# SKILLS DEVELOPMENT FOR THE SOCIAL REINTEGRATION OF OFFENDERS:

# A CASE-STUDY OF JOHANNESBURG MANAGEMENT AREA

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## DECLARATION

Opinions expressed in this work or conclusions made are those of the author and are not necessarily of the institution. Further, I declare that analysis and interpretations are my own work and all sources that I have used have been acknowledged by a way of a comprehensive list of references.

TRYPHINA ZANELE KHATLE

## DEDICATION

This mini- dissertation

is

dedicated to

my late sister Thenjiwe Malange

May her soul rest in peace

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## ABSTRACT

The Department of Correctional Services (Johannesburg Management Area) is established in the South of Johannesburg in Gauteng Province. It was founded in 1982. According to the Annual Report of the Department of Correctional Services 2009, the institution was initially developed to house 2630 offenders. Presently it accommodates 10130 offenders. These offenders are dependent on the number of facilities and officials for rehabilitation purpose. The discrepancy in the number of officials to that of offenders is a challenge within the Department of Correctional Services with regard to skills development.

The study was based on the hypothesis that "effective implementation of skills development within Johannesburg Management Area may lead to a successful social reintegration of offenders". The empirical research was conducted to support the hypothesis. Questionnaire was distributed and interviews were conducted to obtain responses. The findings reveal that offenders who are skilled are easy to be reintegrated and at the same time skilled officials are able to play a vital role in facilitating the social reintegration of offenders. Study further reveals that skilled officials are able to network on behalf of offenders with ease and are able to increase job opportunities for offenders who are already on social reintegration programme.

The study recommends that the Johannesburg Management area need to restructure its human resource development office, ensure that experienced and qualified facilitators are employed. Each correctional centre should have qualified

facilitators who are experienced in adult education to skill offenders in various areas of development.

The study leaves a scope for future research stating that Department of Correctional Services do further analysis on skills development and Social reintegration of offenders nationally to find a common and standard approach that will assist in the full reintegration of offenders.

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# CHAPTER ONE

# INTRODUCTION AND PROBLEM STATEMENT

**Key words:** Department of Correctional Services (DCS), Johannesburg Management Area (JMA), implementation, skills development, reintegration, offenders, rehabilitation.

## 1.1 ORIENTATION AND BACKGROUND

The Department of Correctional Services (DCS) aims to provide rehabilitation to offenders as a strategic approach to minimize the unacceptable behaviour and actions in the society (DCS Monthly Statistics, 2009). This approach allows offenders to socially reintegrate with the communities and live a dignified life outside the parameters of prisons and crime. The correctional officers therefore require relevant training to provide skills development to offenders.

The White Paper on Public Service Training and Education, 1997 was adopted as a national strategic policy framework on training and education that contributes positively to the goal of the public service. This document refers to the importance of improving systems regarding pre-service training and education in order to ensure that the public service attract and retain high quality personnel. It further states that, individual departments need to integrate human resources development planning and implementation with new approaches. This will further

implement linkages between skills development, grading and acceleration in the areas of critical skills shortages.

In order to facilitate and promote training and development in both the public and private sectors, the Department of Labour initiated the Skills Development Bill in 1997. The objectives of Skills Development Bill were "to provide for a skills development strategy that is flexible, accessible, decentralized, demand-led and based on partnership between the public and private sectors. The objective set is to enable South Africa to achieve proven competency levels that promote skills development and economic growth" (Erasmus and Van Dyk, 1999: 12).

The Skills Development Act implemented in 1998 provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African work force; to integrate those strategies within National Qualification's Framework contemplated in the South African Qualifications Authority Act 1995; to provide for learnerships that lead to recognized occupational qualifications; to provide for the financing of skills development by means of levy grant scheme and National Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith.

The Public Service Regulation (2002) stipulates that "an executive authority should plan for the recruitment of human resources. Such a plan should include realistic goals and measurable targets for achieving representativeness, as well as training needs". Furthermore,

comprehensive retention measures should be promoted within the work environment, the supply of skills and talent within the Public Service must become less of a matter. The Department of Correctional Services seeks to ensure that there is steady, adequate and competent human resource for a successful social reintegration and skills development of offenders (DCS, 2009). According to Correctional Service Act 111 of 1998, social reintegration refers to a process of facilitating acceptance and effective readjustment of offenders into the community.

## 1.2 PROBLEM STATEMENT

The Department of Correctional Services (Johannesburg Management Area) is established in the South of Johannesburg in Gauteng Province. It was founded in 1982. The institution was initially developed to house 2630 offenders. Presently it accommodates 10130 offenders. These offenders are dependant on the number of facilities and officials for rehabilitation purpose. The discrepancy in the number of officials to that of offenders is a challenge within the Department of Correctional Services with regard to skills development (DCS, 2009). The White Paper on Corrections 2005, stipulates that appropriate facilities should be provided for appropriate training and development of offenders in a humane and secure environment. The Department of Correctional Services has urged officials to empower mainly the short term offenders in conjunction with the Department of Labour (Skills Development Act, 1998).

The Johannesburg Management Area is further divided into various projects namely, Centre A with 5591 offenders and 375 officials, Centre B with 3023 offenders and 390 officials, Centre C with 458 offenders and 168 officials, and Social Reintegration Office with 3992 offenders and 116 officials. There is another project wherein officials do not interact directly with offenders. It is referred to as Central Head Quarters that deals with administration functions such as logistics, human resource, and management. The rest of the senior management within the management area is based at that project except for the head of the projects. This brings the entire personnel of Johannesburg Management Area to the total of 1533 excluding the executive management which includes heads of different projects which are 11 in number (DCS Monthly Statistics: Corporate Service and Corrections, 2009: 07).

There is another major directorate called Development and Care that entails 2 psychologists, 9 educationists, 13 social workers, 5 spiritual cares, 28 nutritional services, 63 health care officials, and one HIV/ Aids Coordinator. This directorate comprises of specialists in various fields who are responsible for the entire population of offenders within the Johannesburg Management Area. They provide different rehabilitation programmes to offenders depending on their field of expertise. According to the Skills Development Policy of 1996, the Department of Correctional Services supports the constitutional principle that every person has the right to receive basic education. Educational and training services are provided to sentenced and un-sentenced prisoners in collaboration with other governmental

institutions, training boards and non-governmental organisations. These services are governed by the directives applicable to education and training in the external environment and meet the standards set by South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) and are in accordance with relevant international policy (DCS, 2009).

Overcrowding continues to seriously hamper efforts for skills development. To counteract this in 2005/06 the Department embarked on a programme of Special Remission of Sentences (early release of prisoners) and a model to more accurately predict the offender population with increased personnel capacity. The Department furthermore designed an approach to replace overtime with a seven day post establishment with the aim to recruit more personnel. It is clear that the Department's mission to fully reintegrate offenders will be at a snail pace due to over crowding and understaffing which hampers skills development (DCS: Skills Development, 2005).

The offenders within the Social Reintegration Unit and those who have completed their sentence keep on coming back to the system of correctional service for different or same offences. Recidivism and other offender behaviour outside prison environment prove inadequacy in terms of skills acquired inside the institution and its effectiveness in usage within society (DCS Strategic Plan 2008/2010, 2010).

## 1.3 HYPOTHESIS

A hypothesis is a proposed explanation for an observable phenomenon. The term derives from the Greek word *hypotithenai* meaning 'to put under' or 'to suppose' (Wikipedia, 2009). The hypothesis for the research was formulated as:

Effective implementation of skills development within Johannesburg Management Area may lead to a successful social reintegration of offenders.

## 1.4 RESEARCH QUESTIONS

Resulting from the orientation and problem statement, the research was endeavored to answer the following questions:

- What is the meaning of concepts skills development and social reintegration?

- What programmes are followed for effective implementation of skills development in the Johannesburg Management Area?

- What measures are followed for social reintegration of offenders at Johannesburg Management Area?

- What is the impact of skills development on social reintegration of offenders in Johannesburg Management Area?

- What recommendations can be provided to improve on skills development within the Johannesburg Management Area?

## 1.5 RESEARCH OBJECTIVES

From the research questions above, the following objectives were set for the research:

- To explore the meaning of concepts skills development and social reintegration.

- To discuss the programmes followed for effective implementation of skills development in the Johannesburg Management Area.

- To discuss the measures followed for social reintegration of offenders at Johannesburg Management Area.

- To investigate the impact of skills development on social reintegration of offenders in Johannesburg Management Area.

- To provide recommendations for improvement on skills development within the Johannesburg Management Area.

## 1.6 RESEARCH METHODOLOGY

To conduct research, the following methods were utilized:

### 1.6.1 Literature review

To explore the concepts skills development and social reintegration, various secondary sources were utilized viz. books, journals, legislations, newspapers, websites and electronic sources. Preliminary investigation indicates that sources for this information are available at the North-West University library, and documents and reports of the Department of Correctional Services (Johannesburg Management Area).

### 1.6.2 Empirical research and design

The scope of the empirical study is limited to Johannesburg Management Area. The following research methods were applied:

#### 1.6.2.1 Interview

This method is used to enable the researcher to explain the question if the respondent is not clear on what is asked. This method is also used to probe more deeply following the answer of respondent. Interview is extremely a useful method to secure valuable research material (Brynard& Hanekom, 2006: 40).

Semi-structured interviews were conducted with the following individuals:

- Head: Human Resource Development to determine processes of skills development.

- Head: Social Reintegration; Director: Development and Care; Coordinator: HIV and AIDS to discuss the processes of social reintegration.

- Heads: Centre A, B, C to determine the implementation of skills development for social reintegration of offenders.

- Medical Officer, Social Workers, Educationist: Centre A, B, C and Social Reintegration to determine the impact of skills development on social reintegration.

### 1.6.2.2 Structured Questionnaire

Under the guidance of supervisor, the structured questionnaire was developed to obtain the views of officials and offenders. 20 officials from different projects were interviewed to determine challenges related to skills. 15 offenders were interviewed to determine the impact of skills development on social reintegration of offenders.

## 1.7 OUTLINE OF CHAPTERS

To achieve the above objectives, the following chapters were structured in the following manner:

**Chapter 1**: Introduction and Problem Statement.

**Chapter 2:** Theoretical exploration of concepts Skills Development and Social Reintegration.

**Chapter 3:** The impact of skills development on social reintegration of offenders in Johannesburg Management Area.

**Chapter 4:** Empirical Research: analysis and interpretation of responses.

**Chapter 5**: Findings, recommendations and conclusion.

The next chapter explores the theoretical exploration of concepts skills development and social reintegration for comprehensive understanding.

