

ADULT EDUCATION PROGRAMME  
AS A REHABILITATION TOOL  
FOR INMATES IN CORRECTIONAL  
SERVICES IN RUSTENBURG AREA OF  
THE NORTH WEST PROVINCE

BY

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AREA OF THE NORTH WEST PROVINCE

by

GEOFFREY PINAGASE TSHEPHE

SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF  
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arrived at, are those of the author and are not necessarily to be attributed to  
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## DECLARATION

I GEOFFREY PINAGASE TSHEPHE declare that the dissertation for the degree of Masters in Education at the University of North West hereby submitted, has not previously been submitted by me for a degree at this or any other institution. It is my own work in design and execution and all materials contained herein have been duly acknowledged.



---

Tshephe G. P



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**"LET THE NAME OF THE LORD BE PRAISED"**

**GEOFFREY PINAGASE TSHEPHE**

**MARCH 2001**

**MMABATHO**

## ABSTRACT

In most developing countries crime is often a common problem because the standards of living is very poor. In South Africa, in the pre- independence era, lack of education was a major cause of crime, as many people could not be employed. In the post- independence era, it has become increasingly difficult for even the educated people to be employed, a factor which still contributes to a large- scale crime. The challenge that this situation poses to the civil society is that even if criminals may be imprisoned, chances are that on their release they might commit crime again, as they would be finding themselves in the same economic conditions.

Adult Education Programme is one of the mechanisms designed to help in the rehabilitation of the prisoners so that they become helpful members in their communities when they get released. This study attempted to determine the effectiveness of this programme in rehabilitating the inmates. This was done through studying the attitude of the prisoners themselves to the programme on one hand, and through determining the recidivism rate on the other hand. These two variables were the most ideal measures of the success of the Adult Education Programme in re- integrating ex- prisoners back into their communities.

In North West prisons, it was revealed that the majority of the prisoners were very positive and enthusiastic about the programme. The quality of this education was seen to be satisfactory, as it stresses mainly vocational subjects, which enable ex-prisoners to get jobs more easily in the technical sector. In addition, there is adequate Psychological and religious support programmes, which enhance the prisoners moral fibre, so that even if they are not immediately employed and employable, they do not resort to crime. The prison records also revealed a very low recidivism rate, which suggest that ex-prisoners are absorbable in their communities. Thus, even though it needs to be constantly improved, Adult Education Programme in the North West prisons is worth its while and effective.

TABLE OF CONTENTS

<u>CONTENTS</u>	<u>PAGE</u>
ACKNOWLEDGEMENT	i
ABSTRACT	iv
ABBREVIATION	x

CHAPTER ONE

INTRODUCTION

	<u>Page</u>
1. BACKGROUND	1
1.1 STATEMENT OF THE PROBLEM	3
1.1.1 Hypothesis	8
1.2 PURPOSE OF THE STUDY	8
1.3 RESEARCH DESIGN	9
1.3.1 Literature Study	9
1.3.2 Empirical Investigation	9
<i>1.3.2.1 Questionnaires</i>	10
<i>1.3.2.2 Interviews</i>	10
<i>1.3.2.3 Population</i>	10
1.4 DELIMITATION OF RESEARCH	11
1.5 DEFINITION OF TERMS	12

CHAPTER TWO

LITERATURE REVIEW

	<u>Page</u>
2. INTRODUCTION	14
2.1 AFRICA	17
2.1.1 Republic of South Africa	17
2.2 EUROPE	24
2.2.1 Germany	25
2.2.2 Sweden	30
2.2.3 England	31
2.3 ASIA	39
2.3.1 India	40
2.3.2 Israel	44
2.4 SOUTH AMERICA	48
2.4.1 Columbia	50
2.5 NORTH AMERICA	53
2.5.1 Nicaragua	55
2.5.2 Mexico	57
2.6 SUMMARY	60
2.7 CONCLUSION	64

CHAPTER THREE

METHODOLOGY AND PROCEDURE

	<u>Page</u>
3. INTRODUCTION	66
3.1 PILOT STUDY	67
3.2 DATA COLLECTION TECHNIQUE	68
3.2.1 Questionnaires	68
3.2.2 Interviews	74
3.2.3 Observations	79
3.3 POPULATION AND SAMPLING	80
3.4 APPROVAL AND COVERING LETTERS	80
3.5 DATA ANALYSIS	81
3.6 SUMMARY	82



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

	<u>Page</u>
4. INTRODUCTION	83
4.1 REVIEW OF RESPONDENTS	83
4.1.1 Inmate Learners responses	84
4.1.2 Tutors and Instructors Responses	109
4.1.3 Educationists Responses	118
4.2 SUMMARY AND CONCLUSIONS	132

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

	<u>Page</u>
5. INTRODUCTION	136
5.1 SUMMARY	136
5.2 RECOMMENDATIONS	139
5.3 CONCLUSIONS	142

## ABBREVIATIONS

ABET	-	ADULT BASIC EDUCATION AND TRAINING
DCS	-	DEPARTMENT OF CORRECTIONAL SERVICES
DES	-	DEPARTMENT OF EDUCATION AND SCIENCE.
ETS	-	THE EDUCATION TESTING SERVICE
LEA	-	LOCAL EDUCATION AUTHORITY
NGO	-	NON GOVERNMENTAL ORGANISATION
PHE	-	PROVINCIAL HEAD EDUCATIONIST
RTB	-	RUSTENBURG

## CHAPTER ONE

### INTRODUCTION

#### 1. BACKGROUND

Adult education contributes to the development of the country, socially, politically and economically. Harbison (1965) states that the wealth of a country is dependent upon more than its natural resources and material capital, it is determined in significant degree by the knowledge, skills and motivation of its people.

According to Knowles (1990 : 374) experience is the richest resource for adult learning, therefore the core methodology of adult education is the analysis of experience. Experience in adult roles such as parenting, and morals to name a few, is the most important thing that counts in adult learning. Therefore adult education is offered exclusively to adults because of their experience, responsibilities, and capabilities. This educational organ is tool that closes the gap between literacy and illiteracy in adults.

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According to Knowles (1990: 57) there are four definitions of an Adult. The first definition is biological, it is when a person has

reached the productive stage. The second is legal, when a person has reached an age at which he needs no consent of adults when taking decisions. The third definition is when one assumes adult responsibilities such as working full-time, parenting and other various roles. The final one is psychological, when one arrives at self-concept of being responsible for ones own life, being self-directing from the view point of learning.

Sehlare (1997 : 1) defined education as a process of acquisition of knowledge, skills, values and attitudes for growth development and survival. It is an instrument of transformation and can be used to transform the society. Education can be acquired anywhere and everywhere for those who seek it in its different forms such as in a formal, non- formal and/or informal setting.

The importance of adult education in prisons cannot be over emphasised, it alleviates various problems in prisons. It helps to rehabilitate inmates and to put them back to the community, as responsible people. Rehabilitation creates the capacity for social participation and responsibility amongst offenders towards reorganising the community at large (Kalaeamodimo 1997: 97 - 98).

It is through adult education that recidivism in prisons can be reduced and so as to have productive people who will take socio-

economic and political state of the country up. The crime rate is one of the indicators of development. The more the country experiences the high crime rate the more the economy goes down and people's lives are threatened. Therefore, to lessen crime, adult education should be offered to both literate and illiterate inmates, because this type of educational organ will inculcate positive attitude to life in inmates.

The problem statement is provided within the context of this proposal to ensure an understanding of the problem under investigation. The research design is also outlined in the proposal and the terms relevant to the study are defined so that they may be easily understood.

### 1.1 STATEMENT OF THE PROBLEM

North-West is one of the nine Provinces in South Africa. This province is the fifth largest, and occupies 9.5% of the total land of South Africa. The 1996 census indicates that the North West province has a population of 3 043 000 contributing 8% of the total South African population. Adult literacy in this province was little bit higher than in other provinces. It was counted among provinces with a high illiteracy rate. (RSA statistics in Brief, 1996).

In most third world countries, like South Africa, crime is escalating. It is committed by both employed and unemployed people. Previously, unemployment was caused by illiteracy, which brought poverty among the people. Most of the people who were unemployed were the illiterates. These days the educated and those that are illiterate are also unemployed and this increases the crime rate in the country. In most cases crimes such as burglary, armed robbery, smuggling and theft are committed by unemployed. Such Crimes can be termed "poverty crimes" because these people can not afford and they need a better life.

North-West is also affected by this problem of crime. Prisons are filled to their brim with both the employed and unemployed, the educated and the illiterate inmates, some of whom are recidivating. Crime is a factor, affecting the development of the country. Socially, it brings the morals down and funds are invested in prisons for people who do not contribute to economic development of the country. Because of this, adult education should be effective to help in rehabilitating the inmates to assume responsibility and to contribute to the development of the country. In his study, Kalaeamodimo (1997:42) stated that unemployment is related to a wide variety of socio-economic factors such as poor education and the economic state of the country. He also found out that before 1997 lack of employment opportunities in the

community promoted criminality in the sense that theft, robbery, house breaking and pick-pocketing would be seen as the solution to escape poverty. This led most adults to imprisonment in the North-West Province.

The unemployed are not the only perpetrators of crime, but it is also committed by those who are employed. The commonest crime committed by the employed is fraud, assault, forgery, theft of information and theft by false pretence. Crime that is committed by the employed, especially those in senior managerial positions, can be classified as white and/or blue collar crime. Both the unemployed and the employed who are convicted of crime equally need rehabilitation programme of which adult education can be the ideal programme to rehabilitate them.

Most people feel that offenders should be taken into custody to get rid of them. To them, prisons are like ghettos made for that reason. According to this sentiment, there is no hope for offenders but they fail to think that offenders will not stay forever in prisons. If they are not helped while in prison, they will continue committing crime which will affect the development of the country when they get released therefore.

It seems in South Africa, correctional services personnel do not worry about what will happen to the inmates after their release. It is a fact that prison authorities in our country offer education to the inmates, but it is of no use when the same prisons do it for the sake of compliance with the rules of the department. Education in correctional services should be offered to make up for the previous social, emotional, economics and education deprivation of the average inmate of which adult education is the most ideal.

Coles (1977:1) indicates that adult education helps each individual, man and woman, to make the best of life and it helps to establish a positive climate of thought. It also gives adult citizens the necessary aesthetic, cultural and civic education for public enlightenment. It will help prisoners in such a way that on their release they would not commit crime, for they would find their skills very indispensable outside prison. Also, it will help them psychologically to re-adapt to life in their community.

Looking at the statistics in our two prisons, Rustenburg (Ramotshana) and Mogwase, the total number of inmates are divided as follows Mogwase prison has 350 male inmates and Ramotshana prison has a total of 820 both female and male inmates. The number of inmates in prisons is not constant, it fluctuates. It varies from season to season. On festive seasons the

number of inmates goes high and during the normal days of the year the number of inmates goes down. The total number of prisoners in both prisons is 1 170.

Working on the total of 350 adult inmates in Mogwase Prison we had 130 inmates included in the programme in prisons excluding the prison labour, which is compulsory for all inmates. Out of 820 inmates we had 390 inmates participating in the programme at Ramotshana, in Rustenburg, bringing us to a total of 520 inmates involved.

The above statistics suggest that there is a need for re-emphasis on adult education in the prisons. Better ways of involving the prisoners in the programme need to be found, for failure to do so would stall the rehabilitation process.

The mission and the vision of South African correctional services is to help the inmates to be responsible citizens. This is what correctional services in South Africa want to achieve. They also want to render a correctional service in order to contribute to community development, protection and stability. Their vision is to become an excellent correctional service for the interest of the community and those who are entrusted to their care. If their mission and vision can be successfully pursued, the country will



reverse the trend of crime for the prisoners will be rehabilitated. These can be achieved through Adult Education.

*1.1.1 On the basis of these realities therefore, it is Hypothesised that:*

1. Adult inmates recidivate because of little education offered in prisons.
2. Inmates recidivate because of being rejected by community.
3. There is no difference between inmates introduced to prison educational system and those not introduced to the system.
4. People commit crime due to lack of employment.

## 1.2 PURPOSE OF THE STUDY

The purpose of this study was :-

- 1.2.1 To find out whether Adult Education in prisons is rehabilitative or not.
- 1.2.2. The attitude of inmates towards Adult Education.
- 1.2.3 To determine the extent to which prison adult education is able to integrate ex-offenders successfully into the

community.

- 1.2.4 To suggest ways and means of uplifting the standards of Adult Education in the prisons.

### 1.3 RESEARCH DESIGN

In this study two research methods were used, which are literature review and empirical investigation.

#### 1.3.1 Literature Review

The aim of this exercise was to review a variety of sources, both primary and secondary, with no aim of reproducing what other researchers have found.

All the literature available which has some bearing on this research was explored. The computer guided research was conducted with the following descriptors:- Education and Rehabilitation, Prison and Education, Adult Education and Corrections in Prisons.

#### 1.3.2 Empirical Investigation

The researcher used two instruments for survey, which are questionnaire and interview.

### *1.3.2.1 Questionnaire*

Three sets of questionnaires were developed and pre-tested through a pilot study. One set was sent to inmates, another to tutors, and the other to the educationists. The aim was to gather information from these groups on whether rehabilitation helps.

### *1.3.2.2 Interview*

Semi-structured interview was conducted with the Provincial Head Educationist of Prisons (PHE) in the North West Province, the essence of this interview was to get the clearer picture on the involvement of the North West government in prison education and their future plan about this educational organ.

### *1.3.2.3 Population*

This study focussed on the prisoners of two prisons in the Rustenburg area. One prison is in the Rustenburg town (Ramotshana) and the other one is at Mogwase near Sun City.

Since not all prisoners were involved in the programmes, the researcher focussed on the total population of 570 inmates

from the two prisons, who are included in the Adult Education programme, 18 tutors, 17 educationists of the two concerned prisons and the Provincial Head Educationist (PHE) of the prisons and the Director of education. The researcher used all groups as his sample.

The data collected from the above population was analysed, factorized and interpreted and the researcher then came to several conclusions based on the findings and made some recommendations.

#### 1.4 DELIMITATION OF RESEARCH

This study focussed on:-

- 1.4.1 The inmates who have registered in the prison Adult Education and Education of Adults.
- 1.4.2 The prison tutoring staff and their Educationist.
- 1.4.3 The Provincial Head Educationist (PHE) and the Provincial Director of Education.
- 1.4.4 The Prisons in the Rustenburg area only.

## 1.5 DEFINITION OF TERMS

### 1.5.1 Adult Education

According to Coles, (1977:5) adult education is any learning experiences designed for adults irrespective of contents, method and level used.

### 1.5.2 Prison

According to Encyclopaedia Americana it is the place in which persons are kept in custody pending trial, or in which they are confined as punishment after conviction. It is further defined as a ghetto for its inmates which within its walls it confines, houses, clothes, feed, educate and polices its population. (1988 :619)

### 1.5.3 Prisoner/ Inmate/ Offender

A person who is found guilty by court of law and put in a room unwillingly to serve his sentence.

### 1.5.4 Tutor

In this context it is a person who is appointed by the particular prison to teach adult education in that prison. He or she also equips prisoners with skills for life. This is mainly done by inmates who have good educational background.

#### 1.5.5 Instructor

In this context is a person who is employed by the Department of Correctional Services to instruct inmates especially who are doing hand skills. They are the permanent employees of the department

#### 1.5.6 Rehabilitation

It is a processes whereby an inmate is trained at the prison and put back to the society in order to live a normal meaningful life again.

#### 1.5.7 Programme

The programme in this context refers to Adult Education in prisons.

#### 1.5.8 Recidivism

In this context this is used to mean the rate in which the inmates return into custody because of repeating their criminality acts.

#### 1.5.9 Felon

A person who is guilty of a serious crime.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2. INTRODUCTION

In some countries felons and petty offenders are treated as outcasts. People believe that they should be locked up in buildings with high walls, big and strong gates, the keys thereof should be thrown away and people inside should be forgotten so that they die in there.

The communities do not have hope that the inmates in there may turn to be productive members of the society after serving their sentences. Neither do they think that they may also contribute to the economic growth of the country.

It is therefore the responsibility of the correctional services to see to it that the community understands why inmates should be given a second chance through adult education, which will ultimately rehabilitate them.

The Compton's Interactive Encyclopedia Deluxe states that rehabilitation is the modern goal of punishment and it is for this purpose that the modern correctional services system are created.

It further indicates that rehabilitation is designed to transform the criminals into useful members of the society by changing their attitude so that they will not commit illegal acts, although there is a little evidence to demonstrate that this goals are always achieved.

According to Compton's Interactive Encyclopedia Deluxe (1998: computer disc), the use of punishment is much more older than the use of imprisonment or incarceration. Imprisonment is a type of punishment because an individual is removed from society and confined in an institution with other criminals. It further stated that imprisonment is a milder punishment than many other forms used for centuries.

According to Matshego (1991:12) the prison setting presents a complex organisation where the Education Department function is but one of the numerous functions performed by a member of different disciplines which includes custodial, vocational medical, catering, administrative, psychological, social work and spiritual services. Each discipline has its own objectives and approaches in pursuing the rehabilitative plan.

Education Department in prison tries to play a major role in behaviour modification by giving prisoners education that is intended to enable them to live a meaningful life on their release.

This persuaded the researcher to make an overview on some of the continents of the world, that is Africa, Europe, Asia, South America and North America respectively. The researcher focused on some of the countries in these different continents.

The purpose of this chapter is to put a bird's eye view on what other researchers have done on adult education as a rehabilitation programme for inmates in prisons. It also purposes to see how prison education in other continents is carried out and as to whether it helps to reduce recidivism, to make it easy for reintegration of inmates into the society, as well as the need for educational professionals in prisons.

The researcher also discussed the following aspects under each country respectively:-

- The purpose of the programme,
- the contents of the programme,
- the duration of the programme,
- tutors and their training,
- the running and awarding of certificates for the programme, and
- the effects of the programme on inmates on/and after release.

## 2.1 AFRICA

Africa as a continent is second to Asia in size in the whole world. The population living in this continent is estimated at 12% of the total world's population. Africa may be divided into White Africa and Black Africa, that is including the Sahara has white population. Black Africans are generally farmers. Most of Africans (Black) previously were illiterate and many had never been to formal school (Land and People; 1989 and Williams; 1977).

This study focused on South Africa as one of countries on the continent of Africa to see the extent to which education is helpful in the rehabilitation of inmates.



### 2.1.1 The Republic of South Africa

South Africa occupies the Southern tip of Africa with the Atlantic ocean to the West and Indian ocean to the East. This country occupies 1,219 090 km<sup>2</sup> of the land and its population is estimated to 40 533573. Today South Africa is divided into nine provinces (Census in Brief, 1996:6).

#### *2.1.1.1 PURPOSE OF ADULT EDUCATION PROGRAMME*

According to Matshego, (1991:23) the purpose of the rehabilitation programme in former Bophuthatswana prison services was to look into various ways of promoting the reintegration of the offenders to their different communities.

Terblanche (1985) in Matshego (1991: 23) stated that the correctional institution should be seen as a therapeutic community in the treatment of offenders. The environment of the institution has to be therapeutic for the generation of the programme for inmates towards fulfilment of roles of responsibility, expression of creativity and encouragement of achievement.

