative justice. Participants perceive that the current correctional education programmes are inadequate to curb re-offending as they witness individuals being released and re-incarcerated over the years for the same crime category.

Participants also cite that their head office (Department of Correctional Services) undertakes no evaluation mechanisms on their correctional education programmes and outsources external service providers to indicate being compliant with providing comprehensive education programmes. However, it is noted that these service providers are not mindful of the requirements of a national-level programme and flout the necessary processes involved.

7.16.8 GENDER AND CORRECTIONAL EDUCATION

The participants share the following aspects associated with gender and correctional education:

IF1: Female inmates are only offered AET. Male inmates can do AET and mainstream schooling. The way we do matric here is different from the way males do. They have full-time classes and full-time educators to assist them. Here the females do it on their own; they have no appointed teacher here like at the male side. Here they have to self-study. Here, the DCS register you with the DoE. It's free from the DoE, but it takes too long. Matric requires like seven subjects, so inmates do one to two subjects a year and do other duties and work like work in the workshop etc. Work is compulsory. Even if you are doing matric, you work in the workshop.

IF2: Girls are not allowed to go to the school where the males go, although there is no grade 10, 11 and 12 here. That is a male youth school, but the older males go there too. Here the adults and youth females stay together. Not even the youth

females can go to that school. I know because I was making enquiries about this before, as our learners want to go to a proper school here too.

IF3: Like the baking programme, the theory is done here, but the practical is done at the male centre due to them having better kitchen facilities. This is how we always do it here. They have a hospitality section there. They are equipped with stoves, utensils, etc. We had some stoves here in C2 section, but all this has been long moved to the male section. Every year they do it this way, and the female learners go to the male section. They do it this way, and it has always been fine. I'm here for nine years now, teaching in this school. We only do AET levels 1-4, and matric is always self-study. In all my time, the girls never went to the boys' school. In my ten years as an inmate facilitator, I only saw one female learner do matric on self-study and pass.

IF3: I don't know much about the skills programmes they offer the male inmates here, but the males here go to a full-time school for grades 10-12. All correctional programmes are the same based on the crime types, and it's the same for males and females, same programmes for economic, anger, restorative etc.

Inmate facilitators share their perspectives regarding gender-based issues with correctional education programmes. Participants note that female inmates are only offered AET as a form of formal education, whilst male inmates can do both AET and mainstream schooling. It is revealed that male inmates doing their matric are taught at a full-time school, whilst female inmates doing their matric have to rely on teaching themselves as they have no teachers to assist them. One participant notes that in all the nine years she has been an inmate facilitator, only one female learner has passed matric.

It is revealed that female learners in bakery programmes must complete their courses at the male correctional centre due to a lack of resources such as stoves and utensils at the female correctional centre. Female learners, on the other hand, have never been to or been permitted to attend the correctional school in order to obtain the same matriculation as their male counterparts. It is noted that the same correctional programmes are offered to male and female inmates as

per their type of crime committed, such as anger management and economic crime. The key informant perspectives are similar to the findings of Richmond (2009:133), United Nations (2018:29), Rose (2004:78), Piacentini, Moran & Pallot (2009:536), and Skiles (2012:667) as all these studies discuss the gendered disparity evident in correctional education programmes.

7.16.9 SCHOOL AUDIT

The participants share the following perspectives regarding the audit functions of the correctional school:

IF1: I've never seen anyone come to check on us. We do our own things here, our own way as offenders. We do our timetables, etc., all on our own. No one checks for anything if it's been done or how it's been done.

IF2: I am teaching here for ten years now, and I only saw inspectors from head office come three times so far to audit us.

IF 3: The external moderator comes from DoE for AET level 4 learners and for matric learners when they are writing exams. But they never come to check on progress, what's our barrier to learning, etc. Nah, never.

Inmate facilitators note their perspectives regarding audit procedures of the correctional education school. Participants reveal that no checks are done on them. One participant indicates that in the ten years she is an inmate facilitator, the auditors came by only three times.

7.16.10 PRIORITY FOR EDUCATION

The participant's explain the following understandings of correctional education prioritisation for female inmate learners:

IF1: They should go to school. They must go to school. If you go out without going to school, you will come back here. On the outside, you need to be independent.

How can you be independent when you don't have an education, so you commit crime and come back, especially for most doing theft?

IF2: People must be forced to go on programmes. It should be mandatory. You sit here for five years and don't attend school. These ones go out and come back here without even having done AET. If they are forced to do it, they can try to get a job and even go to TVET with AET level 4. NSFAS gives a bursary as you have a level 4 certificate.

IF3: There are many people here who can't even read and write their own name. They need to go to school. The only way you can rehabilitate people is to force them to go to school. That way, you learn something. A lot is learnt in school and programmes. Our AET level learners are very low compared to the illiteracy here, whhheeee, and a lot of illiteracy here. They sit and do nothing, but their members are also sitting and doing nothing, and not put them on any programme. Manje, they just sit and sit.

Inmate facilitators share their perspectives regarding educational programmes being a priority within a correctional centre. Participants note that learners must go to school as having an education affords individual independence and helps to prevent re-offending. The participants indicate that rehabilitation can only happen with forced or mandatory education as vital skills are learnt in the education process. It is also emphasised that correctional officers must assist in the education of learners by motivating them and enrolling them in available programmes. These perspectives shared are similar to the literature findings of Rose (2004:86), Country Report for Norway QCEA (2007:5), and Johnson (2015:109) as these studies all note that female correctional education requires a higher priority level to achieve meaningful female correctional education.

7.17 CONCLUSION

The perspectives of the participants (inmate learners and inmate facilitators) shed light on the state of correctional education provided to female inmates housed at the DWCC. The female learner participants detail their day-to-day activities concerning their experiences with female correctional education. The in-depth

data gathered provides a holistic overview of the female learner perspectives concerning their correctional education experiences at the correctional centre whilst incarcerated.

The participants freely discuss how they came to know of education programmes being conducted and who motivates them to study. They reveal some of the challenges experienced that are related to learning and the education programmes they see as helpful and why. The learner participants discussed the support structures connected to learning and if any of these were available. Family support, peer support, external association support, programme heads' support, corrections officials' support, and the Department of Correctional Services' support are among the support mechanisms.

Participants discuss the available learning resources that include stationery, learning aids and books, computer and internet access, and the library facility. The discussions also include the building and maintenance conditions and the classroom structures assigned to correctional education. The dialogue also reveals female inmates' barriers to learning and items reflected upon contain personal experiences, security issues, prevailing homework conditions, and educational programme shortfalls. The learner participant data further reflects the relationships with and competence of the external service programme providers, their future hopes, and their reasons for re-incarceration. The participant's further talk about recommendations as they are the learners of programmes presented at the correctional centre. It should also be important for the developers of such programmes to listen to their voices.

The inmate facilitator participants endure high levels of stress and receive no or little motivation as inmate facilitators from correctional officials. They attend no training workshops and have to self-teach on learning materials they are not familiar with. Inmate facilitators have few learning resources, no learning aids, toilet facilities, and non-functional classrooms, and receive unpleasant correctional staff attitudes. They note the inadequacy of the current education programmes, a lack of audit procedures on teaching and learning, incompetent external service providers, and gendered discrepancies.

Chapter 3 and Chapter 4 of this study have shed some light on female inmate learner outcomes. This chapter ties up with these findings that the participant perspectives of this study share the same, if not similar, challenges and impediments as experienced globally and nationally by female inmate learners. This chapter, however, looks at female inmate learner perspectives in totality and, as a result, has brought to the fore dimensional perspectives that have not been noted prior.

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CHAPTER EIGHT

THE FEMALE INMATE LEARNER PERSPECTIVE OBSERVATION AND DOCUMENTARY ANALYSIS

8.1 INTRODUCTION

The research results gathered from the primary data instrument of the study, being in-depth semi-structured interviews, are discussed and described in chapter seven. The chapter's primary goal is to strengthen and support the study findings by adopting secondary methods of data collection. Secondary resources for the data include detailed observations, field notes, informal conversations due to the observations undertaken, documentary analysis, and literature reviews of global data available. The researcher was able to observe day-to-day educational activities (learning and teaching) from the study participant's perspectives. The literature review connects within various topics and themes discussed, and the data is presented and simplified by using detailed text and table descriptions.

The participant responses and answers to the informal conversation questions received have been italicised to highlight their individual perspectives. The likes of Creswell (2008:267) note that by employing multiple data sources to obtain information, the researcher seeks confirmation to substantiate a question and verify the validity of the study's data. This idea is seconded by various other scholars who indicate that this approach supports and bolsters the credibility of the research and its conclusions and interpretations (Lincoln & Guba, 1985:305; Eisner, 1991:110; Bowen, 2009:30; Fusch, Fusch & Ness, 2018:19).

The additional sources of data are used to address one of the core focuses of the Department as being centres of rehabilitation. Inmates are afforded hope, encouragement, and another chance to be an ideal citizen of South Africa. The White Paper (2005) notes that the Department's educational programmes are designed to encourage inmates to adopt productive and useful standards and belief systems, appropriate socialisation choices, and to grow their life-skills, socioeconomic capabilities, and work skills. This is to holistically prepare them

and remove a reason for re-incarceration (Department of Correctional Services, 2005:13).

The White Paper (2005), section 5, notes the Department is committed to encouraging healing and positive support mechanisms via restorative justice practises as well (Department of Correctional Services, 2005:42). The literature reveals the importance and impact of restorative justice processes as an educational programme, as it's one of the crucial vehicles used for positive reintegration. It has been indicated that the literature on female correctional education is scanty; hence parallel literature findings where available will be highlighted against the participant perspectives. The study also provides novel insights and perspectives into female correctional education.

The following observation data will address how the Department adopts its productive and useful standards towards education and the mechanisms and structures used to drive this principle. The data also reflects how the Department develops life skills, socioeconomic skills, and work skills to holistically prepare female inmate learners for successful re-entry. Informal conversations are also presented as a result of the observations undertaken to highlight and add more clarity to the observations detailed.

8.2 OVERVIEW OF OBSERVATIONS' AND FIELD NOTES

Observation entails using one's senses to absorb information, notably by listening and looking in a "systematic and meaningful way" (Bryant, nd:7). Observation in this study was undertaken to ascertain educational activities (how instruction and learning are carried out in a correctional environment). Observations were also undertaken to observe and describe the interactions between the inmate learners and the programme facilitators. These include teaching approaches and learner responses, nonverbal signs, facial cues, correctional classroom structure, and classroom conditions. This is to extract meaning and learner perspective from their correctional education. This affords the researcher insight into the norms, values, and actions from the perspective of the sample populace.

Although the correctional centre has been identified in the study, every effort has been made to keep the identity of the various participants hidden. Attempts were made to safeguard and hide all true identities. Thus, all names used in the informal conversations for data purposes are pseudonyms as they conceal the individual's identity. Observations for this study were conducted by making use of a pre-prepared observation schedule (Annexure E) and field notes were taken against these observations. The field notes also record the tone and mood of the inmate learners and inmate facilitators and their outward demeanour and tangible behaviour.

At the DWCC (Medium E – female centre), there is a section that is used as a school. The school was previously a dining hall. The rooms of the dining hall were converted to create classrooms. This school will be referred to as the female school in the rest of the discussion. The researcher rationalises that by observing one category of classes or even only a few classes could create researcher bias. As a result, multiple classes were observed across all the types of learning to be able to draw true and exact reflections of how teaching and learning take place at the correctional centre across all learning programmes offered. This affords the study a holistic analysis. It must be noted that although observations form a part of the secondary data collected, they were actually carried out first.

The benefit of undertaking these observations prior to the interviews being conducted is that it enables the researcher to seek additional clarity on some of the issues observed. These were probed whilst undertaking in-depth interviews with each study participant and during some of the informal conversations undertaken as a result of the observations. These informal conversations are held with part-time facilitators and correctional staff. Constant probes on certain matters assisted the researcher to be flexible until levels of saturation were attained. However, undertaking observations prior to the interview process has a certain disadvantage as well, as this can create some bias for researchers. To avoid or minimise this, the researcher's questions and probing consist of confirming or rejecting certain observations that could be misunderstood.

The observation enables the researcher to:

- To observe and describe how educational activities (instruction and learning) take place in a correctional setting,
- To observe and describe the structure and conditions of correctional learning, and
- To observe and describe the interactions between the facilitators and learners.

The section that follows provides examples of how these are observed and the interpretations garnered.

8.3 TEACHING AND LEARNING IN A CORRECTIONAL SCHOOL

Observation of how teaching and learning takes place in a correctional setting is significant for this study, as has been described. The researcher observes eleven different education classes across the different categories of education programmes offered to female inmates. The eleven classes encompass one hundred and twenty-five female inmate learners and eleven facilitators. The categories are non-formal, formal, and informal learning programmes provided at Medium E.

Classroom observations lasted for a period of two months. Female inmate learners average from three to twenty five learners per class during the observation process. Observation times per class vary throughout the study. Most class times are set for an hour, but the AET classes are fifty-minute periods. The researcher observed that the skills education programme facilitator was struggling with time management by trying to catch up with time for lost lessons. The previous facilitators of the programme dropped the class. As a result, a two-hour class lasted almost four hours.

8.3.1 CLASSES OBSERVED

All Adult Education and Training (AET) programmes are conducted by inmate facilitators. The religious care programme, restorative justice programme, and anger management programme are conducted by contract staff of the Department. They are not permanent Department employees. However, they provide educational programmes to female inmates. They are referred to as part-time facilitators. The part-time facilitators are not inmate facilitators. They each deliver separate correctional education programmes at the female correctional school.

The library facility is run by two female inmate librarians. With learners moving after class periods and facilitators changing classrooms, the female school is busy with activity. Various contract staff members, correctional officials, inmate learners, and inmate facilitators represent the correctional school's various activities and education programmes offered.

The following table highlights the eleven correctional education programmes observed. They include formal, non-formal, and informal learning programmes.

Table 13: Education programmes observed at the female correctional centre.

EDUCATION PROGRAMMES OBSERVED				
Class	Category	Programme	Course	Facilitator
1	Formal	AET level 4	Life orientation	Inmate
2	Formal	AET level 4	Human and social sciences	Inmate
3	Formal	AET level 3	Economic management sciences	Inmate
4	Formal	AET level 2	isiZulu	Inmate
5	Non-formal	Treatment	Restorative justice	Part-time
6	Non-formal	Treatment	Restorative justice	Part-time

7	Non-formal	Treatment	Anger management	Part-time
8	Non-formal	Skills	New venture creation	External
9	Informal	Religious Care	Christian education	Part-time
10	Informal	Sports	Aerobics course	Inmate
11	Informal	Library	Library literacy	Inmate

Table 13 provides an overview of the correctional education programmes observed at the female correctional centre. It notes some of the different programmes that fall within each category of learning. The table further indicates the facilitator type that delivers each programme i.e., inmate facilitator, part-time facilitator, or external facilitator.

The following themes surfaced from the observation phase of this study. They include layout and security, learning programme facilitators and a punishment centric layout. Each theme will be discussed.

8.3.2 LAYOUT AND SECURITY

The female school is situated inside the female correctional centre, a tight-security facility. Upon entry to the facility, the researcher had to get through many sets of heavy metal locked doors and steel gates, long and winding passages, and more locked steel gates. From a security standpoint, the facility was daunting with tall and thick walls and little sunshine, a multi-story structure with no working lifts, and one had to walk the long and extensive passageways from one section of the correctional centre to the next section.

In order for the researcher to attain access through these passageways to any other section of the facility, the researcher had to bang on the gates and shout out "dankie gate" in order to be granted access through the locked steel gates. Depending on who the correctional staff is in that particular section, this waiting period could take anything between five and twenty minutes to gain entry. Female

inmate learners use this term (dankie gate") to gain access to their sections; hence the researcher adopted the same to blend into the environmental context and to observe, experience, and understand the lengthy waiting periods endured by the female inmate learners under normal conditions on a weekly basis.