# CHAPTER TWO

# THEORETICAL EXPOSITION OF THE CONCEPTS SKILLS DEVELOPMENT AND SOCIAL REINTEGRATION

## 2. 1 INTRODUCTION

Skills development through education and training still viewed as the most powerful lever for improving both individual opportunity and institutional competitiveness of countries worldwide. It is equally critical for both government and employers to recognize the role of skilled and informed workforce in the competitive advantage in international markets. It is a fact that forward looking countries determine their continuing progress and prosperity with their quality of human resource (Grobler et al., 2002: 114). Van Dyk et al. (2001: 4) mentioned that national vocational education and training systems, do not operate in isolation, they are an integral part of the socio-economic environment of most countries, specifically advanced industrialized countries.

South Africa finds itself at a critical point in its political, economic and social history after the first ever democratic elections in 1994. The mammoth task faced by the government of the day was to develop policies with the intention to promote economic growth and social development. This also should bring about programmes to facilitate job creation, narrow income differentials and to redress inequalities in

access to wealth in accordance to the South African population (Van Der Waldt & Du Toit, 1998:22).

## 2.2 MEANING OF CONCEPT SKILLS DEVELOPMENT

Training has become critical in South Africa. In order to overcome limitations within the working environment, the Skills Development Act, 1998 seeks to develop the skills of the South African workforce and thereby increase the quality of working life for workers. It intends to improve productivity of the workplace, promote self-employment and improve delivery of social services. The Constitution of the Republic of South Africa (1996) enshrines the right to basic education and training opportunities to all citizens. This would provide opportunities, facilitate and create an enabling environment to acquire and to improve the individual's ability and at the same time increase prospects for employability.

According to Van Dyk et al. (2001: 36) the Skills Development Act (No. 97 of 1998) provides a framework for the following:

- Developing and implementing skills development,
- Allows for structured learning programmes to take place,
- Allows for the financing of skills developments plans, and

- Provides for and regulate employment service.

Skills development is the training and development that the employer provides to the employees in the workplace. South Africa is characterised by poor skills or unskilled profile as a result of the poor quality of education brought about by the legacy of apartheid (Van Dyk et al., 2001: 36). Previously there was a low level of investment in training; those that managed to be trained were exposed to irrelevant training which impacted negatively to productivity within the industries. It is often construed that training provided by service providers who come elsewhere than within the organization falls within the definition of skills development. It also includes on the job training provided by the employer. We are living in a fast moving dynamic world where people are required to be equipped with a variety of skills. Multi-talented individuals are given recognition as industries and organisations find it easy and effective to deal with multi-skilled individuals (Erasmus & Van Dyk, 1999: 266).

According to Bellis (2000: 33), the "Government is and must be concerned about what happens in the future and what is currently happening in Education and Training as it is committed in improving the quality of life of all their people. In the late 80's, Government started researching a new training methodology known as Outcomes Based Education (OBE). This method of training was adopted from then common-wealth training method, which made provision for people qualifying not only by formal training but based largely on their experience. The entire system made provision what is now known as

recognition of prior learning (RPL) which basically entails testing a person's ability to do specific job and awarding a person with either a qualification or credits towards a qualification". Nel et al. (2001: 494) indicate that RPL must manage according to specific principles namely:

- Sound assessment principles must be applied,
- Competence should be evaluated against defined unit standards,
- A variety of assessments methods should be used, and
- A procedure should be applied enabling a learner or employer to have access to RPL evaluation process.

This simply gives an opportunity to the previously disadvantaged individuals who have been working without any qualification to get recognition without formalized learning but based on the job experience. The National Qualification Framework system allows educational levels from different industries to be ranked in parallel on a single system. This framework allows education and training to take place within a formal structure that is monitorable and controlled by Government (Swanepoel et al., 2003:424). According to Van Dyk et al. (2001: 36) the alignment of Skills Development Act and the South African Qualification Authority Act is ensured to promote the quality of learning in the labour market.

In Outcomes Based Education the curriculum has to adhere to certain requirements in order to fulfill the requirements of National Qualification Framework. It has to do with the following:

- Determining the purpose of the programme or course,
- Analyzing the needs of the learners,
- Selecting the content, the subject matter that will support the achievement of the learning outcomes,
- Deciding on the activities, the methods and media for teaching and training and learning,
- Planning how assessments will be done, and
- Planning how the overall effectiveness of the delivery of the programme will be evaluated (Bellis, 2000: 122).

These outcomes and the competence acquired simply indicate that the learner is able to perform and deliver as prescribed by the organisation.

### 2.2.1 Objectives of the Skills Development Act

The objective of the Skills Development Act is to establish a much stronger institutional framework that was set in the past under the

Manpower Training Act of 1981. The National Training Board is replaced by a National Skills Authority (NSA). This is an advisory body to the Minister of Labour with responsibility for ensuring that national skills development strategies, plans, priorities and targets are set and adhered to. Industry Training Boards are replaced by Sector Education and Training Authorities (SETAs) responsible for developing sector skills plans which align to national skills strategies and targets. It is presented to the National Skills Authority for approval by the Minister of Labour.

Two learning programmes were identified in the Act. The first one is learnership. According to Bellis (2000: 114) Government also identified the need for accelerated qualifications due to brain drain effect after 1994 and introduced learnership systems. Now people could qualify within 12 to 18 months using on the job training. It consists of two parts, the first part being the theoretical part delivered by a learnership accredited training institution, and the second part being the practical on the job practical training, where the students receive on the job training.

Basically learnership has the same principle as an apprenticeship with the biggest difference being the intensity of training and the tight control over the training delivered on learnership. The second one is skills programmes. These are required to meet quality and relevance criteria to qualify for grant payments from SETAs or the National Skills Fund (Skills Development Act, 1998).

In terms of the Skills Development Act of 1998, Government has created various Sector Education and Training Authorities (SETAs) The Act also divided all organisations into different industries based on their core activities, and the Department of Labour and South African Revenue Service were tasked with allocating organisations into the different industries. It remains the responsibility of the SETA to ensure that all training within that industry was in line with the requirements laid down by the industry leaders. According to the South African Labour Guide (www.labourguide.co.za), training institutions are required to register and accredit all their formal training courses and qualifications with SETA and the South African Qualification Authority.

### 2.2.2 Skills Development Levies Act of 1999

The Act was passed in 1999 to regulate the imposition and collection of levies for training purposes, the role of the SETAs and the Commissioner, as well as the distribution of levies, recovery of levies by SETAs and so forth.

The rationale for a national levy schemes for skills development is premised on the assumption that effective skills formation requires strong link between occupational based education and training and the workplace. The Skills Development Act provides a regulatory framework to address the current low level of investment in training by firms. The Act establishes a compulsory levy scheme for the purpose of funding education and training as envisaged in the Skills Development

Act. It requires national and provincial government departments to budget at least 0, 5 per cent of personnel cost for skills development. All public service employers in the national and provincial sphere of government and the said national and provincial public entities are therefore exempted from levy (Nel et al., 2001: 39).

This gives an organisation several financial advantages and others such as tax rebates for up to R50,000, cash discretionary grants of up to R20,000 and even grant to supply tools and equipment. It should be emphasised that the cost of learnership will equal the benefits received from SETA. This is done to cap corruption to those that see this as an opportunity to enrich them. The intent of the strategy is to promote responsible governance as a basic ingredient of success. To fund all of these plans and systems the Government introduced the Skills Development Levies Act of 1999. In terms of this Act all organisations in South Africa with payroll exceeding R500, 000 per annum must pay a 1% Skills Development Tax on their payroll. This tax is fully contributed by the employer as part of its general statutory taxes calculated on the EMP 201 SARS form. The Act allows them to claim up to 55% of their paid skills Development Tax, which simply indicates that organisations may claim 55 cents out of every rand (Skills Development Levies Act, 1999). However organisations may only claim back their Skills Development Levies if:

- They pay Skills Development Levies (SDL).

- They provide approved training to employees in the organisation either internally or externally (Skills Development Levies Act, 1999).

Organisations do not pay the SDL tax may not claim the grants; they may however offer learnership and claim learnership grants. The claim to be submitted by the organisation to activate the claim procedure is called an Annual Training Report and Workplace Skills Plan. The Annual Training Report consists of two parts. The first being the annual training report, it does exactly what it says, it basically tells the SETA what training has taken place in the organisation in the previous 12 months, and which employees received training. It at the same time contains information to the type, cost and delivery method of the training that the employees received is in line with the planned training for the organisation, industry and critical skills identified by the Sector Education and Training Authority (SETA) (Skills Development Levies Act, 1999).

This document tells the SETA what training the organisation will offer to the employees in the coming 12 months based on the operational requirements of the organisation, its industry and the critical skills identified by the SETA. The above document has become a monitoring tool for the SETA allowing them to gather valid statistical information with regards to skills shortages, critical skills in organisations and development requirements within the industry (Gerber & van Dyk, 1998: 203).

### 2.2.3 Sector Education and Training Authorities (SETAs)

According to the Skills Development Act no 97of 1998 of the Minister of Labour is empowered to establish SETAs in accordance with specific criteria (Van Dyk et al., 2001: 46). Erasmus and Van Dyk (1999: 2; Van Dyk et al., 2001: 147) define training as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved. According to Bellis (2000: 255) training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Zenmke (1999: 8) states that "training is about giving people skills they need to do their jobs no less and no more". Furthermore, the following need to be considered:

- Develop sector skills plan within the framework of the national skills development strategy and implement its sector skills plan by:

  - Establishing learnership,

  - Approving workplace skills plans,

  - Allocating grants to employers, education and training providers and workers,

  - Monitoring education and training in the sector.

- Promote Learnerships by:
  - identifying workplaces for practical work experiences,
  - supporting the development of learning materials,
  - Improving the facilitation of learning,
  - Assisting in the conclusion of learnership agreements.
- Register learnership agreements.
- Collect and disburse the skills development levies in its sector.
- Liase with National Skills Authority on:
  - national skills development policy,
  - the national skills development strategy,
  - Its sector skills plan.
- Liaise with the employment services of the Department of Labour and any education body to improve information:
  - about employment opportunities,

- between education and training providers and the labour market (Van Dyk et al., 2001: 39).

It allows Government and organisations to identify skills needs and make the information available to training to institutions such as tertiary institutions, and Further Education and Training (FET). It is only with this information that the Government is able to plan and budget for learnership training courses and make provision for skills shortages. Intensive training programmes should be established to ensure that learners are well informed with regard to market industry and their needs (Noe et al., 1997: 278). Van Der Waldt and Du toit (1998: 394) identified various reasons for training:

- Low productivity, especially in the public sector,
- Ineffective methods and procedures,
- Poor coordination,
- Ignorance about new techniques, aids and systems, and
- General ignorance about management practices and functions.

Development is a continuation of education and training, for the purpose of gaining sufficient experience and skills as well as the correct

attitude (Thomson et al., 1994: 40). According to Nel et al. (2001: 472) training requires strategic approach and further reiterated that learning faster than your competitors always put you at an advantage. It requires an approach in which the primary thrust is to create an environment in which learning for all members of the organisation is encouraged. When "referring to strategic training, virtual training in organisation should immediately come to mind. It is the ultimate result centred enterprise. The results of virtual organisation are real and will show up in the bottom line, but if one needs to search for the traditional means of achieving these results- massive office buildings, work restricted to fixed times and locations, madness of large commuting one will not find them because they are not there. Virtual organisations are a reality of the organisation and they need support from virtual training" (Thomson et al., 1994: 47).