According to Nesser (1993:323) the therapeutic environment can be created by introduction of Adult Education programme in correctional services which will increase the educational level of the inmates and skill them with life skills which will eventually improve the quality of their lives.

Moela, True Love magazine journalist, affirms the above statement, in his interview with the released Rooigrond inmate near Mafikeng, in the Republic of South Africa found out that the programme helps the prisoners to get jobs on their release. Furthermore to teach prisoners to lead lawful

lives, to encourage self respect and develop sense of responsibility within the community (Dlomo-Mkhize, 1998:109).

Komane also in his article (City Press, 1999/01/24) interviewed a released inmate of maximum prison in Pretoria who completed his B. Proc degree with some distinctions, while he was incarcerated. The inmates perceived prisons to be a tool that can make a positive impact on the minds of prisoners. He also perceived education programme as a true liberator of mind and gives inmates the path to rejoin the communities they have wronged. The same applies to adult education it can liberate oppressed mind, by educating inmates.

The said views emphasize that rehabilitation of inmates is of utmost importance. Therefore the correctional services should develop a curriculum that will meet the needs of the inmates. Several views about the curriculum are propounded below.

#### *2.1.1.2 CONTENT OF ADULT EDUCATION PROGRAMME*

According to Whitfield (1971:165) the attention and the focus in South African Prisons, especially in Cape Town, was much

on agriculture and it was irrelevant to the inmates because, most of them were coloureds and they here from urban areas in Cape Town. The agricultural skills acquired would not be useful to them because they would not be used anywhere in urban areas except for lawn plantation and gardening.

In Rooigrond Prison, Moela, the reporter of True Love Magazine, captured a story of inmate who is released due to his conduct and participation in prison education. He stated that male offenders are offered the following courses and subjects. Cabinet making, upholstery, welding and fitting, plastering, painting and building. The duration of the programme is three years and on completion inmates receive certificates (Dlomo-Mkhize, 1998:109).

According to Nesser (1993:58) in South Africa, the programme is subdivided into three forms of education which are:-

- Formal (tuition of illiterates),
- non-formal (includes assistance with certificate courses) and
- informal education (preparedness programme and library educational programme).

South African prisons also offer some skills through prison labour. The duties include; producing, textile items, leather items, metal items, wooden items, canvas items and sisal products. Maintenance work like; agricultural implements, lawnmowers, government vehicles, radio and paint work are done in prison. These duties leave prisoners to be skilled which will enable them to work for their living after release (Nesser 1993:59).

Some of South African Prisons such provide facilities for learning for the inmates. For example, sixteen prisons in South Africa have farms for agricultural inmates learners where they learn agricultural methods, six production workshops, among which eight have training centres and twenty six prisons have maintenance workshops. Most of South African Prisons offer same rehabilitation programmes and the only difference is that some prisons have more facilities and resources than the others. (Van Zyl Smith, 1987:152).

### *2.1.1.3 RUNNING OF ADULT EDUCATION PROGRAMME*

According to Moela (1998 : 109) in Rooigrond Prison, before an inmate can be admitted to the programme there are steps

he/she has to undergo and pass. Firstly they have to write the entry test in their chosen field and be in trial period for three months. If they fail the test they are rejected from the programme and are advised to enrol for the other fields.

The North West Department of Manpower runs the prison education programme at Rooigrond prison near Mafikeng, South Africa. After completing the programme the department assess the inmates adult inmate learners. The successful ones are awarded certificate relevant to their training by the said department. The programme run by the department provides them with skills that help them to earn a living. (Dlomo-Mkhize, 1998: 109).

#### *2.1.1.4 EFFECTS OF THE PROGRAMME*

South Africa experiences social rejection of offenders by the community. This is affirmed by an interview between Moela (True Love Journalist) and the released Rooigrond inmate. When interviewed the released offender said:-

"Social rejection may be the cause for recidivism in prison, life is better than outside. Society treats you like a reject. It is harder to find a job even if you are qualified and/or skilled."

The interviewee uttered a shocking statement with regard to lack of job opportunities. He said:

"With economic situation, the way it is do not be surprised if I am hired as a 'hitman'. I would kill for money, what else can I do?" (Mkhize-Dlomo, 1998:110).

People feel that the correctional services department does not help in rehabilitating inmates though it is their objectives to do so'. This was said by a woman who repeatedly visited her husband at the prison. She wrote a letter to the editor Sowetan newsletter, she said:-

"As someone who visits a prison every week, it has become clear to me that Correctional Services are not committed to rehabilitation of the prisoners". (Sowetan, 14 February 1999:13)

The woman also felt that the conditions of prisons are not conducive for rehabilitation of the inmates. She also pointed out that some prisoners no longer get visits from their loved ones. This makes it difficult for them to be integrated back to the community they belong, because

they have been alienated from the people. Sowetan, 14 February, 1999:13).

Contrary to the above argument, Komane, City Press news reporter, believes that prisons are doing their best to rehabilitate their inmates. He captured a story of a man who was paroled because of his educational achievements. The said inmate learner who was studying B Proc (a law degree) with the University of South Africa, got some distinctions on his final year results. The then state President, Mr N R Mandela ordered for his release at Pretoria Maximum Prison, where he was incarcerated through the recommendations of the prisons rehabilitation authorities. The former prisoner realised that doing crime is not the solution to life problems. (City Press, 24 January 1999).

## 2.2 EUROPE

This continent is the second smallest of the seven. It looks like the extension of the Asiatic landmass. Most of its boundaries are marked by the seas and oceans that lap its shore. This continent covers roughly 4,200 000 square miles which approximate 90 000 km<sup>2</sup>. This continent is nearest to Asia and Africa. (Lands and People; 1989:335).

Hodge and Way (1978:123) indicated that the industrial revolution began in Europe. Countries could not agree among themselves. Each country wanted to have best army or navy and they were jealous of its neighbours overseas trade. In 1914 these quarrels turned into war. France and her allies (Britain, Russia and Italy) fought against Germany and her allies (Austria and Turkey).

In Europe during the middle ages felons were classified according to their wealth and the penalty was according to the classification. Felons of low status were hanged for committing crime and upper class members were decapitated. Witches and heretics were burned. (Compton's Interactive Encyclopedia Deluxe, 1999: computer disc)

This study will shift to the following countries of Europe continent; Germany, Sweden and England. This is to see how far education in prison helps in rehabilitating inmates.

### 2.2.1 Germany

Germany is a developed country in central Europe on the North and Baltic seas. The area is 356, 959 km<sup>2</sup> and its population is estimated to 81 966 000 and was under the

leadership of Roman Herzog. The unemployment rate in Germany hit record heights of many countries. By Spring 1994 economy was recovering much faster and more vigorously than expected. (Britannica Book of the year, 1995:245).

Van Zyl Smith stated that in old Germanic law the punishment of imprisonment was apparently unknown. The customary law of pre-colonial Southern Africa also made no provision for improvement as a punishment. (1992.1).

He further stated that the development of correctional institutions were first established in 1956 at Amsterdam. These institutions were built along the lines proposed by the Dutch humanist as outlined underneath. (Van Zyl Smith, 1992:1).

#### *2.2.1.1 PURPOSE OF ADULT EDUCATION PROGRAMME*

In the Federal Republic of Germany at Geldern Prison it is stated that this programme purposed at keeping the reintegration in the community as its most imperative goal. (Whitfield, 1971: 168).

The Dutch Humanist propagated a programme of hard but controlled work which was supposed to reform inmates and make them into a useful citizen (Van Zyl Smith, 1992:2).

#### *2.2.1.2 CONTENTS OF THE PROGRAMME*

According to Whitfield, the Geldern prison offered the following to the inmates, primary education to those who did not complete or have not done primary education or who have no education at all. They also offered University education which was provided through Open University. Popular courses taken with University were economics, electrical engineering, mathematics and science based subjects. Apart from the academic training, this prison also offers vocational training like crafts education of which the duration is eighteen months.(1971:164).

The above programme, is open to all inmates, regardless of the period of incarceration. Foreigners who are to be deported after sentence are not allowed into the programme. They are not allowed because of the

criterion for selection imposed by labour exchange (Whitfield, 1971: 158).

### *2.2.1.3 RUNNING OF THE PROGRAMME*

Whitfield found out that at Geldern prison the programme is run by three parties which are the Ministry of Justice, Labour Exchange and the Group "Reso" (Resocialisation) of the unions. The University education is run by Open University. The Government also took part in the education of inmates. They took part in rehabilitation of offenders. Whitfield stipulated that the government established a training centre and the library which had a total of about eight thousands books for the inmate learners (1971:158-161).

The ministry of education helps the inmate learners financially, in a form of loan, which has to be returned after the completion of the study. Finances were needed in cases like paying for materials provided by Open University. Materials were not given freely by the University, learners have to pay for them. The Ministry of Justice has some non-refundable grants for inmate

learners who were not helped by the Ministry of education. (Whitfield, 1971:165)

#### *2.2.1.4 TUTORS AND THEIR QUALIFICATIONS*

According to Whitfield, at Geldern prison, before the tutor can be employed, he has to take a test in mathematics and Psychology and if the candidate fails the testing he would not be accepted to help inmates with tutoring. The test helps the prison official to see whether the candidate will be able to treat inmates skillfully. (197:165).

#### *2.2.1.5 EFFECT OF THE PROGRAMME*

The Germanic community made some claims on several occasions that the inmates in Geldern prison are educated of the most and expensive machinery, while outside the prison lot of people are unable to get such an opportunity. This educational system makes the released inmates to be sociable and employable people. (Whitfield; 1971.:158).

### 2.2.2 Sweden

Sweden is found at the Northern Europe. It occupies the Eastern side of the Scandinavian Peninsula with coastlines on the North and Baltic seas and the Gulf of Bothnia. This area is estimated to 449 964 km<sup>2</sup>. The inflation remained below 3% and unemployment remained a serious problem. It was about 13% of the workforce including those in training programme. (Britannica Book of the year, 1995:584).

Educational attainment of Swedish in 1990 for people between the age of sixteen to sixty four in primary education was 37.1%, the lower secondary education was 29.4% and the higher secondary education was 12.2% while the post secondary was 21.3%. (Britannica Book of the Year, 1995:584).

#### 2.2.2.1 *CONTENTS OF THE PROGRAMME*

Whitfield (1971:168) indicated that in Nykoping Prison, the workshop that takes up to the capacity of about twenty five people was erected and the prison cells were used for instructions and training since there was lack of facilities. One of these cells was well-equipped with home kitchen facilities for home economics learners.

Apart from home economics the prison also offered social and life skills.

Alper, attests to the above statement that they offer social training which deals with morals. After incarceration the trained inmates will be transformed and this decreases rate of recidivism. They normally give a psychological treatment as supplement to the usual help with accommodation and employment during the final phase of their institutionalisation (1974:116).



#### *2.2.2.2 RUNNING OF ADULT EDUCATION PROGRAMME*

The programme in Nykoping prison is run by the municipality of the area, except for the home economics courses which are run by the prison authorities in the well-furnished double kitchen. This course took a period of five weeks. The municipality provided the prison with teachers under the National Basic Adult Special Education Scheme (BASE), for teaching and training the inmates in social and life skills. (Whitfield, 1971:168).

#### *2.2.3 England*

According to Van Zyl Smith (1992:2) the authorities in England

began to construct institution to control vagrants beggars and petty thieves by detention. The first institution was opened in London in 1552.

Compton's Encyclopedia, (1994:237) supports the above statement, that in England, in 16th century group of people who were incarcerated were the vagrants and petty offenders. These people were committed to correctional institutions known as workhouse. This was happening during the reign of Queen Elizabeth. They were put in there for a long period so that they might not repeat their offences or commit any in future. In 17th century, England and other European countries such as Italy, Germany and Netherlands began incarcerating debtors, delinquent juveniles, minor misdemeanants and felons.

The Compton's Interactive Encyclopedia Deluxe, confirms the above statement that places of confinement in England were for political prisoners. It further stated that the common jail existed since 1166, when England's King Henry the second ordered that jails should be built. Jails were then for felons awaiting trial, but they also held petty offenders such as vagrants, beggars and debtors. (1998 :from the computer disc)

### *2.2.3.1 PURPOSE OF ADULT EDUCATION PROGRAMME*

According to Gross (1977:120) the aim of the rehabilitation programme in England is to stimulate the recidivist's motives to change the offenders life's pattern for the better.

Foster (1996:12) validates the above statement by indicating that this programme aims at helping the inmates to define and occupy the role, whether it be of a worker and the member of the family or even a member of the social group or a better and acceptable member of the community.

He further stated that apart from helping the inmates to define and occupy some roles, this programme also stood to spread literacy at its best and for wider training of offenders. It was very much on eradication of illiteracy and it was school orientated. Above all it enabled the inmates to compete for employment on release (Forster, 1996:18).

*2.2.3.2 CONTENTS OF ADULT EDUCATION PROGRAMME*

The Maidstone prison in England offered some special skills to the people who are unable to cope with the work environment, to give them basic skills and discipline and enabling them to be accustomed to the working week. There are some social skills exclusively for male inmates and for life sentence, summer school programme is offered (Whitfield, 1971:156).

At the prison mentioned above, they also offered social skills courses as an educational opportunities. The skills took the place of pre-release course. This course made them to feel that some positive benefits have been gained from the sentence, the course covered the wider range of current affairs and other topics in a relaxed and friendly way. Some skills like the use of video cameras, film production and news bulletins were offered as a useful way of learning how to work in small groups to see how they present themselves and to gain confidence generally. (Whitfield, 1971:170).

According to Gross (1977:118), in addition to the above, the following contents were offered as educational

activities in prisons, to adult inmate learners, Art and Drama of which three to four plays were produced each year.

Forster (1996:20) stipulated that in England prisons, different industrial training programmes were offered under the auspices of the Engineering Industry Training Board, Road Transport industry training board, Hotel and Catering training board and the Agriculture and Horticulture industry training board. He further stated that facilities and resources were very basic in character.

#### *2.2.3.3 TUTOR'S AND THEIR TRAINING*

In England also, like in the Mid-West of USA, the programme is in the hands of professional teachers. The prison officers duties was to supervise prisoners who were given time off from the working day to study for a degree under the Open University (Freeman 1978:122).

According to Forster (1996:20) tutors were volunteering to offer their services and other staff officials were recruited through normal civil service department, open competitions organized by the appropriate personnel

division in prison department headquarters in conjunction with vocational training unit which takes part in selection procedures.

He further stated that when appointing staff members in England, qualifications and experience are looked for, which should be empowered by evidence of supervisory experience. If appointed the instructor undergoes a period of induction training which commences with two weeks in the establishment to which he has been appointed. After the induction programme he/she undertakes two weeks training courses in his own establishment at manpower services commission. Tutors are also encouraged to undergo inset offered by LEA in colleges of further education leading to such qualifications.

#### *2.2.3.4 RUNNING OF THE PROGRAMME*

Gross (1977:123) stipulated that the programme in the Grendon Prison in England, is run and administered by the prison and Department of Home Office, assisted by the prison deputy governor and some psychiatrists, including a number of prison officers. The Education

Department is also actively interested in post-release education and training which is run by education officers.

He further stated that the inmates at the said prison are selected and referred to by medical officers in prisons and borstals throughout England. The criteria for selection are that they should be near average intelligence or above and not psychotic. They should be able to fit into community where there is a minimum of supervision and voluntarily agree to have treatment. The inmates sent to Grendon are recidivists with a high number of previous convictions and considerable penal and institutional experience. (Gross, 1977:123).

Van Zyl smith (1992:3) indicated that it is not prisoners right to study or to be engaged in study programme. If inmates went for studies he/she must apply for study permit from the commissioner of prisons who will use his/her own discretion of the request.

According to Forster (1996:37), in 1944 the LEA and the Department of Education and Science (DES) ensured that the programmes in England are treated as part of National Educational Patterns rather than as prison

ministry. The social skills programme is run by the prison officers with the help of the government, through the Department of Psychology.

He further indicated that in England lack of money has been a bane of prison administration including prison education. Prison education is suffering because of this inadequate funding of the prison programme. (Forster, 1996: 37).

#### *2.2.3.5 EFFECTS OF THE PROGRAMME*

According to Gross (1977:123) some prisoners serve short term of incarceration. Such inmates have limited time to be exposed to effective treatment programme. In preparing such inmates and those who served long sentence for reintegration, in England the released inmates are provided with what is known as "liberty kits" on their discharge, which will help them to earn a living for themselves.

Smith (1984:15) depicted that once the date of release has been determined they should be transferred to the nearest place where they propose to live. The

department's duty does not cease at the moment of release. The regulation act suggests that as far as practicable provision is made before the release of a sentenced prisoner for his replacement in suitable accommodation and steady employment and guidance in the interest of his successful readjustment in free life.

In England the education programme is the most controversial issue in the community, though it is essential. The community do not see it as a tool for rehabilitation of inmates. The community feels that a lot has been done for criminals. (Forster, 1996:5).

### 2.3 ASIA

This is the largest continent of the world. Ural mountains are accepted as the dividing line between Europe and Asia. It is separated from Africa by Suez canal and the Red Sea. They further highlights that some countries of this continent are not suitable for human life. Large areas of this continent are desolate and arid. Less than 10% of the continent produces crops, yet its population is estimated to half of the world's population, that is nearly 3000 000 000 (three billion). This continent extends for over 6 000 miles (9 600 km) and the distance is just about the same. From its Northern most tip to

the islands of Indonesia. The total area of the continent is about 17 000 000 square miles (44 000 000 km<sup>2</sup>). (Lands and People, volume 2, 1989).

Hoges and Way (1978:116) indicated that this continent was divided into a number of smaller kingdoms by mongol chiefs. The most important kingdoms were China, Central Asia, Siberia, Russia and Persia.

This research will throw an eye on two countries of Asia such as India and Israel.

### 2.3.1 India

India is a federal republic of South Asia and it is also a member of common wealth. It is situated on a Peninsula extending into the Indian ocean with the Arabian sea to the West and the bay of Bengal to the East. Its population is estimated to 913,7 million and the area thereof is 3, 165, 596 km<sup>2</sup>. (Land and People, 1989:359).

Around the year 2000 BC India developed a complex society with particular traditions, beliefs, organisations and religion. Indians were building, weaving materials

and practicing medicine long before any European civilization. They divided themselves into groups who lived and followed similar occupation. Within each group, smaller sub-divisions existed for example, farmers, potters, builders. Most Indians follow Hinduism religion which exerts a strong influence on all aspects of life. (Land and People, 1989:359)

The first settlers to invade India were the Portuguese. They appeared just when the northern plain was being overrun by mongols who poured through the Khyber pass from Persia. They invaded India in 14th century and they completely devastated the Northern plain. The new religion composing of Hinduism and Islam was devised between 1556-1605. Trading stations were set up on the western coast. Native rulers were strong enough to keep western influence until the 18th century. (Williams 1977:104).

According to Hodges and Way (1978:116) in 1526 Babur invaded India and set up his capital at Delhi after defeating its rulers. In 1900 Europe ruled the Indian Britain called India "the brightest jewel in our crown" because of her riches. Indians started to fight against the

British rulers, they wanted leader who will follow their cultures. In 1945 the British government gave India independence under two nations, that is Indians who followed Hinduism and Pakistan who followed Muslim religion.