In one instance, the researcher waited almost fifteen minutes for the locked steel gate to be opened. The office in this section is closest to the gate and not more than five metres from it. The correctional official on duty was in conversation with another correctional official and presumed the researcher to be a female inmate when the researcher called out "dankie gate." The correctional official only heard the voice and didn't look out the office door or office window to see who made the call.

The Department promotes a philosophy, and this is easily visible from all of its main entrances. "A place of new beginnings" is written across the main gates of all South African correctional centres, including the DWCC. The slogan alludes to one creating an image and an interpretation that it's a place of promise, to start a new life, invoke insight, to create new opportunities, and provide a feeling of optimism and hope for the days ahead.

On the other hand, the layout of the correctional centre depicts the realism of the setting in that security measures are key as everything is guarded and locked. This observation regarding layout and security runs parallel to the participant perspectives detailed in chapter 7, where they indicate the learning challenges they experienced as a result of this phenomenon. The study participants' perspectives and the researcher's observations indicate that learning in correctional spaces presents a large challenge.

8.3.3 LEARNING AND PROGRAMME FACILITATORS

There are no permanent correctional educators or full-time correctional facilitators available at the female correctional centre to conduct formal, informal, and non-formal learning programmes. There is a head of school and two correctional officials that provide administrative assistance at the female school,

but neither of them teaches. All teaching activities at the school are carried out by female inmate facilitators.

With the non-formal education programmes, part-time contract workers are in the employ of the Department. There are nine of them at Durban Westville, Medium E. They serve as the programme facilitators, and they are paid according to the number of hours they work on a week-by-week basis. A skills course that forms part of the non-formal learning is facilitated by an accredited external service provider. They all report to a correctional official who manages these programmes. The researcher never observed any correctional official attending or visiting any programme under their care whilst the researcher was collecting her data.

The informal education programmes are facilitated by female inmates and part-time contract workers. All of these learning programmes are managed by different correctional officials. These individuals do not present any of the programmes; they manage the delivery of the programmes.

All correctional education programme facilitators are female at Medium E. Male facilitators could provide external education programmes, but all through the data gathering phase of this study, only female facilitators presented correctional education programmes to all female inmate learners. The various correctional education programme facilitators do the majority of the talking in all of the classes that the researcher observed. Inmate facilitators teach more than one learning area, and they share classrooms.

The researcher's observation indicates that there are no correctional educators or correctional facilitators based at the female correctional school. All teaching is undertaken by inmate facilitators and part-time facilitators. Although there are correctional officials that manage each of these programmes, none of them present any programme or visit classrooms to assess the delivery of the programmes. The researcher concludes that the Department needs to become more involved, show more care, and provide more support with the provision of the correctional education programmes provided to female inmates. This

observation is similar to the literature finding that female correctional education has inadequate and specialised correctional educators to promote and conduct effective correctional education (Judicial Inspectorate for Correctional Service, 2017:15; Parliamentary Monitoring Group, 2014).

8.3.4 PUNISHMENT CENTRIC LAYOUT

The correctional centre was built in 1985 and still represents the traditional approach to punishment. One of these approaches, as observed by the researcher, is to witness the female inmate learners urinate in drains outside their classrooms. The first time this was observed, the researcher was in disbelief and quickly looked the other way as this is a very personal act. Thereafter, it was witnessed quite a few more times, and the researcher has come to realise that this was more of a norm at the female school and not a once-off situation.

The researcher enquired about a toilet for the learners and it is established that not a single toilet is available at the female school. The urinating practice, limited in-cell study facilities, small cell space, and long hours inside cells all create punishment-centric observations, even though the cell space, for example, may meet relevant standards. Although these aspects may constitute punishment as such, they certainly have limiting influences on effective education. This is a distraction to other learners, an embarrassment to the learner, and hinders education performance and causes a loss of learning time.

Another punitive measure observed is that learners are locked up at 15h30 till 05h00 the following morning. As a result, all homework tasks are undertaken within their cells. Learners share cells with either one or two more individuals. It has been observed that the cells are tiny rectangle blocks with one toilet for use. Sometimes all three occupants of a cell are learners and require their time and space to conduct homework and learning activities. There are books, clothing, tupperware, bags, shoes, bathing buckets and food items kept for all three learners in one tiny cell space. It seems impossible to conduct any sort of learning in an environment like a cell.

Learners live, eat, sleep, and use the ablution facility in full view of one another and still have to undertake homework, learning, and preparations for assignments, tests, and exams in this environment. From these observations, the researcher deduces that female inmate learners experience a myriad of educational challenges. Some of these include a noisy study place, a lack of privacy to learn, restricted space to complete homework tasks, and not having a desk and a chair for educational purposes.

8.4 STRUCTURE AND CONDITIONS OF CORRECTIONAL LEARNING

The following section describes the study observations and descriptions provided from the field notes taken. One of the goals of the research is to deliver a "text photograph" of the natural context and setting of the correctional education school by affording exposure to the daily learning and routine undertakings of the study participants. Each classroom observed will be discussed in detail regarding its structure and prevailing conditions to determine if these are consistent with the ethos of the White Paper (2005).

The classroom observations have been broken down into the categories of formal education, non-formal education, and informal education.

8.5 FORMAL EDUCATION

The only formal education programmes offered by the Department to female inmate learners are AET levels 1-4. Whilst the data was being collected, the correctional centre was offering AET levels 2-4. Medium E has no enrolled learners for AET level 1; hence no classes are being conducted for this level of learning in 2022. AET level 2 has three learning areas, whilst levels 3 and 4 have four learning areas respectively. Obtaining a grade 12 or pursuing higher education studies is the responsibility and cost of the female inmate, as revealed by some of the study participants during the interview discussions.

The size (physical space) of the classrooms is much smaller than that of any other classroom in any other educational school in the public sphere. A class is

already full with 14 learners present during an AET level 4 subject. AET levels 2-4 were held in three different classrooms, and these classrooms differed by appearance and set-up. All AET classes are conducted by female inmate facilitators. All AET learners have textbooks as these are made available by the Department of Education.

8.5.1 CLASS 1 LEVEL 4 (LIFE ORIENTATION)

All AET level 4 lessons are held in the same classroom. It's a Monday, the first period of the day and the subject is Life Orientation. The class commences at 8.30am, and there are 14 learners present. The subject matter of the lesson is that a healthy body creates a healthy mind. The learners are seated one to a desk. These desks are old and worn, but they are not broken. All learners had a chair to sit on.

The classroom is a tidy room with large open windows. The floors have been swept and look clean. There is a large blackboard affixed to the wall with a teacher's checklist for the period. The walls are very plain and bare. There are no posters or any academic charts or instructions or any motivational quotes displayed on them. The class has eight fluorescent light tubes, affixed to the ceiling but only four of them work.

8.5.2 CLASS 2 LEVEL 4 (HUMAN AND SOCIAL SCIENCES)

Because this is the same classroom used for life orientation, the structure and conditions of the classroom remain the same. The subject matter of the lesson is respect and tolerance in society and the working environment. There are 14 learners present.

8.5.3 CLASS 3 LEVEL 3 (ECONOMIC AND MANAGEMENT SCIENCES)

All AET level 3 lessons are held in this classroom. There are eight learners present in this class. The learning area focuses on business partnerships. The floors were clean and swept, and the class has a blackboard. The walls of the

classroom are badly damaged and not painted. The wall has large amounts of mildew and dampness from water seeping into the walls over a substantial period. There are no posters on the walls or any education-related materials in sight. The desks are very old, and the chairs are mostly broken. The classroom has windows, but it has no lights. It looked very dull and sombre inside. A greyness and mustiness prevail in the atmosphere. The greyness is because there are no lights working in the classroom, and the mustiness is due to the condition of the walls.

The researcher observed that this classroom is not a conducive learning environment and does not need to be used as a classroom for female inmates. This classroom has no working lights, no blackboard, and the walls are unsightly. A musty odour lingers in the atmosphere. These are certainly not conducive conditions for educational learning activities.

8.5.4 CLASS 4 LEVEL 1 (isiZulu)

All AET Level 2 lessons are held in another space on the same level as the female school. It is situated on the ground floor of the correctional centre. A large volume of noise can be heard as the class has no walls and this is the common corridor and passageway from the ground floor to the other sections of the correctional centre. Since this is a common walking space for everyone in the correctional centre, there is a lot of noise and disruptions, created by the other inmates passing through this section. This area has no walls or windows, it's a gated space, and can be likened to a big steel barricaded cage. This is an informal open space referred to as a "classroom." There are eight learners present in the class. The learning area for the day is learning dates, months, and numbers in isiZulu.

The class has no fixed blackboard, just an old movable board placed at the front of the class that was mostly sliding down, making it very difficult for the facilitator to write notes on it. The learners were always getting up and trying to re-attach the blackboard. The class has no desks or chairs. There are a few metal stools, but not sufficient for all the learners. Two learners are sitting on broken plastic chairs that have no backrests. The learners place broken cardboard boxes on

their chairs to avoid injury from the jagged pieces of plastic. There are literally dozens of old, filled-up cardboard boxes lying all around the classroom, and this seems more like a storage facility turned into a makeshift classroom.

This prompts the researcher to ask a correctional education official of the school about how the correctional school came into effect. The correctional education official indicates that neither of the classrooms used for AET lessons were built to be classrooms. They were, in fact, dining rooms built adjacent to the kitchen facility and were converted to classrooms as the need for them arose.

Based on these observations this type of learning environment is definitely not conducive for learning and effective rehabilitation.

8.6 NON-FORMAL EDUCATION PROGRAMMES

The non-formal correctional education programme consists of two restorative justice classes', an anger management class and a skills development class. The researcher opted to observe two restorative justice classes as the Restorative Justice Theory runs through and connects with the study. Observing these classes and their effectiveness would indicate whether or not this correctional education programme is widely implemented, as stated in the White Paper (2005) (Department of Correctional Services, 2005:42).

The restorative justice programme and anger management programme facilitators are part-time staff of the Department. There are nine facilitators conducting different correctional education programmes, and they all share one small office within the female correctional centre. The skills development course is conducted by an externally accredited service provider.

8.6.1 CLASS 5 RESTORATIVE JUSTICE (a)

The first of the two restorative justice classes is marked as (a). This restorative justice class is held in an available room at the female workshop. This is a factory where female inmates work daily to produce inmate uniforms and underwear. The

makeshift classroom is within the main factory area that's been partitioned by board half way from the ground up. There are three learners attending this programme. The learning area of the day is how to control one's anger and how anger impacts one's life negatively. The programme content is directly linked to reintegration, a significant component of the course.

All the learners are huddled around the programme facilitator. Learners sat by sewing machines, and a large factory bin dumped with fabric sat between the researcher and the programme facilitator. The humidity levels in the room were very high, and all the windows were closed as the factory had some fans on. The heat just escaped and settled within this space. There were boxes holding fabric lying all over the space, unused sewing machines, and bales of fabric.

There was a high level of noise within this class; birds were flying in and chirping loud, the sewing machines and fans from the workshop were on. The fans were on high speed. All of the noise levels made it very difficult to hear the programme content. The facilitator was softly spoken, and all the learners and the researcher had to strain and lean in to hear what was being said. The following is an example of not being able to hear the correct course content. The facilitator was discussing "hitting rock bottom" and she had to say this line about four times to all present as it sounded like "eating raw buttons". The researcher was seated two metres away from the facilitator and battled to hear the content as well.

The researcher has observed that this place is, after all, a factory, and the environment is synonymous with and conducive to that. One filled with noise and definitely not a practical place to hold an impactful course like restorative justice. Learning in a place like this severely hinders education and rehabilitation efforts.

8.6.2 CLASS 6 RESTORATIVE JUSTICE (b)

The second of the two restorative justice classes is marked as (b). There are fifteen learners attending this class. The learning area focuses on reintegration. The scheduled class was initially set to take place in a section dining hall. The dining hall had to be used for another purpose, and learners were moved to the

chapel. The chapel is a large room situated on the same level as the female school. The area is clean and tidy.

The programme facilitator brought in her charts and A4-sized posters to put on the chapel columns using prestik. She also brought in a little portable blackboard to write down notes. One of the posters read, "the strongest people are not always the people who win, but the people who don't give up when they lose." Another says, "without rain, nothing grows. Learn to embrace the storms of your life". A further poster read "change you and your perspective and embrace change".

The chapel has long benches where the learners seat themselves and take notes on their laps. Twenty minutes into the lesson, a correctional official entered the "class" and requested to use the venue immediately for another programme. The correctional official notes that the facilitator must move to the dining hall within the lifer's section to continue with the programme. All learners, the facilitator, posters, charts, and blackboard are moved to the dining hall of this section.

The dining hall is where food is served to the female inmates. The posters and charts were once again put up and the programme continued here. The dining hall has just one small table at the front. The portable blackboard is placed on this table. This dining hall, now a "classroom", contains only two steel benches, like the ones found in the AET level 2 makeshift classroom. Only six learners can fit on the benches.

There are no other tables or any chairs available. Inmate learners that are living in this section hurried off to get their bathing buckets. They flip their buckets around and sit on them. One learner sits on a broken stool, and one learner sits on an old bin that has a lid. The facilitator herself does not have a chair; she seats herself on a small type of low ottoman that one of the learners brings in for her from one of the adjacent cells. All learners write their notes on their laps.

The noise is just streaming into the class from the other female inmates in the section who don't attend school or do any form of correctional centre work. They go about their day doing laundry and are always scurrying in the section corridor.

The dining hall is situated right across from the cells and the shower area. Hence, the noise levels cannot be contained.

Based on these observations, it can be clearly deduced that holding education programmes in a space like the one described is not a positive and impactful learning environment.

8.6.3 CLASS 7 ANGER MANAGEMENT

This programme takes place in a dining hall in another cell section of the correctional centre. There are eleven learners on this programme. The programme was initially scheduled to take place in a correctional classroom, but a correctional official says the room is to be used for another programme. This dining hall is the same description and location in the section as discussed for class 6, it's just on a different level of the building. The learning area focused on how to maintain positive associations.

This is yet another makeshift class that has eight fluorescent lights and only three are working. It is a cold and rainy day. Due to the weather conditions, there are wet towels, inmate uniforms, inmate underwear, and even a hanging curtain strewn across the windows of the dining hall. So the venue was dull and gloomy and smelt of wet clothes.

Some of the eleven learners are sitting on the hard steel benches, whilst some are seated on their bathing buckets. All learners use their laps as desks. Furthermore, learners participating in these programmes have no learner guides or any formal notes to refer to. This classroom has an old, tall cupboard with broken chairs placed on top of it. The incoming noise was disturbing and distracting the learners from hearing the lessons been taught. Within the same section, another programme, a church service with high-pitched singing, is taking place at the same time, hence the difficulty in hearing.

It is observed within the restorative justice and anger management classes that learners have half a book to write their lesson notes in, i.e., an A4 72-page

exercise book has been cut in half and used by two separate learners. This observation is probed further during the informal discussions that ensue with the part-time programme facilitators. This information is detailed in section 8.10.3.

It has been observed that holding educational programmes in makeshift learning areas such as this one described is not favourable to positive teaching and learning.

8.6.4 CLASS 8 SKILLS DEVELOPMENT (NEW VENTURE CREATION)

There are thirteen learners on this programme. The topic is how to create and develop a business plan. The classroom is situated right next to the kitchen on the same level as the female school. It has a very old look and feel; it is messy and untidy with dirty wet floors. The walls look unkempt and are unpainted. There is a compressor inside the ceiling of the classroom, and the sound of it can be clearly heard.

The overflow from the compressor is coming through the ceiling, and it seems that this has been happening for a substantial period of time. This is evident by the water marks and greyish black stains observed on the ceiling, which seem to be old and long-standing residues. This overflow water from the compressor is messy on the floors and the desks too. There is a bucket on the floor that tries to catch this water, but it mostly splatters around. The compressor makes a loud and humming noise, almost like a drowning sound after some time. It consumes the voice of the facilitator, and learners at the back of the class struggle to hear her. Other noises were evident, as was coming in from the adjacent kitchen and the kitchen staff.