While it is important to have a specific approach on training, it is however important to do training analysis prior to training. While training needs is at times prompted by some shortfall in performance, like an upturn in labour turnover. It is an appropriate tool to determine on how to improve, or anticipate staff knowledge or skills requirements (Thomas, 2005: 65& 66). Thomson et al. (1994: 30) reveal that strategic shift may require skills and knowledge not present in the labour force. The organisation do not have control over external forces, however they have an impact on the organisation which also influence the diagnosis of the training needs.

Every organisation should have an accredited and trained Skills Development Facilitator (SDF) and relevant documentation should be completed by the SDF of the organisation. The SDF is responsible for the following (Erasmus & Van Dyk, 2001: 303):

- To facilitate the development of employees in the organisation and the strategies of the organisation fairly and equally.

- Acquire the resources to accredit and evaluate learnership and skills programmes in the organization.

- Evaluate the skills development needs of the employees and organisation and continually evaluate the implementation of the identified needs.

- Advise the employees and the employer on the external and internal skills strategies as well as the progress of the skills development of the organisation.

- Be a training committed leader and lead the process of organizational skills development.

- Act as SDF administration and check all SETA documentation before submitting.

- Set up a training committee.

- Advice the organisation on the implementation of the WSP.

- Advice the organisation on the quality assurance requirements of the relevant SETA.

- Serve as contact person between the organisation and the external SDF and SETA.

- Chair the skills development planning committee or training committee.

- Bring the company policies in line with the regulations as laid down by the Skills Development Act.

- Create a skills performance system for the company where no skills performance system exists.

- Generate the key performance area for the skills performance system.

- Complete an individual development pathway for all employees, as well as skills requirements and learning pathways.

- Create a portfolio of evidence for all employees that will receive training in the company.

- Claim their skills development levy grant from their SETA and claim tax rebates as stipulated for Learnership.

Prior to the submission of the workplace skills plan and annual training the responsible person will sign the document verifying the content of the document. The information contained on the Workplace Skills Plan and Annual Training Report must be 100% correct and true (Erasmus & Van Dyk, 1999: 303).

The intent is to ensure that the necessary guidance, organizational support and programme monitoring and evaluation initiatives are put in place in order to maximize the potential for success. The intent is to use current governance arrangements to the fullest extent in order to ensure that the provisions of the skills development strategy are adopted by the various entities of government were necessary. Training is therefore seen as an essential component of the enterprise and is a major management tool with which to develop the full effectiveness of the organization's most important resource: its people. However if the training function is to perform this task correctly, the results of training must be measurable in terms of the enterprise's requirements. Consequently training must be task and result oriented, it must focus on enhancing those specific skills and abilities needed to perform the job, it enhancing those skills and abilities needed to perform the job, it must be measurable (Van Dyk et al., 2001: 148).

According to Middleton et al. (1993: 107) there are four main reasons that justify government to intervene in training or skills development markets:

- *External benefits.* Enterprises that invest in skills development do so mainly for higher profitability and productivity gains that may flow from better skilled employees. Individuals who decide to invest in training are motivated by expected higher earnings and better career opportunities as well as personal fulfillment.

- *Market imperfections.* Training markets that do not work perfectly give cause for under investment in human capital, and the training system will fail to provide the economy with sufficient skilled human resource necessary for economic development and growth.

- *Weak training capacity.* In countries with a weak private training capacity, governments may decide to step in and rectify the situation. If the source of the problem is inefficient or weak management, government can consider measures that are of an educative nature or provide the training itself.

- *Social equality.* Based on the fact that training can contribute positively to the plight of the disadvantaged and unemployed youths, governments consider it essential to cater for the training needs of vulnerable groups in the training markets. Financing skills development occurred through the establishment of the National Skills Funds, its sources of funds, the purpose for which

the funds may be used, and the control and administration of the fund are clearly stipulated in the Act.

South Africa is faced with a challenge of not only developing its people in order to allow them to make meaningful contribution towards economic growth and eventually, wealth creation, but also of allowing them to share in the wealth created by participating in the economy, as well as their own advancement (Lafferty, 2004: 371). According to Van Dyk et al. (2001: 443) there is a direct link between the economic environment and skills development. Education planners and policy makers should take this incentive structure into account in anticipating the mix of public and private funding of skills development.

## 2.3 AN OVERVIEW OF SOCIAL REINTEGRATION

According to the Section 51 of the Correctional Services Act (Act No 111 of 1998), Social Reintegration is a continuous process which prepares the offenders for their ultimate release and assists them in their adjustment back in the community life as law abiding citizens. It is an ongoing process and important part of their correctional sentence plan, whereby the main objective is to rebuild and nurture relationships between offenders and their victims, communities, of origin of the offenders and the society at large. The following objectives are identified under the Correctional Services Act (1998):

- To ascertain that the offenders are successfully reintegrated into the community after release.

- To involve society in community based correctional matters by encouraging them to provide employment and accommodation to needy upon their release.
- To ensure that appropriate support systems are in place before prisoners are placed out on parole or released from the correctional centre.
- To facilitate applications for temporary leave in respect of sentenced offenders as a means of reintegration.
- To obtain the co-operation of employers with regard to employment of released offenders.

The Department of Correctional Services views the effective social reintegration as the most challenging and most crucial aspect of their rehabilitation. Voorhis et al. (2000: 48) indicated that at this point the offender is at a most vulnerable stage, as there are expectation, by community and the family. Most offenders on release have their own perception about the social reintegration, and if that turns out to be against what they envisage that can contribute to relapse.

### 2.3.1 Orientation of Offenders within the Social Reintegration

The Social Reintegration Office orientates offenders, in conjunction with the internal specialist, with a view to successful reintegration. Subsequent to the orientation there will be periodic assessments in groups. This orientation aims at addressing certain practical problems that are being experienced by newly admitted offenders and to improve

their general functioning within correctional centre and after their release. However, above all the most critical function of social reintegration office is to equip offenders on parole and on probation about necessary information such as: to inform offenders of rehabilitation and development programmes available at the social reintegration office; to inform offenders of the training programmes offered by the correctional services. Providing education to offenders, literacy, schooling and basic adult education are priorities for the Department of Correctional Services in relation to Department of Education (Lapidus, 2000: 30).

Prison should be used to educate the illiterate, to teach men and women useful trade and to accomplish same benevolent purposes. Provided training and productive work aimed at the employability and development of offenders, therefore sufficient work of a useful nature should be provided in correctional centres and that productive work by offenders should maintain or increase the offender's ability to earn an honest living after release. It is therefore imperative to involve offenders who are at the social reintegration process on poverty alleviation and community service projects. These projects should seek to enhance the constitutional role and responsibility of the Department. It should also aim at the transfer of skills to communities and offenders amongst those it includes coping and social skills training (Stinchomb & Fox, 1999: 229).

According to Voorhis et al. (2000: 273) these programmes target a number of social and coping skills deficiencies especially to offenders who are affected by substance abuse, problem solving, self-efficacy and

a number of social skills pertinent to social competency and emotional control. Generalization training and skills development encourages juvenile delinquents to practice newly learned skills, especially when a skill is broken down into several steps. Voorhis et al. (2000: 163) furthermore suggested that it is imperative "to enhance social reintegration of offenders through partnerships with stakeholders".

According to the White Paper on Corrections (2005:4) a brand new legislation reflected little on transformation of the prison system and general reintegration of offenders. The emphasis was on hard labour and little on skills development. It closed the prison system off from outside inspection by prohibiting reporting and publishing of photos. It denied civil society an opportunity to know and understand what is going on behind close doors of prisons. The entire operation impacted very negatively on the social reintegration of offenders. The secrecy on the operation of prisons created a stigma on offenders, it became difficult for them (offenders) to regain trust of their communities and be fully reintegrated.

Cavadino and Dignan (2002: 45) suggested that it is significant to "align the reintegration of offenders with re-qualification". Cavadino and Dignan (2002: 45) further made an illustrative explanation using 'ice hockey' that is if you commit a foul you are out of the game for a while and you are symbolically marked as an offender, however after a specific fixed duration you are brought back to the game. The process comes in two phases, whereby after the committal of a foul you are symbolically shamed by the society. Reintegration takes place when

you are re-qualified and accepted back by your followers. This goes the same way with offenders when they get socially reintegrated.

According to the White Paper on Corrections (2005:31) for any offender to be fully socially reintegrated there is a need for integrated support system. The support system is defined as a means whereby various services could be attained for the development of the offenders through the involvement of various stakeholders. Cavadino and Dignan (2002:179) mentioned that an offender needs to be skilled and trained in various areas of his or her life, and this can successfully happen through the integrated support system. One of the core values of the Department is development, and it emphasizes on enablement and empowerment of offenders.

The following are the principles of the integrated system policy as outlined in Correctional Services Act (1998: 31):

- The presentation of programmes will be shared with other role players.
- Community-based, non-profit and non-governmental organisations will be involved in the reintegration process of offenders into the community.
- The integrated support system shall jointly cater for the development and rehabilitation of offenders.
- Offenders will be referred by the social reintegration officials to various support services for their development and rehabilitation.

- These various services will cater for individual difference, as each offender will be assigned to a specific programme that is designed to suit that offender's needs.

- Destitute or homeless offender's accommodation is made available through different role players.

- The purpose of the Social Reintegration Support System:

  → Is for the offenders to receive assistance, while within their communities, and more over to improve relationships with potential employers.

  → Arrange all the necessary services that the offender might need to access while within the community, e.g. Home Affairs for identity documents as mostly get incarceration without their identity documents; Social Development to know the how about in accessing grants or any form of assistance; Department of Labour; and many others.

  → To rebuild and nurture the relationships between the families, victims and society at large. Families are the core of the reintegration programme and at the same time families are the contributory factors to criminal behaviour, which results into a dysfunctional society.

Voorhis et al. (2000: 225) mentioned that concerns for family issues should extend beyond the etiology of criminal behaviour to concern of effectiveness of crime control policies and correctional interventions. Often the day to day of criminal justice does much to threaten family

stability. Institutions further aggravate instability through the limitations of visits when the person is in correctional centres, contacts visits are forbidden, close geographical proximity of the prisons to the families' impacts relations. The tricky part comes in when the incarceration period is about to end. The role of the correctional officer is to ensure that this offender is well accepted by the family and society, and yet when he was inside the correctional centre enough time was not provided for both the society and the offender to sort issues out.

### 2.3.2 Rehabilitation as a Key Factor for Social Reintegration

The White Paper on Corrections of South Africa (2005: 71) defines rehabilitation as the result of a process that combines the correction of offending behaviour, human development, and the promotion of social responsibility and values. It is the desired outcomes which involve both the Departmental responsibilities of Government and the social responsibility of the nation. Rehabilitation should not be viewed only as a strategy to prevent crime, rather as a holistic phenomenon incorporating and encouraging the following:

- Social responsibility.
- Social justice.
- Active participation in democratic activities.
- Empowerment in life skills and other development skills.