### *2.3.1.1 CONTENTS OF ADULT EDUCATION PROGRAMME*

Whitfield (1971:46) reveals that the Indian prison's training is offered to inmates serving two years, especially vocational training. Some skills are offered to the inmates, which in many respects are related to the trades that they practised before imprisonment. The prison also offered University education through correspondence.

Prison industries and work programmes are ill-planned, antiquated, wasteful, unproductive and little suited to equip inmates with any useful skills. Inmates learn mainly from their day to day occupational jobs like gardening, weaving, tailoring, blacksmithing, carpentry, book-binding and printing, oil expelling and jute work. They also do maintenance jobs like convict overseers, cleaning, repairing, and cooking (Whitfield, 1971:46).

Whitfield (1971:46) further indicated that though facilities and resources are so much important, some of the prisons or correctional services do not pay much attention to them or consider them. He found out that in India equipments in prisons workshops were rudimentary though the items of reasonable quality were produced and sold. There are no funds put aside for rearing or maintaining their equipments.

#### *2.3.1.2 EDUCATIONAL STAFF AND THEIR QUALIFICATIONS*

In India education in correctional services is not a priority. For example, it would normally be one teacher in each prison. This teacher would offer education at all levels, from basic literacy to assisting with open University degrees and distributing library books for those who ask for them. (Whitfield, 1971: 47).

#### *2.3.1.3 EFFECTS OF ADULT EDUCATION PROGRAMME*

Indian prisons have no meaningful education, vocational training or any other rehabilitative programme. Therefore the lack of the above results in high rate of recidivism.

Inmates are normally allocated jobs which are not aimed at rehabilitating them, but punish them for wrong doing. In India rehabilitation is a lip-service. (Whitfield, 1971:47)

### 2.3.2 Israel

This country is the middle eastern republic at the eastern side of the Mediterranean sea. It is bounded to the north by Lebanon to the northeast by Syria, to the east and southeastern by Jordan to southwest by Egypt and to the west by Mediterranean sea. It is the first Jewish state to be established in nearly 2000 years. This is a very religious country, these are people who in the Bible are depicted as God's elect. When this country emerged, it had a total population of 650 000. (Encyclopedia Britannica, 1982:564)

The total area of this country amounts to 20 700 km<sup>2</sup> excluding the Eastern part of Jerusalem, and other territories occupied during the 1967 war. It has been a nation at war with their Arab neighbours. The highest areas are found in mountain regions of Galilee in the north. The south of Galilee are rocky, limestone, terraced hills and valleys of Samaria and Judea. (Encyclopedia Britannica, 1982 & Compton's Encyclopedia, 1994)

According to Encyclopedia Britannica (1982:564), the sources of national income in Israel are Agriculture, Forestry and Fishing. The popular crops in this country are peanuts or groundnuts, sugar beets and cotton. Israel boasts a large number of milk cows. Agriculture is also greatly mechanized. The major problem that is encountered in this field is insufficient water supply.

Apart from agriculture, Israel also specializes in the following minerals resources; potash, bromine diamonds and magnesium. Tourism in this country also is a growing industry. It is the second largest source of foreign exchange after diamonds in this country. Shipping is also a vital factor both in the economy and in communication with other countries. (Encyclopedia Britannica, 1982:564)

According to the Encyclopedia Britannica, education in Israel is obligatory and free for children between the age of five and fifteen. Young people between the age of fourteen and eighteen who did not complete their schooling are also obliged to attend special classes. The parents normally choose to take their children either to the state lay education or state religious education. (1985:652)

Bran and Dickey (1992:17), stipulated that educational tradition of Israel reaches back to the Biblical times, although the country did not a modern independent state until 1948. The compulsory Education Law of 1949 provides for free and compulsory elementary education.

Capital punishment in Israel has been maintained only for genocide and crimes committed during the Nazi administration of Europe. (Encyclopedia Britannica, 1982:652)

#### *2.3.2.1 PURPOSE OF THE PROGRAMME*

Gross (1977:119) stated that because of the highly competitive society, characterized by mechanization, industrialization and urbanisation, the programme in Israel is aiming at rehabilitating the offenders and reabsorb them into the community.

#### *2.3.2.2 CONTENTS OF THE PROGRAMME*

There is an over-all Educational Division in Israel which supervises and directs the educational programme and facilities, both technical and academic, provided in all penal

institutions. The institutions are equipped with modern workshops and machinery. The workshop is run on factory lines with the workers clocking in and out to teach them the value of time and train them to be punctual. (Gross 1977:119).

Gross (1977:119) further stated that women prisons has attractive little hairdressing salon and beauty parlor. Mothers are allowed to stay with their children up to the age of six. There is a fine nursery and kiddies dining room and playground for them.

The prisons also has its sick bay and dental clinic, well-equipped modern surgery and tuberculosis sanatorium. There are also facilities utilized for social events for an example for various sporting activities instrumental and choral concerts, lectures, plays, radio, television and religious activities. (Gross, 1977:120).



#### *2.3.2.3 RUNNING OF THE PROGRAMME*

According to Gross (1977:120) the educational programme in Israeli prisons is run by the group of willing and voluntary helpers. These helpers are normally very keen and

enthusiastic about their work. They want to make the return of inmates to the community as smooth as possible. These volunteer groups help to make life more tolerable for the inmates and often inspire them with the desire and will to reform because of the genuine interest which they display in their welfare because of the friendship which they willingly and readily extend to them.

#### *2.3.2.4 EFFECTS OF THE PROGRAMME*

Gross (1977:122) argued that on release, an offender often feels that he/she is lost and being afraid of rejection outside prison setting. The Israeli government developed an effective system of after care. Every effort is made to obtain suitable employment and accommodation for long term prisoners prior to their release.

## 2.4 SOUTH AMERICA

According to Hodges and Way (1978:58) South America was the richest continent as compared to North America. Before the year 1800 most of cotton grown in America came from Spanish colonies. In 1850 South Africa grew  $\frac{3}{4}$  (three-quarter) of the world's whole supply of cotton. When time goes on the

development in South America began to slow down as a result of civil wars and political troubles in the year after the republics gained their independence.

Most of the countries of South America are at the coast except for Paraguay and Bolivia. It is bordered on the north by the Caribbean Sea, on the north-east and east by Atlantic Ocean, on the west by Pacific and on the South by the icy Antarctic waters. This continent possesses nearly every kind of climate.

South America is divided into three main geographical zones. It is abundantly supplied with minerals but it is poorly equipped with coal. It has silver and gold that attracted Spanish conquistadores and led to the European conquest of the continent between 16<sup>th</sup> century. It also has agricultural products such as; Sugarcane, cotton, indigo, cacao and coffee. (Hodges and Way, 1978:112).

This continent was discovered by Christopher Columbus in 1498 on his third voyage to the New World. In 1500 Pedro Alvares Cabral landed on the coast of Brazil and the following year the first Spanish explorers came to the narrow, curving central American. Much of the Atlantic Coast of south America and parts of central America were known in 1513. The continent is triangular in shape. It is the fourth biggest continent. It extent over 4 750 miles (7 640 km)from North

to South and about 3 000 miles (4 800 km) from east to west. In the equatorial region (Compton's Encyclopedia, 1994:378).

This section of the study will focus on Columbia in the South American continent as its sample.

#### 2.4.1 Columbia

This is a country or Republic in the extreme North West of South America. It was under the Spanish rule in 1819 when the Republic was established by Simon Bolivar, consisting of the territories now known as Colombia, Panama, Venezuela and Ecuador. Venezuela and Ecuador succeeded in 1830 and Panama in 1903. The capital of Colombia is Bogota. (New Oxford Illustrated Dictionary; 1978:753).

This republic of North Western South America has a coastline on Caribbean sea and Pacific ocean. According to the Britannica Book of the year (1995) The area is 1 441 748 km<sup>2</sup>. The population of this country is estimated to 34 520 000 and it is under the leadership of President Cesar Gavilla Trujillo.

In 1991 the census (study of population) estimated the education level of the total population of this country as

follows:- People aged 25 with no education were contributing 15.3%, primary education 50.1% secondary education, 25.4% high school 6.8%. People who did not state their education level were contributing 2.4%. The total illiteracy rate in 1991 was estimated to 86.7% of which when divided into males and females is as follows 87.5% males and 85.9% females. This suggests that males have higher rate of illiteracy. (Comptons Encyclopedia, 1994:568).

#### *2.4.1.1 CONTENTS OF THE PROGRAMME*

Datesman and Scarpitti (1980:325) depicted the discrimination against female offenders in Colombia. Female offenders were treated differently from males. They also stated that women in prison were poor, underdeveloped and undereducated, all which are aggravated by the fact that they lack training. There are very few correctional services offering education to females, in colombia.

Datesman and Scarpitti, (1980:326) outlined the curriculum at the institution where vocational training programme is established for female offenders. Most of these skills are not market related and they include trade such as hairdressing, typing and sewing which are not market related. The

curriculum for male offenders include skills with better chances in the market, such as auto repairs, television and radio repairs, electronics, printing, banking and carpentry. These skills are categorised as high paying occupations.

#### *2.4.1.2 RUNNING OF THE PROGRAMME*

According to Haft M.G. in Datesman and Scarpitti (1980:326), women in Colombian prisons are housed in prisons without facilities. Though some of the female inmates are housed in the same prison as males, especially in small country jails, they are frequently discriminated against and denied facilities available in such prisons. For example the use of law library, education, recreation and vocational training were exclusively for male inmates only.

#### *2.4.1.3 EFFECTS OF THE PROGRAMME*

Datesman and Scarpitti postulated that the high recidivism rate is caused by lack of training for female inmates. They further stipulated that most of the female prisons in Colombia pride themselves in training women to be housekeepers. The training they get from prison cause enormous problems for women in finding relevant jobs. Due to lack of employment,

female offenders normally resort to crime once more on their release, which increase the rate of recidivism. (1980:325 - 326)

## 2.5 NORTH AMERICA

This is the richest Continent in the whole world. Its wealth is partly due to the continent's supply of the natural resources and partly the resourcefulness of the people who live there. People of this continent have had amazing history. The first man who discovered this continent was from Asia. The riches of this continent were discovered between 15<sup>th</sup> and 16<sup>th</sup> century by European settlers.(Land and People, Volume 5,1989)



North America is rich in gold and silver, which are mainly found in Mexico. Agriculturally, this continent is also rich. They developed sugar and tobacco plantation in the Carribean and they also started an orchard of fruit trees like oranges, lemon, and grapes in California. The Indians taught them how to grow corn maize. They also discovered coal and iron which led to discovery of oil and other natural gases. This discovery lead to the tremendous expansion of economy. (Land and People, Volume 5,1989)

The concept of imprisonment came with the Pennsylvanian government when they abolished death penalty and replaced it

with imprisonment around 1600. In 1718 the then government replaced capital punishment with incarceration as the primary punishment for felons. With this new system the government hoped to rehabilitate their prisoners. They also gave them some Bibles to upgrade their moral values.(Book of the year, 1995:357)

In 1870 the American Correctional Association met for the first time to discuss the issue of correction for the offenders. The main goal for this programme was to rehabilitate the offenders. Around 1920 they introduced prison waged labour. They also introduced the community corrections whereby the inmates works for the community during the day and return to the prison at night. (Book of the year, 1995:359)

The Federal Prison Industries was formed in 1934 to provide training and work for federal prisoners. Prisons began to provide educational opportunities. The dropouts started to enroll and acquire diplomas for quality work after their imprisonment. They also provide a wide array of recreational opportunities including sports and entertainment(Compton's Encyclopedia, 1994:656).

At this juncture, focus will also be shifted to some of the countries in North America, specifically Nicaragua and Mexico.

### 2.5.1 Nicaragua

This country is a central American republic. It is found between Honduras and Costa Rica. It gained its independence in the year 1821 (Coulson et. al, 1976:251)

The main industry in this country is agriculture. The deposit of volcanic materials has enriched the soil, which is extremely fertile. The agricultural department around late 1980's employed 1/3 (one third) of the labour force. The principal commercial crops were coffee, cottons and bananas. Other crops includes sugar cane, rice, sorghum, beans and oranges. This country is one of the leading cattle raising . There are also some deposits of gold, silver and copper in Central America. (Bran and Dickey, 1992:251)

Primary education and secondary education in this country has been free and compulsory. Regardless of this, in the late 1980's most of the children did not attend secondary education because there was lack of facilities. (Bran and Dickey, 1992:253)

#### *2.5.1.1 THE PURPOSE OF ADULT EDUCATION PROGRAMME*

Whitfield (1971:124) stated that in Matagalpa Prison the aim of this programme was to reform and to reintegrate with success, the inmates through education. For this purpose literacy programme campaigns were set up. This was proven right because the finding of the research conducted showed that the rate of recidivism dropped at five percent.

#### *2.5.1.2 CONTENTS OF ADULT EDUCATION PROGRAMME*

Whitfield (1971:124) indicated that in the prison discussed above, prisons offered skills like basic reading and writing. The inmates were also given an opportunity to study up to grade six, with the equivalent education to the one schools were offering outside prison wall.

#### *2.5.1.3 THE RUNNING OF ADULT EDUCATION PROGRAMME*

Whitfield further stipulated that the government was responsible for the facilities and resources of the prisons. The government put up some workshop relevant to the inmates. What was frustrating to the inmates, especially who were doing woodwork and art, was shortage of material and insufficient paints and brushes. (1971:124)

*2.5.1.4 TUTORS AND THEIR TRAINING.*

Teaching in Matagalpa prison was done by inmates rather than prison officials. Inmates with skills in basic trades were encouraged to share their skills with their fellow inmates. They served as teachers. (Whitfield, 1971:125)

**2.5.2 Mexico**

This country is the northern-most of Latin American republics. It is situated between the United States and Central America, with long coastlines on the Pacific Ocean and the Gulf of Mexico. It is a country of tremendous diversity. (The Encyclopedia Americana, 1992)

Mexico has made great efforts to improve the educational and health opportunities for its people. Despite a rapidly growing population and an increasingly large number of school age children, gains are being made. Education for children between age 6 to 14 is compulsory and free. Public schools are funded by the federal state, and private sources. Private schools offer superior education in comparison to public schools. Rural public schools are the least developed. In the rural areas and many low income urban schools, teachers need only a secondary certificate to teach.

Regardless of all efforts there are some children who do not attend school.(Encyclopedia Americana, 1992)

Secondary education in rural areas is scarce, while Universities are only found in cities. A college degree is a passport to social mobility in Mexico. (Compton's Encyclopedia, 1994)

According to Encyclopedia Americana (1992) in 1986 illiteracy rate was estimated at 15%. Since that time the Mexican government has been fighting adult illiteracy vigorously.

#### *2.5.2.1 PURPOSE OF ADULT EDUCATION PROGRAMME*

According Whitfield (1971:153) in Mexico, Geurrero centre for Rehabilitation, the aim of the programme is to improve prisoners potential for employment, and for higher earnings after their release.

The Education Testing Service (ETS) research (1997:1), confirms Whitfield statement that education and training in Mexican prisons enabled the learners to stand chance for success in the job market. It has also been found that inmates

exposed to the programme are more likely to be employed and less likely to end up back in prison than non-participants.

Centre on Crime Communities and Culture (1998:2) also confirms the above statement by Whitfield and ETS that the education programme in American prisons lead to substantial savings, higher productivity and employment levels for released inmates and increased security within correctional facilities.

According to Whitfield the Geurrero Centre of Rehabilitation in Mexico offers a basic compulsory education to its inmates which was an obligation to those classed as illiterates, aiming at helping them to be able to read and write by the time they are released to the community. (1971 : 154)

#### *2.5.2.2 CONTENTS OF ADULT EDUCATION PROGRAMME*

Whitfield indicates that the Mexican Prisons offer training through forced labour. The inmates were making items like furniture, door and window frames, pottery and jewellery. These were the duties of the male inmates, after they sold their products to the government. The females did domestic work like cleaning, cooking and laundry. This labour was

forced on them so that they may excel in their field of work.  
(1971 : 53)

## 2.6 SUMMARY

Adult education programme is run differently in prisons and by different organisations. In some prisons the programme is run by the government while in others it is run by the NGO's.

Although the programme is run differently in correctional services, the basic aim in all of the countries of the world is similar. That aim is the rehabilitation of the offenders, with the intention to reintegrate them successfully to their distinct communities.

The criteria that the prisons use to admit inmates differ from prison to prison. In some prisons education is voluntary, while in others it is compulsory. Also in some prisons inmates who come with particular trades have their skills enhanced and are often preferred to those who do not have trades or skills.

The department of education in most correctional services is understaffed. There are no enough qualified staff for tutoring, training and instructing. The inmate learners need professionals who will assess their needs and try to meet them.

The training of the staff members is essential but some prisons do not train their staff for instruction purposes, regardless of its importance. Whitfield (1971:38) stated that in India training has remained woefully neglected. Bartollas (1985:144) also indicate that in California the instructors are poorly trained.

Both Pre-service Training (Pre-set) and In-service Training (In-set) are important. Pre-set is important for the employee to be enabled to know the skills of handling the adult inmate learners in educational matters before. In-set is useful to equip the staff with new ways and approaches to educational matters in prisons. Further and advanced training are necessary, especially for professionalism. (Whitfield, 1971:38)

Most adult inmates in developing countries, are illiterates, for they have never been to school at all or they did not complete their schooling. This statement affirms Bartollas (1985:144) that in adult prisons the average school achievements core of arriving prisoners does not exceed the ninth grade level, at California. This raises the need for inmates to be offered literacy skills.

The purpose of adult education in prison is to prepare the inmates for job opportunities. The training leaves the inmates in good position for gainful employment. Due to separation of male from

female inmates, they are trained for different jobs after imprisonment, where women are channeled to inferior trades. In cases where training is provided for men and women, it changes their lives for the better.

Prisons practise labour through which involved inmates are remunerated for their efforts. Inmates are learning informally from their day to day work that they do. However, these kind of experiences are not recognised, for no certificates are issued for informally acquired experience.

Several religious groups have had a stirring impact on inmates. These religious groups have some classes with inmates and train them in a way that they would not depart after release. All over the world, they tried to convert them to their respective faiths such as Christianity, Islam, Bahai, Buddhism, et cetera. Most of religious groups such as Christianity, advocates against crime, revenge and promote forgiveness and therefore converted inmates adopt these principles. In some instances these religious groups are equally rehabilitative as the educational programmes.

Deighton (1971:217) points out that most correctional education programmes are inadequately financed in all countries. This is not only the case in the United States of America. He further indicated

that sufficient resources and facilities should be available at any stage of correctional efforts to begin to compensate for the deficits which both conditioned and stimulated the offenders' illegal acts.

Steyn (1961) in Loubser(1971:105) indicates that the treatment with the view to rehabilitation of convicted prisoners is the duty of the Department of correctional services. The department should see to it that the necessary resources and facilities are available in prisons for the inmates who are included in the rehabilitation programme.