The desks are very old and untidy. Certain desks are so old that the wood fibres are strewn across the desk. Some inmate learners have pieces of cloth on their desks to prevent the wood splinters from getting onto their uniforms and books. The classroom has a very untidy long cupboard with items stuffed into black bin bags and placed on top of it. The humidity in the room is high, and the programme facilitator continuously fans herself with some paper.

Based on these observations having a skills development course in this classroom is not conducive to favourable learning outcomes.

8.7 INFORMAL CORRECTIONAL EDUCATION

Informal correctional education programmes in South Africa include activities and services offered at the correctional centre to provide coping mechanisms to female inmates. Informal programmes also encompass social work, counselling, psychiatric and psychological services (Department of Correctional Services, 1999:56-61; Jules-Macquet, 2014:12-13). These are undertaken with the aim of providing female inmates with vital programmes required as these programmes cater for their rehabilitation, re-entry, and help to restore their self-worth, human dignity, and self-esteem (Department of Correctional Services, 1999:56-61; Jules-Macquet, 2014:12-13).

It is observed that Medium E does not provide full-time or consistent psychological and psychiatric services as the researcher never hears of these practitioners during the one-on-one interview or even observes their office space whilst at the female correctional centre. After certain enquiries are undertaken by the researcher with a correctional official, it is reasoned that when these services are required by female inmates, requests are put in by their case managers. They then have to wait until this service becomes available to them as these professional education programmes are offered on an ad-hoc basis at the female correctional centre. The counselling services are provided by the social worker and by the contract staff employed by the Department. Both the social worker and the contract staff are based at the female correctional centre.

No sessions involving psychologists, psychiatrists, social workers, or even counsellors were observed by the researcher because of the sensitive aspects associated with these programmes.

8.7.1 CLASS 9 SPIRITUAL CARE

There are fourteen learners attending this religious care programme. It is Christian-based and it takes place in a section dining hall, the exact same place where the restorative justice, class b, is conducted. The very same scenario plays out once more; learners sit on steel benches and flip their bathing buckets whilst the programme facilitator sits on an old low ottoman. Most learners do not have books to write in. Some of them have old bibles and are seen scribbling their notes into these bibles. Most learners do not have bibles.

It is the only programme observed that is conducted in isiZulu. There are two Indian learners and one White learner in the class. They are quiet and never ask any questions. All three seem confused, and it is evident by their facial expressions that they don't understand the course content.

8.7.2 CLASS 10 SPORT AND RECREATION (AEROBICS)

The female correctional centre offers only one type of sports education programme to female inmates whilst the study was being undertaken. This is an aerobics course. This programme is conducted in the courtyard on the ground level of the female correctional centre. The aerobics instructor is a female inmate. The courtyard is a large open space where female inmates hang up their washing. Two desolated netball stands are visible on either side of the courtyard, and the female inmates' washing is hanging up on the washing lines.

A total of twenty-five learners participate in the aerobics programme, and they appear keen and enthusiastic about being involved in the activity. The music is playing, and the participants in the programmes seem to enjoy it. Their facial expressions are filled with smiles, some have laughs, and most of them seem relaxed. Another twenty-five female inmates are spectators at the programme, cheering on the participants and giving the impression of having fun, despite the fact that they are only watching from the side-lines. When the other females are busy working out and following incorrect routines, they simply laugh and make light-hearted jokes.

Thirteen of the learners have no training shoes, and they participate barefoot on the hard-cemented floor. For the floor workouts, only 20% of the learners have a towel to place beneath them. The rest just lay on the open concrete. The majority of the learners have tee shirts and tights or short pants on. Their legs, knees, ankles, and elbows are getting sore and bruised on the cement as they have no gym mats or towels beneath them. This finding is similar to the literature finding of Policy Brief-GHURU (2015:5) that notes female inmate recreational programmes has very little to offer including having no exercise and recreational equipment in the courtyard.

This programme is scheduled to take place every Wednesday between 11h30 and 12h30. The researcher undertook observations over a two-month period at the female correctional centre. This programme has been conducted only once on one Wednesday in this eight-week cycle. When the researcher enquires as to why only one programme is held, various reasons are cited. They include that no correctional official is available to watch over the participants of the programme, citing that this is a mandatory security requirement at the correctional centre. Another reason is that the aerobics facilitator has to accompany some correctional officials to another sporting event being held on the grounds of another correctional centre. It is observed that programme participants are always eager to inquire during their classroom lessons on a Tuesday or Wednesday morning if the class will take place as scheduled.

8.7.3 CLASS 11 LIBRARY PROGRAMME

The female library is a very small room adjacent to where the inmate facilitators sit. This is referred to as a "teacher's staff room." The library floors are swept, and it looks clean. The library facility has one small table with three chairs. The table is used by the two female inmate librarians that work full-time at the library for administrative purposes. The facility is open from 08h00-14h00.

The library has a large sign on the wall that says "Shalom Library." There are two posters on the wall; one of the Dewey Classification System and the other is of the Periodic Table of Elements. The facility contains about 400 books. There are

many filled cardboard boxes stored in this room. The library has eight fluorescent light tubes, and only one works, and this one light is rather dim as well. The books look very old and outdated, and not a single computer is seen.

The researcher asks the inmate librarians where the learners sit whilst using the library. They maintain that learners are not allowed to sit in the library and use the books. They mention they have a mobile library service and move around with a trolley offering the books available to female inmates whilst they are in their cells. They can borrow a book from the trolley if they like it and can keep it for two weeks. When books are to be returned, they must queue outside the library, in the passageway, to hand their borrowed books in. This finding is likened to the literature finding that indicates that female library services at female correctional centres are lacking and outdated (Agboola, 2014:123; Johnson, 2015:132; Penal Reform International Report, 2019:8-9).

8.8 INTERACTIONS BETWEEN LEARNERS AND PROGRAMME FACILITATORS

The learners' and programme facilitators' attitudes and reactions, their appearance, display of mannerisms, and the communication style amongst the facilitators and learners in each class are reflected in the field notes against the observations undertaken. In other words, the researcher tries to paint a picture in words of the actions, conversations, and mannerisms displayed surrounding female correctional education.

Angry, happy, despair, discomfort, embarrassment, regret, arrogance, cynicism, and other non-verbal signs are some of the various ways in which reactions can be expressed and interpreted or perceived during the observation sessions. A few of the inmate learners seem to be in good moods. This is apparent in the classrooms when the learners express themselves by participating in and contributing to the learning process. Although there were some learners who were engaged in the classroom discussions, there were also some learners who were quiet, withdrawn, disengaged, and distant.

The researcher, an accredited education assessor with over fifteen years of experience in corporate adult education, can deduce that at times the communicative learners could be acquainted with the learning area and find the programme easy to understand. When learners are silent and reserved, it could be that they are not familiar with a learning area taught in that lesson. After the lesson the researcher enquired from two of the study participants' why they remained so quiet. They reveal that they want to learn and participate during classes but have not been afforded an opportunity by the facilitator to ask questions. They also indicate that that they don't understand the programme content and the language being used to conduct the programme.

The interactions observed between the learners and education programme facilitators are detailed in the categories of formal, non-formal, and informal education programmes.

8.8.1 FORMAL EDUCATION

AET levels 2-4 are all facilitator-led programmes and are conducted by inmate facilitators at the female correctional school. It is observed that all the facilitators have a good rapport and synergy with the inmate learners. They are all clear and precise and engage throughout the lesson with their learners. All facilitators have control over their classes and adhere to their agendas and period schedule for the day. All facilitators afford learners opportunities for interaction and participation in the classrooms. Learners are never rowdy during class times. All AET classes are conducted in English, and most of the learners are noticeably young adolescents, making the interactions between the facilitator and learners easy and fluid.

The facilitator at AET level 4 engages with the learners by making use of a question and answer session. She then repeats all the answers and writes them on the blackboard for note-taking. Another AET level 4 facilitator hands out the past year's exam questionnaires in preparation for their upcoming exams. It is observed that the facilitators provide individual attention to struggling learners.

An example is where a learner answers in isiZulu in the AET level-4 class as she could not find the most appropriate words to answer in English. The facilitator encourages her to answer in English as the course content and exams require English as the medium of communication. The facilitator is very patient with the learner; she pats her on the back as a sign of encouragement and having faith in her abilities. The learner eventually makes some headway and tries to answer in English. After that, she smiles, denoting being pleased with herself. The researcher observes and notes that learners at this level should at least be conversant in basic English.

At the AET level 2 class, three learners are struggling with writing and understanding verbs in isiZulu. *Idla* in isiZulu means eating, and *geza* means bathing. Learners at this level do not understand simple concepts such as these, and the researcher struggles to understand why they are not in a level-1 class. Here again, the facilitator is patient and still waits fifteen minutes after the period is over to collect the written materials from the slower learners.

At the AET level 3 class, the facilitator has an interactive style of teaching. She recaps for a few minutes her previous day's teachings before she can start off the new period tasks. By doing this, the facilitator refreshes the learners' minds about what has been taught on a regular basis. Once again, the learners are engaged in this class and the facilitator occasionally makes a joke and the learners laugh. She also asks any learner a question at any given time in the period to ensure that the learners are following through with the lesson.

8.8.2 NON-FORMAL CORRECTIONAL EDUCATION

In the anger management programme, the facilitator starts off the class with a prayer and thereafter offers each learner a hug and inquires as to how they are doing. One of the learners breaks down and starts to cry as her son is writing his first matric paper for the term on this day and she cannot be there for him. The facilitator hugs her and gives her some tissue paper to dry up her eyes. The facilitator comforts her with the gesture of a hug and it seems to calm the learner down. The facilitator is clear and encouraging to the learners.

In the first restorative justice session observed, the facilitator sat at a sewing machine delivering her lesson. The learners do not have any books to write down their class content, and it can only be presumed that they would have to just remember the lesson conducted. They have an assignment due the following week, and it seems that the learners are more confused than anything else. When they ask the facilitator to re-explain the content, she does, but there is so much noise and her voice is very soft as well. Gauging from the body posture and facial expressions of the learners, they feel distant from the facilitator. The class is more of a "read and tell" situation, and there is not much interaction.

In the second restorative justice class, the facilitator and the learners communicate well. The facilitator provides learners with an opportunity to stand at the front and share items relevant to the discussion. Learners are also helpful by assisting in carrying the facilitators' teaching aids like the posters, charts, and blackboards when the course is interrupted and has to be moved to another venue.

In the skills development class, there are no interactions between the facilitator and learners. The facilitator sits at the front of the class, behind a desk, and hurriedly reads through her notes and then explains her content. This is initially supposed to be a two-hour class but ends up being four hours without any breaks in-between. The facilitator does not ask the learners to engage during the class. She is just scurrying through her notes.

After almost four hours, one of the learners says to her that she does not understand anything she's been saying and that the class is too long. The learner indicates that they only received the learner guide the previous afternoon and the facilitator can't expect them to complete the module in one day. The learner requests that they receive their guides earlier as they are unable to study at night as their lights are switched off at 10pm. The learner also notes that they have insufficient time to study and prepare their portfolios of evidence as this is a mandatory course requirement.

Thereafter, other learners start to express their views, and they seem visibly stressed. Learners also express dissatisfaction with the content of the learner guide as the information contained therein is insufficient to complete a portfolio of evidence. The facilitator mentions that this course is supposed to be run for four days a week as a full-day programme. Now she has to cover the course for two days a week as half-day programmes. The facilitator claims that she is trying to negotiate another two weeks with the correctional authorities in charge as they cut down on the course time as another facilitator needs to use the classroom as well.

It must be noted that the correctional official in charge of the skills development programmes is seated in the classroom to observe because this is the first time that the facilitator is presenting this programme. The official does not involve herself in the discussion between the facilitator and learners. After some probing during the interview phase, the researcher establishes that the programme was conducted by another service provider prior to this.

The initial facilitator only presented two classes of the programme and never returned due to the untidy and appalling standards of the initial class. There was a three-month gap, and now a new course provider has been brought in. While the researcher continued to collect study data at the correctional facility, this skills programme remained dormant. The new facilitator also never returned to complete the programme, and this was the only class that she presented.

8.8.3 INFORMAL CORRECTIONAL EDUCATION

During the religious care programme, the facilitator and most of the learners have a strong sense of engagement with one another. They tell each other their stories, and the facilitator is always encouraging. The facilitator hugs each learner at the front of the class when they are finished.

The library is managed by two female inmates who serve as librarians. One of them is quiet and hardly speaks. The other comes across as always moody, upset and annoyed with her tasks. She is not kind to the learners who stand in the

passageway to return their books. The researcher observes this on a few occasions. If she sees any female learners enter the library, she quickly directs them to the door.

On one occasion, the researcher was conducting an interview in the library. The inmate librarian comes in and requests for the interview to stop as she doesn't want to be held behind with her admin duties. The researcher does oblige and finds an alternate venue to continue with the research.

At the aerobics programme, the facilitator and learners enjoy a good and positive rapport with one another. Learners display enthusiastic tendencies such as smiling, cheering, and dancing freely whilst the facilitator encourages them on. Some learners feel tired and opt to sit for a bit. The facilitator gives them a thumb's up to signify that this is okay.

8.9 INFORMAL CONVERSATIONS

Observation relies heavily on certain social encounters and casual chats with the goal of attaining additional or more comprehensive and in-depth knowledge of a phenomenon or to determine how things work in a certain cultural context. These discussions are usually information-gathering activities, with the goal of eliciting a viewpoint or deepening knowledge (Burgess, 1988:140; Swain & Spire, 2020:np). The researcher conducts informal conversations with some part-time education programme facilitators to attain a better and clearer understanding of some of the issues observed.

This was to avoid any bias on the researcher's part, to indicate a true meaning to the observations undertaken, and to triangulate the study findings with the primary source of data collection. Examples of these enquiries are: why are learners carrying half-cut books, why would correctional officials disrupt a class once it has started, why do the learners not have stationery resources; and others. While the programme facilitators offer answers to avoid any misunderstanding, they also elaborate freely and comfortably on their provided answers.

All programme facilitators are fully aware of the study and its aims and are keen to assist with the data compilation process. Pseudonyms are made use of to make sure the confidentiality of the programme facilitators participating in the informal discussions. IC1, IC2 and IC3 below refer to the informal conversations that take place between the researcher and the relevant facilitators.

Further observations indicate that the non-formal correctional education programmes at Durban Westville are minimal when compared to the literature reviews on available correctional education programmes. The researcher also wanted to observe programmes like economic crime, substance abuse, and pre-release programmes as these are important programmes as the various literatures indicate throughout the thesis. In the description below, their responses are broken down into fundamental themes of teaching and learning in a correctional context, i.e., the female inmate learner, resources and correctional centre support, and the realism of how correctional educational programmes are offered.

These informal conversations are noted below as IC1, a pseudonym for informal conversation number one (the individual with whom informal conversations are conducted with).

8.9.1 EMERGENCE OF PART-TIME FACILITATORS

The researcher observes that different departments (subdivisions) are doing different pieces of correctional education programmes. The aim of these conversations is to attain a better understanding in terms of how the part-time facilitator roles emerge within the Department.

Question: Can you please discuss the emergence of the part-time facilitator roles?

IC1: *This VOD was supposed to be done only when a member is available, but this is never the case. Prior to being placed under the supervision of social*

workers, VOD was not performing in accordance with national standards. So the spiritual care department took over VOD. So the person in charge of spiritual care devised a plan to get social workers in as VOD now falls under spiritual care.

IC2: Before, this restorative justice programme was done ad hoc, so the performance was very weak. There were lots of outstanding cases, and it's required for the parole board.

IC1: In my class there are repeaters, some people who were here before. When I ask the repeaters what restorative justice is, they say it's all about stats and relationships. It's all about a man and a woman giving fifty% each, then the stats are met. I was just so shocked. I was horrified. They have been here for long all together. And so I had to teach them from scratch, they have no idea what restorative justice, re-entry, etc. is.

The facilitators provide insight that their department of all part-time facilitators was created after certain other departments were unable to perform their tasks. The facilitators then note that some learners had no idea regarding the course content learned in previous programmes held by the correctional officials who were conducting these education programmes prior to them.

8.9.2 FEMALE INMATE LEARNERS

Question: Can you please describe the female inmate learner?