- A contribution in making South Africa a better place to live in (White Paper on Corrections in South Africa, 2005: 71).

Rabie et al. (1994: 29) furthermore stated that "the personality of the offender needs to be influenced so that he becomes a law-abiding citizen. This view emerged on the basis that human behaviour is the product of antecedent causes, therefore this causes can be identified, and therapeutic measures can be employed to effect positive influence in the behaviour of that person subject to treatment". Rabie et al. (1994: 29) moreover identified forms of punishments aimed at rehabilitation. Since prisons have shifted from being punitive centres to corrective centres, rehabilitation through training and community services is important. These programmes enable the offender to be fully and easily socially reintegrated, as he or she will be an active participant within the society in the betterment of the community where he or she comes from.

Rehabilitation can only be achieved through the delivery of the services of the offenders, including both correction of the offending behaviour and the development of the human being involved. The two are different concepts, however interlinked through responsibilities; rehabilitation is achieved through interventions to change behaviour, attitude and circumstances together with the promotion of social values and responsibility. This is a process which takes a long time and it is continuous, it is meaningfully implemented to offenders serving long sentences, either inside or outside the prison (Cavadino & Dignan, 2002: 347).

According to Rabie et al. (1994: 208) rehabilitation is punishment in the form of imprisonment; it remains questionable whether offenders are prohibited from offending through rehabilitation programmes or through fear of punishment.

Within the Departmental environment rehabilitation is best facilitated through the holistic sentence planning process which engages the offenders at all levels, social and mental, moral, spiritual, physical, educational and intellectual. It is premised on the approach that every individual has a potential to change and to transform if opportunity is made available with necessary resources (DCS Annual Report, 2006/2007, 2007: 22).

According to the Correctional Services Act 111 of (1998) the introduction of a code of ethics for offenders takes real significance and will have two functions, namely:

- To inform the offenders of what the Department expects of them in a correctional environment and during social reintegration programme, and
- Equally the important function is to make offenders aware of community and victims anticipation. Once the above is known to them they will be in a position to plough back to society once they are reintegrated. Employment and contributing to the wealth of community by means of production is key in rehabilitation and in the prevention of re-offending behaviour.

The Department has the responsibility to ensure that offenders are appropriately skilled in market related skills. This will provide them an opportunity to take part in an economically and gainfully employed sector of the society upon their release.

The Department has asserted that every official is a 'rehabilitator'. The manner in which each and every staff member execute his or her task can either contribute to the creation of a rehabilitation encouraging environment or militate against correction and rehabilitation of offending behaviour. According to Correctional Services Act (1998), the following should be ensured:

- Fundamental to rehabilitation is the motivation for offenders to develop a positive commitment towards rehabilitation and reintegration.
- Recognition that every member does impact on social reintegration of offenders through rehabilitation programmes.
- The attitude of society to the Department should change to facilitate recruitment of skilled individuals into the Department of Correctional Services. The Department has been fraught with difficulties, especially due to the shortage of certain professional personnel in South Africa. Generally, public institutions are struggling with the retention strategy of skilled personnel, as the salaries are lower than their competitors.

Despite the challenges, the Correctional Officials are ethically and professionally obliged to perform their duties as 'rehabilitators' in order to fulfill the vision of the Department. The tasks and responsibilities of Correctional Officers in the social reintegration of offenders are discussed in the next section (White Paper on Corrections, 2005: 109).

## 2.4 THE ROLE OF CORRECTIONAL OFFICIALS IN THE SOCIAL REINTEGRATION OF OFENDERS

According to Voorhis et al. (2000: 43), the correctional staff can play a very pivotal role in the assessments of offenders while on the social reintegration programme. Correctional staff is in a unique position to observe offenders as they interact with them more often and intensively and at the same time see them in different circumstances being it through assessments and correctional programmes rendered. According to the White Paper on Corrections of South Africa (2005: 109), there are ideal characteristics for a correctional official to be a rehabilitator. The relationship between officials and offenders is the key to rehabilitation. The management of corrections requires adequate competencies that are unique combination of specific:

- Personal qualities
- Experience
- Expertise
- Professional ethics

- Personal development
- Multi- skilling

According to the White Paper on Corrections of South Africa (2005:111) the ideal correctional official should be a person who finds affinity and identifies with the Code of Ethics and Conduct adopted by the Department of Correctional Services. In addition to that the correctional official has a duty to understand and adopt attitude and practices that entrench equality.

Historically there were no qualities and characteristics required for one to work as a correctional officer. The only requirement was the availability of the person and at least had some political connections. Most of the individuals were placed in critical post of rehabilitation and social reintegration without appropriate understanding and expertise to assist in rehabilitation processes of offenders (Stinchomb & Fox, 1999: 568).

White Paper on Corrections of South Africa (2005:119) emphasises the culture of learning and self-development on officials. Generally, the status of the correctional official is regarded as the lowest rank on the criminal justice cluster, when in fact their work should be recognized as requiring a high degree of personal integrity, commitment and professionalism.

Social reintegration of offenders should not only starts when offenders are to be released, it should commence the day the offender is admitted into the correctional centre and continues throughout the time they are under the care of the Department (Correctional Services Act, 1998).

Prison's overcrowding, administrative ambivalence about the goals of rehabilitation and reintegration, financial restructuring that requires officials to do more with less, and the myriad other challenges, faced by the correctional officials often greatly intensify the level of stress and burn out on officials (Klein, 1997:vii) .

Voorhis et al. (2000: 58) emphasized that to be an ideal correctional official is not an easy job. To be successful in the role of a correctional official an individual must be insightful and be willing to research further about the nature of the job he or she is doing. This is because of complexity of behaviours that one should deal with and analyse all the time.

The Correctional Officers need to have appropriate skills to understand the offenders' behaviour. Furthermore skills must be developed amongst offenders to control their offensive behaviour. The skills can moreover assist offenders to socially reintegrate with ease. The significance of skills development for social reintegration of offenders is explored in the next section.

## 2.5 RELATIONSHIP BETWEEN SKILLS DEVELOPMENT AND SOCIAL REINTEGRATION OF OFFENDERS

According to the White Paper on Corrections (2005: 97) "rehabilitation is completed only with successful reintegration of offenders into the community in the manner that prevents recidivism". This could be

attained if the Johannesburg Management Area has proper skills development programmes for offenders and officials. Offenders can only fit back into their society if they are well trained vocationally and educationally, that will enable them to make a meaningful contribution to the society. The primary reward for any official within the system of Johannesburg Management Area should be to see offenders leaving the correctional centres as confident and adequately equipped individuals.

Every official within the Johannesburg Management Area is viewed as a rehabilitator based on the Correctional Services Act of 1998. It is therefore important that relevant skills should be developed. The Johannesburg Management Area must have a human resource provisioning strategy that has recruitment criteria consistent with the intention, which should involve ongoing skills development. A focused human resource development strategy should be linked with its impact on social reintegration of offenders.

## 2.6 CONCLUSION

People develop through their lifespan, achieving greater degrees of complexity, even transformation. They are, therefore, continuously engaging in learning processes as they seek balance between changing self and changing environment. Those concerned with human resource development, in any organization, need to recognize that these developmental pressures may be worsened or compounded by changing work pressures. Managers need to be aware of the possible effects of developmental changes upon performance of work. The organization's

success or failure depends on its ability to select, train, motivate, develop and manage its human resources; therefore no organization can attain its objectives without employees that participate in the achievement of its objectives (Noe et al., 1997: 343).

Skills development contributes to sustainable growth development and equity by aligning the work and resources to the skills need for effective delivery and implementation. South Africa is currently facing a daunting task in view of its brain drain as a result of shortage of skills of the workforce and ineffective education system. To retain core competencies in an enterprise which is underpinned by knowledge-based capabilities is therefore near impossible as training and development alone cannot solve the problem (Koven &Lyons, 2002: 33).

Erasmus et al. (2006: 287) mentioned that managers must exhibit new leadership skills and shed old habits such as bureaucracy, culture and power to retain the new generation of employees, which is if they wish to remain competitive in South Africa and in the market globally.

The next chapter investigates the impact of skills development on the social reintegration of offenders in the Johannesburg Management Area as a focus area of the study.

# CHAPTER THREE

# THE IMPACT OF SKILLS DEVELOPMENT ON THE SOCIAL REINTEGRATION OF OFFENDERS IN THE JOHANNESBURG MANAGEMENT AREA

## 3.1 INTRODUCTION

The Department of Correctional Services is bound by the Labour Relations Act No. 66 of 1995. This Act establishes the principle of employment justice that protects employees from any unfairness in their relationship with their employers. It also comply with all other statutes, such as the Employment Equity Act No. 55 of 1998, to achieve equity in the workplace by promoting equal opportunities and fair treatment through the elimination of unfair discrimination; the Skills Development Act No. 97 of 1998, to ensure the development of skills of correctional officials and promote their quality of life and prospects of work; and the Public Service Act No. 103 of 1994, which provides for the organization and administration of the State and the regulation of the conditions of employment, retirement and discharge of the officials of the Department.

The Department of Correctional Services views human competencies as the cornerstone for achieving its core business which is rehabilitation and successful social reintegration of offenders. The Department commits itself to render skills development programmes aimed at bridging the gap between supply and demand of competent personnel

and to transform every correctional official to be an effective and efficient asset of the organisation. It also offers opportunities for development and advancement through career management. The paradigm shift makes it difficult for the previous organizational culture to be adequate in terms of skills to meet the current challenges (Noe et al., 1997:43).

This chapter explores the impact of skills development on the social reintegration of offenders in the Johannesburg Management Area as a focus area of the study.

## 3.2 AN OVERVIEW OF JOHANNESBURG MANAGEMENT AREA

The Johannesburg Management Area (JMA) was established in 1982 in the South of Johannesburg on the Golden Highway. During the apartheid era, correctional centers were established in isolation from the residential areas. Due to town development these correctional centers found themselves in affluent suburbs. Johannesburg Management Area is surrounded by suburbs which are Meredale and Naturena. It is a maximum correctional centre catering for both males and females offenders. This correctional centre was established to cater for 2630 offenders both awaiting trial and sentence (DCS, 2009).

The Johannesburg Management Area (JMA) is divided into four correctional centres namely, Female Centre, A, B, C Centres, Central

head quarters and Social Reintegration. Each centre has its own head who reports to the area commissioner of the management area. The personnel office is responsible to ensure that officials are trained accordingly and training needs are registered. The Central Head Quarters office is responsible for human resource development and all the prison administration ranging from logistics, transport, employee relations, finance human resource and human resource development. The budget for training is supervised by the Human Resource Development Manager (JMA, 2009).