Some people in South Africa, literate and illiterate, believe that education in prison is a waste of tax payers' money. This is a world's perception. The communities disregard the offenders and treat them. They are not ready to welcome them as their fellow comrades and compatriots. The general feeling of the people is that prisons should not be made comfortable, they should be left out as ghettos, so that criminals should learn the hard and painful way that crime is very evil.



For many former inmates, life after release becomes a series of trials, which if failed, could steer them back into deviant behavior and life styles. The rejection and isolation of released inmates by their fellow community members are some of the trials that the

inmates meet. Such treatment is often the major cause of recidivism of inmates.

Recreational activities are the most popular in the prisons. Bartollas indicates that recreation alleviates the monotony of the prison life, it serves as a safety valve of pent-up emotions, and provides good survival insurance because of physical conditions and building exercises. They may help inmates to be employed as sports officers or by the governmental sports department. They can also be involved in community projects and earn a living on such skills.(1985:147)

## 2.7 CONCLUSION

This chapter examined the following:-

- the purpose and effectiveness of the education of inmates in many countries in the world.
- whether education to inmates in South Africa and all over the world prepared the experiences for employability and successful integration into the society.

- whether there is a link between recidivism and the education that is offered in correctional services.

This chapter directs us to the next chapter (chapter 3) which deals with the method of research used and the procedures followed in conducting this study.

## CHAPTER THREE

### METHODOLOGY AND PROCEDURES

#### 3. INTRODUCTION

This chapter briefly outlines the method employed to conduct the study and the steps taken to ensure the validity and reliability of the accompanying research instruments and the purpose of this study, as stated in chapter one. It is a small-scale investigation on Adult Education in Prisons as a Rehabilitation Programme around Rustenburg (RTB) district. The purpose of this study was a guiding force in this research and it was meant to examine the following:-

- The extent to which education offered to adult inmates in prisons is able to help for direct gainful employment after release,
- the extent to which prison adult education is able to help the people to take a responsible position in civic life and contributing to the community living and,
- the extent to which adult education helps the inmates not to recidivate.

### 3.1 PILOT STUDY

Legotlo (1996) indicated that pilot study is a small-scale preliminary investigation designed to acquaint the researcher with the flaws and problems that need attention before the major study. It offers the researcher an opportunity to pre-test the instruments of research and detect the problems that must be solved before the major study.

According to Schumacher (1993:175) pre-testing provides the subject with practice on the type of questions asked or familiarized the subject with the material tested. Borg (1987) outlined that the results of these instruments are used to refine questions and locate potential problems in interpretation or analysis of the results.

The researcher conducted the pilot study to check on the feasibility and the worth of this study. He conducted a pilot study by forwarding all the three sets of questionnaires to the Head of Prison in Mogwase. Informal interviews with the educationists, tutors and inmates were also conducted. These gave a green light to the researcher to go on with his study.

### 3.2 DATA COLLECTION TECHNIQUE

In this study the researcher used three important instruments for collecting data. The said instruments that were employed by the researcher are, Questionnaires, Interviews and Observations as a supplement to the two major instruments.

#### 3.2.1 Questionnaires as Research Instruments

Three sets of questionnaires were prepared. The first was designed specifically for adult inmates, the second for their tutors and the third one for the educationists. All these questionnaires were administered by the researcher himself, with the help of some prison officials. It took the researcher from May to December (ie. Six months) to collect his data.

According to Behr (1988:155) questionnaire is a document normally distributed through the post to be filled by the respondent in their own way and time on occasion. The researcher however managed to secure appointments with relevant Correctional Services school officials and administered the questionnaire personally.

Although the questionnaires were administered, it took six months for all the questionnaires to be filled. The reason for

this, is that the visit to the said correctional services were in most cases unsuccessful due to other prison routines, such as searching the inmates, et cetera. The prison staff members were not informed in time about the routines, when will they be conducted. That caused an inconvenience to the researcher.

Charles (1988) stated that the aim of questionnaires is to require information from people who cannot be interviewed because convenient interview times cannot be arranged and/or participants are too numerous to get around to them individually.

Behr (1988:155) regards the mailed questionnaire as the best form of survey in carrying out an educational inquiry.

The number of the inmate learners, tutors and educationists was high, such that the researcher could not have enough time to be able to interview them all.

Questionnaires can be administered to the respondents in two ways, through the mail and/or in face-to-face situation.

### *3.2.1.1 Advantages of a mail Questionnaire*

Dixon (1989:19) tabled the advantages of mail questionnaire as follows:-

- Low unit cost: travelling and subsistence costs are minimal.
- Homogenous stimuli: since questionnaires are identical stimuli provided are identical.
- Geographical coverage: respondents from all parts of the country could be reached.
- Anonymity of the respondents: respondents' names are not given.
- Speed: information from thousands respondents could be obtainable within a month.
- Ease of processing: the questionnaire could be carefully structured and precoded and very little use is made of open-ended questions.

The following are the disadvantages of the mail questionnaire:-

- High proportion of non-replies
- Negative attitude to the questionnaire

- Impersonality may cause frustrations to some respondents.
- The returns do not bound back with equal celerity.
- Partial returns may introduce a bias that will render the obtainable data useless.

Despite all of these good advantages of the mail questionnaire the researcher decided to administer the questionnaires by himself because it is faster though expensive or costly. The researcher monitored the turn back rate of the questionnaires more easily, unlike the mailed ones. One would not be sure of their return.

### *3.2.1.2 Construction of Questionnaires*

Van Dalen (1979) indicated that questionnaires are popular research tool. He further stated that questions to be asked should be able to test the hypotheses. He is supported by Borg(1987) that it usually contains questions aimed at getting specific information on a variety of topics. He further stated that in answering the questionnaire, there are no right or wrong answers and questions may be of either closed or open form.

According to Ary et al (1990:422) the construction of a good questionnaire is difficult and it is also a time consuming task. A well-constructed questionnaire is more likely to elicit a good response than a poorly constructed one.

Below here, are the suggestions of Ary et al (1990:422) for writing items for questionnaires:-

- Should be constructed in such a way that it reflects quality.
- Must be brief so that it requires a minimum of the respondent's time.

Questions should be phrased in such a way that they can be understood by every respondent.

### *3.2.1.3 Format and contents of Inmates and Tutor Questionnaire*

The questionnaires were categorised into two forms of questions, which were close and open-ended questions. They were also subdivided into three divisions.

Division one of the inmates questionnaire consisted of questions one to eight (1-8) and division one of tutor

questionnaire consisted of questions one to seven (1-7). The questions required personal data of each respondent.

Division two of the inmates questionnaire consisted of questions nine to thirteen (9-13) and division two of tutor's questionnaire consisted of questions 8,9 and 13 to 17. They were aiming at assessing the effectiveness of the rehabilitation programme in Correctional Services.

The last division of inmates questionnaires consisted of questions fourteen to sixteen (14-16) and tutors questionnaire consisted of questions ten to twelve (10-12) which were aiming at investigating the financial matters concerning education in Correctional Services.



Question seventeen (17) of inmates questionnaire was an open ended question. Its intention was to investigate the rehabilitation progress of inmates.

#### *3.2.1.4 Format and contents of Educationists' Questionnaire*

This questionnaire was constituted by two forms of questions which were open and close-ended questions. It was also subdivided into four divisions. The first division consisted of

questions one to three (1-3) and was aiming at drawing personal data from educationists.

Second division consisted of questions four to seven (4-7) and it was concerned with the running of the programme, while the third division is constituted by questions eight and nine and sixteen to eighteen (8-9 and 16-18) and it is more concerned with the effectiveness of the programme. The fourth division consisted of questions ten to fifteen (10-15) and it was more concerned with staffing and training of their tutors.

### 3.2.2 Interview as a research Instrument

According to Van Dalen (1979) interviews serve well people who are more willing to communicate orally than in writing and because they provide data fully in an interview than on a questionnaire. In face-to-face meeting an investigator is able to encourage subjects and to help them probe more deeply into a problem, particularly an emotionally laden one. He further indicated that though interviews are useful tools of survey, more time, money and energy are required to conduct them than to administer questionnaire. They may make the respondents to be biased.

Borg (1987) stated that the interview is a form of measurement that is widely used in descriptive research, such as surveys. It collects data through direct verbal interaction between individuals. He further stated that the interviewer can make full use of the responses of the subject to alter the interview situation. The interviewer can obtain sensitive information that the subject would probably not reveal under any other circumstances.

Behr (1988:15) supported the above views that interview is a direct method of obtaining information in face-to-face situations. He further stated that they are preferred to the written questionnaire, particularly where complex topics are involved, or where the investigation concerns matters of a personal nature.

### *3.2.2.1 Advantages and Disadvantages of Interviews*

Interviews have both advantages and disadvantages. Therefore the researcher employed interviews for the following advantages as according to Behr (1988:151) and Ary et al (1990: 418).

- The interviewer has the opportunity of giving a full and detailed explanation of the purpose of the study to the respondent, and to ensure that the latter, fully understands what is required of him.
- If the respondent misunderstands the question, the interviewer can add a clarifying remark.
- If the respondent appears to show lack of interest or becomes detached, the interviewer can stimulate and encourage him.
- The interviewer has control over the order with which questions are considered.
- It is flexible and adaptable: can be used in different problems and types of persons.
- It helps build a positive relationship between the interviewers and the respondents.

Ary et. al (1990:418), stated the disadvantages of the interview as follows:-

- It is time consuming, expensive and difficult to arrange.
- It is potential for subjectivity and bias.
- The respondent may be uncomfortable in the interview and unwilling to report true feelings.

- Since the researcher became aware of the disadvantages of the interview he made sure that he puts the situation under his control.

Behr (1988:156) suggests that the interview can be used in the initial stages of a project, in an effort to obtain greater clarity as to the problems involved or as the main source of information to supplement other findings.

#### *3.2.2.2 Type of Interview used*

Research interview is classified according to its purpose and designed in terms of purpose, interviews seek either objective information in the form of attitudes, beliefs and opinions. In terms of design, interviews can be either structured, semi-structured and/or unstructured (Behr, 1988:156). The researcher will therefore use semi-structured approach after considering structured and unstructured approaches.

#### *3.2.2.3 Semi-structured interview*

The researcher used this approach because it permitted him to use his discretion and to depart from the self questions as well as their order of presentation as the situation demands,

though the questions to be asked were prepared before hand, to follow up the answers in an effort to get more information or clarity of the respondents. This approach was preferred over other approaches because in a totally structured approach, the interviewer asked specific questions from an interview guide and did not deviate from the questions. In regards to the unstructured approach, the researcher does not employ a detailed interview guide but has a general plan and usually asks questions or makes comments intended to lead the respondents towards giving data to meet the interviewers objective, of which according to Borg( 1987), it is highly time consuming.

Although Behr (1988:156) outlined the disadvantages of a semi-structured approach, stating that it is difficult to compare the data obtained from various respondents so as to arrive at reliable generalisations, the researcher used tape recording method to record the information given by the interviewees which was later transcribed, while notes were also taken. Before the researcher could record the interview, he requested permission from the interviewee. The recording of interviewees was imperative because it provided the most accurate method of collecting information from interviews. The interviewer might have missed or overlooked important

information if he was only taking notes and did not use tape recording method. The notes might also be biased or misquoted.

### 3.2.3 Observation as the Research Instrument

According to Van Dalen (1979) researchers collect data on the current status of entities by watching them and listening to them rather than asking questions about them.

Borg (1987) added to the above statement that this research instrument usually provides very reliable and valid measures of the variables being observed. It is essentially a technique for gathering data about the subject involved in the study. He further indicated that the greatest advantage of observational process is that it enables the researcher to collect direct information about human behaviour, that can be collected only indirectly by measurements.

The researcher also employed this technique as a supplementary approach to the two above discussed approaches, to collect his data from his population. The aim of the researcher was to witness the running and administration of adult education in Prisons, to get the first hand information, to avoid lip services. The researcher

wanted to be sure that what has been said on questionnaires and through interviews confirms and corresponds to what is happening in reality in the correctional services with regard to adult education. According to the researcher this technique is the best because one witnesses what is really happening on one's field of research.

### 3.3 POPULATION AND SAMPLING

This study focused on correctional services in the Rustenburg district. This district has only two correctional services, which are Mogwase and Rustenburg Correctional Services, (Ramotshana). The researcher involved 570 adult inmates who are included in adult education in the Correctional Services as his population. This was a total population but also was taken as a sample in totality because of the fewness of the subjects. One member of the correctional services personnel was interviewed, the Provincial Head Educationist (PHE). The researcher chose adult inmate learners because in most cases they are ignored as much attention is on adult learners outside prison environment. Adult inmates need to be equipped with relevant education to earn themselves life after imprisonment.

### 3.4 APPROVAL AND COVERING LETTERS

According to Cohen and Manion (1980:110) covering letter is a tool

employed to introduce the questionnaire to the respondents. The purpose of the letter is to indicate the aim of the survey and to assure them confidentiality and encourage their participation. In essence it gives the respondents the direction to complete the questionnaire and guarantees anonymity.

The questionnaire in this case were designed in such a way that they would guarantee anonymity and confidentiality of the respondents. The questionnaires had covering note on the first page to this effect, for each and every respondent.

The researcher requested permission from the National Office Correctional Services to conduct this study . Such permission was granted and the internal guide was appointed to supervise the researcher, especially on areas within the correctional services and to monitor the work of the researcher since there is some information within the sector that is confidential and not allowed to be published. The researcher had to submit every chapter of this study to the internal guide for progress. The approval letter was used to gain access into the Correctional Services targeted.

### 3.5 DATA ANALYSIS

(N) for number and percentage (%) were used to analyse the descriptive data for respondents in this study.

### 3.6 SUMMARY

Three instruments of survey were employed in this research which are, questionnaires, interviews and observations. Pilot study was also conducted to check on the feasibility and the viability of this study. Statistics was employed to determine the extent to which adult education helps to rehabilitate the inmates.

Questionnaires were administered to three groups of people, that is, inmate learners, tutors and educationists. The three groups completed the questionnaires and returned them to the researcher for analysis. The interview with the Provincial Head Educationist of the North west Province was successful and beared fruits. The researcher also got involved in the day to day running of the programme in the two correctional services and became part of such programmes. This gave the researcher a much clearer picture of what is really happening inside the correctional services.

Chapter four, gives an analysis of the findings on this study.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4 INTRODUCTION

This chapter reports on the results of the empirical investigation conducted, to examine the extent to which education offered to adult inmates in prisons, is able to help in providing direct gainful employment after release. It also reports on the extent to which prison adult education is able to help people to take responsible positions in civic life and to contribute to harmonious community life. Finally it also shed light on the education in the prisons which helped inmates not to recidivate. The quantitative and qualitative data collected through investigation are discussed and summarised in this chapter. (N) was used to represent the number of respondents and (%) the percentages, in this analysis of data collected.

#### 4.1 REVIEW OF RESPONDENTS

Three instruments of data collection were used, which were; questionnaires, interviews and observation. On each of the instruments the researcher managed to collect information which will be analysed here under.

Three sets of questionnaires were developed and administered to the relevant stakeholders. The inmates questionnaires were not all returned, because of the changing conditions in the prisons. Some of the inmates were released and others were transferred to other correctional services around the country without earlier notice. All these movements were done during the process of data collection, that is the reason why the questionnaires were not all returned. Only 203 questionnaires were returned.

The interview with the Provincial Head Educationist was a success. The respondent in this case was free to respond to all the questions asked by the interviewer, regardless of how sensitive questions were.

#### 4.1.1 Inmate Learners Responses.

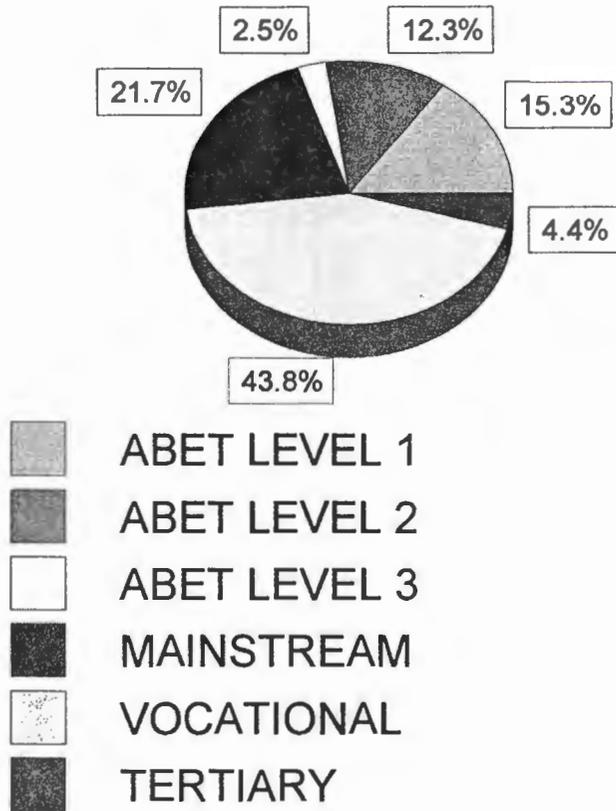
The total inmates involved in Educational programme as a rehabilitative tool, who were targeted were 535. They were divided as follows; 141 inmates from Mogwase Correctional Service, 230 inmates from medium A and 164 from medium B Correctional Service.

Of the total 535, only 203 inmates, contributing 37.9% of the total involved in the program, responded to the questionnaire. The reason for the return of few questionnaires has already been mentioned.

The learners are divided as follows:-

Table 4: Sample distribution of inmates according to programmes

<i>Learners Group</i>	<i>Number</i>
Abet Level 1	31
Abet Level 2	25
Abet Level 3	5
Mainstream	44
Vocational	89
Tertiary	9
<i>Total</i>	<i>203</i>



Graph 1

According to the pie graph above, the majority of the inmates were in vocational training. The inmates in this field contributes 43.8% of the total inmates who are involved in learning. Only 2.5% of the learners were in Abet level 3

The mainstream in ABET Levels includes grade 10 and grade 12. Both correctional services in Rustenburg area has

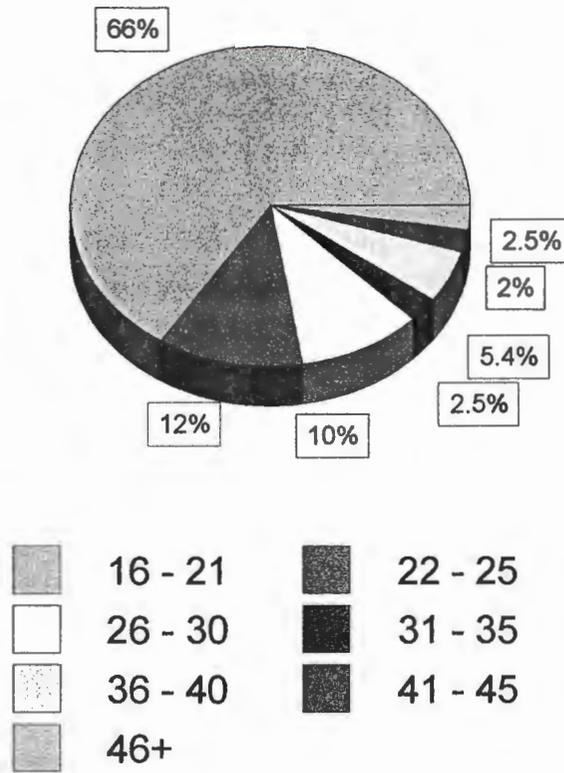
no Abet Level 4. Vocational training offered in correctional services includes wood work, metal work, Upholstery, Auto Valet and building (which includes; paving, plastering and Brick laying)

The results of the analysis are presented below.