The part-time facilitators share the following views regarding the female inmate learners that form a part of the education programmes they conduct.

IC1: For some learners, sitting in a class is a dream. It empowers their mind. It gives them a kind of freedom. They enjoy their programmes as most of the learners do not have an education; most of them never complete school. I have to try my best for them.

IC2: *The people that you are teaching are not on the same level of education. You can have a doctor as a person and also someone that never even attend school, all in the same class. I as a facilitator, I also hold your life in my hands; I have to try my best to invest in their lives.*

IC1: *Education is not prioritised for female inmates. With the male offenders, they have external teachers. Here offenders are teaching offenders. Do females not need proper formal education as well? The matric pass rates are only celebrated by male offenders.*

IC1 and IC2 both note the low levels of education attained by female inmates at the correctional centre. They see correctional programmes as a tool of investment to enrich the lives of female inmate learners and see themselves as valuable instruments to implement this tool. IC1 makes reference to the existing gender disparities easily noticed in the provisions of correctional education programmes offered to male and female inmates.

8.9.3 RESOURCES

This section refers to the resources associated with female correctional education. The researcher enquires as to why the learners are using half-cut writing books and have no manuals or learning guides. The responses regarding resources are noted below.

Question: Can you please describe the learning resources available to female inmates and why do learners have half cut books?

IC1: *No resources here, no manuals to hand to the learners. So the learners rely on what I have to share with them. I, as a facilitator, have to buy my learners' books and stationery and pay for these from my own pocket. So I buy a book and cut it into two to give to two learners. Here, you just do what you have to do and not be a revolutionary. To survive, you just have to stay in your own lane. All of us part-time facilitators are in the same boat. We all work part-time.*

IC1: *Not everyone is able to listen by the same styles, not all listen with words, some like pictures and drawings. So I take in my own charts and pictures to tell a story. Here you just have to work with what you got. Here there is no blackboard for us; I bring in my own small resources to help me.*

IC1: *I as a facilitator don't even have a chair to sit on or even a desk to use. I stand or sit on a bench or whatever is available.*

IC2: *Especially in the female centre, we have to trace the victims. Here there is no driver allocated for VOD like in the male sections. Here, they say they are understaffed. So we are squeezed in only when an assigned driver is available (the part-time facilitators also undertake the VOD programmes that form a part of the restorative justice process). Sometimes the victims live away from the correctional centre, so the facilitator and a correctional official have to take the inmate to another correctional centre or satellite hub of the Department that is closest to the victim/s. This is to undertake the VOD programme. This can only take place when a car that belongs to the Department is available. Further, the driver of the vehicle has to be a correctional official that's been designated as a driver for the Department.*

IC3: *The manuals are so outdated. What the manual says is not correct. Like for economic crimes, the stats are all incorrect. Whilst we are following the manual, the inmates tell us that this no longer happens. We have been contracted for only a certain period and don't have any time to do this research. Manuals are supposed to be up-to-date and not filled with wrong information. It's very embarrassing to be placed in this situation.*

IC3: *We always had to use our own cell phones and not get reimbursed for the calls. Then victims start calling you, messaging you, and harassing you. There is no professionalism whatsoever and a total invasion of your personal space. It's only now, after so many years, that they have only now put a phone in the office.*

The conversation details the lack of stationery, the absence of learning manuals, old outdated manuals, having no desk and chair to use, and the lack of a phone

in their office. It is also indicated that the female correctional centre has no designated driver, as they do at the male sections, and that having no designated driver impedes on their VOD programme.

8.9.4 CORRECTIONAL CENTRE SUPPORT

The researcher enquires as to why a correctional official would disrupt a class once it starts, and the discussion goes on to reveal the type of support that the programme facilitators receive from correctional officials based at the correctional centre.

Question: Can you please describe the correctional centre support you receive as I observed classes being disrupted?

IC1: The course will be scheduled to start at 9 a.m. But it can't start because the learners must finish their cleaning first. A few come on time, but most don't. Some members don't care that this is affecting time and schedules. Although we have a schedule, it can hardly work due to time and these challenges. No matter how educated I am, there is this kinds there that if you are not wearing that brown uniform, you are nothing. So I wait at the gate for my class. The member will say, "I'm still very busy. I must still decide if you can have this class." So I am at the member's mercy if I can have this class or not. Their uniform makes them feel that they are up there, that they are more dominant, superior, up there, better than the rest of us. Their mannerism is too bad; they have no work ethics at all.

IC1: So when I came here, I had to teach myself courses like anger management and restorative justice. They do not prepare you or teach you anything here. You read the manual and teach yourself.

IC2: Biggest issue here is to get everyone in one class. Sections can't mix with other sections. You come and wait for your learners, and the members will ask how many in a class. Members will just say no, I need them to do cleaning, sweeping, and other sorts of work. So it becomes a challenge with the members.

IC2: You have to empower your staff in order to see change. What worked in 1987 can't work in 2022. Training and updated skills are not provided to us as staff. I have to self-teach myself as a facilitator and as a tutor. Here you can't voice your opinion irrespective of what you are saying is right or wrong. You are scared, you will get blamed that you are not doing your job well or that you want to do the officials' jobs.

IC3: Members need offenders during course time to do other stuff like painting in the sections, etc. So they can't have access to our programmes. They are unable to attend.

IC3: We just recently returned to work. There was an internal issue, and none of us worked for a very long time, about eight months. In this time, no VOD took place at all. Not even any member assisted with this while we were away. You can't go to parole board if you don't have this. And the inmates also want to go home to their children; they don't even get to see them because of Covid-19.

The responses note the impact of support for female correctional education whilst they facilitate learning for female inmates. The impact includes having no programme take place as scheduled, being unable to get all learners to class on time, a lack of training and updated skills, and an inability to share ideas and opinions. This is observed in the first restorative justice class where the facilitator just reads from notes and tries to understand certain aspects herself before re-explaining this to the learners.

8.9.5 MISSING CORRECTIONAL EDUCATION PROGRAMMES

The researcher had wanted to observe an economic crime programme. This is a programme that is presented to inmates who have been incarcerated for economic crimes. The part-time facilitators reveal that they are only conducting the Offender Rehabilitation Path, Heartlines, Restorative Justice, Spiritual Care, Counselling, Anger Management, Self-Image, Family Life, and Victim Offender Dialogue programmes.

The researcher is of the opinion that it is important to observe how these programmes are conducted as literature the world over indicates that most female inmates are incarcerated for economic crimes. They further note that their spiritual care programmes are all Christian-based as they have no other facilitator to conduct other religious programmes such as Hindu and Islamic education programmes.

The researcher undertakes an informal conversation with a correctional official that is in charge of these correctional programmes. This includes programmes such as economic crime and substance abuse. The official notes that these programmes are only undertaken when a correctional facilitator is available.

Question: Can you please list all the education programmes that are within your care?

Answer: New Beginnings, Economic Crime, Anger Management, Changing Lanes, Change is Possible, Substance Abuse, Restorative Justice, Sexual Crimes, Offender Rehabilitation Path, Heartlines, Spiritual Care, Self-Image, Family Life, and a Pre-Release programme.

Question: How many facilitators do you have to conduct these programmes?

Answer: My department has no full-time facilitator; I rely on any other correctional staff to carry out these programmes on an ad-hoc basis. A programme can't be undertaken if no official is available and that none of the officials have been trained by the Department to perform as an educational facilitator. Most of the programmes are being conducted by the Spiritual Care Department, i.e., the part-time facilitators and no longer correctional officials.

Following this informal conversation the researcher also has an informal conversation with the correctional official that facilitates the Pre-Release Programme. The official is full-time personnel of the Department and she supervises the living space of female inmates. She is the only person that

conducts this programme and has received no prior training from the Department to facilitate this programme.

Question: Can you please describe your Pre-Release Programme to me?

Answer: When female inmates get a date for release, which is generally six months prior to their exit from the correctional centre, I have a discussion with them on the do's and don'ts once released.

Question: Please can I see a copy of the manual you use to conduct this education programme?

Answer: I don't have a copy of the manual at the moment but the material is in my mind.

The Department of Correction Services delivers its correctional education programmes on a needs-based policy, i.e., if an inmate is incarcerated for economic crimes, this individual is placed on an economic crime programme. From this informal conversation held on missing correctional education programmes, it is easily ascertained that the female correctional centre is unable to deliver all the programmes on their list.

Many programmes such as economic crime, substance abuse, and sexual crimes are not being administered at all due to a lack of facilitators. The pre-release programme is an important exit education programme. The reliance of this programme is based on a single member of staff who does not have a programme manual on hand or have any formal training from the Department as an educational facilitator.

8.9.6 SPORTS AND RECREATION RESOURCES

It is observed that only one class of aerobics is held for the female inmate learners. This was the first and only class that had been conducted whilst the researcher visited the correctional centre for a two-month period. This

observation, together with its lack of sports equipment, was followed up with an informal conversation undertaken with one of the correctional official's that is involved with the sport, art, recreation, culture, and library programmes.

Question: Please list the different types of sports and recreation programmes that are offered to female inmates?

Answer: The only sports and recreation programmes that are offered to female inmates are aerobics, body building, netball, and volleyball, as these activities could take place in the female courtyard. Sporting codes like soccer, athletics, and rugby require an open venue and the female correctional centre does not have this available. I also arrive to work on certain mornings much earlier so that the female inmates can start some exercise at 6 a.m.

The researcher does observe this on a few of her very early morning visits to the correctional centre. These sessions would take place in a similar setting to where the AET level 2 classes took place, in an open barricaded space.

Question: Please describe the challenges experienced with recreation opportunities for female inmates?

Answer: The facility is in desperate need of aerobics equipment, steppers, dumbbells, and floor mats. Gym clothing and sand shoes for the participants are urgently needed as most did not have these basic essentials. It was only a few of the female inmate's families that brought these items in for them.

Question: You are also managing the female library facility. Please can you describe your challenges experienced with the library?

Answer: The library has very old and outdated books as the Department does not provide any new books. Most of the books that we currently have were donated by donors. However, I am proud of the commitment of the inmates to engage in the sports and library programmes even though there are several limitations experienced. I have notices that sporting engagements encourage happy

behaviour as this reduces their anger and frustrations, and as a result, these education programmes require a priority. Her sentiments echo those of Hanser (2013:200), who notes that engaging inmates in physical or sporting activity renders them less vulnerable to non-social behaviour.

These offerings are in line with the researcher's observation regarding a lack of sports equipment, restricted sporting programmes and recreation opportunities, a need for gym apparel, and very old and historic books available at the female library. The correctional official also seems involved, focused, and interested in the education and welfare of the female inmates. This reveals not only in her tone and facial expressions but also her commitment to starting her shift early in order to make available the opportunity to exercise.

8.10 DOCUMENTARY ANALYSIS

The study examines records and documents to extract meaning and participant perspectives relating to female correctional education. The records are all written resources. The researcher requests documents from the correctional officials in charge of the various education programmes provided at the correctional centre. The different types of documents on request are made up of the following; exam calendars, education year schedules, distribution lists of courses or programmes amongst teachers/facilitators, learner attendance sheets, exam timetables, teacher attendance sheets, programme assessment outcomes, education mission statement, strategic plans on education for female inmates, learner handbooks or guides, syllabus content, teacher duty logs, learner incident reports, educational flyers, posters, and training materials.

When this listing was compiled, the researcher took into consideration all types of documents that would be significant and cater to successful education programmes. The researcher has over fifteen years of learning and development experience for adult learners across national corporates, and the types of documents requested are the standard controls associated with any learning environment or learning school. The following table reflects the results of the documentary analysis data.

Table 14: Educational documentary analysis outcome

EDUCATION DOCUMENTARY ANALYSIS OUTCOME	
Document	Outcome
Exam calendars	No exam calendars, it's printed off Google. Facilitators scratch across items and dates and use this as a make shift exam calendar
Exam/test timetables	The AET school used the exam timetables as set by the DoE. The informal and non-formal schools had no test timetables
Yearly education schedules	The AET school used the schedule as set by the DoE. The informal and non-formal schools had no yearly schedules
Facilitator course distribution lists	No listings available; facilitators had their own agreement for AET classes. The contract facilitators had it pinned upon a little board
Learner attendance sheets	Facilitators had class registers
Facilitator attendance sheets	This was only done by the part time facilitators as they get paid hourly
Programme assessment outcomes	The AET school had a file as this as a DoE requirement. The informal and non-formal schools had no documented evidence
Education mission statement	None at the informal, formal, or non-formal divisions
Strategic plans	None at the informal, formal, or non-formal divisions
Learner handbook or guides	AET learners had access as this is provided for by the DoE. The skills class barely has a guide. The other classes had none.
Syllabus content	The AET school had files. The rest of the facilitators relied on outdated manuals
Facilitator duty logs	This formed part of the attendance registers
Learner incident reports	Done by the officials in charge of formal, informal or non-formal education. They hand this over to case management for further
Educational flyers	None in the informal, formal, or non-formal divisions
Educational posters	None in the informal, formal, or non-formal divisions

Table 14 notes that the majority of documents generally used for structured teaching and learning are mostly absent from correctional education for female inmates at the female correctional centre.

The researcher further requests from the correctional official overseeing the skills development programmes a listing of all the skills programmes that is offered to the female inmates after observing that there is only one skills programme being

offered. From her file, the correctional official retrieves a copy of a report; Statistics Report DCS 2021/2022 – Enrolment Register, Durban Female, Durban.

The following table is generated from the Statistics Report Enrolment Register 2021/2022 for Durban female. This report affords insight into the different types of skills programmes available for female inmates and the skills programmes that the female inmates are actually enrolled in. The report further notes that entrepreneurial training programmes such as the New Venture Creation and the Bread & Flour Confectionary programmes are not offered by the Department of Higher Education and Training but are sourced via a tendering process.

Table 15: Statistics Report DCS 2021/2022 – Enrolment register, Durban Female, Durban.

SKILLS ENROLMENT REGISTER - STATISTICS REPORT 2021/2022 DURBAN FEMALE		
Skills Programme	Learners	Status
Computer skills training	0	Not available
Basic occupation skills training	0	Not available
Vocational training	0	Not available
National certificate vocational level 2	0	Not available
National certificate vocational level 4	0	Not available
National certificate Management/Marketing/Info tech & Computer science	0	Not available
National certificate Finance, Economics & Accounting, Office administration	0	Not available
National certificate Electrical infrastructure constructions, Civil engineering & construction,	0	Not available
National certificate Engineering and related design, Primary agriculture, Hospitality, Tourism	0	Not available
National certificate Bread & flour confectionary	30	On hold
National certificate New venture creation level 2	12	On hold
National certificate New venture creation level 4	15	On hold

Total number of learners enrolled	56	
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Table 15 notes that only fifty six female inmates are enrolled in skills development programmes at the female correctional centre during the data gathering phase of the study. Female inmates are enrolled in mere two skills programmes. This is the New Venture Creation and the Bread & Flour Confectionary programmes. However, both these skills courses are put on hold due to various issues experienced, as the data reveals. For the New Venture Creation programme, there are ongoing issues with the external service providers contracted and there are no facilities at the female correctional centre to complete the practical aspect of the Bread & Flour Confectionary Programme. The majority of the learning programmes indicate that there are no learners participating in these programmes. This is because the DWCC does not offer any of these skills programmes to the female inmates, as was confirmed with the correctional official in charge of the skills programmes.

It is noted that there is a fully-fledged kitchen at the male correctional centre that is used for culinary courses offered to the male inmates. The correctional official overseeing this education programme indicates that she needs to make some arrangements with the male centre for the use of their training kitchen. This would give the female learners an opportunity to complete the programme.

8.11 CONCLUSION

Integral teaching and learning conditions are pre-requisites for positive outcomes in education programmes being offered. It is the same principle that is applied to public education schools as well, as they form the basic conditions for favourable and conducive learning and quality education. The structure and conditions of correctional classrooms and correctional learning set-ups have been detailed and described in-depth in all eleven classroom observations undertaken.