Female Correctional Centre houses both awaiting trial and sentenced women. Presently Johannesburg Management Area and Pretoria Management Areas are the only centres that detain females in the entire Gauteng. This pose strain to the Department and the offender in terms of resources and support system required from the families. Correctional Centre a deals with awaiting trial detainees. Correctional Centre C as a centre of excellence house inmates who undergo formal education. Some of the inmates are writing matric and some are furthering their studies through distance higher learning institutions such as University of South Africa, Dameline and many others. Centre B houses long serving offenders and has one qualified Skills Development Facilitator who facilitates vocational education in conjunction with the SETAs. The Social Reintegration Centre operates away from the Johannesburg Management Area. Its main objective is to ensure that offenders from correctional centres are socially reintegrated and has to continue with programmes that will enable them to contribute positively within their communities (White Paper on

Corrections in South Africa, 2005: 82). The Social Reintegration is based in the heart of Johannesburg City. It has 111 personnel and is headed by a Deputy Director (JMA HRM Statistics, 2010).

According to the White Paper on Corrections of South Africa (2005: 65) rehabilitation is a societal responsibility; therefore this explains why it is imperative for the families of the offenders to being part of the rehabilitation path. The "proximity of correctional centres to the families of the offenders has a vast impact on social reintegration and rehabilitation of offenders. The JMA is characterised by a diverse society of both offenders and officials, however black officials and offenders remain dominant within the JMA. Correctional centers were previously established for punishment rather than corrections of the offending behaviour. The aim was to instill fear without capacitating the individual in terms of skills and positive transformation of the behaviour. Disparities of the past still display itself when one looks at the demographic representation of offenders in custody. Majority of offenders in custody are from previously disadvantaged group, most of them are between the ages of 21 to 55. This simply indicates that more active males who are supposed to be contributing to the revenue are incarcerated and burden to the state due to their deviant actions" (Stinchcomb and Fox, 1999: 34). Table 3.1 reflects the number of offenders in various correctional centres.

Table 3.1: Depiction of number of officials and offenders per correctional centre (March 2010)

| CENTRES | NO. OF OFFICIALS | NO. OF OFFFENDERS |
|---|---|---|
| CENTER A | 381 | 6500 |
| CENTRE B | 445 | 3029 |
| CENTRE C | 178 | 538 |
| FEMALE CENTRE | 207 | 1070 |
| SOCIAL REINTEGRATION | 113 | 3900 |
| **TOTAL** | **1324** | **13967** |

Source: DCS Statistics, 2010.

Centre A house 6358 offenders who are awaiting trial and 142 sentenced offenders, the total number in this centre fluctuate due to the daily movements to courts, hospitals and bail paid. Offenders in this center (since they are awaiting trial) still feel they are not guilty and hardly cooperate when it comes to skills development. Other than their personal resistance it makes it difficult for any service provider to design a programme for them as their duration in custody is uncertain. Religious workers are available to provide support to awaiting trial detainees, and other civil organisations for life skills programmes. The Department of Correctional Services (DCS) has no budget for the development of awaiting trial detainees since they still belong to the

Justice Cluster other than the DCS alone. Since the awaiting trial centre which is Correctional Centre A has the highest population of offenders that also might be an indication that it has more challenges than other centres (DCS Statistics, 2010). The workload of DCS is also determined by other justice systems, such as the Police who can decide whether or not to arrest and the Judges can decide whether or not to sentence an offender, however the DCS has no choice on who to bring into their system and for how long. The policies, practices and procedures of the entire justice system have a significant impact on corrections (Stinchcomb and Fox, 1999: 23). The statistics compiled for 2008 at the Johannesburg Management Area regarding availability of training course(s) for capacity-building is reflected in table 3.2.

Table 3.2: The depiction of offenders who have undergone training on HIV and AIDS in 2008/2009

| **Type of Capacity Building / Training Conducted** | **Category Trained** | **Total Number Trained** | | |
|---|---|---|---|---|
| | | **Males** | **Females** | **Total** |
| Education on HIV and AIDS and support group training | Inmates | 24 | 00 | 24 |
| Support group | Peer | 24 | 29 | 53 |

| | | | | |
|---|---|---|---|---|
| training Correctional Centre Female and C | educators and support group members | | | |
| Peer education, VCT and ARV adherence by AURUM institute | Correctional Centre Female | 0 | 30 | 30 |
| Peer educators Refresher course | Peer educators and lay counselors Correctional Centre B | 20 | 00 | 20 |
| Health promotion (DOH) Condom demonstrations Group discussions on TB, STIs, HIV and AIDS and ABC campaign | Peer educators and support group | 29 | 0 | 29 |
| Youth in Action Basic | Inmates | 140 | 0 | 140 |

| | | | | |
|---|---|---|---|---|
| HIV/AIDS information 2007 | | | | |
| Youth in Action Basic HIV/AIDS information 2008 | Inmates | 60 | 0 | 60 |
| Department of Health Door- to-Door campaign training | Peer educators | 48 | 29 | 77 |
| Themba HIV/AIDS interactive theatre Peer education programme | Peer educators Correctional Centre A, B, C and Female | 88 | 25 | 113 |
| **Total** | **433** | **113** | **546** | **439** |

Source: JMA Annual Report 2008/2009, 2009.

The HIV co-ordinator trains offenders to become peer counselors in all the centers to assist in disseminating education on HIV and AIDS to fellow offenders. To further facilitate empowerment, officials from all levels were also trained by service providers (DCS, 2009). HIV and AIDS are rife in correctional centres and seem to be higher in an overpopulated environment like the Johannesburg Correctional Centre

A (table 3.3). Due to overpopulation, hygiene among others is hard to practice. Since incarceration is a brutal place for anybody to survive, the poor always become victims of sodomy in order for them to survive the ruthless life in custody. Some offenders are admitted into the system with HIV and AIDS virus without knowing, but due to physical stress then it start manifesting itself and the offender's health starts to deteriorate. Poverty and discrimination remain the key issues for transmission as they operate in an atmosphere of anxiety, fear and depression. In the 2007/2008 strategic plan overpopulation was the cause to hamper rehabilitation progress and the proper flow of programmes (DCS Strategic Plan, 2008/2009, 2009).

Table 3.3: Number of personnel participated on HIV and AIDS programme in 2008/2009

| **Type of Capacity building / Training Conducted** | **Category Trained** | **Total Number Trained** | | |
|---|---|---|---|---|
| | | **Males** | **Females** | **Total** |
| Management of HIV and AIDS, VCT and ART adherence counseling | Managers and supervisors from all the centers and directorates | 08 | 07 | 15 |

| | | | | |
|---|---|---|---|---|
| Adherence counseling | Refresher course for professional nurses working with HIV AIDS patients and those who are on ARV's. | 02 | 12 | 14 |
| ART implementation, VCT and ARV adherence | Professional nurses, Social workers, EAP, Pharmacist, Psychologists, Centre coordinators and counselors by AURUM Institute | 03 | 22 | 25 |
| Management of HIV and AIDS, VCT and ART adherence counseling | Interns | 0 | 04 | 04 |
| **Total** | | **13** | **45** | **58** |

Source: JMA HIV and AIDS for 2008/2009 Yearly Report, 2009.

The Minister (Balfour Ngconde) on his speech in 2006 for Strategic Plan 2007/8-2012 (DCS, 2009) reiterated that awaiting trial detainees are overflowing the correctional centre A at the Johannesburg Management Area and would plea for the entire Justice Cluster to look into alternative sentences as alleviation to the crisis. Resources within the communities where offenders emanate from remains a challenge, therefore it remains an option for the correctional centre to keep them inside until they are done with their programmes and well acquainted to cope with the outside world. The purpose is to ensure that the person is incapacitated from recidivism by not releasing him or her without support system from the outside.

## 3.3 TRAINING WITHIN THE JOHANNESBURG MANAGEMENT AREA

According to Buckley and Caple (1996: 9) there is no virtue in training for its own sake, training emerges from its traditional and historical roots when its main objective was to meet the skills shortage and retain them. The process began to gain its momentum as strategies for action learning, resource-based multi-media interventions and self-development gain grounds. It is recommended by experts that every organisation should save two percent for training and development of its workforce. Training is dynamic; it changes with new inventions, so as the product and services of the organisation. Training is defined as a "planned systematic effort to modify or develop knowledge/skill attitude through learning experience, to achieve effective performance in a range of activities, its purpose in a work situation is to enable the

individual to acquire abilities in order for him or her to perform adequately a given task" (Stinchcom and Fox, 1999: 470).

The Johannesburg Management Area is still characterised by challenges created by apartheid, the facilities and officials who were working during the prison era still form part of the new dispensation. A paradigm shift brings uncertainties and resistance on officials. It remains a big challenge for any official who has been working and managing in the apartheid era to easily adapt to transformation. There is an immense fear and confusion on old officials brought about by newly developed policies. Continuous retraining of officials will help alley fears and effect cooperation and willingness to learn new ways (White Paper on Corrections, 2005:118).

The White Paper on Corrections in South Africa (2005: 73) indicates its mission as placing rehabilitation at the centre of all departmental activities in partnership with external stakeholders.

Correctional Services would like to become one of the best in the world in rehabilitation and it emphasizes that rehabilitation is a societal responsibility. This approach is inviting all the civil society to be part of the rehabilitation of the offender with the aim of simplifying the reintegration of offenders (White Paper on Corrections in South Africa, 2005: 74).

The main idea behind training and development is to try and facilitate rehabilitation and a productive relationship between the offender and

official which may result to successful reintegration. The Department of Correctional Services also does this in line with the Skills Development Act of 1998, the Skills Levies Act of 1999 and South African Qualification Authority Act, 1995. Relevant education, training and development programmes are essential in ensuring that the Department always has a pool of competent employees capable of implementing the goals and strategic objectives.

In terms of chapter 8 of the White Paper on Corrections in South Africa (2005:119), the human resource development strategy must cover a wide spectrum of training, which must be mandatory for the officials of the Johannesburg Management Area based on their challenges and the uniqueness of the area of work. It should address the Department's core business and training gaps identified through skills audit, human resource plan and performance plans of all officials. It remains a responsibility of every manager to ensure that subordinates receives ongoing training to ensure excellent performance of their duties and independence which will equip them for future career advancement.

According to Noe et al. (1997: 43) employees should be encouraged to acquaint themselves with tasks which are not normally part of their duties as well as more advanced, so that they improve on their skills as workers and they are multi-skilled. The employee should avail himself or herself for self-development throughout his or her career in the Department. It is important that training should be needs-based; therefore thorough organizational analysis should be carried out before attempting any kind of training.