*Table 4.1.1 Percentage Distribution of Inmates Learners Respondents' Age*

<i>AGE</i>	<i>N</i>	<i>%</i>
16-21	133	66
22-25	24	12
26-30	21	10
31-35	5	2.5
36-40	11	5.4
41-45	4	2
46+	5	2.5
<i>TOTAL</i>	203	100

NWU  
LIBRARY



Graph 2

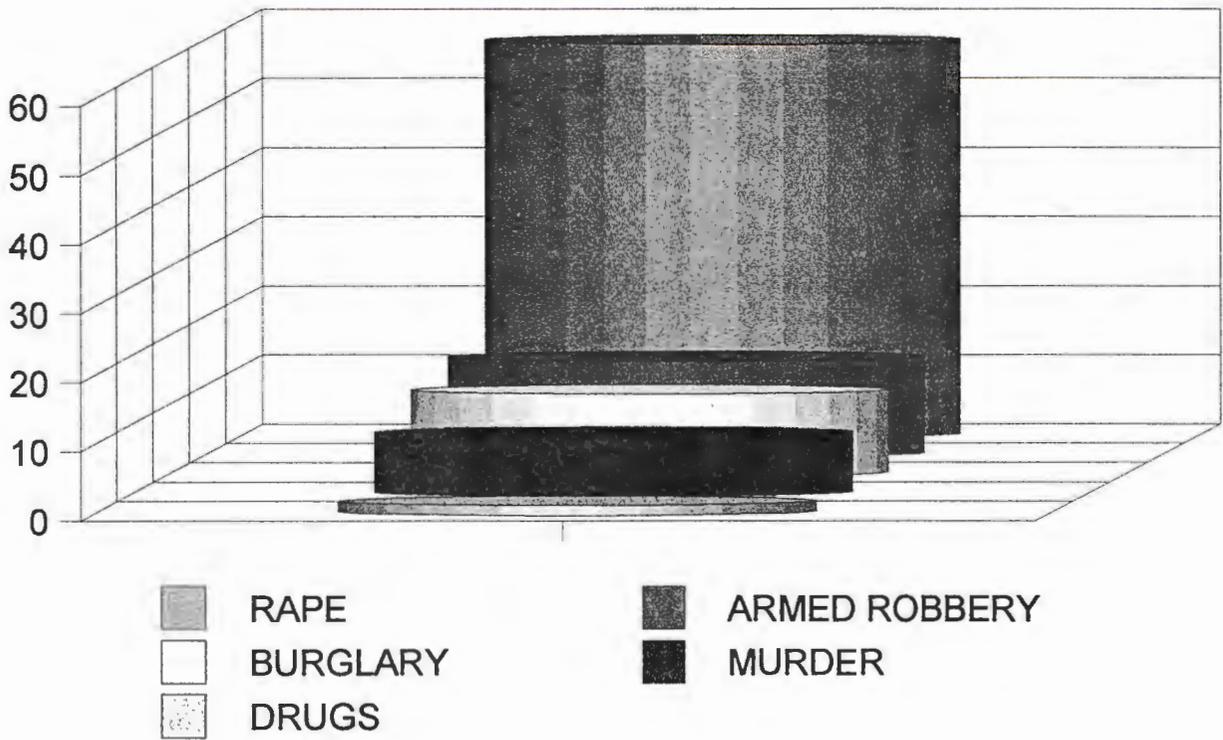
Most of inmate learners in Rustenburg area are young people. Table 4.1 above shows that 90.1 per cent of the inmate learners are those who are aged between 16 and 35, who fall under category of young people and only 9.9 per cent are those who are aged above 35 years. The pie graph above also shows that adults are relatively low in representation.

*QUESTION:* What crime are you Charged of?

*Table 4.2 Percentage Distribution of Respondents' Crimes*

<i>CRIMES</i>	<i>N</i>	<i>%</i>
Rape	116	57
Armed Robbery	29	14
Murder	18	8.7
Burglary	24	12
Drugs	3	1.5
<i>TOTAL</i>	<i>190</i>	<i>94</i>

Table 4.2 above suggests that most inmates in the area are those charged with rape. The table shows that 57.1 are inmates charged of rape crime. Most of the inmates charged of this crime are the youth. Except for the above well known crimes, there are some crimes that are not that known to the society. Some are known but are not common. 6.5 per cent of the inmates learners are charged of this crimes, and they are divided as follows; 2.5% charged with Arson, another 2.5% with Culpable homicide, 1% with fraud and 0.5 with possession of dangerous weapons.



graph 3

The graph above shows that the highest crime committed in Rustenburg Correctional Services is rape. Drug abuse felons are minimal in representation.

QUESTION: Do you think you are fairly convicted?

On the question of fair conviction, 42.9% of inmate learners felt that they are fairly convicted. 57.1 per cent feel that they were not fairly convicted. Most of felons that felt that they were not fairly convicted, were those who were charged of

rape. Most of them claim that they agreed with their partners to have sexual intercourse and afterwards they laid charges of rape against them. Amongst those who think that they are fairly convicted are those who murdered and most of them committed such crime out of anger with the intention to revenge or avenge.

*QUESTION:* What level of Education did you attain before Custody?

*Table 4.3 Percentage Distribution of Respondents' Education Before Incarceration*

<i>PROGRAM</i>	<i>N</i>	<i>%</i>
Not Being To School	54	27
Primary Education	48	24
Secondary Education	75	37
Pot-secondary Education	6	3
Skills	20	9.9
<i>TOTAL</i>	<i>203</i>	<i>100</i>

Table 4.3 above depicts that the highest percentage of respondents are those who schooled to secondary level which make 36.9% of the inmates learning. One can

conclude that most of the inmates are not learned or well learned. 87.1% of the inmates ended at secondary education and others were still at secondary level when they were put in custody. Only 12.9% were in tertiary and some were doing hand skills.

*QUESTION:* Were you Employed before imprisonment?

In answering the above question, 22.2% were employed and 77.8% were not employed. Most of the respondents who were not employed were the students and others did not have education that would give them jobs. Those who were employed were on 1 jobs that paid below poverty line; such as drivers, mine workers, taxi industry, farm workers, and patrol attendants.

*QUESTION:* What led you to do crime?

Table 4.4 and graph 4 below depict that 50.3% of the respondents were influenced by their peers. 32.9 were influenced by unemployment, poverty, and circumstances which were unfortunate to the respondents. These three factors go hand in glove. Therefore these factors, like peer group pressure, contribute to crime.

*Table 4.4 Percentage Distribution of Respondents' Influence to commit crimes*

<i>INFLUENCE</i>	<i>N</i>	<i>%</i>
Peer Group Pressure	102	50.3
Unemployment	25	12.3
Poverty	21	10.3
Intoxication	17	8.4
Circumstances	21	10.3
Did not Commit	17	8.4
<i>TOTAL</i>	<i>203</i>	<i>100</i>

*QUESTION:* For which program have you registered in Prison?

*Table 4.5 Percentage Distribution of Respondents' Education In Prison*

<i>PROGRAM</i>	<i>N</i>	<i>%</i>
ABET	61	30
Secondary Education	44	22
Post-secondary Education	9	4
Vocational Education	89	44
<i>TOTAL</i>	<i>203</i>	<i>100</i>

According to the finding in table 4.5 above, 44% are doing vocational education whereby they are training on the following skills; building (brick laying, paving, plastering) Metalwork, Woodwork, hand skills (beats work, cane work Weaving, Sewing, leather work) , Auto valet and Upholstery. 30% are studying ABET level 1 to 3 of which they use the Lead the Field Africa Curriculum and they are assessed by the same project, which is internationally recognised. Both correctional services did not have ABET level 4 by the time this work was done. 22% were studying in the field that is termed main streaming (that is grade 10 and 12). For main streaming, the correctional services used the same curriculum used for the out side prison learners. The grade 12's write the same examination as the grade 12's out side prison. They sit for the examinations at the same time as the out side students and sit for same question papers from the department of education. 4% are at tertiary level, all of them are studying towards the Certificate course in Adult education with the University of South Africa. After completion, they will proceed to the Diploma course.

In addition to the above programs offered to inmates, those who are doing vocational are also taught entrepreneurial skills to enable them to learn skills that they will use on their release.

QUESTION: What would you want to do after release?

*Table 4.6 Percentage Distribution of Respondents' Plans after Imprisonment*

<i>PLANS</i>	<i>N</i>	<i>%</i>
Further Studies	73	36
Get a Job	56	27.6
Start Business	74	36.4
<i>TOTAL</i>	<i>203</i>	<i>100</i>

Table 4.6 above indicates that 36% of the respondents are intending to further their studies most of whom are at tertiary level. 27.6% percent would like to be employed so that they can earn a better living. 36.4% of the respondents showed interests in starting their own business. This gives them an advantage, in this competitive world. Some wish to have businesses because they are influenced by the entrepreneurial skills that those who are doing mentioned education, particularly, are offered. They are taught how to start small businesses and how to run them.

*Table 4.7 Percentage Distribution of Respondents' Attitude towards the Program*

ATTITUDE OF RESPONDENTS	YES		NO		TOT
	N	%	N	%	
The Relevance of the Program	200	99	3	1	203
Time Enough	167	82	36	18	203
Do the inmates enjoy it	191	94	12	6	203
Are they Comfortable with Teaching Methods	185	91	18	9	203
Satisfied with the Facilities	199	98	4	2	203

According to table 4.7 above, 99% of the respondents feel that the program in which they are enrolled is relevant to earn them a living. Most of them also enjoy it and they feel that at least they are doing something. They seem to be satisfied with the program as a whole. The table above attests to this, showing that 98% proclaimed that they are satisfied with the facilities and 94% stated that they enjoy the program.

Figure 1 below shows the facilities that medium A section at the Rustenburg Correctional Services, have for their teaching-learning environment. Learners who study vocational education use well-equipped workshops. Figure 1.1 below depicts metal workshop and some of the objects that the learners had done. Figure 1.1 also shows the machinery the workshop has, as well as other resources. This is what satisfies the learners mostly because they get what they want.

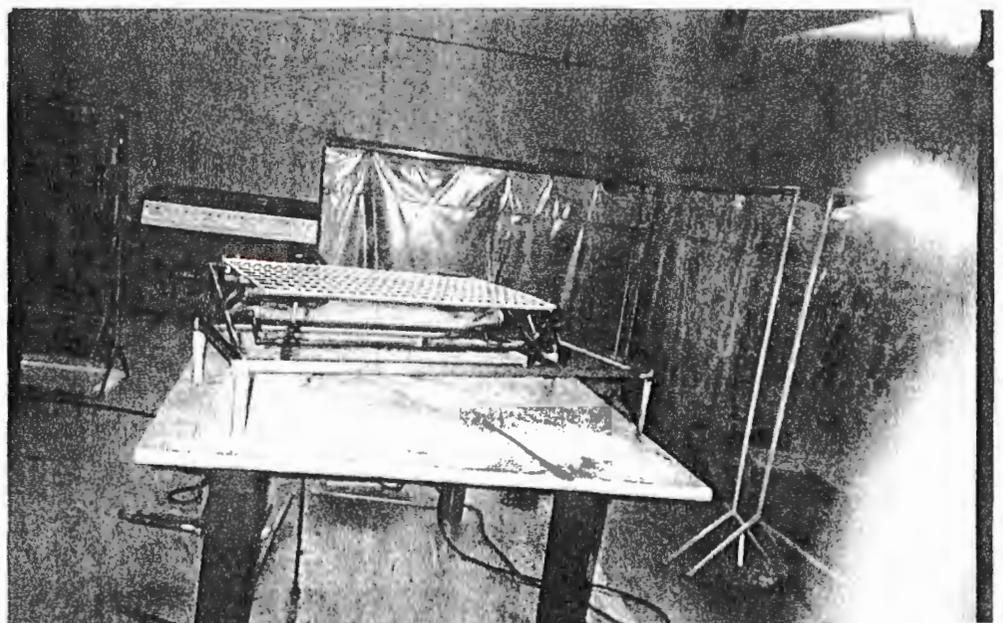


FIGURE 1.1

Figure 1.2 below depicts the woodwork workshop. It shows the work that the inmates learners do. The first picture depicts the inmates completing the table that is behind him. The second picture shows the completed job done by the inmates.

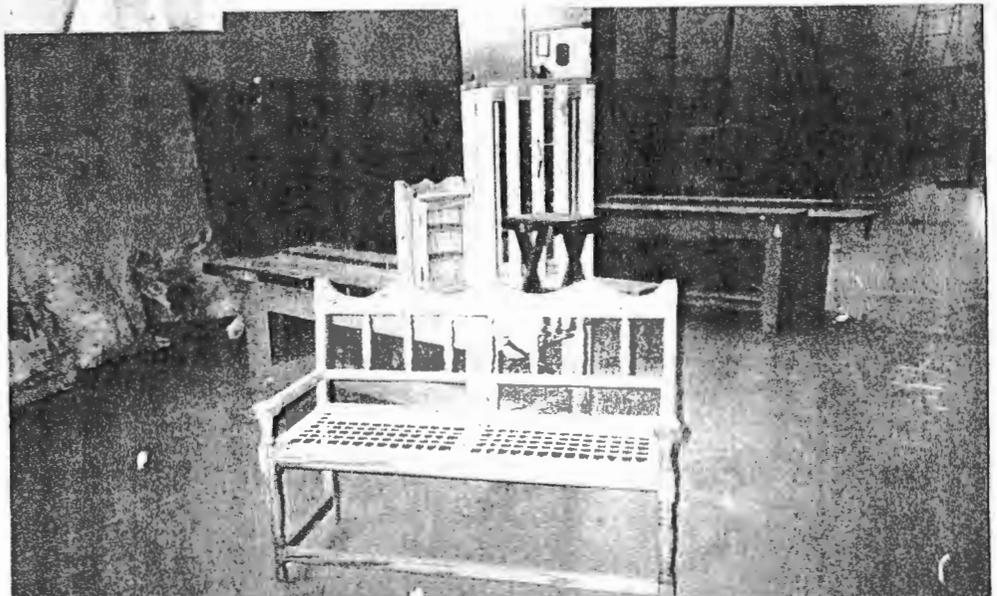


Figure 1.2

Figure 1.3 below shows the upholstery workshop with the resources. Figure 1.3a depicts inmate learners cutting leather preparing to cover an old seat. Figure 1.3b shows a learner joining two leather material with a sowing machine to fit the seat to be covered. Figure 1.3c shows the learner's unfinished covered sofa.



FIGURE 1.3

Below here, figure 1.4 depicts the Auto Valet workshop, where the inmates wash cars for the public and for some government officials. Both figures depict learners under the supervision of instructors, washing private investigators vehicle.



FIGURE 1.4

Figure 1.5 shows the computer class for the learners. The Correctional service uses the Future Kids (a computer academy) syllabi for their learners. The training is open to all main streaming learners. The computer class has nine computers as depicted in figure 1.5a and b. This prepares the inmates for the technological challenges they will face after incarceration. Figure 1.5c shows the front view of the computer classroom, the chalkboard for the theory work.



Figures 1.5

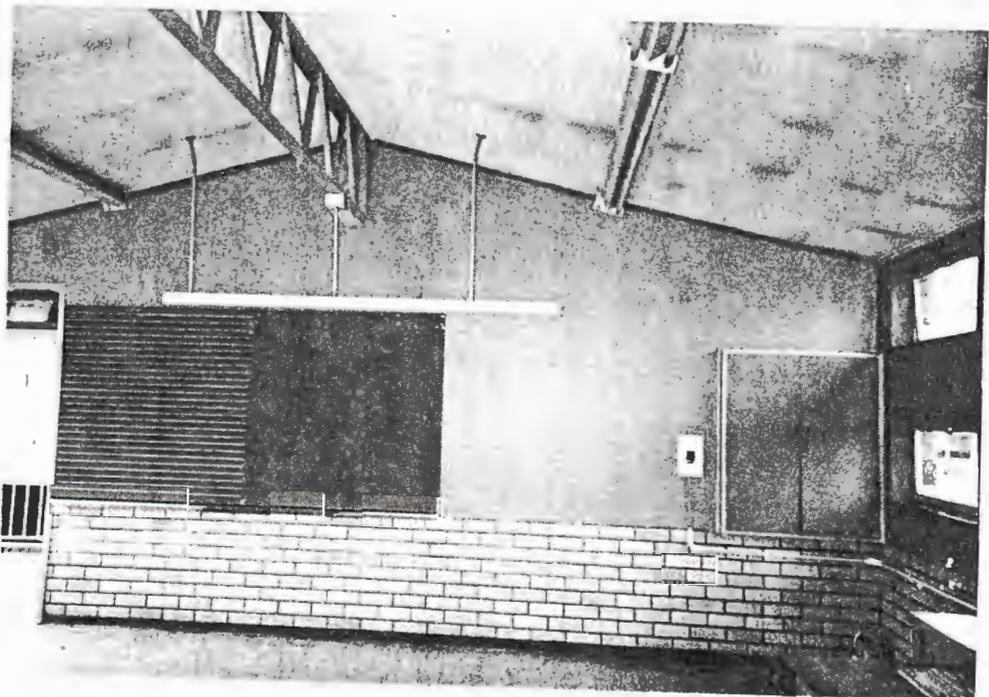
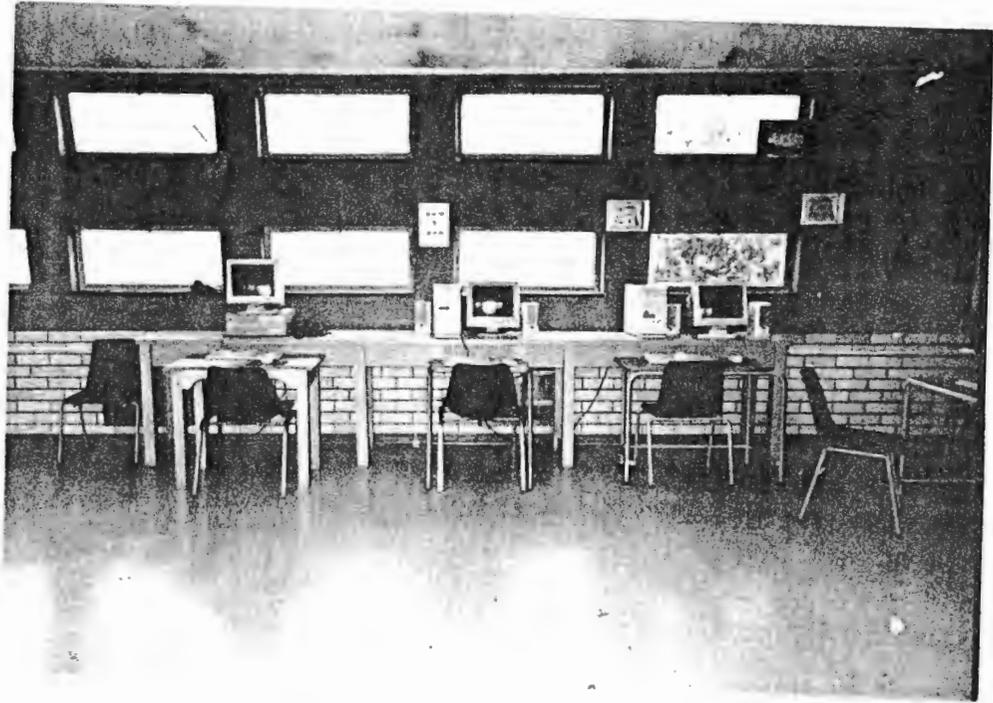


FIGURE 1.5

Figure 1.6 depicts the classroom view. This is the sample of the classrooms they are using. It has four classrooms which looks alike for ABET level 1 To 4 and main streaming, which goes in interchangeably.