Basic learning resources such as learner and facilitator chairs and desks, clean walls, posters, information charts, a computer, proper usable black boards, noise-

free lessons, an interactive and better equipped library facility, provision for more correctional education programmes, to have proper and acceptable classrooms, making stationery available, a need for basic teaching and learning materials such as study guides, textbooks, and programme manuals, the employment of correctional educators, the employment of full-time correctional facilitators, having a toilet facility available for the female inmate learners, and providing a decent homework area are key contributors to the successful learning conditions of female correctional education.

The physical resources and types of learning areas available as described for female correctional education shed light on the prevailing conditions experienced by female inmate learners and the correctional education they receive. The observations also afford finite detail into the way teaching and learning programmes are delivered in the absence of these basic learning resources.

It is envisaged that since female inmates are the minority prison population, they would be well taken care of regarding budget allocations that cater for teaching and learning resources, programme allocations, general maintenance of correctional classrooms, salaries for full-time correctional educators and correctional facilitators, and support and other facilities. However, this is not the situation with female correctional education at the correctional centre under study. The researcher can't help but infer if the societal standard of marginalising females is the norm used to reduce, weaken and demoralise a female's status in correctional centres as well. This is easily deduced from the observational data gathered of the various learning programmes on offer, correctional conditions prevalent, and it must be noted that the female school did not project any life or vibrancy.

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CHAPTER NINE

INTRODUCTION, FINDINGS, RECOMMENDATIONS AND CONCLUSION

9.1 INTRODUCTION

This chapter's goals illustrate a discussion of findings. The study is descriptive in nature and its findings come from the study itself and not from outside sources. I.e. the discussion of the findings is not based on a literature review but emanate from the various perspectives received. The chapter provides recommendations centred on each finding and as a result each finding has been grouped to a specific recommendation. All the study findings are aligned to the aim and objectives of the study.

The layout of a finding followed by a recommendation to the finding helps to put perspective on each individual finding and recommendation before proceeding to the next finding and recommendation. As discussed throughout the thread of the thesis, the literature available on female inmates and especially that on female correctional education is scanty and limited globally, however findings are linked to the available literature where available.

The recommendations stem from the study findings itself and not from that of literature. The literature has been used in previous chapters to run parallels against the various forms of data analysed to ascertain if the data received is similar to national and international perspectives. The chapter also provides suggestions for future research and shapes an appropriate conclusion for the chapter in particular, and the study in general.

The study's findings, recommendations, and conclusion are largely centered on the literature review chapters as well as the research results detailed and discussed in chapters 6, 7, and 8. To resonate with chapter 1 regarding its aim, the primary research question and sub-questions of the study are listed below.

The study's aim:

- To investigate the participant's perspectives in an attempt to identify gaps in the correctional education programmes provided to incarcerated females based at the Durban Westville Correctional Centre (DWCC) and their efficacy as recognised in The White Paper (2005).

Furthermore, this study envisaged answering the following research questions:

Primary research question:

- What are the female inmate learner perspectives relating to their experience of learning from correctional education programmes offered at the correctional centre?

Research sub-questions

- Do correctional education programmes offered to female inmates effectively aid rehabilitation and re-entry opportunities?
- What are the various methods used to deliver correctional education programmes? and
- Are the current correctional conditions conducive to correctional education?

This study has been guided by these questions within the research area. Chapters 6, 7, and 8 present the research results based on the participants' perspectives. These are grouped into themes as per the research questions and research sub-questions. The study's primary research question, "what are the female inmate learner perspectives relating to their experience of learning from correctional education programmes offered at the correctional centre?" guides and steers this research.

Centred on these research questions, this study is able to produce substantial data that is valid and trustworthy. The data is obtained using the study's research questions and data collection techniques. The literature study in this research project is conducted on relevant previous research undertaken globally and nationally. The literature study provides support for the data gathered via the observation and interview processes of this research project. In light of the reported empirical data, the researcher draws the conclusion that the study's aim and objectives have been attained.

The study's aim and objectives are attained by making use of qualitative research. This approach provides the participants a chance to express their thoughts using their own words, enabling the researcher the ability to see their experiences and points of view through their accounts and to revisit these encounters with them. Ultimately, this leads to a more significant comprehension of their actions, views, and experiences in regard to female correctional education (Miles & Huberman, 1994:1; Payne & Payne, 2004:175; Dantzker & Hunter, 2012:57; Young & Hren, 2017:14).

Fourteen female inmate learners and three female inmate facilitators form the study population. The study enables the researcher to collect and analyse data using its selected approach and method. This approach and method enabled the collection of the various participant perspectives. The case studies conducted at the DWCC with this particular group of participants provide a wide range of viewpoints that notably detect problems when it comes to the administration, management, implementation, and structural conditions that prevail for female correctional education. The researcher provides a breakdown of all perspectives gained during the observation and interview processes by featuring the extensive data collected during the fieldwork at the correctional centre.

The following sections summarise this study's findings, recommendations, and conclusion.

9.2 FINDINGS AND RECOMMENDATIONS

Findings for the study and recommendations for each finding are presented in this section. Each finding stems from the study and is discussed individually. Recommendations are aimed at addressing each finding. Each finding and the relevant recommendation(s) is detailed as Finding 1 and Recommendation 1.

9.2.1. FINDING 1 & RECOMMENDATION 1

Finding 1: REHABILITATION VIA EDUCATION STREAMS

Most participants perceive education as a positive tool and vehicle for rehabilitation despite the challenges they have experienced. Participants concur and affirm that education can enable the Department to effectively rehabilitate inmates and provide a meaningful service to the country. However, most participants also share views that their opinions are never sought on how to better the education programmes provided.

Many participants feel that their low education levels assisted in shaping their participation in crime. The majority of participants reveal that education is a crucial approach to reducing recidivism because it makes them feel better about themselves and want to achieve more for their lives on re-entry. Some participants want to use education as a tool to show their families that they have changed and want better lives for themselves going forward. Most participants note that they have noticed differences in the behaviour and self-esteem of school-going inmates when compared to other inmates who don't take education classes at the correctional facility.

The majority of the participants share that the authorities at the correctional centre and in government need to communicate with them as well when programmes and policies are being developed. Although they receive education as a rehabilitative tool, their opinions are never sought. Participants note that they are the ones undertaking the programmes and can share their views and experiences to improve them. Most of the participants iterate that education programmes need to be made compulsory and this needs to be told to the authorities.

The finding is in agreement with De Sa e Silva (2009:195), that found out in her study in Brazil that granting inmates a right to an education includes much more than just enhancing the provision of a service; it also requires helping to restore their self-worth and facilitate a seamless reintegration upon release. Saying this in another way, correctional learning needs to eventually assist inmates to become the leading character in their story (De Sa e Silva, 2009:195).

This finding is also supported by various other scholars who note similar sentiments to rehabilitation via education streams (Mageehon, 2006:146; United Nations, 2007:75; Artz *et al.*, 2012:243; Kheswa & Lobi, 2014:616). This viewpoint seems in line with the study's finding, which shows that education helps to increase an inmate's self-worth and self-respect. The majority of the participants want to be educated. However, enhanced policies are required to enable effective correctional education for female inmates.

Recommendation 1: EFFECTIVE POLICY MAKING TO ADDRESS REHABILITATION

It is commendable that the Department's key functions are security and rehabilitation. Therefore, the establishment of criteria regarding how these two must coexist is of utmost importance. In order to achieve optimal rehabilitation, policymakers should maintain communication with offenders enrolled in correctional education programmes to understand their issues and align the design of correctional education policy to solve those challenges and ultimately remove them. The Department is one of several departments of the South African government. Any programme, especially education programmes, frequently requires enabling laws, rules, and regulations from the government.

Based on finding 1, the following recommendation is made: Learners and facilitators should form part of the policy making process for educational programmes. Policy should state that participation in education programmes should be mandatory. Particular focus should be paid to the difference that participation makes in the conduct of inmates who are involved in programmes compared to those who are not involved.

9.2.2 FINDING 2 & RECOMMENDATION 2

The study details the following finding and a recommendation against this specific finding:

Finding 2: DAY-TO-DAY CORRECTIONAL CENTRE EDUCATION

Studying, according to most of the participants, is a constant struggle for them, both in and out of the cell. For the inmates, the cells represent living units where incarceration laws are followed. Incarceration needs come first, rather than student needs. The institutional routine both in and out of the cells is not set up to educate. It does not allow for, and encourage, the delivery of correctional education programmes. Rehabilitation education is not prioritised.

Participants note that although rehabilitation is supposed to be the main mission of corrections (central to all functions of the Department) this function is not adequately supported by correctional officials. Participants feel that the inclusion of education does not give any special consideration for female inmates. Most participants note that correctional officials don't encourage inmate participation in education programmes.

Studies (Johnson, 2015:133; Agboola, 2014:123; Judicial Inspectorate for Correctional Service, 2017:15; Harris, 2011:25) are in support of this finding that correctional officials at the female correctional centre are unsupportive of female inmate learners. Female inmates note they feel apathetic to the attitudes they sometimes receive from female correctional officials as they are unsupportive of female correctional education.

Recommendation 2: EDUCATION SUPPORT

Centred on the above finding in this study, it's recommended that female inmates be provided with the same support as their youth and male counterparts in order to receive their fair portion regarding the distribution of the nation's resources and

allocated budgets. Female inmates do acknowledge the help given at different levels for their efforts and participation in "the female school". However, the support is limited and comes from a limited number of correctional officials, inmate facilitators, and part-time facilitators.

9.2.3 FINDING 3 & RECOMMENDATION 3

The study details the following finding and a recommendation against this specific finding:

Finding 3: UNDERMINING FEMALE CORRECTIONAL EDUCATION

Most participants feel that the correctional authorities do not support their education efforts and make light of them. Most participants feel undermined and that their education needs are not important to the correctional authorities. Most participants are aware that there is a functional school that the male inmates attend, but they are not permitted entry to utilise these basic education resources. Most participants feel that female education has been undermined and male education has been afforded a priority. Most participants claim that at the female correctional centre, security and discipline are key factors above their education needs, even if they are regarded as active and serious education participants.

In the above regard, Silverman (2001) claims that custodial staff frequently undermine correctional education programmes because they continue to consider discipline, control, and security as the primary duties of incarceration. Recovery is hampered in environments where these attitudes are prevalent, as inmates believe that being rehabilitated means being able to submit to authority figures without inquiry and to work well with them (Silverman, 2001:390). This finding of Silverman (2001) has been reinforced in the latter studies of Agboola (2014:128) and Johnson (2015:109) who has made similar findings.

Recommendation 3: RESOURCE AVAILABILITY AND USE

An arrangement for females to share the services available for male inmates needs to be devised to heighten the usage of current resources where females are kept as an addendum to a male corrections facility. This is the situation at the DWCC. The policy, structure, and procedures need to allow for sufficient segregation of male inmates for security reasons, along with proper controls when female inmates make use of the said facilities. Under the umbrella of equality, there needs to be changes in the use of educational resources available to DWCC.

9.2.4 FINDING 4 & RECOMMENDATION 4

The study details the following finding and a recommendation against this specific finding:

Finding 4: BUDGETS

Hall (1990:9) notes that for inmates to be positive and productive citizens of societal structures, sufficient funding is needed to enable the processes required. The informal conversations held with part-time facilitators concur that funding for correctional education lies within the correctional centre budget. This is also resonated by one of the correctional official's that's a part of the SRAC programmes.

However, neither the facilitators nor the correctional officials are allowed to make any input as a team when the budgets are drafted. This is problematic for the successful delivery of correctional education. Teaching aids such as books, stationery, desks, chairs, printers, photocopiers, and other educational items cannot be purchased. The informal conversations reveal that school stationery is not prioritised by the individuals who manage the budget. Part-time facilitators have to buy books and stationery for their learners from their own resources. There is simply not sufficient funding available for continued positive educational outcomes.

This finding correlates with various studies that indicate that the budget for correctional education programmes are in contrast to the rising offender population and that the learners face a lack of essential educational materials. This lack of a budget has caused substantial challenges to effective correctional education (Burton, 1993:1; Wright, 2001:11; Sanford & Foster, 2006:608; Galeshi and Bolin, 2019:3; United Nations, 2007:37).

Recommendation 4: FINANCIAL SUPPORT

The Department has the mandate to oversee the running of female education in correctional centres. As a result, the Department has an obligation to ensure that its entire female inmate population has access to the same educational opportunities as male inmates receive. The White Paper (2005) acknowledges the importance of education, yet the budget allocated for female correctional education does not recognise the importance and significance of this.

Taking into account the study's finding, it is a recommendation that the Department should to increase its budget allocation to female education, in particular for Durban Westville. This will help to realise the full aims and purpose of the White Paper (2005) regarding education and rehabilitation. This will also enhance the opportunity for female inmates to succeed once released from the correctional centre.

9.2.5 FINDING 5 & RECOMMENDATION 5

The study details the following finding and a recommendation against this specific finding:

Finding 5: MOTIVATION

Most participants reveal that they hardly ever receive encouragement to study from sources like family, external service providers, correctional officials, or the Department itself. Studies note that motivation gets incarcerated learners into the classroom and keeps them there; they are confirming the idea that motivation is

a crucial component to the learning process. This needs to be a core focus of the correctional system to consistently encourage learners to stay in school and obtain academic achievement, but it's not the scenario for the study participants (Hall & Killacky, 2008:307; Johnson, 2015:132; Judicial Inspectorate for Correctional Service, 2017:29; Policy Brief-GHJRU, 2012:5).

Recommendation 5: KEY STAKEHOLDERS WORKING TOGETHER

The success of programmes for female inmate education depends on the belief of all those involved in its implementation and its advantages. When the budgets are created and when legislation is introduced, administrators and legislators must support finances that relate to education. Most current programmes would cease to function in the absence of financial support, while the lack of stakeholder support should not add to the pressures already active in the educational system.

Technical and vocational colleges, as well as campuses and universities in the area, must be willing to participate. Given that female inmates in correctional centres depend on support to finish the demanding coursework, they must see course delivery as potentially even more crucial than regular or traditional instruction in the mainstream. Female inmate learners require their encouragement and motivation, and this should be granted at all times and from all levels of the correctional hierarchy and other role-players.

9.2.6 FINDING 6 & RECOMMENDATION 6

The study details the following finding and a recommendation against this specific finding:

Finding 6: LIMITED ENROLMENT IN EDUCATION PROGRAMMES

The majority of participants indicate that a high proportion of female inmates do not attend education programmes. Attendance is not mandatory and there is no compulsion to attend. Participants also note that illiteracy is high within the correctional centre. Although female inmate learners are enrolled in AET classes,

their numbers are minimal. Not all female inmates have completed their AET studies or even enrolled in the programme.

This finding is aligned with the South African study of Jules-Macquet (2015:14), who discovered that around 20% of inmates have access to educational programmes. This includes courses in skill development, further education and training (FET), regular secondary education (particularly grade 12), and adult education and training (AET). The average is incredibly low, and it may be ascribed to a staff shortage, an absence of resources and motivation, in addition to uncooperative or unfair correctional personnel.

Participation in education is often manifested as tokenism to adhere to parole requirements, and not as a means to meaningful change and development.

Recommendation 6: MANDATORY EDUCATION AND PAROLE INCENTIVES

All female inmates should be required to undergo correctional education programmes for rehabilitation and re-entry into societal structures. This needs to be a mandatory process and not a mere token as a parole requirement. However, the Correctional Services Act 111 of 1998, Section 41(1), notes that such education is required for adults who are illiterate. Efforts should be made to make it mandatory for all potential inmates who can benefit from further studies, regardless of their current level of education.

It is vital to look into and take away any obstacle or barrier to entry into these classes. No matter the time and duration of their incarceration, the Department should make sure that AET is accessible to all inmates, and sufficient support should be made available to ensure that inmates can successfully finish this programme even once released. The Department should provide the teachers for this programme; it shouldn't rely on the availability of only inmate facilitators to serve as educators.

Another potent inducement offered to inmates in the South African correctional system is a chance for parole. Parole eligibility is also based on correctional

education programmes attended. This incentive in the penal system may help to motivate inmates who would not have participated in schooling otherwise. Parole and its implications need to be created as a mandatory education programme in its entirety. This should be presented to all inmates upon entry to the correctional centre.