Officials interested in furthering their studies through higher learning institutions are given an opportunity to apply for bursaries. These bursaries have conditions attached. One has to enter into contractual agreement, which stipulate that one should work for the Department of Correctional Services for a specific period before going to other organisations. Bursary holders within the Johannesburg Management Area always find themselves on the cross-road after completing their studies as there is no proper placement. The present bursary holders in the Johannesburg Management Area were awarded bursaries in 2006/2007, since then the Department has been financially unable to award officials bursaries. In every five bursary holders three opt to bridge the contract after completion of their studies as they do not get support and recognition from the Johannesburg Management Area (JMA Annual Report HRD 2008/2009, 2009). The Johannesburg Management Area lacks retention strategy thus experiencing brain-drain. The trained officials get job opportunities in other departments and private organisations every year (JMA HRM Monthly Report, 2009).

The National Skills Development Strategy Implementation Report (2002/2003) emphasized the government's vision for the future South Africa, which is a nation with an accelerated competitive economy that generates adequate employment for all individuals. Therefore the focus should be on productivity enhancement, and learning opportunities for the illiterate.

Noe et al. (1997: 345) indicate that there are three things of utmost importance before designing effective training systems:

- The company's strategic direction, once one is aware of the organization's vision and mission then one is able to design programmes that will contribute to the organizational objectives.

- Support of managers and peers, various studies indicate that the two are important or critical, as their attitude may impact on the organizational development, the peers and management's willingness to share information and a positive attitude.

- Availability of resources for training, lack of resources may hamper training sessions.

The number of officials attended the training programme in 2009 is reflected in table 3.4. The Johannesburg Management Area do not have budget for offering training during the financial year 2010 due to the payment of Occupation Specific Dispensation (OSD). This had impacted negatively to Human Resource Development Office. Facilitators themselves were not legible to attend any programme to further equip them due to belt tightening (JMA, 2010). The Department of Correctional Services is the only public service institution which still awards its employees ample study leave. However Johannesburg Management Area does not prioritise skilled employees in terms of placement. The status of the training department in the Johannesburg Management Area and its resources does not reflect training as an

important steer for the organisation. Training can make an important, if not crucial contribution, to any organization as skilled workforce is an investment for any successful organisation (Noe et al., 1997: 49).

Table 3.4: Number of officials participated in training programmes during the year 2009 (January/ December). The table depicts gender, race, and people with disability, age groups, and their occupational class.

(Report on training interventions) 01st Jan-December 2009 Johannesburg Management area

| ***F1: Number of actual beneficiaries of training per occupational category, by gender, population group, disability status and age groups.*** | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Occupations | | Male | | | | Female | | | | Total | People with disability | | | | Age groups | | | | |
| Occupational Category | | A | C | I | W | A | C | I | W | | A | C | I | W | <35 | 35-55 | 55 > | | |
| Custodian +support SR 3 | | 13 | 5 | 3 | 2 | 27 | 12 | 3 | 8 | 73 | | | | | 63 | 10 | | | |
| Custodian + support SR3 | | 3 | 3 | 5 | 3 | 33 | 15 | 1 | 6 | 55 | | | | | 33 | 19 | | | |
| Custodian +support SR 7 | | 1 | 11 | 8 | 8 | | 1 | | 9 | 38 | | | | | 16 | 22 | | | |
| Custodian +support SR9 | | 54 | 2 | | 5 | | 9 | | 7 | 77 | | | | | 24 | 53 | | | |
| Custodian +support SR3 | | 19 | 7 | 6 | 4 | | 5 | | 6 | 47 | | | | | 5 | 42 | | | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Custodian +Support SR 9+10 | | 21 | 9 | 1 | 2 | 10 | 5 | 1 | 2 | 62 | | | | | 12 | 51 | |
| Custodian + Support SR 5+8 | | 63 | 15 | 2 | | | | 8 | 1 | 80 | | | | | 3 | 77 | |
| TOTAL | | 181 | 38 | 25 | 24 | 16 | 47 | 14 | 39 | 432 | | | | | 156 | 274 | |

Source: JMA Annual Report, 2009.

The management area has different racial groups as reflected in the table:

- **A is African**
- **C is coloured**
- **I is Indian**
- **W is Whites**
- **Custodian is correctional officers from different centres and their levels**

Career management and development becomes easier as people are placed accordingly, and trained as such. This would also facilitate retention as both the JMA and the officials will be objective oriented. It will be more of a win-win situation. When employees are convinced that their positions have future prospects, it gives them more reason to stay (Ulrich, 2005:115).

Noe et al. (1997: 313) mention that job satisfaction does not only count to remuneration, but to recognition, safety, development, and the

workload. Overworked officials, social workers, clinical psychologist and other professionals leave the JMA due to abnormal workload, little support from top managers, and the environment which is not conducive for professionals.

## 3.4 LEARNERSHIP IMPLEMENTATION STRATEGY IN JOHANNESBURG MANAGEMENT AREA

The objective of the DCS is to improve the human resource capacity and management to enable the Department to fulfill its mandate. Specifically it indicates that Human Resource Development will provide learnership(s) that is theoretical, institutional learning and workplace or experiential learning. Human Resource Development should have the capacity to plan, deliver and manage the process. However attention has been gradually focused on the activities of the learner and the means of equipping them with strategies and a range of styles that are not only appropriate for present learning, but will be transferred to future situations and enable learning from experience to take place (Reid and Barrington, 2003: 70).

The Johannesburg Management Area receives learners twice a year. The learnership last for a year and it involves three months of theory at the two colleges Zonderwater and Kroonstad and the rest of the months they are expected to do practical work in different correctional centres under the leadership and guidance of a mentor. The Department encourages on the job training through learnership as it is viewed as an excellent method for development of leadership capacity. Mentors are

responsible for the guidance of learners and they should be experienced officials, who may serve as role models to learners and inspire them positively about the Department of Correctional Services as a whole (JMA HRD Annual Report, 2009).

A mentor should have advanced interpersonal skills to enable him/her to provide concise information and lead learners without being self directed. The purpose of learnership is to experiment in a workplace by collecting portfolio of evidence. A learner does that independently with learning at the back of the mind (DCS Strategic Planning 2007/2008, 2009). The 12 month time-frame is used as the basis for learnership. It is divided into:

- Planning -2 months
- Institutional learning-3 months
- Workplace learning -7 months
- Wrap up/ certification-2 months (DCS Strategic Planning 2007/2008, 2009).

The outcomes of the learnership should be logically defined in the plan. The outcome in the plan must identify the standards to be achieved as well as the methods to be used. The skills and personality needed for this work as well as the ability to add to their job descriptions must be taken into consideration on admission. The admission of learners is only confirmed once the learnership agreement has been signed and

captured by SETA. The Johannesburg Management Area has three facilitators including Head of Human Resource Development. During the induction period facilitators are under tremendous strain, and certain aspects are not covered as prescribed by the policy of learnership. Induction takes place within the first two weeks of the learners' arrival. Learners are introduced to the organizational culture and equipped with the do's and don't of the Department of Correctional Services (DCS Policy on the Learnership Implementation, 2007). The placement of learners within the Johannesburg Management Area is reflected in table 3.5 for the year 2008/2009

**Table 3.5**: A depiction of placement of learnership within Johannesburg Management area for the year 2008/2009

| INSTITUTION | FEMALES | MALES | TOTAL |
|---|---|---|---|
| SOCIAL REINTEGRATION | 0 | 0 | 0 |
| FEMALE CENTER | 15 | 0 | 15 |
| CORRECTIONAL CENTER A | 0 | 10 | 10 |
| CORRECTIONAL CENTRE B | 0 | 11 | 11 |
| CORRECTIONAL CENTER C | 0 | 2 | 2 |
| JHB CORRECTIONAL HEAD QUARTERS | 2 | 7 | 9 |
| **TOTAL** | **17** | **30** | **47** |

Source: JMA HRD Annual Report 2008/2009, 2009.

Training manager is responsible to ensure that manuals on Correctional Science learnership are available and learning material obtained are approval by SETA. It is again the responsibility of the Department to quality assure the learning material for compliance purposes. The implementation of Correctional Science Learnership Level 4 is continuously monitored by the facilitators with the assistance of mentors in different correctional centres. The mentors are trained and have intense experience in their work. The HRD manager rest most of the responsibility on them and on the learners. It is the responsibility of the learner to collect portfolio of evidence that is important for certification. During experiential learning more responsibility is on the learner to prove the level of competency. It is important that when training resumes, measuring tools for the outcomes should be in place (Buckley and Caple, 1996: 219). Learnership has theoretical work where learners write tests, do physical training and practical work. It is a common course that in learning situation most learners may feel apprehension and failure to achieve. It is important that learners are made aware of the support system while on the learnership programme to prevent drop-outs and non-achievers (DCS Policy on Learnership Implementation, 2007).

Furthermore, there is an Offenders Skills Development Policy in place. The Skills Development Practitioners involved in the training and development of offenders within the Department of Correctional Services are obliged to follow principles espoused in Offenders Skills Development Policy. According to this policy, skills development programmes and practices shall form part of the personal development

of offenders in an attempt to provide for establishment of a unified approach. All offenders undergoing the skills development programmes must be addressed and viewed as learners, they must be assessed to identify their skills development need (DCS Policy on learnership implementation, 2007). A practitioner, in terms of the Policy, is responsible for the following activities:

- To develop a profile and compile a skills development plan for individual learner after assessment.

- Incorporate individual skills development plan into correctional sentence plan of each learner.

- Conduct the Recognition to Prior Learning in line with the Skills Development Act for offenders who have relevant experience and competencies.

- Place learners in the skills programmes at the appropriate level in line with the result of the baseline assessments (DCS Training Manual, 1999).

In South Africa an approach that has been adopted as a vehicle for the achievement of NQF objectives and principles is the Outcomes-based Education and Training. The same approach is adopted by the Department of Correctional Services with regard to skills development programmes. Skills Development for offenders need to be approached or conducted in line with the OBE quality assurance cycle to ensure

accelerated learner achievement of the stated planned Policy on Skills Development for Offenders (DCS Policy on Implementation of Offender Skills Development, 2010). The JMA has one registered skills development facilitator in the entire management area focusing mainly on male offenders in Centre B.

## 3.5 RE-OFFENDING BEHAVIOUR AND SKILLS DEVELOPMENT IN JOHANNESBURG MANAGEMENT AREA

South Africa is a country clouded with a great amount of aggressive crime; however that makes it difficult to give a clear distinction between correcting behaviour, punishment and development of individuals in a humane environment inside correctional centres. The desperate socio-economic circumstances remain key; the gap between the haves and have not is an additional factor. Despite the human rights elevation the system should emphasize deterrence for criminal behaviour (Cavadino & Dignan, 2002: 244).

According to the White Paper on Corrections in South Africa (2005: 88) Chapter 2, the National Crime Prevention Strategy persuaded the Department to re-examine its core objectives and reprioritize its resources. The focus shifted to transforming South African prisons from criminal headquarters into effective rehabilitation centres which produce well reformed, skilled individuals capable to be socially reintegrated. Offenders are encouraged to discard negative and destructive values and replace them with positive values.