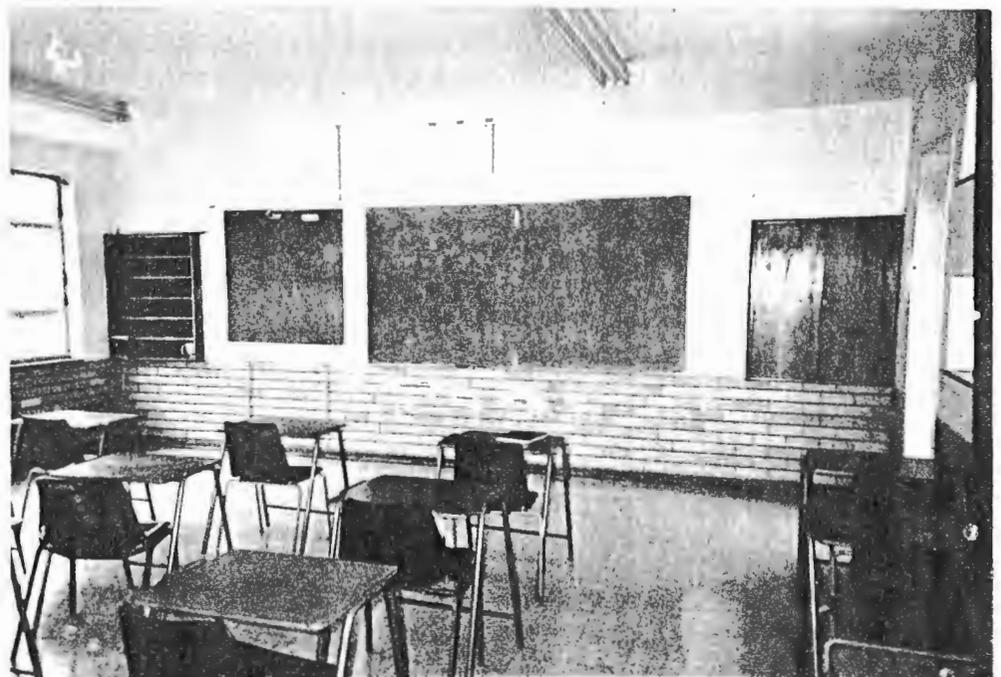


FIGURE 1.6

Figure 1.7 depicts the library used by the inmates. This library is run by an educationist who is helped by one of the inmates. Figure 1.7a depicts the reading area. One can notice that this library is too small by looking at this study area. This library can accommodate 22 readers at a time. It is well organised. Figure 1.7b depicts the circulation desk with books of which at the time of shooting were returned to the library. 1.7c shows the open shelves with insufficient books. 1.7d and e shows the referencing section with dictionaries and encyclopedias.



FIGURE 1.7

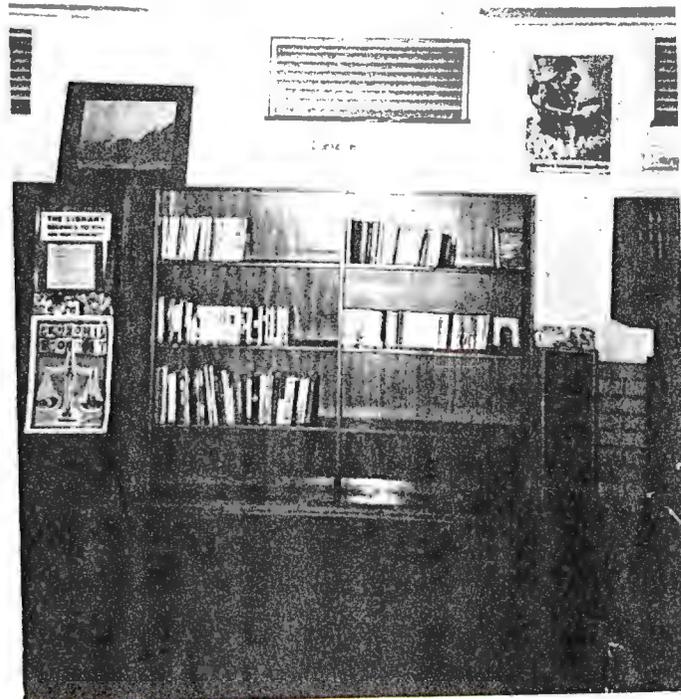


FIGURE 1.7

Brick laying and paving are also offered as vocational training at these Correctional Services. Figure 1.8 depicts the well-done job that the brick laying and paving inmate learners did and the equipments they use. From the pictures below we see safety helmets, bricks and wheelbarrow. They also depicts the uncompleted wall constructed by inmates learners. The paving we see below is also laid by the learners.

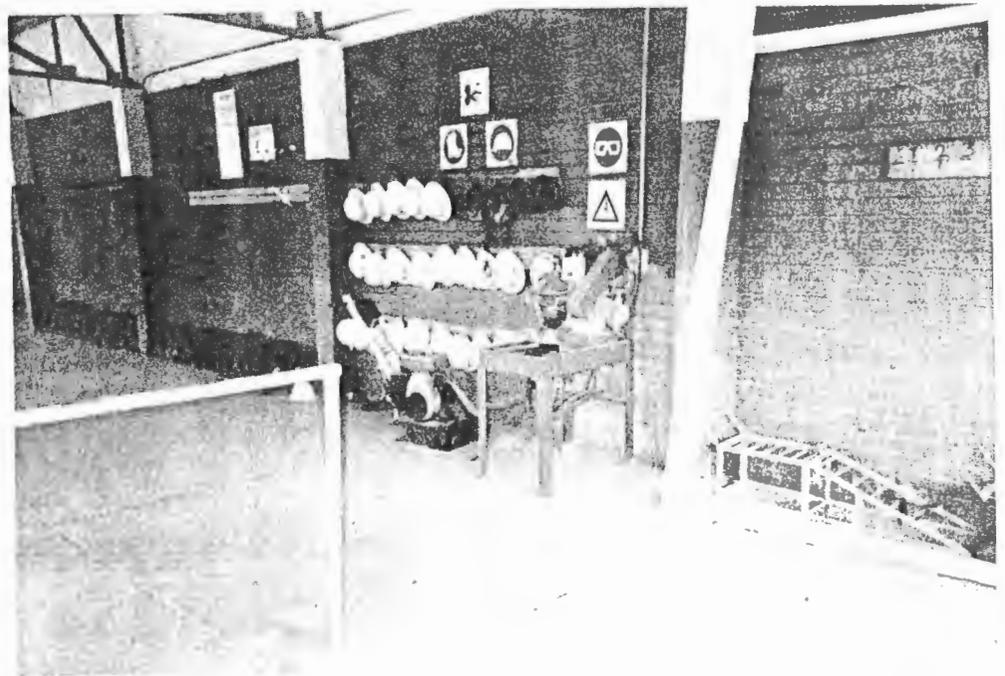
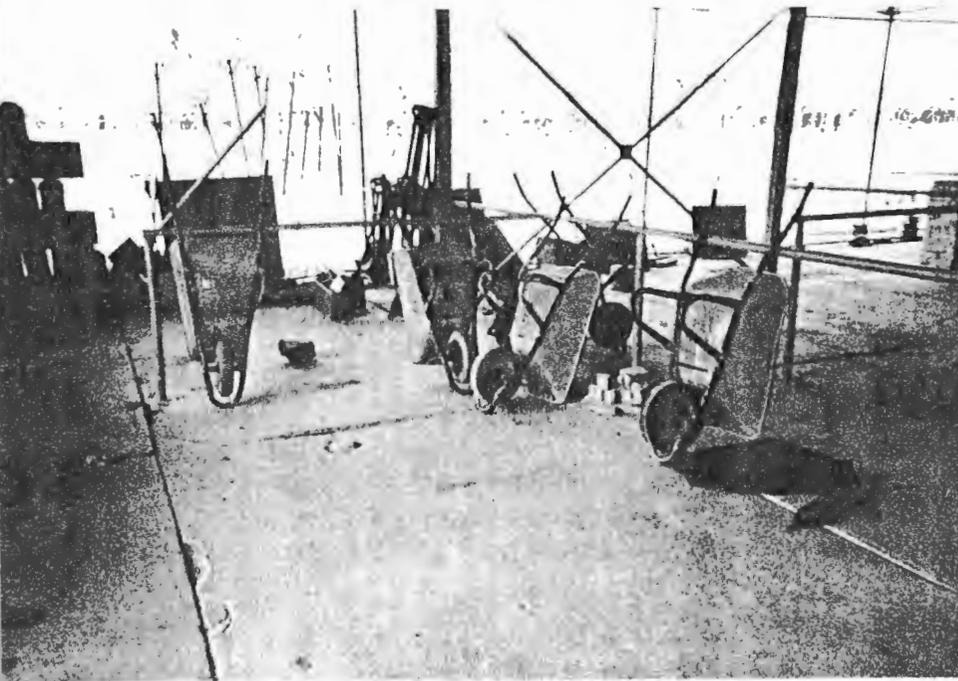


FIGURE 1.8

FIGURE 1.8

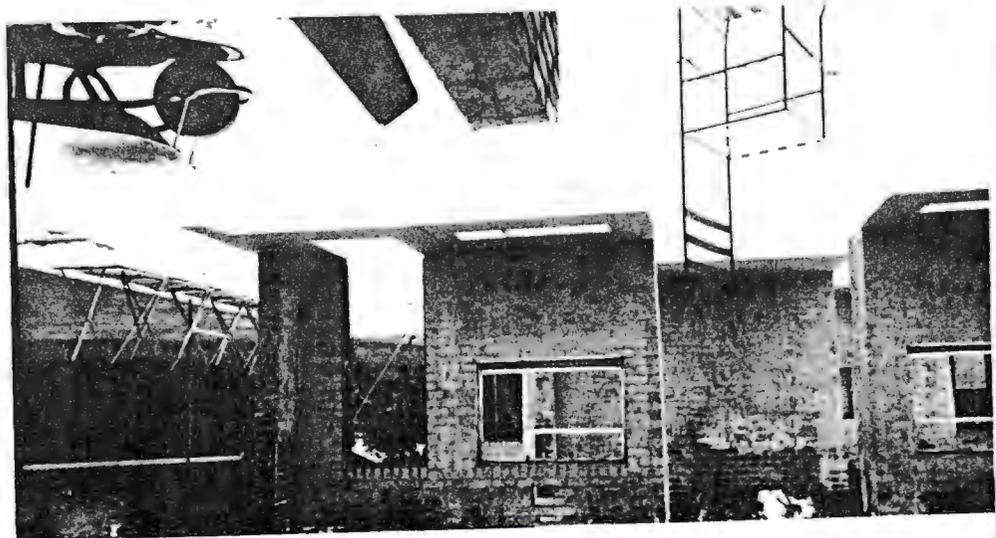
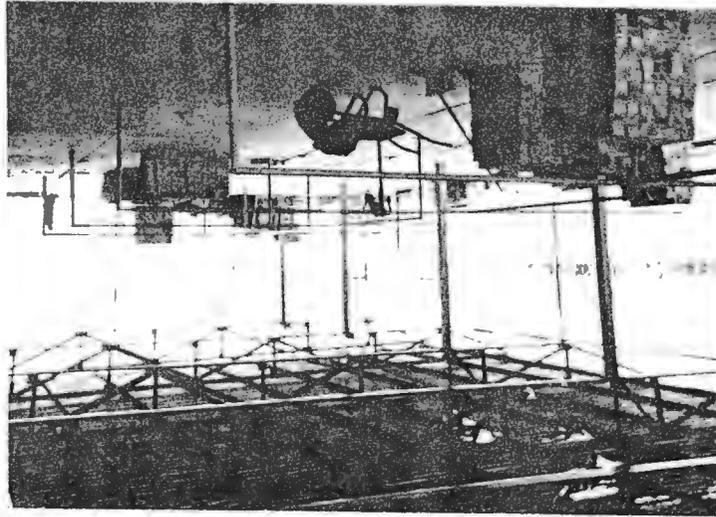
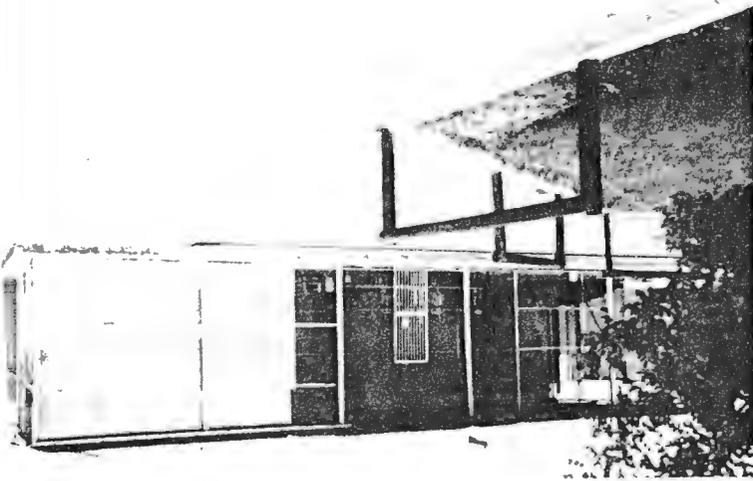
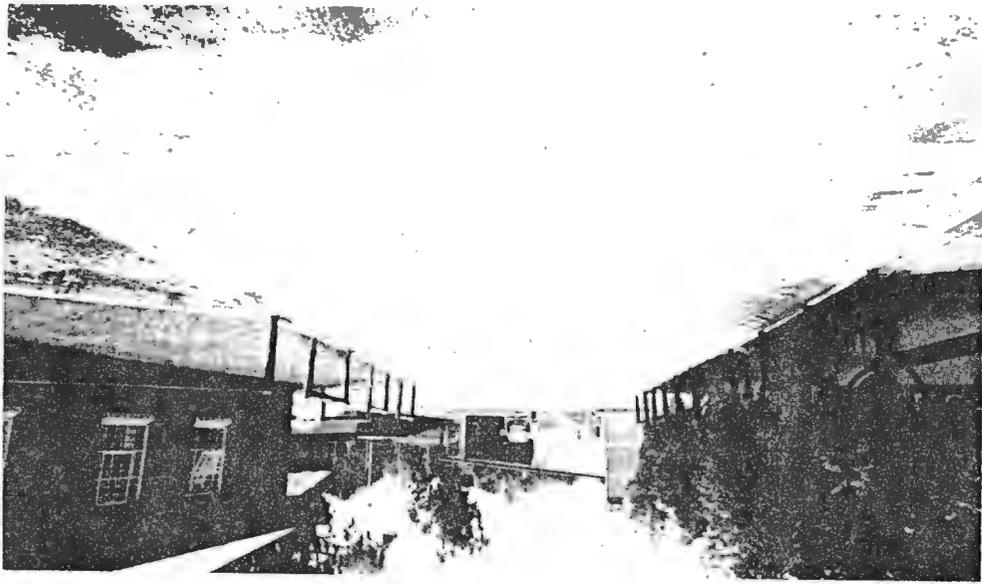


Figure 1.9 shows the view of the administration block of the school. It has an office for the Chief Educationist and a staff room for other educationists, as well as a board room. Figure 1.9a depicts the main entrance and the school bell which is rung by the learners to regulate the periods. Figure 1.9b shows a notice board in front of the Chief Educationist office, on which they write Biblical verses every morning. There is also another bulletin board shown on figure 1.9c, on which they put important announcements and notices, for the learners and their educators.

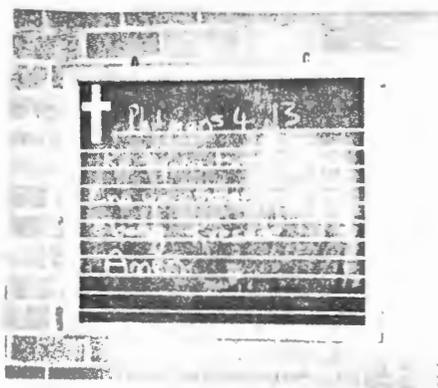
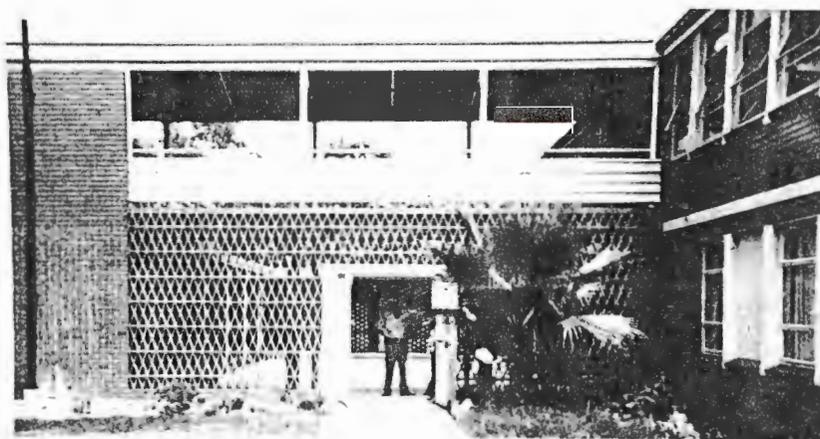


FIGURE 1.9

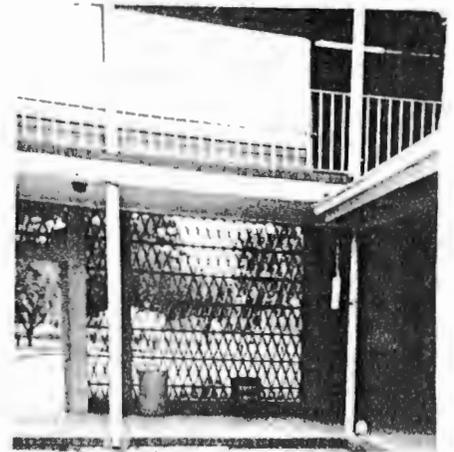


FIGURE 1.9

#### 4.1.2 Tutors and Instructors Responses

Eighteen tutors and instructors responded to the questionnaire. They were divided as follows; nine from Mogwase and the other nine from Rustenburg. Rustenburg correctional service has two mediums, "Medium A" consisting of five tutors for levels 1 to 3 and "Medium B" consisting of four workshop instructors for vocational education.