9.2.7 FINDING 7 & RECOMMENDATION 7

The study details the following finding and a recommendation against this specific finding:

Finding 7: LEARNERS PERSONAL CHALLENGES

The data reveals that most of the participants deal with personal difficulties. Participants admit having considerable psychological problems that also impede their study ability at the correctional schools. The majority of participants concur that the learning environment is challenging. It exacerbates poor educational efforts and results. Some participants mention that it is difficult to get their documents, such as identification papers, to sign up for education programmes while they are incarcerated.

Mental health problems, victimisation and trauma, dysfunctional relationships, stress and parenting challenges, health challenges, intimate partner abuse, relocation, loss of loved ones, and financial difficulties have all had an impact on the research participants in this study. This finding can be likened to the findings made by the various literature cited throughout this thesis. Literature notes that female inmates suffer from mental health and substance use issues, have experienced domestic violence, sexual abuse, or sexual assault and post-traumatic stress disorder.

Additionally, their absence from their family structure appears to have a greater impact on them. This is clear from the fact that some of them have lost touch with their kids while behind bars. Others are negatively impacted by being cut off from their families. This attitude could be taken to mean that learners need their

families' support during their academic journey at correctional schools. Some participants note that they require counselling.

Studies support this perspective as they indicate that female inmates have special needs and these stem from their extreme trauma experienced prior to incarceration and that these challenges impact on them whilst incarcerated (Sharp, 2014:1-2; Van Hout & Mhlanga-Gunda, 2018:2). Accordingly, Dlugash (2013:49) proposes that for inmate learners to succeed in school, they should be engaged in education and recreation activities. It is suggested that the Department to concentrate on educative measures of rehabilitation to lessen the suffering brought about by an inmate's confinement. Macomber, Skiba, and Blackmon (2010:3) advocate fair and open communication amongst learners and educators in support of this idea.

Recommendation 7: FEMALE-CENTERED EDUCATIONAL AND REHABILITATION PLAN

A female-centered plan is required, one that aims to give direction to the educational opportunities and career paths that corrections offer to females. To address how females enter the criminal justice system, these programmes must be designed with a trauma-informed lens.

A female-centered plan needs to encompass some of the following key aspects. The correctional facility must provide access to a well-organised therapeutic unit, one that deals primarily with difficulties related to despondency and depression. This facility needs a psychologist to assist with the mental health issues experienced by female inmates.

It is recommended that the Department collaborate with the Department of Health to help with health-related issues. They also have physicians, nurses, social workers, psychologists, dieticians, dentists, and other health professionals on hand. Female inmates must have access to programmes that foster the development of interpersonal skills. This programme must advocate for the idea of having a healthy sense of self.

Promoting visits is a crucial component of developing a rehabilitation facility. In particular, for female inmates who haven't had visits in a while, correctional authorities should come up with a method to phone relatives and children to encourage visits.

9.2.8 FINDING 8 & RECOMMENDATION 8

The study details the following finding and a recommendation against this specific finding:

Finding 8: PATRIARCHY PRACTISES

According to the present study, the setting of the correctional facility is akin to the experiences relating to gender-based abuse that some of the participants had endured on the outside of the facility. As a result, practises that resemble patriarchy continue to be used against female inmates, while female inmates have no alternative but to subject themselves to these enforced practices. The study's findings show that two grade 12 schools are available, but this is only for male inmates.

Another finding that is suggestive of patriarchy practises is that the hostilities created by a male-dominated environment can be experienced by the female inmates in the approaches to security and control over female inmates. Power and privilege impact the social relationships and exchanges between female inmates and correctional officials. The effects of patriarchy are seen in the intimidation, victimisation, and belittling tactics that are used to silence female inmates regarding their unpleasant experiences in the correctional facility, even during the interviews that the researcher conducted.

Correctional officers' categorisation and evaluation of female inmates based on their crimes further stigmatises and demeans and portrays them as a small cluster of individuals who are unworthy of real human association, also by the mere means of their small numbers, compared to the male inmate population. All

of these processes demonstrate a reinforcement of female inmates' gendered existence, which devalues and discredits the purpose of female inmates pursuing education and efforts to rehabilitate them.

The experiences that the study's participants express support Richie's (2012) claim that the experiences of incarcerated females highlight the importance of addressing social marginalisation. In order to deliver comprehensive programming that is gender-sensitive, it is also necessary to redefine rehabilitation external to the confines of established conceptions of sexuality, class, gender and other areas. The participants' perspectives are similar to the findings of studies that conclude that female correctional education is marred by patriarchy practices and that effective rehabilitation and reintegration requires meaningful correctional education programmes (Vetten, 2008:142; Policy Brief-GHJRU, 2012:5-6; Penal Reform International, 2019:32).

Recommendation 8: A NEED FOR A FEMINIST CRIMINOLOGIST

It is recommended that correctional personnel who head up correctional education for female inmates are qualified feminist criminologists. These are the individuals that have studied the life patterns of female inmates and have the knowledge required to implement broad gender-based female correctional education. Being a registered educator in the mainstream is insufficient because female inmate educational needs are very specific, even more specific than the female educational needs in a free society. These mainstream education individuals don't know any better regarding most facets of female inmates' special needs and how to promote viable correctional education programmes for female inmates.

Vacancy posts advertised on the Department's website note that all education personnel have to be recognised by the South African Council of Educators as a pre-requirement. However, it is currently the norm that an individual who is the head of a school, even in the public domain, does not teach day-to-day in the classroom, and neither do the correctional principals or heads of correctional schools. Their role is to manage the effective delivery of education programmes.

As the literature denotes, a correctional environment is not what an ordinary school system in the mainstream is. Correctional authorities need, for once, to start thinking creative and dynamic and not conform to rigid educational and other guidelines. After all, the needs of female inmates are not mainstream, but they require unique approaches that are separated from the patriarchal mainstream.

9.2.9 FINDING 9 & RECOMMENDATION 9

The study details the following finding and a recommendation against this specific finding:

Finding 9: SPECIALISED TREATMENT PROGRAMMES

Most of the participants indicate that they endure separation from their loved ones, have many personal challenges to deal with, and have past trajectories that require special intervention through therapy and assistance to heal from. This is more so true for participants that have endured intimate partner abuse and attempt to seek the services of a psychologist within the correctional facility. However, they are unable to obtain such services. Where services could be obtained, the service is unfriendly and without compassion.

Literature (Judicial Inspectorate for Correctional Service, 2017:15; Parliamentary Monitoring Group, 2014; James, 2016:121) indicates that successful rehabilitation and re-entry of female inmates can be achieved by specialised correctional personnel however this is lacking for female correctional education as there is a dire shortage of specialised personnel involved in female inmate programming.

As per the Correctional Services Act 111 of 1998, it is essential to conduct individual evaluations of offenders to ascertain their particular needs for specialised treatment programmes (Parliamentary Monitoring Group, 2020). Steyn and Hall (2015) claim this is not the case and that a single solution approach is reportedly in use. The finding is also similar to that of Steyn and Hall

(2015:97), who advise that stress-inducing situations should be recognised and appropriately handled. Female inmates also need to have their mental health assessed as soon as possible when they are incarcerated.

Recommendation 9: SENTENCING PLANS

Plans for sentencing should consider work, educative, and rehabilitative aspects. To that end, work should not be confused with rehabilitation, especially because many female inmates did experience severe trauma in their past and claim to have benefit from correctional education programmes like anger management. Therefore, rehabilitation should aim to treat some of the underlying causes of their misconduct, such as abuse and poverty, in addition to trying to deter future criminal behaviour. Programmes must be particularly created for females and not only adapted from or borrowed from men's programmes in order to take females' needs seriously.

Furthermore, each programme must be tailored to the individual offender; only then can it be called needs-based, which is one of the goals of the White Paper (2005). In other words, even though the generic programme may differ from mainstream programmes, it means that even the contents of this generic (but different) programme need to be improved to meet the needs of specific offenders. Specialised psychological services are needed for this, and they are not available at Durban Westville.

9.2.10 FINDING 10 & RECOMMENDATION 10

The study details the following finding and a recommendation against this specific finding:

Finding 10: NO QUALIFIED CORRECTIONAL EDUCATORS OR FULL-TIME FACILITATORS

Most participants reveal that there are no correctional educators or full-time facilitators available for correctional education rendered to them at Medium E.

This, they feel, creates a huge gap in their learning and development experience. They also cite that external service providers just come and go due to issues experienced between the Department and the programme provider. Most of the study participants also indicate that none of the programme facilitators or education personnel has any idea regarding their backgrounds and history, education deficits, gendered disparities, and the pathways that lead to their misconduct. The study has discovered that there aren't many of them, which leads to a call for certified facilitators and correctional educators with sufficient correctional education techniques to teach and learn.

This finding agrees with the finding of Artz, Hoffman-Wanderer & Moulton (2012). These researchers note that there are times when not enough qualified inmate facilitators are available to serve as facilitators. As explained before, some inmates decide to engage in some sort of employment while they are behind bars, so they become inmate facilitators. They may typically pass the time by doing this because it keeps their thoughts and bodies busy. These scholars argue that the Department should instead recruit qualified educators (Artz *et al.*, 2012:244; Judicial Inspectorate for Correctional Service, 2017:15; Nazra, 2017:9).

Recommendation 10: A CALL FOR QUALIFIED EDUCATION PERSONNEL

Inmate facilitators chosen from groups of inmates with the relevant skills should not be the only source of providing learning to female inmates. Inmate facilitators need to only make up a small fraction of the individuals assigned to deliver education programmes to inmates and only in unique circumstances. This should be carefully organised and regulated to prevent other inmates' learning from being hampered by any abrupt withdrawal of inmate facilitators due to incidences such as transfer, death, illness, or release. This should not be considered a replacement for having qualified educators from the Department, the Department of Education, or the Department of Higher Education and Training.

The Department needs to hire qualified educators and full-time facilitators for the female school. The Department must equip their educators with the added teacher preparation, knowledge, and readiness that's required for working in a

correctional education environment. Education personnel are compelled to work harder and better to provide a suitable educational environment. They need to support female inmates' rehabilitation and reintegration and recognise a student's mental, emotional, and social needs, background, and conditions.

9.2.11 FINDING 11 & RECOMMENDATION 11

The study details the following finding and a recommendation against this specific finding:

Finding 11: ABSENCE OF "TEACHER" DEVELOPMENT

The inmate facilitator participants all reveal that they have no workshops or training development programmes available. Most participants indicate that they have to teach themselves in learning areas they are not familiar with but have to present to their co-inmates.

The correctional official tasked with the delivery of the pre-release programme notes having had no training prior to absorbing the role as a facilitator. The informal conversations held with the part-time facilitators indicate that they have received no training nor were any workshops undertaken prior to the commencement of their roles.

The learner participants, together with the inmate facilitators, call for the appropriate administration of programmes. These need to be carried out by personnel that are capable of assessing the development of inmate participants who are enrolled in these programmes. They hold that in order to assure an inmate's holistic change, education personnel must also support their own cognitive and emotional growth. This can only be achieved if they themselves are properly trained.

Mathibe (2007) notes the significance of training and development for individuals involved with the implementation of correctional education programmes. In order to increase the effectiveness of teaching and learning within a correctional

context, the various school heads need to create mechanisms and systems for fostering and encouraging educator potential (Mathibe, 2007:523; Parliamentary Monitoring Group, 2014; Judicial Inspectorate for Correctional Service, 2017:28; Jovanic, 2011:80; Nazra, 2017:9).

The Personnel Administrative Measures Policy (Department of Education, 1999:13-14) explicitly specifies that a task of the principal of a school is the implementation of staff development programmes, is in keeping with this guideline. These ought to be both externally oriented and school-centered. Their goal is to support educators in creating and accomplishing educational goals that meet the requirements of the school.

Recommendation 11: "TEACHER" TRAINING AND DEVELOPMENT

The ability to attend conferences and training must be made available to the individuals who present the education programmes. This allows them to stay current with global and the latest teaching trends, as well as stay abreast of modern educational advancements and practices. Professionally trained teachers and facilitators would also be very beneficial in teaching hired inmate facilitators who teach.

To ensure everyone can attend, the correctional centre must host internal continued professional development (CPD) seminars at least twice a year that focus on developments in education, especially correctional education. The Department needs to establish a framework for submitting financial requests and requests for staff development and training to the Department of Education, colleges, and the Sector Education and Training Authority. This needs to also include requests for their inmate facilitators, seeing that they are tasked with presenting formal education at the female school. This is especially needed for female correctional education as it is these inmate facilitators that present the education programmes.

9.2.12 FINDING 12 & RECOMMENDATION 12

The study details the following finding and a recommendation against this specific finding:

Finding 12: CORRECTIONAL CLASSROOMS

Many participants reveal that an absence of functional classrooms poses a challenge to their learning experiences. The participants' perspectives and the researcher's observations detail classrooms as spaces in the factory workshop, the ring of a floor level, the chapel, dining halls in cell sections, and converted dining rooms being used as classrooms to deliver correctional education. Very few to none teaching aids are available within these spaces.

According to existing literature (Jovanic, 2011), teaching and learning in most correctional centres take place in areas that were not meant or designed for educational purposes. Classrooms hardly ever have chalkboards (or other equipment) and desks, and teaching does not take place in a traditional classroom setting. Sometimes a gym, a converted housing space, a place of worship, a kitchen, or a room that was once a washroom has to be used as a correctional classroom (Jovanic, 2011:80).

Recommendation 12: BRIDGE THE GENDER DIVIDE

The Department needs to seriously consider creating a proper school for female inmate learners. Learning in dining halls, the factory, the workshop, and in cell sections is not conducive to learning. The absence of teaching aids must also be addressed, as it could be managed within normal budgetary cycles.

The Department takes male education more seriously, and this is easily deduced by the school available at the DWCC as this only caters for males. The other option they have available to male inmates is a functioning school located inside the Medium B correctional centre.

Taking these factors into consideration, the Department needs to bridge the gender divide in correctional education by affording the same, if not similar, types of classroom structures for female inmate learners.

9.2.13 FINDING 13 & RECOMMENDATION 13

The study details the following finding and a recommendation against this specific finding:

Finding 13: A WISH TO ATTAIN GRADE 12

Most participants indicate that grade 12 learning needs different measures of implementation in order to be successful. Most of the participants want to complete their grade 12 as they feel this can assist them to re-enter better into their communities. They note that this will be long-term advantage for them because they will be able to lead full lives by obtaining work, as most companies require a grade 12 qualification. Some participants want a grade 12 qualification to show their families that they have been rehabilitated and want to turn their lives around. Most participants indicate that no authorities have ever consulted with them regarding grade 12 and their dilemmas and struggles experienced with grade 12 education programmes.

This finding echoes the sentiments made by Johnson (2015:111-112) that female inmates endure many struggles whilst incarcerated to attain a grade 12 qualification.

Recommendation 13: GRADE 12 ASSISTANCE

More importantly, the Department needs to make sure those female inmates who want to engage and complete their grade 12 have entry to Further Education and Training (FET) and that sufficient resources with assistance be offered for this purpose. The Department does allow the female inmate learners to participate in cooking programmes held at the male correctional centre, and this has been the

norm practised at the female correctional centre as the participant and correctional official perspective indicate.

In the same light, the Department needs to consider allowing female inmate learners up to 25 years of age to attend their on-site school to complete their grade 12 studies, as is done so by male inmates up to age 25. For females over this age threshold, the Department needs to consider having grade 12 classes at the female school, as is carried out in Medium B for male inmates over the age of 25 years (Medium B is a male correctional facility based at the DWCC).

9.2.14 FINDING 14 & RECOMMENDATION 14

The study details the following finding and a recommendation against this specific finding:

Finding 14: COMPUTER TECHNOLOGY SKILLS

Most participants indicate the need to learn computer skills. The participants note that the correctional school has no computers for them to use. The ones available are only for registered Unisa learners. Participants claim that this skill is required for the working world once released, even more so for females. The inmate facilitators corroborate this finding. Most participants don't have basic computer knowledge, like how to switch on a computer. Participants also indicate that there is no teacher at the correctional centre to teach them computer skills.