The alignment of the existing correctional sentence plan with social reintegration needs through programmes. The Correctional Services Act, 1998, Chapter 4 Section 41 provides for the treatment, development and support services, that Department must provide or give access to a range of programmes and activities as it is practicable to meet the education and training needs of sentenced offenders. Those offenders and children who are illiterate may be compelled to take part in educational programmes offered in terms of sub-section 1 of the Act. It is the responsibility of the Department to provide social and psychological services in their social functioning and mental health to ensure the holistic approach in the sentence plan of the offender.

All sentenced offenders are compelled to undergo life skills programmes. Their participation is necessitated by the nature of the crime committed, e.g. sexual offenders, and so forth. JMA has offenders who undergo formal education, skills development through accredited service providers. During the 2009/2010 financial year vocational education through Department of Labour did not take place as the entire budget was channeled to the occupation specific dispensation, therefore no offenders underwent vocational training (DCS Annual Report 2008/2009, 2009).

Offenders in the Johannesburg Management Area attended an HIV and AIDS course through service providers. Certificates were awarded to peer counselors. This has assisted them to convey the knowledge and experience to their families and communities. The table 3.6 depicts different skills programme attended by offenders in the year 2009/2010.

Table 3.6: Skills Development Programme for the years 2009/2010

| NATURE OF TRAINING | TARGET GROUP | MALES | FEMALES | TOTAL |
|---|---|---|---|---|
| ABET | OFFENDERS | 125 | 62 | 187 |
| BEADING | OFFENDERS | 0 | 120 | 120 |
| ART PAINTING / SEWING | OFFENDERS | 0 | 142 | 142 |
| HAIR DRESSING | OFFENDERS | 0 | 23 | 23 |
| FORMAL EDUCATION | OFFENDERS | 301 | 213 | 514 |
| **TOTAL** | | **426** | **660** | **986** |

Source: JMA Statistics, 2010.

Female offenders in the Johannesburg Management Area are very few in number as compared to males, and re-offending remains low. The skills development programmes available for female offenders reveal

that resource and budget do not impact strongly in female development, though there is a need for them to be developed in various skills. Offenders in female correctional centres use their hands to plait each other, and teach one another beading, art painting and sewing. Most of the female offenders are specialized as hair dressers, dress makers and others having passed their Matric with a specific qualification. The Johannesburg Management Area does not have an accredited workshop where offenders can be taught trades. The Johannesburg Management Area therefore depends on the Department of Labour for accreditation.

During a financial crisis in the financial year 2008/2009, skills development remained a myth in male correctional centres. This remains to be a stumbling block for male offenders incarcerated at this correctional centre. Only those who are academic orientated and have financial support from their families are able to further their studies and be well acquainted to be fully reintegrated on their release. About 90% of offenders in the Johannesburg Management Area are from Gauteng in terms of residence, most of them on their release are still faced with same challenges prior to arrest or even more therefore they remain vulnerable to re-offending. Out of every 5 female offenders released every month one does re- offend in six years, yet out of 5 male offenders released every month 3 do re- offend before they are six months on social reintegration programme (JMA Annual Report, 2010). White Paper on Corrections in South Africa (2005: 88) stipulates challenges faced by male offenders are more different to those faced by female offenders.

The patriarchal society of South Africa also contributes to re-offending. There are societal expectations from a man as a head of the family to be a provider financially. The offender who lost his job to incarceration experiences more strain than the one who never had a job (Klein, 1997: 209). The following reasons were sited by male re-offenders on social reintegration:

- Stigma from prison and criminal record hinders them from securing employment again.

- Skills development at the Johannesburg Management Area is inadequate to equip them to be fully socially integrated.

- Societal expectations put pressure on them unlike the female offenders.

- Correctional programmes attended serve no purpose if they cannot put food on the table. Correctional programmes assist offenders in managing their lives while outside in terms of how to deal with overwhelming situations without resorting to deviant behaviour (JMA Annual Report, 2006/2007, 2009).

Since offenders have a tendency of using incorrect personal information, it is difficult for the Johannesburg Management Area to keep track record regarding accurate statistics of re-offenders. Most offenders are released from prison to attend social reintegration programme with no identity documents or any documentation that

record him as a South African citizen. In order to get job opportunities, relevant identity documents are required by the Department of Home Affairs. Furthermore the DCS needs to certify the documents to authenticate that a particular offender has gone through social reintegration programme and is skilled in a particular area. Lack of job opportunities may lead to re-offending, or may place offenders in a more vulnerable position (Correctional Services Act, 1998).

According to the White Paper on Corrections in South Africa (2005), reveals that "international experience has shown that the monitoring of rates of re-offending over periods of time represents a critical indicator of the success and effectiveness of needs-based rehabilitation and improved service delivery". The rate of re-offending in the entire South Africa is exceptionally high however the monitoring and evaluation tools are not effective in place to provide accurate information.

According to the White Paper on Corrections in South Africa (2005), skills development should be continuous for the social reintegration of offenders. Skilled offenders should be assisted to secure employment, or start a business to generate income to reduce vulnerability and desperation. South Africa is faced by a high population of poverty and unemployment. Majority of the South African Graduates with no criminal record struggle to secure a job with a living wage. It is even harder for a unskilled ex-convict to secure a descend job. The Johannesburg Management Area through Social Reintegration has established a relationship with authorities of City Parks, who have already trained 500 ex- offenders on horticulture and also would like to

assist in job placement (www.city parks.co.za). For the nation as a whole, a skilled workforce can increase global competitiveness, economic growth and sustainable development (Venter & Louw, 2006: 68).

## 3.6 CONCLUSION

Skills development remains a key to social reintegration of offenders. Skilled offenders are able to contribute meaningfully to their communities and their families. Skilled offenders can easily re-build their lives through securing employment or starting their own business and generate income for acceptable living.

The Social Reintegration Centre of the Johannesburg Management Area receives offenders on parole and correctional supervision from different correctional centres country-wide every day. It receives not less than 20 offenders per day, who are admitted in the system with no skills. It becomes the responsibility of the Johannesburg Management Area to liaise with different stakeholders including families to ensure skills development and alternate means to reconstruct the offender's life. Skills development, rehabilitation and social reintegration of offenders are interdependent; the success of the one depends on the other. If there was a gap on rehabilitation process while the offender is incarcerated, this might impact negatively on the offender's social reintegration.

Rehabilitation involves providing offenders with all the skills available to modify deviant behaviour, develop them in various areas of life

including skills development. Effective and efficient social reintegration of unskilled offenders is the most challenging as they are more vulnerable to any unapproved activities (Stinchcomb & Fox, 54-57).The primary goal of the Johannesburg Management Area is to see all offenders leaving the correctional centers as citizens with integrity and restored dignity (DCS, 2007: 3).

The next chapter explores the empirical research where responses are analysed and interpreted to obtain valuable information regarding significance of skills development for social reintegration of offenders at Johannesburg Management Area.

# CHAPTER FOUR

# EMPIRICAL RESEARCH: ANALYSIS AND INTERPRETATION OF RESPONSES

## 4.1 INTRODUCTION

According to the White Paper on Corrections in South Africa (2005), the core business of the DCS is to offer rehabilitation with the intention to successfully reintegrate offenders back to their communities with various skills. Skilled offenders fit with ease to their former society, as skills acquired are able to assist an offender to reclaim his or her position in all spheres of life. "Patriarchy poses tremendous strain on male ex offenders, as their inability to provide for their families, is associated with their disability as men" (DCS, 2005).

This chapter explores the empirical research where responses are analysed and interpreted to obtain valuable information regarding significance of skills development for social reintegration of offenders at Johannesburg Management Area.

## 4.2 PREPARATION FOR RESEARCH AND DESIGN

The following guidelines were followed to conduct research:

### 4.2.1 Permission

In order to conduct the research at Johannesburg Management Area, an application was submitted (Appendix A).

### 4.2.2 Population and sample of respondents

A population is "a set of elements from which a subset may be drawn (a sample). It is the entire group of people, objects, or events in a category" (Northern Arizona University, 2001). A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey (Mugo, 2010).

In this study the target population includes 20 officials from different projects who were chosen to determine challenges related to skills. 15 offenders were further included to determine the impact of skills development on social reintegration of offenders.

### 4.2.3 Site of data collection

The Johannesburg Management Area was chosen as an area of research due to convenience as the researcher is an employee of JMA. It was therefore suitable for the researcher to distribute and collect questionnaire personally in order to receive absolute responses without delays.

## 4.3 RESEARCH METHODOLOGY

According Webster (1985; Mugo, 2010), to "research is to search or investigate exhaustively. It is a careful or diligent search, studious inquiry or examination especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, it can also be the collection of information about a particular subject". The concept research methodology is the "how of collecting data and the processing thereof within the framework of the research process. Research methodology, or methods of collecting data, necessitates a reflection on the planning, structuring and execution of the research in order to comply with the demands of truth, objectivity and validity. Hence, research methodology focuses on the process of research and the decisions, which the researcher has to take to execute the research project" (Braynard & Hanekom, 1997: 28-29; Tsuari, 2010). In social sciences, two types of research are considered feasible viz. qualitative and quantitative, discussed in the next section.

### 4.3.1 A Qualitative Approach

Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena (Myers, 1997; Hunt, 2010). It is data that is usually not in the form of numbers. Qualitative research is an inductive approach, and its goal is to gain a deeper understanding of a person's or group's experience. Qualitative research does not necessarily mean interpretive. It can be used in

different paradigms. Qualitative research can be positivist, interpretive, or critical (Hunt, 2010).

### 4.3.2 A Quantitative Approach

Quantitative research is the time honored scientific method. It is about prediction, generalizing a sample to a larger group of subjects, and using numbers to prove or disprove a hypothesis. For a typical study using quantitative methods, researchers tend to draw a sample of persons at random from a broader population, if possible (York, 1998; Hunt, 2010).

Many researchers agree that these two research methods need each other more often than not. However, because typically qualitative data involves words and quantitative data involves numbers, there are some researchers who feel that one is better (or more scientific) than the other. Another major difference between the two is that qualitative research is inductive and quantitative research is deductive. In qualitative research, a hypothesis is not needed to begin research. However, all quantitative research requires a hypothesis before research can begin. Another major difference between qualitative and quantitative research is the underlying assumptions about the role of the researcher. In quantitative research, the researcher is ideally an objective observer that neither participates in nor influences what is being studied. In qualitative research, however, it is thought that the researcher can learn the most about a situation by participating and/or being immersed in it. These basic underlying assumptions of both

methodologies guide and sequence the types of data collection methods employed (Colorado State University, 2010).

## 4.4 SAMPLING

Statistical method of obtaining representative data or observations from a group (lot, batch, population, or universe) (BusinessDictionary.com., 2010). Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Mugo, 2010). There are two types of sampling. The probability sampling is "any method of sampling that utilizes some form of *random selection.* In order to have a random selection method, you must set up some process or procedure that assures that the different units in your population have equal probabilities of being chosen" (Trochim, 2006). Another type of sampling is non-probability sampling in which "a sample of units where the selected units in the sample have an unknown probability of being selected and where some units of the target population may even have no chance at all of being in the sample" (OECD, 2010).