The data analysis for tutors and instructors follows under here:-

**QUESTION:** How long have you been employed as a tutor in this Prison?

*Table 4.8 Percentage Distribution of Respondents' Period of Employment*

<i>PERIOD EMPLOYED</i>	<i>N</i>	<i>%</i>
Less than a Year	7	39
One Year	3	17
Two Years	3	17
Three Years	2	11
Four Years	2	11
Five Years and Above	1	5
<i>TOTAL</i>	<i>18</i>	<i>100</i>



In answering the above question, 39 per cent, (the majority of the respondents) indicated that they have less than a year tutoring in their respective correctional services. This is because they are inmates and they are transferred from one prison to another. Those who have the longer service are instructors based at the Rustenburg Correctional Services for the workshops.

**QUESTION:** How did you get this job?

*QUESTION:* How did you get this job?

*Table 4.9 Percentage Distribution of Respondents' Employment Recruitment*

<i>RECRUITMENT</i>	<i>N</i>	<i>%</i>
Volunteered	5	28
Appointed	9	50
Interviewed	4	22
<i>TOTAL</i>	<i>18</i>	<i>100</i>

The analysis [above] depicts that the majority (50 per cent) of the respondents were appointed for tutoring. The appointments were done by the educationists on behalf of the correctional services. 28 per cent had volunteered and 22 per cent were interviewed for their respective jobs. The respondents who were interviewed were the workshop instructors from Rustenburg Correctional Services. They are employed by the Department of Correctional Services. In all the methods of recruitment, the officials considered the qualifications of the incumbent tutors, as it is indicated in the table below. Table 4.10 shows that at least all the tutors have higher qualifications. The lowest qualification that appeared is Grade 12 (matric).

*QUESTION:* What level of Education did you attain?

*Table 4.10 Percentage Distribution of Respondents' Level of Education*

<i>LEVEL OF EDUCATION</i>	<i>N</i>	<i>%</i>
Secondary Education	11	61
Post-secondary Education	6	33
Vocational Education	1	6
<i>TOTAL</i>	<i>18</i>	<i>100</i>

*QUESTION A:* Who supplies you with teaching aids?

*QUESTION B:* Who remunerates you?

It is evident that correctional services provide tutors with teaching aids, except for instructors. This is much evident on table 4.11 [below] that shows that 77.8 per cent of the respondents indicated that they get their teaching aids from the prison. The concerned prisons make sure that the tutors have every thing they would need to offer lessons to the inmate learners. Prisons are not the only institutions that should give teaching aids for inmates learning process. The table also depicts that 16.7 per cent stated that they got the teaching aids from the non- governmental organisations and 5.5 per cent indicated that they supplied themselves with the teaching aids.

Table 4.11 Percentage Distribution of Respondents' Supply of Teaching Aids and Remunerations.

<i>SUPPLY OF TEACHING AIDS AND REMUNERATIONS</i>	<i>Q. A</i>		<i>Q. B</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Self	1	5.5	~	~
Prison	14	78	14	78
NGOs	3	17	~	~
DCS	~	~	4	22
<i>TOTAL</i>	<i>18</i>	<i>100</i>	<i>18</i>	<i>100</i>

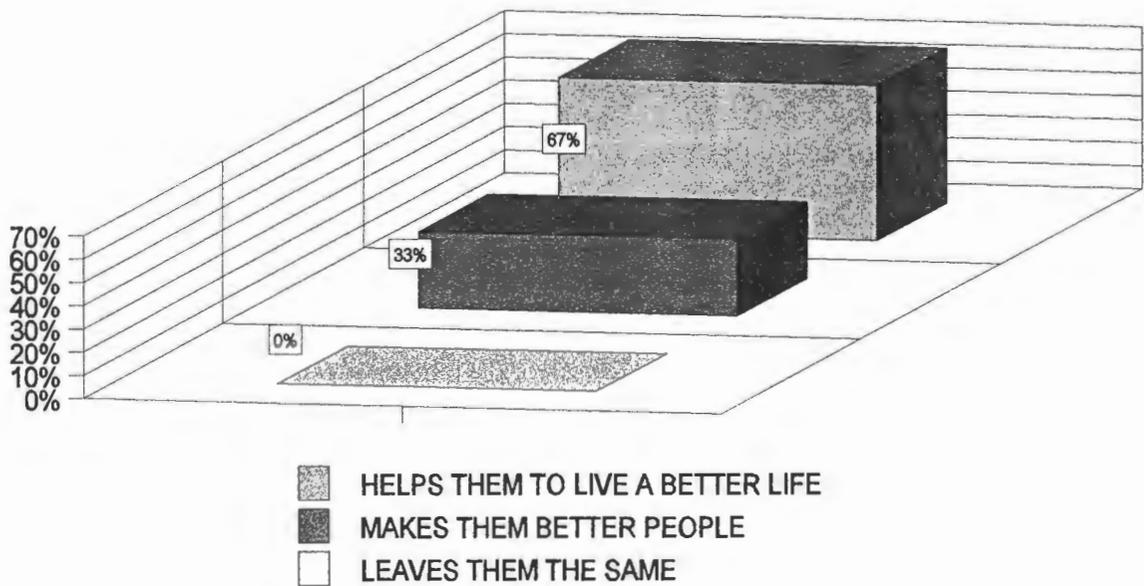
KEY Q. A = Question A { Supply of Teaching Aids}  
Q. B = Question B { Remunerations}

In answering the question of remunerations, most of the tutors indicated that they are remunerated by the prisons they are working for. 77.8 per cent of tutors are those who are tutoring ABET levels and they indicated that they are remunerated by the prison. The remaining 22.2 per cent are remunerated by the Department of Correctional Services because they are its employees.

**QUESTION:** What do you think about the Program?

*Table 4.13 Percentage Distribution of Respondents' Perception on the Programme.*

<i>PERCEPTION ON THE PROGRAMME</i>	<i>N</i>	<i>%</i>
Leaves them the Same	~	~
Makes them better People	6	33
Helps them to live a better Life	12	67
<b><i>TOTAL</i></b>	<b><i>18</i></b>	<b><i>100</i></b>



Graph 4

From the above table (4.13) and graph 4, it is clear that all of the respondents are convinced that the education programs as rehabilitation tools in prisons help the inmates to live a better life after release. It is clear that no one who has been involved in this program want to lead the same life he or she led before incarceration.

Although the tutors are qualified and some semi-qualified, they did not undergo any adult teaching training. 61.1 per cent have no skill of teaching adults. This is the reason why they encounter some problems. When they were asked how they found teaching adults 80 per cent of the respondents indicated that it is boring while 20 per cent indicated that it is interesting (see Appendix B). They indicated problems that they encounter as follow:- stubbornness, slow learning, lack of seriousness and respect, not ready to learn, poor attendance and lack of materials. 72.2 per cent of the respondents stipulated that they encounter problems. These problems are as a result of not undergoing training. They do not know “why these adults involve themselves in educational programme”. They are unlike pupils who are forced to school but they involve themselves willingly.

Table 4.14 Percentage Distribution of Respondents' YES and NO Responses

QUESTIONS	YES		NO	
	N	%	N	%
DID YOU UNDERGO TRAINING FOR ADULT TEACHING	7	39	11	61
DO YOU ENCOUNTER ANY PROBLEM WITH YOUR LEARNERS	13	72	5	28
ARE YOU REMUNERATED FOR YOUR EFFORTS	18	100	~	~
ARE YOU SATISFIED WITH THE REMUNERATION	6	33	12	67
IS THE CURRICULUM RELEVANT FOR THE CHALLENGES AFTER RELEASE	18	100	~	~
ARE THE LEARNING FACILITIES SATISFACTORY TO LEARNING SITUATION	10	56	8	44

It is evident from table 4.14 above, that the respondents are remunerated for their efforts although 66.7 per cent are not satisfied with the remunerations. Tutors are remunerated by the prisons they are working for and instructors by the Department of Correctional Services refer, Table 4.11 above.

The tutors who are in ABET level are mostly the ones who are not satisfied with the remunerations. In an informal interview with the chief educationists, they stated that these tutors are taken from the

inmates with higher qualifications to those they were tutoring. They indicated that their remunerations tariff was R7.70 per month.

All the respondents, indicated that the curriculum they were using was relevant to employment needs of prisoners. 55.6 per cent of the respondents also outlined that the learning facilities are satisfactory to the learning situation in prisons. Most of the facilities that are satisfactory are those at Rustenburg Correctional services refer to figure 1.1 to 1.9.

*QUESTION:* In your own words what causes recidivism?

The above is the open ended question aiming at detecting possible causes of high turn back rate in correctional services. The following are the reasons given by the respondents:-

Table 4.15 *Percentage Distribution of Respondents' Causes of Recidivism*

<i>CAUSES OF RECIDIVISM</i>	<i>N</i>	<i>%</i>
Rejection by society	16	89
Lack of education	12	67
Peer group pressure	16	89
Lack of counseling	5	28
High unemployment rate	8	44
No proper reintegration	2	11
Inmates comfort in prison	15	83
No support from their family members	18	100
No support from the national office	13	72
Prison is a way of survival not punishment	18	100

*Note: The cumulative percentage is greater than 100 per cent because this was an open ended question and the respondents responded as much as they wanted.*

#### 4.1.3 Educationists Responses

The Correctional Services in Rustenburg area has 17 Educationists running educational programs in correctional services. The educationists are employed by the Department of Correctional Services and their duties are to oversee all educational programs

that are meant to rehabilitate the inmates and to see to it that the programs are viable.

At the Mogwase Correctional Service there are two permanent educationists and two temporary educationists who were two males and two females. These add up to the total number of four educationists in this Correctional Service. Rustenburg Correctional Service had thirteen educationist which were divided according to the sections they have. There are eight educationist in "medium B" section which are as follows; one at the workshop section working together with the instructors, six at the school as well as the head educationist. Of this eight there were only two females. At "medium A" they had two permanent educationists and three temporary educationists, of which three are ladies and two are males.

The analysis of data procured from the educationists from the two Correctional Services follows here under.

*QUESTION:* How long have you been employed as an educationist in this prison?

Table 4.15 Percentage Distribution of Respondents' Service

<i>SERVICE OF EDUCATIONISTS</i>	<i>N</i>	<i>%</i>
Less than a year	7	41
One year	1	5.9
Two years	2	12
Three years	1	5.9
Four years	~	~
Five years and above	6	35
<i>TOTAL</i>	<i>17</i>	<i>100</i>

The above table depicts that most of the respondents had been employed for over a year as educationists under the Department of Correctional Services. 58.8 per cent of the responded indicated that they had been employed for over a year in the prisons. Only 41.2 per cent of the respondents responded that they had service of less than a year, of which 71.4 per cent are temporary educationists. 60 per cent of the respondents over a year have a minimum period of six years been employed as educationists. This shows that most of the educationists in correctional services in Rustenburg District are experienced in this field.

*QUESTION:* How were you Recruited?

*Table 4.16 Percentage Distribution of Respondents' Recruitment.*

<i>RECRUITMENT</i>	<i>N</i>	<i>%</i>
Appointed	1	5.9
Interviewed	11	65
Volunteered	5	29
<i>TOTAL</i>	<i>17</i>	<i>100</i>

Most of the Educationists in Correctional Services around Rustenburg District were interviewed for their jobs. The above table registered 64.7 per cent of the respondents attesting to this. 29.4 per cent of the respondents volunteered and this respondents were temporary educationists. All temporary educationists volunteered their services for the benefit of the inmates learners. The remaining 5.9 per cent of the respondents indicated that they were appointed.

*QUESTION:* What level of education did you attain?

Table 4.17 *percentage Distribution of Respondents' Level of Education.*

<i>LEVEL OF EDUCATION</i>	<i>N</i>	<i>%</i>
Diploma	10	59
Junior Degree	4	24
Honours Degree	3	18
Masters Degree	~	~
Vocational Skills	~	~
<i>TOTAL</i>	<i>17</i>	<i>100</i>

It is evident from the above table that most of the respondents have a certain qualification. The table shows that 58.8 per cent have a diploma, 23.5 per cent a Junior Degree and 17.7 per cent an honours degree. 94.1 per cent of these respondents are educators by profession and 5.9 per cent did theology to the higher level. The respondents are all professionals.

**QUESTION:** Who is responsible for the running of the education program in your Prison?

Table 4.18 Percentage Distribution of the Running of the Program

<i>THE RUNNING OF THE PROGRAM</i>	<i>N</i>	<i>%</i>
Ministry of Education	10	59
Ministry of Justice	~	~
Non Governmental Organisations	4	24
Department of Correctional Services	6	35
<i>TOTAL</i>	<i>20</i>	<i>118</i>

*Note: The cumulative percentage is greater than 100 per cent because the respondents responded to more than one variable as their source of information.*

From the above table, it is evident that the Ministry of Justice have nothing to do with education as a rehabilitation tool for inmates in Prison.



58.8 per cent of the respondents indicated that the Education Ministry, according to table 4.18 above plays a notable role in education of inmates so as to help in their rehabilitation. The role played by the Ministry of Education is much more clearer on the main streaming, especially the grade 12 learners who write the same national paper as the other grade 12 outside the prison. They use the same syllabi as the outside grade 12s.

The Department of Correctional services also plays an important role in the education of the inmates in prisons. 35.3 per cent responded positively to this question in regard to the department of correctional services. Department of Correctional Services is responsible for the payments of the educationists, it has to see to it that the learners have relevant learning materials and in cases of prison with workshops it also takes responsibility to supply the materials in the workshops. It also remunerate inmate learners in the workshops through their prisons.

Although it is the responsibility of the correctional services department to offer the inmates quality education, the department uses the syllabi and the materials of the NGO called Lead All Africa. This NGO issues a certificate after ABET level four, which is internationally recognised.

*QUESTION:* How are inmates recruited to the Programme?

*Table 4.19 Percentage Distribution of Inmates Recruitment According to the Respondents'*

<i>INMATES RECRUITMENT</i>	<i>N</i>	<i>%</i>
Volunteered	11	65
Compulsory	4	24
Selected	5	29
<i>TOTAL</i>	<i>20</i>	<i>118</i>

*Note: The cumulative percentage is greater than 100 per cent because the respondents responded to more than one variable as their source of information.*

Table 4.19 above shows that inmates enroll voluntarily in the programme. 64.7 per cent of the respondents indicated that inmate learners come to the programme voluntarily. 29.4 per cent of the respondents indicated that they were selected. The selection was based on the evaluation test they write, which serves as an aptitude test for the admission of inmate learners to the programme.

According to the chief educationists from the two correctional services, after the inmates are sentenced, the prison board provides them with counseling. In their counseling session they propose an educational programme to the inmate and advise them to be involved in such a programme.

**QUESTION:** How well are the inmates performing?

*Table 4.20 Percentage Distribution of Respondents' Perception on Learners Performance*

<i>LEARNERS PERFORMANCE</i>	<i>N</i>	<i>%</i>
Good	4	25
Fair	12	75
Bad	~	~
<i>TOTAL</i>	<i>16</i>	<i>100</i>

Table 4.20 above exhibits that only 94.1 percent of the respondents responded to this question. 75 per cent of those that responded to this question showed that the inmate learners are performing fairly in their studies. 25 per cent of these inmates are good. No inmates according to the analysis above are performing badly. All of the learners are performing average and above average.

**QUESTION:** How were your Tutors recruited?

According to table 4.21 below, tutors mostly applied for tutoring posts. The table registered 76.5 per cent of the respondents indicating that the tutors applied for their positions.

*Table 4.21 Percentage Distribution of Tutors Recruitment According to the Respondents'*

<i>TUTOR RECRUITMENT</i>	<i>N</i>	<i>%</i>
Volunteered	4	24
Compulsory	~	~
Applied	13	77
<i>TOTAL</i>	<i>17</i>	<i>100</i>

Although 23.5 percent of the respondents acknowledged that they volunteered, the correctional services, before appointing them, looked at their qualifications, to be sure that they were fit to tutor.

*QUESTION:* What are the requirements for the recruitment of the tutors?

*Table 4.22 Percentage Distribution of Tutors Recruitment Requirements*

<i>REQUIREMENTS</i>	<i>N</i>	<i>%</i>
Matric Certificate	9	53
Teachers Certificate	2	12
Skills	6	35
<i>TOTAL</i>	<i>17</i>	<i>100</i>

In answering this question 52.9 per cent which forms the majority, displayed from table 4.22 above that tutors recruited for tutoring adult inmates are those who have matric certificate. The rest are those who obtain further qualifications. This imply that tutors at correctional services were recruited from people with matric or anything higher than matric.

*QUESTION:* What form of training do your tutors get?

*Table 4.23 Percentage Distribution on Tutors Form of Training*

<i>FORM OF TRAINING</i>	<i>N</i>	<i>%</i>
In service	8	47
Pre service	~	~
In service and Pre service	5	29
<i>TOTAL</i>	<i>13</i>	<i>77</i>

Only 76.5 per cent of the respondents responded to this question. 61.5 percent of the respondents indicated that they only get an in-service training and 38.5 per cent indicated that they get both types of training. This suggests that tutors never got proper pre-service training which is much important for tutors who never taught as

adult educators. It also suggests that tutors who can do their job effectively and skillfully are the minority.

*Table 4.24 Percentage Distribution of Respondents' YES and NO Responses*

<i>QUESTIONS</i>	<i>YES</i>		<i>NO</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Does the Prison have exclusive control over its education	12	71	4	24
Do tutors get training for teaching inmate Learners	12	71	2	12

In answering the first questions from the table above (4.24) only 94.1 per cent of the respondents responded to the question. Of the respondents who responded, 75 per cent indicated that the prison does not functions in isolation, it works with other departments. Table 4.18 authenticates the fact that Correctional Services does not work in isolation from other bodies.

The above table also shows in agreement with table that 4.23 that although the training was not satisfactory, the tutors underwent training. 85.1 per cent of the respondents betokened that tutors went through training.

The total of 100 per cent of the respondents identified the following disciplines offered to inmates as a package to education as a rehabilitation programme; Academic Training, Vocational training, Industrial training, Prison labour, religious training, Moral training, social training and recreational training.

The respondents also elucidated that for teachings, the correctional service at Mogwase used prison empty cells and empty stores as their classrooms. Rustenburg medium A also used unoccupied cells and dining halls, whereas at medium B they have properly build structures for school purposes.

In answering the *Question*: What percentage is the recidivism rate in your prison? The respondents at Mogwase stated that the rate of recidivism in their prison was 11.5 per cent and respondents in Rustenburg indicated that the rate of recidivism was 20 percent. This suggest that the rate of recidivism in Correctional Services in Rustenburg district is at the average of 15.75 per cent.

Responding to the question of the attitude of the community towards the programme, 58.8 per cent of the respondents stipulated that the community attitude is positive while 41.2 per cent perceives the attitude of the community being negative. This denotes that the

majority of the people do not have problems with the inmates being given a brighter future.

Dealing with the question on the efforts of the correctional services for their rehabilitated inmates, 64.7 percent of the respondents registered that nothing has been done to help in reintegration and 35.3 per cent hinted out that there are some pre released programme for the rehabilitated inmates, integration officer helps them to look for jobs and they are awarded with the certificates of competency.