This viewpoint is consistent with existing research that indicates a shortage of trained and skilled teachers and other education personnel in the correctional environment is another stumbling block to meeting inmate learner's educational needs (Jovanic, 2011:80; Judicial Inspectorate for Correctional Service, 2017:15; Parliamentary Monitoring Group, 2014).

Recommendation 14: INCEPTION OF COMPUTER CLASSES

Female inmates require preparation for the world outside the correctional centre. It makes sense to introduce them to computers, seeing that they are an important part of the real world. The Department needs to seriously address this shortfall in correctional education for female inmates by providing computer programmes. The Department also needs to collaborate with private entities as well, who may be able to offer computer classes to female inmates. This could form part of the company's Corporate Social Investment (CSI) structure. This will offer female inmates with computer skill sets a better chance to make a life for themselves, so they won't have to resort to crime to survive.

9.2.15 FINDING 15 & RECOMMENDATION 15

The study details the following finding and a recommendation against this specific finding:

Finding 15: PLACES OF CONTROL

The majority of participants state that the Department and correctional authorities ought to involve them and consider their views. Participants feel that the decision-makers ought to be aware that the Correctional Centre is built more for control than for teaching. They want to reveal that despite the importance that education adds to rehabilitative efforts, security and control needs frequently take priority over those associations with education.

The daily schedule of the correctional paradigm is not conducive to the operation of educational programmes. These programmes are frequently postponed or discontinued owing to security concerns. Frequently, the required lockup of all inmates' results in the closure of the school and educational programmes are not presented. Education programmes thus operate under a threat of dictation due to the custodial environment, as this is steered by security and control as its main aim.

The perspectives of the participants support Luyt's (1998:28) observation that education programmes and security are incompatible within the normal, traditional management approaches conducted inside South African correctional

centres. This sentiment is also expressed in the studies (Ellis *et al*, 2008:208; Penal Reform International Report, 2019:8-9) as they note that security measures implemented at female correctional centres impede effective female correctional education.

Recommendation 15: EDUCATION ORIENTATION

Female inmates are a minority population when compared to male inmates. The Department needs to review its policies regarding control and security for this marginalised population. In general, female security and control needs are lower in intensity and threat potential than those of males. Rehabilitation efforts are important to successful re-entry, as is the ethos of the White Paper (2005).

These efforts can be enhanced and achieved via education streams. The Department needs to engage with female inmate learners to attain their views on education and how the effects of security and control impede on their educational outcomes. The correctional authorities are urged to visit and observe female inmate learning at the DWCC. This will allow them to have a better view and understanding of the day-to-day challenges as experienced by the female inmate learners. This will give them a better opportunity to witness and experience first-hand the impact that control has over female education efforts.

9.2.16 FINDING 16 & RECOMMENDATION 16

The study details the following finding and a recommendation against this specific finding:

Finding 16: WORK PROGRAMMES AND SKILLS PROGRAMMES

Most of the participants indicate that they have no access to a variety of work opportunities and skill development programmes. Participants note that work and skills shouldn't be quite as "gendered" as they are right now. They are primarily involved in correctional centre work, which includes cleaning, washing, caring for others, and sewing; these are traditional roles that are mostly associated with

females in society. The participants indicate that they don't want to pursue only occupational activities like sewing and cooking. They highlight that they want to learn skills in less stereotypically feminine fields like carpentry and financial and business management.

This finding resonates with James (2016:114), who notes that gender-based skills training programmes are offered to female inmates. At re-entry, these competencies are unlikely to be required. Attaining skills to work in the clothing industry is pointless; as such businesses are falling away. Jespersen (2006:9) indicates that training female inmates in domestic work, beauty, traditional and food services, and admin work is no longer suitable for today's world.

Recommendation 16: AN EMPHASIS ON A GENDER NEUTRAL PARADIGM

As part of a larger rehabilitation and education plan, work programmes should encourage a strong dedication to and an interest in productive employment. This needs to also include sentiments of involvement in and a contribution to a larger society among female inmates. The Department's encouraging stereotyped gendered concepts of "female work" may inadvertently perpetuate patterns of dependence and abuse. Correctional activities should aim to promote fair and relevant skills that will empower and develop females. The Department needs to take cognisance that when training interventions and work opportunities are incorporated, correctional education programmes will become more successful.

9.2.17 FINDING 17 & RECOMMENDATION 17

The study details the following finding and a recommendation against this specific finding:

Finding 17: WORK STIPEND

Most participants indicate that the wage they receive for work they carry out at the correctional centre is meagre. Some of the female inmates earn about R1 a day. Most participants note that the wages earned are so low that it is difficult to

use these earnings to maintain their children on the outside or save funds for release.

Studies (Gehring, 1980:4; Jespersen, 2006:9; Nink & MacDonald, 2009:1; Artz *et al.*, 2012:243; Kheswa & Lobi, 2014:616) indicate meagre work related programmes and maintain that female inmates require more productive work programmes that are more stimulating and that they need to be employed in more rewarding roles than what is currently offered. This helps them to support their families and themselves (most female inmates are single parents and receive minimal to no support at all).

Recommendation 17: ADDRESSING THE PAY-FOR-WORK STIPEND

The pay-for-work systems therefore need to take into account the degree to which inmates can generate enough income to support their children and family living outside and to finance additional training and education that are not funded by the Department. Furthermore, this will help her generate enough income to sustain her when she is released until she finds employment on the outside. The stipends offered need to be addressed by the Department.

9.2.18 FINDING 18 & RECOMMENDATION 18

The study details the following finding and a recommendation against this specific finding:

Finding 18: CRIMINAL RECORD

Many participants feel that it is challenging to find employment if you have a criminal record. The repeat offender participants also note that their opportunity to attain work post-release was hindered when they were released the first time due to having a criminal record.

This finding with regards to attaining work and having a criminal record resonates with the study of Soeker, Carriem, and Hendricks (2013:207). The employment

of offenders is hampered because of their criminal backgrounds. The hurdles released offenders experience in obtaining financial independence is exacerbated by the stigma associated with having a criminal record in South Africa.

Recommendation 18: EXPUNGEMENT OF CRIMINAL RECORDS

It might be sensible to consider expunging criminal records, specifically for female inmates who were involved in less serious offenses. This will improve their chances of finding employment and make it easier to transition back into society after incarceration. For petty crimes such as shoplifting, the criminal record should be expunged one year after release.

For more serious offences, such as aggressive crimes, the criminal record should be expunged at the end of the parole period. According to research, the majority of females incarcerated for violent crimes were at a time in their life prior to incarceration victims themselves. Expungement of criminal records requires careful planning and consideration by the authorities as this could increase employment opportunities.

9.2.19 FINDING 19 & RECOMMENDATION 19

The study details the following finding and a recommendation against this specific finding:

Finding 19: PRE-RELEASE EDUCATION

All of the participants note their concerns regarding release. Their concerns include employment and having a place to stay. The recidivist participants note that they have not been on any pre-release programmes prior to this. One participant reveals that on her initial release from the correctional centre she did not go on any pre-release programme. However, her release card notes that she did. The participant perspectives reveal that there is no added information in

terms of how to open and use bank accounts, how to fill in job applications, how to report abuse, and how to attain a protection order.

Females' challenges, according to the literature, increase once they are released from correctional facilities (Luyt, 2008:313; Harris, 2011:3; Stone, 2013:32; Goulding, 2004:31; Artz & Rotmann, 2015:3; James, 2016:99).

Recommendation 19: A DETAILED PRE-RELEASE PROGRAMME

A more thorough pre-release programme that covers fundamental life skills and equips inmates with technical know-how is required to function in society. These skills should include having an understanding of the banking system, being able to make job applications, and ways to obtain services and support must be put into place. In order for inmates to engage in these activities, a programme should allow enough time for weekends and day trips.

All female inmates should continue their programming after being released, which calls for changes to the applicable regulatory law and the current legislative processes. These courses ought to be made a condition of parole and made mandatory. Pre-release programmes need to include collaboration with the Department and civil society groups. This must be encouraged in order to provide further skills and training as well as to give female inmates a connection with the outside world that could offer beneficial assistance and information after release.

9.2.20 FINDING 20 & RECOMMENDATION 20

The study details the following finding and a recommendation against this specific finding:

Finding 20: LACK OF FUNDS

As the literature review sections indicate, a strong support network is essential for successful re-entry into communities. The majority of participants reveal their support networks are inadequate, they don't have many friends or family

members who they can rely on for assistance, and they are worried about finding work. This suggests that they will have difficulties once they are set free from the correctional system. A lack of funds to support them at their point of release would be a significant challenge.

This perspective is similar to the findings of (Stanley & Byrne, 2000:4; Stone, 2013:32; Kittayarak, 2015:39; Brown & Bloom, 2009:321) as the literature indicates that female inmates support network are very limited and inadequate once released from the correctional centre. This finding and need has also been highlighted and recognised by the Welfare Reform Bill in the United States of America. This provision provides assistance to released females under specified conditions and for a set amount of time to help them re-enter due to their lack of funds (Mallicoat, 2012:472).

Recommendation 20: GOVERNMENT FUNDING TO HELP WITH RE-ENTRY

Released females should be eligible to seek and receive government assistance in South Africa as well. It is recommended that the Department of Social Services offer released females a method of grant over a set time span in collaboration with the Department. This will aid them in their transition. This funding would greatly help released females with their re-entry, taking into account the different challenges they have faced both before and during their incarceration. This could be linked to the expunging of criminal records for female inmates. As soon as the criminal record is done away with, the grant may also be reconsidered, as a lack of criminal record may improve chances of employment. There could, for example, be a further 2-month grace period to seek employment.

9.3 FUTURE STUDIES

The following suggestions for more studies are founded on the study's discussions as described and detailed in Chapters 6, 7, and 8.

A wider sample, chosen to represent more individuals that include other correctional centres beyond the borders of KwaZulu-Natal, should be used to

replicate this study. This study can also be extended by receiving a broader range of female inmate learner perspectives, ideally from other correctional centres in the other provinces across South Africa. Different participants from these various locations may offer added details and reveal information.

Concern was expressed throughout the study over the uneven sharing of emotional, technical, educational, plus psychological assistance and resources available in the female section in comparison to the male section. The female centre under study is in poor shape, even though the study cannot generalise that all female centres have fewer resources than male centres, merely based on the limitations of the area where the study is conducted.

To put it mildly, the treatment of females regarding discrimination and the unequal distribution of resources based on gender at Durban Westville is appalling. Despite efforts undertaken at the national, community, workplace, and family levels, females are still marginalised at many different levels in society. In this study, the participants experience discrimination in the correctional centre where they make up a minority. Further studies may reveal the levels of discrimination much clearer than this study does.

The perspectives of female inmate learners regarding barriers and challenges to efficient learning and teaching in correctional systems need further investigation. Additionally, a scarcity of qualitative information relating to the viewpoints of incarcerated females suggests a need to include their views and voices. This is to better understand how correctional educational programmes influence individuals that are enrolled in them.

9.4 CONCLUSION

The study's research questions reveal the aim of this study. This gives incarcerated females a voice that enables their narratives to convey their personal experiences of receiving correctional education. Additionally, the study tries to determine the efficiency of the White Paper (2005) and its applicability to female correctional education for inmates held at the Durban Westville

Correctional Centre. To what extent are the dictates of the White Paper (2005) being adhered to at the Durban Westville Female Correctional Centre? Are there any existing educational regulations pertaining to the education of female inmates that successfully fulfil the educational requirements of incarcerated females?

The study participants' perspectives on the marginalisation of female inmates in correctional education give the sense that this group is not prioritised or considered deserving of a quality education. However, notwithstanding their misconduct and sentences attained, female inmates need rehabilitation. Understanding and addressing their socio-cultural and economic backgrounds, which are marked by violence, hardship, trauma, substance abuse, stress, and psychological issues, is not given enough priority by the correctional authorities.

Some female inmates are mothers as well, and they have left behind their offspring in society whilst they are incarcerated. One of their deepest scars appears to be the pain they and their children endure while they are away from their children. The restrictions that emanate with high-security measures put on them make education difficult for female inmates. Although there's programmes such as anger management, restorative justice, literacy programmes, self-esteem, some psychology services, spiritual classes, recreation programmes, skills programmes, and social work programmes that are said to be available to female inmates, no parenting programme exists.

How the system treats this group of inmates is typical of the militaristic nature of correctional systems, which is defined by power subtleties involving inmates and corrections officials, punishment and discipline, and stringent security protocols. Thus, through the available education programmes, punishment is experienced more often than rehabilitation. Despite the lack of gender-sensitive education programs, the White Paper (2005) emphasises the importance of rehabilitation and educational development for females in the system. This is necessary for their personal growth, self-determination, emotional health, better integration into the correctional facility, and to lead fulfilling lives once they are released.

The majority of the participants identified a need for an environment that is sympathetic, responsive, and relational, and these are the cornerstones of gender-sensitive education programmes. Their sociocultural setting is typified by their partners' domestic violence, destitution, trauma, and rejection. This suggests that they require a setting that acknowledges their traumatic upbringings by fostering a feeling of support, safety and a development of effective surviving mechanisms. However, the feedback from this study suggests that the correctional facility is an environment that aims to offer females with similar experiences. The data analysis thus confirms the requirement for systemic change concerning correctional education for female inmates.

The research also demonstrates that there is insufficient support for female correctional education in terms of both infrastructure and general provisions. The participants describe how they attain their particular education needs by relying on their own initiatives, those of other female inmates, inmate facilitators, part-time facilitators, certain correctional officials, family members, and religious organisations.

The study recommends that the Department policies be evaluated to incorporate that education programmes be made mandatory, that offered skill development programmes need some amount of effort and attention, and that gender-sensitive programmes for female inmates be addressed and detailed. Management staff and correctional officials need to receive training on gender-sensitive lesson plans. The training and support of this programme can greatly benefit from the expertise of psychologists.

As detailed in the White Paper (2005), society is also liable for the offender rehabilitation. This requirement calls for a collective and collaborative approach. Despite this, the outcomes of this study indicate that the discussion of female inmate education is more an individual choice rather than that of collective accountability.

According to the data results in the thesis, the recognised national and international policies, guidelines, and frameworks are mostly just documents, or

put another way, they are not effectively implemented within the correctional centre under study. Additionally, the South African Department of Correctional Services seems not to attend to the particular educational requirements of female inmates. These study results back up Stern's (1998:141) claim that female inmates will continue to live in the shadows of prison life as long as there remains an incarceration system for males, females are merely tacked on as an unpleasant and inconvenient after-thought.

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APPENDICES

APPENDIX A: PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: **ST60**
Research permission reference number: **ST60-2021**

March – April 2022

I, Sharona Deonarain, am a PhD student in Criminal Justice at the University of South Africa. I am researching with Prof. WFM Luyt, a professor in the Department of Corrections Management. We have secured funding from the Department of Student Funding at Unisa for research activities. We invite you to participate in a study entitled **CORRECTIONAL EDUCATION DESIGNED FOR FEMALE INMATE REHABILITATION: A qualitative analysis of a marginalised group within the EThekweni Municipality.**

WHAT IS THE PURPOSE OF THE STUDY?

My research is to determine the perceptions of female inmates on correctional education programmes presented to them whilst incarcerated at the Durban Westville Correctional Centre.

WHY AM I BEING INVITED TO PARTICIPATE?

The researcher has received your contact details from the correctional education officials at the Durban Westville Correctional Centre. You were selected to participate in this study as you have (a) been on a correctional education programme for at least one year, or (b) the Department employs you as an educator or inmate facilitator for at least two years. As a result, you have adequate knowledge and input on correctional education programmes received or presented. There are a total of 17 participants in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews, and the researcher will ask you questions as listed in the interview schedule (Appendix C or Appendix D). The interview would last between 1 and 1.5 hours.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary, and you are under no obligation to consent to participation. If you decide to take part, the researcher will hand you this information sheet to keep, and you will be required to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study anticipates collecting important information that could be of value to the Department in their pursuit of improving and refining their correctional education programmes offered to female inmate learners. This information is vital for female inmate learners, as this channels positive reintegration and does not create recidivists.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There is no risk or harm to participants as matters of correctional education will be discussed. However, a debriefing session will take place after every interview to correct any misunderstanding that could happen. There is a possibility that some of the participants could feel emotional when discussing their educational background and the links associated with it (childhood or adult trauma experienced). The researcher will be mindful of honesty, empathy and respect to every participant to evade any possible exposure to any discomfort.

Further, the researcher has requested social work services from the Department should any participant have any added concern or discomfort experienced.

WILL THE INFORMATION I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

The researcher will not record your name anywhere, and no one will be able to connect you to the answers you give. The researcher will provide a pseudonym for the answers you share. You will be reflected as participant 1, participant 2, and hereafter in the data, any publications, or other research reporting methods. The study will not use any audio or visual recording devices during the interview process. All answers received will be manually transcribed.

The researcher is the only person who will have access to the data. The research supervisor may review your answers as this is the individual responsible for research correctness. However, the researcher will use pseudonyms.

The researcher may submit a study report for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

The researcher will store hard copies of your answers for a period of five years in a locked cupboard for future research or academic purposes. Electronic information will be stored on a password-protected computer. If applicable, future use of the stored data will be subject to further Research Ethics Review and approval. Hard copies will be shredded, and electronic copies will be permanently deleted from the computer's hard drive using a relevant software programme if necessary.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no reward or payment offered for participating in the study, and there will be no cost incurred by yourself for participation.

HAS THE STUDY RECEIVED ETHICS APPROVAL?


This study has received written approval from the Research Ethics Review Committee of the College of Law, Unisa. A participant can attain a copy of the approval letter from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

Please contact Ms. Sharona Deonarain on 076 811 6395 if you require information on the final research findings. The findings are accessible for a period of 1 year. Should you have concerns about how the researcher conducted the research, you may contact Prof. WFM Luyt (wfmlyt@unisa.ac.za or 083 560 3741) or contact the research ethics chairperson of the College of Law, Prof. N Mollema (mollen@unisa.ac.za or 012 429 8384) if you have any ethical concerns.

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

Kind Regards,



Ms. Sharona Deonarain

APPENDIX B: CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), 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 (or had explained to me) and understood the study as described in the participant information sheet.

I have had sufficient opportunity to ask questions, and I am willing 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 researcher will process the findings of this study into a research report and or a journal publication. I am also aware that my participation is to be kept confidential by the researcher unless otherwise specified.

I agree with the manual recording (written) of the interviews.

I have received a signed copy of the informed consent agreement.

Participant name & surname..... (Please print)

Participant signature.....Date.....

Researcher name & surname..... (Please print)

Researcher signature.....Date.....

APPENDIX C: INTERVIEW SCHEDULE - CORRECTIONAL EDUCATOR/INMATE FACILITATOR

Good Day; please look at these questions before starting with the interview. If you feel uncomfortable with any question, please indicate this to me and then we may begin.

Thank you for your participation.

Section A: Demography

1. What is your race/ethnicity?
 - a. Black
 - b. White
 - c. Indian
 - d. Coloured
 - e. Other

2. What is your age group?
 - a. 18-29
 - b. 30-39
 - c. 40-49
 - d. 50-59
 - e. 60 years and older

3. What is your race/ethnicity?
 - a. Black
 - b. White
 - c. Indian
 - d. Coloured
 - e. Other

4. What is your marital status?
 - a. Single

- b. Married
 - c. Separated
 - d. Divorced
 - e. Widowed
5. What is your level of education?
- a. Grade 12
 - b. Post-secondary
 - c. College / Technikon
 - d. University
 - e. Other, please state
6. What position do you occupy at the Durban Westville Correctional Centre?
- a. Correctional educator
 - b. Inmate facilitator
 - c. Other, please state
7. What is your gender?
- a. Male
 - b. Female
8. For how long have you performed in this role as a correctional educator, inmate facilitator?
9. What was your role before this one?

SECTION B: PERSPECTIVES

10. Describe your journey to becoming a correctional educator, inmate facilitator or programme service provider?
11. Why have you chosen this pathing to be a correctional educator or inmate facilitator?

12. Based on your education experiences/qualifications, are you qualified for such a role in a correctional education environment? Please explain.
13. How do you perceive female inmate learners' circumstances, backgrounds, and experiences?
14. What correctional education programmes and activities does the correctional centre present to female inmate learners?
15. Which is, in your opinion, the most successful correctional education programme and made use of the most by female inmate learners?
16. Do all of South Africa's correctional centres follow the same programmes for female correctional education?
17. What correctional education programmes do you teach/present?
18. What is your working day like as a correctional education official? What time do you start and finish?
19. Do you have a structured day? Do inmate learners follow a structured day programme?
20. How do you prefer to teach female inmate learners (teaching style), and do you share a positive relationship? Please explain.
21. Are your benefits as a correctional educator the same had you been an educator in the Department of Education or previous outside employment?
22. As an inmate facilitator, is your pay in correctional education different from the other types of work offered to female inmates at the correctional centre?

23. Do other correctional officials perceive you differently due to being an inmate facilitator?
24. Who is accountable for creating and managing correctional education programmes for female inmate learners?
25. Are the same individuals responsible for developing correctional education programmes for male and female inmates?
26. What kind of correctional education programmes does the correctional centre offer male inmate learners?
27. Do you perceive a difference/barrier in the inmate education programmes offered to male and female learners?
28. Do correctional educators, inmate facilitators, female inmate learners, or service providers have any input in the correctional education programmes offered at the female correctional school?
29. Is the correctional school principal or head of the programme associated with the daily activities of learning?
30. How is the correctional school audited, who is the responsible auditing body and how often does this audit occur?
31. How is correctional education measured in a correctional centre? Is it by the Departments of Education, Correctional Services, or both?
32. What do you perceive is the current state of correctional education programmes offered to female inmate learners?
33. In your perspective, is the curriculum presented sufficient to curb recidivism?

34. What is your perspective of the structural conditions in the female correctional school?
35. What are your perceptions of education amenities (libraries, desks, chairs, stationery, blackboard etc.) available for female inmate learners?
36. What do you perceive as the most significant barrier to correctional education for female inmate learners?
37. What type of values do you convey to female inmate learners as correctional education officials?

APPENDIX D: INTERVIEW SCHEDULE - FEMALE INMATE LEARNER

Good Day; please look at these questions before starting with the interview. If you feel uncomfortable with any question, please indicate this to me and then we may begin.

Thank you for your participation.

SECTION A: DEMOGRAPHY AND HISTORIC DATA

1. What is your age group?
 - a. 18-29
 - b. 30-39
 - c. 40-49
 - d. 50-59
 - e. 60 years and older

2. What is your race/ethnicity?
 - a. Black
 - b. White
 - c. Indian
 - d. Coloured
 - e. Other

3. What is your marital status?
 - a. Single
 - b. Married
 - c. Separated
 - d. Divorced
 - e. Widowed

4. What is your level of education?
 - a. Primary school
 - b. High school

- c. Post-secondary
 - d. College / Technikon / University
 - e. Other, please state
5. What is the reason for your incarceration, and how long have you been here?
 6. Are you a first-time or repeat offender?
 - a. First-time incarceration
 - b. Prior incarceration
 7. What are your background circumstances? Did gender help shape your education level, and were your family pro-education?
 8. Did gender help to shape your participation in crime?
 9. What type of employment were you in before incarceration?
 10. Do you have children, and if yes, how many? Who is responsible for them whilst you are incarcerated?
 11. What is your relationship like with your children? Do they visit, and are they provided with adequate care in your absence?
 12. What is your relationship with your family and community since your incarceration?
 13. Have you made any contact with your victim if your crime involved one? If not, please explain why.
 14. What was it like going to school when you were younger? Did you enjoy your educators in school? Please describe.
 15. For how long have you been a female inmate learner?

16. What correctional education programme do you attend?
 - a. Academic programmes
 - b. Vocation programmes
 - d. Life skills programmes
 - e. Faith-based programmes
 - f. Sports programmes
 - g. Re-entry programmes

17. What are mandatory correctional education programmes for female inmate learners?

18. Do you perform any work here that earns you a wage?

SECTION B: PERSPECTIVES

19. How did you come to be a female inmate learner? Did anyone motivate you to join education classes (correctional education flyers/pamphlets, correctional educators, inmate facilitators or fellow female inmate learners)?

20. Do you pay for the education services offered? Which programmes entail fees and which programmes are free? Please describe.

21. How are the various correctional education programmes delivered? Please describe.

22. Do you look forward to classes? Please describe your views.

23. How is this education programme beneficial/significant to your life now?

24. Are you presented with a certificate on completion of this course? Is this course accredited or recognised?

25. Are you granted access to a laptop and internet access for study purposes? Please explain.
26. Do you participate in activities such as sport and recreation, arts or culture?
27. Do any outside, community, or faith-based organisations support the correctional education of female inmate learners at this correctional centre (resources, personnel etc.)?
28. What is your relationship with the correctional educators, inmate facilitators and programme service providers within the correctional education school? Are they helpful?
29. How do the other correctional officials assist you with your correctional education needs? Do they perceive you differently, seeing that you are a learner?
30. How often does the correctional school principal or programme head engage with the female inmate learners? Is this individual responsive and helpful to the needs of female inmate learners? If not, please explain.
31. Do fellow female inmate learners assist one another regarding education needs, such as helping with homework, explaining a part of a curriculum you don't understand or even sharing their stationery?
32. As a female inmate learner, what learning barriers do you experience (lack of correctional education resources, education facilities, homework area)? Please describe.
33. What are your perceptions of the female library facility (resources available, reading hours, librarian attitude, sitting facilities, ease of access to books)? Please describe.

34. Is the time sufficient for you to study after classes and to complete homework (to learn for tests and exams, compile assignments, complete portfolios etc.)?
35. What is your perception of the correctional learning conditions in the female correctional school (libraries, desks, chairs, classrooms, workshops, stationery, blackboard, toilet facilities etc.) available for female inmate learners?
36. What do you perceive as the most significant barrier to correctional education programmes for female inmate learners? Please describe.
37. How do your fellow female inmate learners perceive their education and learning experience here?
38. What are your perceptions about correctional education programmes offered to male inmates and their resources available at the male correctional centre? How have you come to this perception?
39. If you are a repeat offender, please explain your previous education experiences in a correctional school and the reason ascribed to your recidivism/re-offending/relapse?
40. What are your plans when you complete this correctional education programme? Would you enrol for more correctional education programmes?
41. What sort of employment will you seek on re-entry? In your perception, what type of correctional education programme will assist you to attain this type of employment?
42. What would you like to see change regarding correctional educational programmes and correctional conditions offered to female inmate learners?

APPENDIX E: OBSERVATION SCHEDULE

CORRECTIONAL EDUCATION SCHOOL: INTERACTIONS, FACILITIES, CONDITIONS AND LIBRARY STRUCTURE

(Female correctional centre)

Education

programme.....

Date and Time.....

Venue.....

The use of observations in this study aims to describe the synergy or reciprocal actions between female inmate learners and correctional education officials and describe the arrangement and settings of the correctional education facilities. The researcher will use this information to determine the strength of female correctional education presented to female inmates at the correctional centre.

SECTION A: CORRECTIONAL CLASSROOM SETTINGS, INTERACTIONS AND TEACHING STYLE


1. How is the physical correctional classroom set out (windows, desks, chairs, notices on walls, pinned flyers, books, computers, cleanliness etc.)?
2. What education resources and technological equipment are available in the correctional classroom, and are they utilised?
3. Who is present in the correctional classroom (how many individuals and their roles)?
4. How does the class start, are the aims of the class set out, are aims conveyed to the learners and appropriately clarified?

5. What methods are applied to facilitate correctional classroom programmes and activities (do such methods enhance learner response, respect, enthusiasm, eagerness to learn, etc.)?
6. What type of interactions does the correctional classroom set-up accommodate?
7. What power relationships define the correctional classroom (does the correctional educator/inmate facilitator dominate the class)?
8. What constitutes correctional classroom talk (describe discussions amongst role players)?
9. How do learners respond to the correctional educator, inmate facilitator or service provider questions?
10. How is rationale and logic within a correctional classroom set-up encouraged?
11. What assessment approaches do correctional educators, inmate facilitators, or service providers' use, and when is feedback provided?
12. Is there a daily teaching plan followed, and who creates this?
13. Does the correctional educator, inmate facilitator or service provider praise and motivate learners, display a sense of humour, and are they enthusiastic and offer rewards and tokens?
14. Do the learners understand the lesson, are learners afforded sufficient time to seek clarity and be clear of the education material presented?

SECTION B: CORRECTIONAL LIBRARY FACILITIES (DESCRIPTION, RESOURCES AVAILABLE AND ASSESSMENT OF ITEMS)

1. What are the seating arrangements for the learners?
2. Does the facility have a full-time librarian, and are the library staffs helpful, friendly and efficient to the education needs of learners?
3. Where is the library located?
4. What are the operating hours of the library?
5. Does the library have electricity, water, toilets, computers and internet?
6. Does the library have good lighting and ventilation available?
7. What are the different items available (books, novels, dictionaries, newspapers, magazines, maps, journals, electronic versions of the material, audio-visuals)?
8. Is there sufficient space for reading books, periodicals, newspapers etc.?
9. What does the study area for learners hold?
10. What is the condition and quality of the items, and are these out of date or primarily current?
11. What is the general look and feel of the library facility (cleanliness, upkeep, condition of desks and chairs etc.)?
12. What is the size of the library?

APPENDIX F: ETHICAL APPROVAL UNISA – ETHICS REVIEW COMMITTEE



UNISA 2021 ETHICS REVIEW COMMITTEE

Date: 2021:09:10

Dear Ms Sharona Deonarain

ERC Reference No.: ST60
Name: S Deonarain

**Decision: Ethics Approval from
2021:09:10 to 2024:09:10**

Researcher: Ms Sharona Deonarain

Supervisor: Prof WFM Luyt

Correctional education designed for female inmate rehabilitation: a qualitative analysis of a marginalised group within the eThekweni Municipality

Qualification: PhD in Criminal Justice

Thank you for the application for research ethics clearance by the Unisa 2021 Ethics Review Committee for the above mentioned research. Ethics approval is granted for 3 years.

*The **low risk application** was **reviewed** by the CLAW Ethics Review Committee on 10 September 2021 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

- 1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.**
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

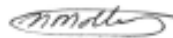
University of South Africa
Pretoria, Durban, Midrand, Pietermaritzburg, Polokwane, Tlokweng

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the CLAW Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
6. 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. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2024:09:10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number ST60-2021 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,



Prof N Mollena
Acting Chair of CLAW ERC
E-mail: mollen@unisa.ac.za
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Prof OJ Kole
Acting Executive Dean: CLAW
E-mail: koleoj@unisa.ac.za
Tel: (012) 429-8305

APPENDIX G: ETHICAL APPROVAL DEPARTMENT OF CORRECTIONAL SERVICES



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X138, PRETORIA, 0001 Poyntons Building, C/O WF Nikomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770, Fax 085 539 2893

Dear Ms S Deonarin

RE: APPLICATION TO CONDUCT RESEARCH ON: CORRECTIONAL EDUCATION DESIGNED FOR FEMALE INMATE REHABILITATION: A QUALITATIVE ANALYSIS OF A MARGINALISED GROUP WITHIN E-THEKWINI MUNICIPALITY

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:

- This ethical approval is valid from 14 December 2021 to 14 December 2024
- The relevant Regional and Area Commissioner where the research will be conducted will be informed of your proposed research project.
- You are requested to contact the Area Commissioner before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting regional offices/Correctional Centres.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) and Correctional Services Act (No.111 of 1998) 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.
- Comply with COVID - 19 safety and hygiene procedures during data collection processes
- Ensure that all participants have been duly screened for Covid19 according to DCS screening protocols
- 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 REC Administration for assistance at telephone number (012) 307 2894/95./ 0723271937

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

Yours faithfully

ND MBULI
DC: POLICY COORDINATION & RESEARCH
DATE: 14/12/2021