The following are stated as the causes of recidivism in correctional services in Rustenburg district by the respondents; poverty, peer group influence, unemployment, lack of rehabilitation programmes, lack of motivation, lack of communication between the community and the correctional services, rejection by the society, high unemployment rate and illiteracy.

#### 4.2.4 Interviews

In an informal interview with the Prison School librarian, the researcher found out that the library is not that updated, that there is shortage of books and the library itself is too small. This is clearly shown on figures 1.8 a - e. The size of the library forced the librarian to allow the attendance on rotation

basis. The library users (inmates learners) are issued membership cards which they use for borrowing books. The library issues one book per learner, this is informed by the shortage of books in the library. The period of borrowing is three days because of their release and transference without prior notification to the school authorities but extension of books is allowed. The library opens on Mondays to Fridays, on week endings inmate learners are not allowed to school they are locked into their cells.

The Prison library works hand in glove with the Provincial libraries and other libraries. They have special cards which they use to request books that are needed by the learners. These books are never returned. Such books remain the property of the prison library. The librarian appoints some inmates learners to help him with the running of the library.

#### **4.2 SUMMARY AND CONCLUSION**

It seems that the aim of rehabilitation of inmates who were involved in this education as a rehabilitation tool was achieved. Not a single inmate involved indicated that he would want to be recommitted or incarcerated. The analysis depicted that most of the inmates want to further the studies they have started in prisons

and others indicated that through the business skills they acquired in prison they would want to start their own businesses.

The educational programme in correctional services are run by the Department of Correctional Services in conjunction with Non Governmental Organisations (NGO's such as Lead the Field Africa, which help with the curriculum of ABET levels) and Ministry of Education (helping with the curriculum of the grade 12's).

The training that the tutors get in each prison is the responsibility of the educationists in correctional services concerned. The educationists should see to it that the tutors are equipped to render tutorials for their learners. In prisons around the Rustenburg district the educationists seem to operate in an excluded surroundings as prisons. Regardless of the effectiveness of the programme, it seems that correctional services authority does not consider education to be one of the rehabilitative means. They do not recognise the presence of educational programme, when the inmates are released or transferred the educational staff are not foretold and this brings confusion to the staff. The searching procedures that they adopted also bring a delay on educational programme.

The recidivism rate in the correctional services around Rustenburg area is relatively low, at an average of 11.5 per cent of the inmates

that are involved in educational programme in the prison. This exhibits that the inmates involved in rehabilitation programme are rehabilitated in a true sense of the word.

The findings of this study reject hypothesis number 1 which states: Adults inmates are recidivating because of lack of education in prison. This is clearly portrayed on table 4.5 that shows that there is education in prisons for the purposes of rehabilitations.

The findings also reject hypothesis number two which says that there is no difference between inmates who are introduced to the prison educational system and those who are not introduced to the system. Table 4.6 above shows that inmates are rehabilitated 36.5 per cent of the inmates learners indicated that when they are released they will start their own businesses and 36 per cent indicated that they will further their studies.

In agreement with hypothesis number three that says; inmates are recidivating because the community rejects them; the question on causes of recidivism confirms this further as one of the causes.

In testing hypothesis number four, which states; people are committing crime due to lack of employment, this is not exactly the driving force for inmates to commit crime. The major cause of high

crime rate in Rustenburg district is peer group pressure which affects 50.3 per cent of the total inmates. Unemployment rate is the second major cause of crime, according to the analysis on table 4.4 above, with 12.3 per cent.

## CHAPTER FIVE

### SUMMARY AND RECOMMENDATIONS

#### 5. INTRODUCTION

This chapter presents a brief conclusion of the study. Furthermore, highlights on the major findings of the study are provided. Also on the basis of these findings on chapter four, recommendations on adult education programme as a rehabilitation tool for inmates in correctional services will be presented in this chapter. The aim of these recommendations is to better adult education in prisons where necessary.

#### 5.1 SUMMARY

This study was conducted to examine the extent to which education offered to adult inmates in prison is able to help for direct gainful employment after imprisonment. It also examined the extent to which prison adult education is able to help the people to take a responsible position in civic life and to contribute to community living. It also purposed to examining the extent to which adult education helps inmate not to recidivate.

The study managed to look at the validity of adult education programme as a rehabilitation tool for inmates in correctional

services in the Rustenburg District. 99 per cent of the total number of inmate learners responded to the question in chapter four, Table 4.7 showed that the programme is relevant and can earn them a living after imprisonment.

The above statement is supported by the responses of tutors on Table 4.14 whereby 100 per cent indicated that this rehabilitation programme and the curriculum thereof is relevant and prepares them to face the challenges of life after imprisonment.

This study failed to examine the extent to which prison adult education is able to help the people to take responsible positions in civic life and to contribute to community living. The focus of the study was mainly on the inmates who were currently involved in the programme, not those who are released. The researcher was unable to contact the former inmates to establish if they contribute to community living.



Although it was not easy to determine the extent to which adult education helps the inmates not to recidivate, through the study conducted and the findings analysed in chapter four, this research can establish that this purpose is satisfied by the responses of the inmates in chapter four page 119, Table 4.6 when respondents

were asked about their plans after release and no one responded on a negatively attitude or suggested anything bad.

The findings are attested by the responses of the tutors on page 128 Table 4.13 whereby the respondents were asked what do they think of the programme and 100 per cent of the respondents exhibited that the programme helps the inmates to live a better life and makes them better people.

This was further affirmed by the studies examined, which indicated that the recidivism rate of the inmates who are involved in adult education programme as a rehabilitation tool, is at an average of 15.75 per cent. This is a relatively low per cent. These facts emphasize that adult education in prisons helps inmates not to recidivate.

Based on the above points, it is imperative to respond positively to the adult education programme in correctional services because of its noble aim of correcting the felons and making them better citizens. This is not only helpful to the inmates but also to the communities these people belong to, as well as to the country as a whole. The programme has a potential to alleviate crime in the country.

## 5.2 RECOMMENDATIONS

The recommendations are aimed at improving the adult education programme as a rehabilitation tool for inmates in correctional services. If this recommendations can be implemented recidivating rate of the inmates will drop by 15.75 per cent and crime will thus go down. Here under are the recommendations.

### 5.2.1 Recommendation 1

The Correctional Services, as their name suggests the correction of the wrong doings of the inmates, should give preference to rehabilitation programmes in their distinct prisons. The rehabilitation of inmates should not be the burden of the educationists only. The prison authorities should also concern themselves with the programme by involving themselves in the running of educational programmes.

### 5.2.2 Recommendation 2

The prison authorities should notify the rehabilitation programme runners in time about any step they are taking, which will affect the running of the programme, be it of transferring inmates from one prison to another, releasing the inmate or engaging in a search parade. This will help in reducing frustrations and misunderstanding between the prison management and educational staff, and it also enhance

a healthy working relationship between the management and the staff.

5.2.3 Recommendation 3

The prison management should try to avoid transference of inmates, especially those who are involved in the rehabilitation programme, at least until they have completed their programme. This will help them not to lose out which often make them lose interest in the programme.

5.2.4 Recommendation 4

When the inmate is released while studying at prison, the educationists should look for any opportunities for them to continue with what they have been doing in prison outside. This will help them to realise that they were not only cared for only while they were incarcerated but pains are taken for them to earn a living out of what they acquired from prisons.

5.2.5 Recommendation 5

There should be an integration officer who will help the released inmates to reintegrate easily in the society and without any rejections.

The officers should also assist in marketing the released

inmates, by selling their skills they learned from prison to companies who will need such skills. They should also help those who want to further studies to find relevant institution.

#### 5.2.6 Recommendation 6

There should also be a liaison officer who will bring the community and the prison together. The aim being to close the gap between the prison and the people outside. People should be taught about crime and criminals and how to treat the released prisoners. If the communities are educated about this aspect, the rejections by the communities will be minimized and it will help in reducing the rate of recidivism. If links between the inmates and the communities prove feasible, willing inmates could be made to present to the public, such as in the schools and in the concerts for example. In addition, television and radio programmes can be organised, where issues relating to crime may be intensely discussed.

The above statement is supported by Compton's Interactive Encyclopedia Deluxe (1998) indicating that many people are unwilling to allow vast amounts of tax money to be spent on criminals, while others fear that lenient treatment of offenders only encourages crime.

5.2.7 Recommendation 7

For conducive learning environment the prison should try to put up some buildings which will be exclusively for educational purposes. This will boost the morale of the inmates who would want to learn. Most of the correctional services use prison cells for instructions, which brings disturbance to rehabilitation programmes. If inmates are locked in cells there is no way they can learn because the cells are occupied.

5.2.8 Recommendation 8

The Department of Correctional Services should employ professionals and should see to it that tutors and educationists who are employed are enough to cope with the numbers of the inmate learners. This supports the statement by Compton's Interactive Encyclopedia Deluxe stating that under funding and under staffing often lead to prisons that are virtually controlled by the inmates. (1998)

5.3 CONCLUSION

In conclusion, the idea of correctional services whose main intention is to rehabilitate the offenders, is of utmost importance. Prisoners need not be treated as outcasts, for some of them were falsely implicated.

Adult Education as one of the Rehabilitation programmes in prisons, plays a significant role in improving the economy of the country by reducing crime rate and helping the former inmates who have repented, to gain employment, through the skills that they have acquired from prison. It leaves the former inmates in a position of opening a business of their own and some creates job opportunities for their respective communities.

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## APPENDICES

### APPENDIX 1.1

#### (INMATES QUESTIONNAIRE)

*You are kindly requested to fill in this questionnaire accurately.*

*Your name may not be necessary.*

*This information will be kept in strict confidence.*

### Questionnaire

1. Gender

Male	
Female	

2. Age Group

16 - 21	
22 - 25	
26 - 30	
31 - 35	
36 - 40	
41 - 45	
46 and Above	

3. What crime are you charged of?

Rape	
Armed Robbery	
Murder	
Burglary	
Drugs	
Other (Specify)	

4. Do you think you are fairly convicted?

Yes	
No	

5. Were you employed before you were put in custody?

Yes	
No	

**NWU**  
**LIBRARY**

6. If yes above, what was your job \_\_\_\_\_  
\_\_\_\_\_

7. What led you to do crime?

Peer Group Pressure	
Unemployment	
Poverty	
Other(s) Specify	

8. What level of education did you attain before custody?

Not been to school	
Primary Education	
Secondary Education	
Post- secondary Education	
Skills (Specify)	

9. For which programme have you registered in Prison?

Adult Basic Education	
Secondary Education	
Social Education	
Post- Secondary Education	
Vocational Education	
Other (Specify)	

10. Do you think the programme you have enrolled in, is relevant and can earn you a living after release?

Yes	
No	

11. Do you think the time allocated to the programme is enough?

Yes	
No	

12. Do you enjoy the programme?

Yes	
No	

13. Do you feel comfortable with how your tutors teach you?

Yes	
No	

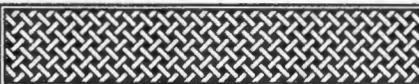
14. Who is responsible for your studies, financially?

Self	
Prison	
Other(s) Specify	

15. What would you want to do after release?

Further Studies	
Get a Job	
Start a Business	
Other(s) Specify	

16. Are you satisfied with the facilities, the Resources and the service offered to you for your programme?

	Yes	No
		
Facilities		
Resources		
Service		

17. Briefly state your plans after your release? \_\_\_\_\_

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thank you!!!

APPENDIX 1.2

(TUTORS QUESTIONNAIRE)

*You are kindly requested to fill in this questionnaire accurately.*

*Your name may not be necessary.*

*This information will be kept in strict confidence*

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Questionnaire

1. How long have you been employed at this Prison as a tutor?

One year	
Two years	
Three years	
Other(s) Specify	

2. How were you recruited?

Volunteered	
Appointed	
Interviewed	
Other(s) Specify	

3. What level of Education have you attained?

Secondary Education	
Post- secondary Education (Specify)	
Vocational / Skills (Specify)	

4. How do you feel about staffing?

Over Staffed	
Under Staffed	
Ok	

5. How do you find teaching Adult Inmates?

Interesting	
Boring	

6. Do you encounter any problems with your Learners?

Yes	
No	

7. If YES above, what are your Problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Who supplies you with teaching aids?

Self	
Prison	
NGO's	
Other(s) Specify	

9. Did you undergo training for Adult Teaching?

Yes	
No	

10. Are you remunerated for your efforts?

Yes	
No	

11. Are you satisfied with the remunerations?

Yes	
No	

12. Who is remunerating you?

Prison	
NGO's	
Other(s) Specify	

13. Do you think the scope of education in your prison helps in combatting crime?

Yes	
NO	

14. To support the above answer, Do you think it?

Leaves you the same	
Makes you better person	
helps you to live a better person	
Other(s) Specify	

15. Do you think the Resources, Facilities and the Service provided for to the inmates are satisfactory to their learning needs?

Yes	
NO	

16. Do you find the curriculum relevant to the inmates, to face the challenges after release?

Yes	
NO	

17. In your own words, what might be the causes for high recidivism rate in your prison? \_\_\_\_\_

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thank you !!!!!

APPENDIX 1.3

(EDUCATIONISTS QUESTIONNAIRE)

*You are kindly requested to fill in this questionnaire accurately*

*Your name may not be necessary.*

*This information will be kept in strict confidence*

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Questionnaire

1. How long have you been employed in this prison as educationist?

Less than a year	
One Year	
Two years	
Three Years	
Four Years	
Five Years and More	

2. How were you Recruited?

Appointed	
Interviewed	
Other(s) Specify	

3. What level of Education did you attain?

Junior Degree	
Honours Degree	
Masters degree	
Vocational Skills	
Other (Specify)	

4. Does, the Prison has exclusive control over its Education?

Yes	
No	

5. Does the Prison share authority with the outside force eg Universities?

Yes	
No	

6. Who is responsible for the running of education in you Prison?

Ministry of Education	
Ministry of Justice	
NGO'S	
Other (Specify)	

7. How are inmates recruited to the programme?

Volunteered	
Compulsory	
Selected	
Other (Specify)	

8. How well are the inmates performing?

Good	
Fair	
Bad	

9. What is the ratio of tutors to inmates? \_\_\_\_\_

10. How were your tutors recruited?

Volunteered	
Compulsory	
Applied	
Other (Specify)	



11. What are the requirements for the recruitment of the tutors?

Matric Certificate	
Teachers Certificate	
Skills	
Other (Specify)	

12. Do tutors get training for teaching inmates?

Yes	
No	

13. What form of training do they get?

In-service Training	
Pre-service Training	
Both	

14. Who is responsible for the training of tutors?

Government	
NGO'S	
Other (Specify)	

15. What kind of training do you offer to your inmates?

*(Make an {X} next to each training offered in your prison)*

Academic Training	
Vocational Training	
Industrial Training	
Prison Labour	
Religious Training	
Moral Training	
Social Training	
Recreational Training	
All of the Above	
None of the Above	
Other (Specify)	

16. What kind of learning rooms do you use for your instructions?

Prison Cell	
Prison School Buildings	
Other (Specify)	

17. What percentage is the recidivism rate in your  
Prison? \_\_\_\_\_

18. In your own words kindly answer the following questions briefly?

18.1 what do you think is the attitude of the community  
towards the programme?

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18.2 what effort does the prison takes for their rehabilitated or trained inmates on their release?

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18.3 What are the causes of recidivism in your prison?

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18.4 What is it you would like to see our government doing to improve education in prison?



APPENDIX 2.1

(REQUISITION TO CONDUCT THE STUDY)

TO: CORRECTIONAL SERVICE DEPARTMENT (NATIONAL)

FROM: TSHEPHE GEOFFREY PINAGASE

DATE: 05 JANUARY 1999

REQUISITION FOR PERMISSION TO CONDUCT A RESEARCH  
IN THE PRISONS OF THE NORTH WEST PROVINCE

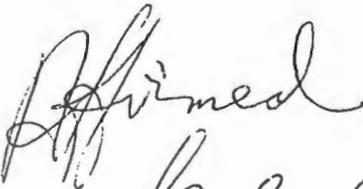
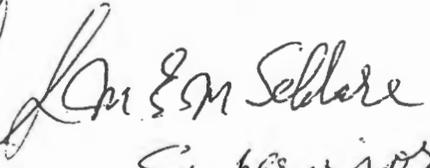
I, Tshephe GP, identity number 740124 5867 083 a citizen of the Republic of South Africa hereby request to conduct a research project in the prisons of the North West Province, to comply with the requirements for the award of a Masters degree in Adult Education.

I am presently registered for M Ed with the University of North-West in the Department of Adult Education. The topic of my research is "Adult Education as a Rehabilitation Programme for Prisons".

Thanking you in anticipation

Yours faithfully

  
TSHEPHE GP (Mr)  
(Student No.: 92/08772)  
Telephone: 083 433 9701

  
  
Supervisor

OFFICE OF DEAN  
Faculty of Education  
University of North-West



APPENDIX 2.2

(SUPERVISOR'S LETTER)

Private Bag X2046 MMABATHO 2735  
Republic of South Africa  
Telephone : (0140) 892111  
Fax No : (0140) 25775

Date : 02/06/98

Your reference :

Our reference : LMEM\bgr

.....  
.....  
.....  
.....

Dear Sir\Madam

TO WHOM IT MAY CONCERN

RE: EDA ~~699/799/899~~ ADULT Ed-RESEARCH PROJECT

It is hereby Certified that the bearer T.SHEPHE C.P..... Student No. 92-08772  
is a student at this Institution and is conducting a research as part-requirements of the  
above course.

Kindly assist him/~~her~~ with relevant information that he/~~she~~ may require.

Humbly,

Yours faithfully

OFFICE OF DEAN  
Faculty of Education  
University of North-West

L.M.E.M SEHLARE  
HEAD; ADULT EDUCATION

APPENDIX 2.3

(APPROVAL LETTER)



Letapha La Botsepamisi  
Umnyango Wezokulungisa Izimilo  
Department of Correctional Services  
Departement van Korrektiewe Dienste

Mr G.P. Tshephe  
P.O. Box 551  
SUN CITY  
0316

REFERENCE 87/11  
VERWYSING

DATE 99/03/08  
DATUM

Inquiries Marizane Rousseau-Maree  
Navrae:

Dear Mr Tshephe

**RESEARCH APPLICATION: ADULT EDUCATION AS A REHABILITATION TOOL FOR PRISONERS IN RUSTENBURG AREA**

Your application to conduct the above-mentioned research has been approved and Mr V Sibeko has been appointed as internal guide for the study. You can contact him at telephone number (012)3072049.

The Provincial Commissioner: Correctional Services: North West Province will be informed of the project. You are kindly requested to inform this office of which prisons you intend on visiting for purposes of your research so as to enable me to inform the relevant Area Managers accordingly.

The approval of the application is subject to the conditions as set out in the attached agreement. This must please be signed and returned to this office before commencement of the study.

Please contact this office if you have any inquiries.

With kind regards

for *Marizane Maree*  
**COMMISSIONER: CORRECTIONAL SERVICES**  
**M ROUSSEAU-MAREE**  
**RESEARCH ADMINISTRATION**