A probability sampling scheme is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighting sampled units according to their probability of selection. Non-probability sampling is any sampling method where some elements of the population have *no* chance of

selection (these are sometimes referred to as 'out of coverage'/'undercovered'), or where the probability of selection can't be accurately determined. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection. Hence, because the selection of elements is nonrandom, nonprobability sampling does not allow the estimation of sampling errors (Wikipedia, 2010).

The research utilized convenience sampling that is a form of non-probability sampling. A "convenience sample is a matter of taking what you can get. It is an accidental sample. Although selection may be unguided, it probably is not random, using the correct definition of everyone in the population having an equal chance of being selected" (Psychology.ucdavis, 2010). Under this type of sampling, the respondents were chosen on relative ease of access.

## 4.5 DATA COLLECTION

The research categorizes data into patterns as primary basis for organizing and reporting results. Reserachers typically rely on four methods for gathering information: participating in the setting, direct observation, interviews and analysis of documents and materials (Nhlapo, 2010: 60).

### 4.5.1 Research Techniques

Research techniques can be defined as the specific and concrete ways that the researcher utilizes to execute specific tasks related to specific stages in the research process (Mouton, 1996:36; Nhlapo, 2010: 61). The research rechniques utilized in the research are:

#### 4.5.1.1 Literature Review

The literature review is a critical look at the existing research that is significant to the work that is carrying out. Some people think that it is a summary: this is not true. Although it is needed to summarize relevant research, it is also vital to *evaluate* this work, show the *relationships* between different works, and show how it relates to *the* work (Asian Institute of Technology, 2010). The purposes of the literature review are: to define and limit the problem you are working on; to place study in an historical perspective; to avoid unnecessary duplication; to evaluate promising research methods; and to relate your findings to previous knowledge and suggest further research. A good literature review, therefore, is critical of what has been written, identifies areas of controversy, raises questions and identifies areas which need further research (Gould, 2004).

To explore the concepts skills development and social reintegration, various secondary sources were utilized viz. books, journals, legislations, newspapers, websites and electronic sources. Preliminary investigation indicates that sources for this information are available at the North-West University library, and documents and reports of the

Department of Correctional Services (Johannesburg Management Area).

#### 4.5.1.2 Interviews

An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee (Wikipedia, 2010). Interviews can b structured or non-structured based on the type of research. In the social research interview, the aim is for the interviewer to elicit from the interviewee or respondent, as he or she is frequently called in survey research, all manner of information: interviewees' own behaviour or that of others, attitudes, norms, beliefs, and values (www.soton.ac.uk).

The research utilized semi-structured interviews. This is a term that covers a wide range of instances. It typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions. The questions are frequently somewhat more general in their frame of reference from that typically found in a structured interview schedule. Also, the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies (www.soton.ac.uk). Semi-structured interviews were conducted with the following individuals:

- Head: Human Resource Development to determine processes of skills development.

- Head: Social Reintegration; Director: Development and Care; Coordinator: HIV and AIDS to discuss the processes of social reintegration.

- Heads: Centre A, B, C to determine the implementation of skills development for social reintegration of offenders.

- Medical Officer, Social Workers, Educationist: Centre A, B, C and Social Reintegration to determine the impact of skills development on social reintegration.

#### 4.5.1.3 Questionnaire

A questionnaire can be defined as a group of written questions used to gather information from respondents, and it is regarded as one of the most common tools for gathering in the social sciences. A questionnaire usually consists of a number of measurement scales, open-ended items for qualitative responses, and other questions that elicit demographic information from respondents (Terre Blanche et al, 2006: 484). The purpose of a questionnaire is to (1) clarify the reason for the study, (2) determine the information required from the respondents, (3) list the research questions to be answered with the questionnaire, and to identify any additional information required to address the research questions (Terre Blanche et al, 2006: 485).

Structured questionnaires can also be used in the place of interviews. It is necessary to supply respondents with standardised instructions on how to complete the questionnaire and to explain what is expected from them ((Brynard & Hanekom, 1997: 38-39). Under the guidance of supervisor, the structured questionnaire was developed to obtain the views of officials and offenders. 20 officials from different projects were chosen to determine challenges related to skills. 15 offenders were included to determine the impact of skills development on social reintegration of offenders (Appendix B).

## 4.6 RESEARCH ETHICS

The essential purpose of the research ethics is to protect the welfare of research participants, it also extents to scientific misconducts. Participants should be aware of what they are putting themselves in and be well informed about their role as research samples. Participants cannot be taken advantage of, based on their socio-economic background, race, or gender which includes any other discriminatory factor (Leedy, 1997: 130).

As data was collected, the researcher needed to consider whether the research procedures are likely to cause any physical or emotional harm. According to Terreblanche et al. (2006: 36) the harm that could be caused is:

- Violating the respondents' right to privacy by posing sensitive questions or gaining access to records which may contain personal data.

- Observing the behaviour of the respondents without them being aware of it.

- Allowing personal information to be made public which respondents would want to keep secrete.

- You may not use deception to try and obtain sensitive or private information.

- Potential threats should be highly elaborated.

- Failing to respect certain values, traditions, or taboos valued by the respondents.

- Any information sheets or consent forms used in the research should be attached as an appendix.

The aim is to expose malpractice, protect and empower participants moreover the most vulnerable from been violated by researchers (Marshall & Bosman, 1989: 85).

## 4.7 DATA ANALYSIS, INTEPRETATION AND PRESENTATION

According to Terreblanche et al. (2009: 52) the aim of data analysis is to transform information into answers to the original research question. Analysis is always affected by the context in which the research takes place. For instance, the sample consists of offenders, whereby their situation might impact either negatively or positively to the study. This simply indicates that the responds gathered from an offender in custody might be different when the very same offender is asked the same question while outside incarceration, thus affecting the validity of our data analysis. Since the validity of data increase the credibility and dependability of the findings, the research done with offenders, might be viewed as un-transferable.

According to Robson (1997: 404-405) "qualitative research makes it difficult to produce authentic statistical outcome, therefore the data cannot be transferable, it always lives a big room for modification". Data analysis involved 'working through the full range of detailed field notes, correctional centre by correctional center, enabling the development of a set of coding categories within and across each respondent. The "categories used as samples constituted the basis for further analysis by mapping the data in a way that enabled the researcher to communicate, compare and interpret. The mapping facilitated the process of identifying and exploring the principal themes and sub-themes thereby returning to the primary data for interrogation and examination of evidence that supports or refute the hypothesis.

Through out this process, the hypothesis was examined and challenged" (Welman & Kruger, 1998: 62).

### 4.7.1 Section A: Demographic Information

The Johannesburg Management Area is a multiracial institution. It houses offenders of diverse groups. Since it is also guided by the Public Service Policies it does not discriminate offenders and officials based on race, colour, gender and language. Every individual at the JMA, be it an official or an offender, is treated in a fair, objective and humane manner.

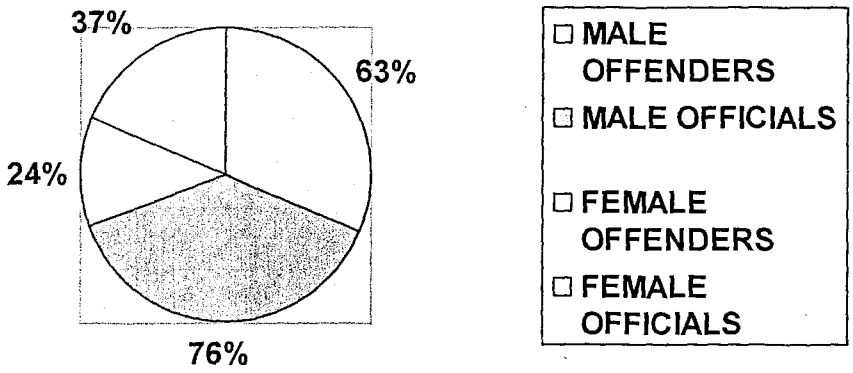
The respondents' composition is a representation of the majority within the JMA as an area of research, in terms of age, race, culture, gender and economic background. The sample is divided into two categories, namely offenders and officials at the Johannesburg Management Area. Both categories have a high percentage of males than females.

#### 4.7.1.1 Gender of respondents

**Table 4.1: Gender of respondents**

| GENDER OF OFFICIALS | FREQUENCY | PERCEN-TAGE | GENDER OF OFFENDERS | FREQUENCY | PERCEN-TAGE |
|---|---|---|---|---|---|
| MALE | 19 | 63% | MALE | 38 | 76% |
| FEMALE | 11 | 37% | FEMALE | 12 | 24% |
| **TOTAL** | **30** | **100%** | **TOTAL** | **50** | **100%** |

**Figure 4.1 Gender of respondents**



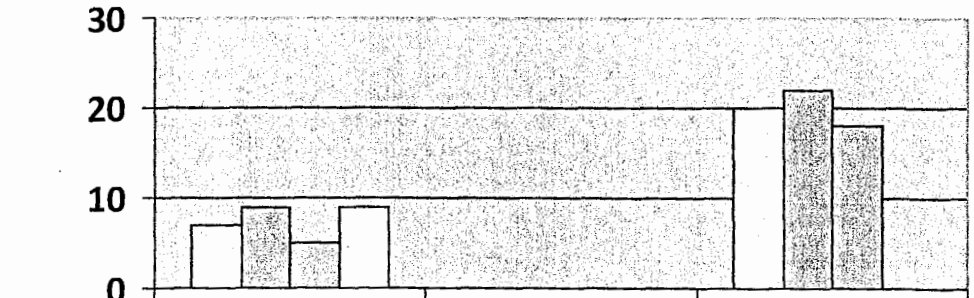

The table 4.1 and figure 4.1 reflect the fact the JMA is a male dominated organization both in terms of officials as working employees (63%) and offenders (76%). In terms of employment, the JMA needs to appoint more female officials to fulfill the requirements of Employment Equity.

### 4.7.1.2 Age of respondents

**Table 4.2: Age of respondents**

| AGE OF OFFICIALS | FREQUENCY | AGE OF OFFENDERS | FREQUENCY |
|---|---|---|---|
| 18-28 | 7 | 22-29 | 20 |
| 29-38 | 9 | 30-39 | 22 |
| 39-48 | 5 | 40-49 | 18 |
| 49-58 | 9 | 50-59 | 0 |
| **TOTAL** | **30** | **TOTAL** | 50 |

**Figure 4.2: Age of respondents**




| | FREQUENCY | Age of offenders | Frequency |
|---|---|---|---|
| ☐ 18-29 | 7 | 22- 29 | 20 |
| ☐ 29-38 | 9 | 30-39 | 22 |
| ☐ 39-48 | 5 | 40-49 | 18 |
| ☐ 49-58 | 9 | 50-59 | 0 |

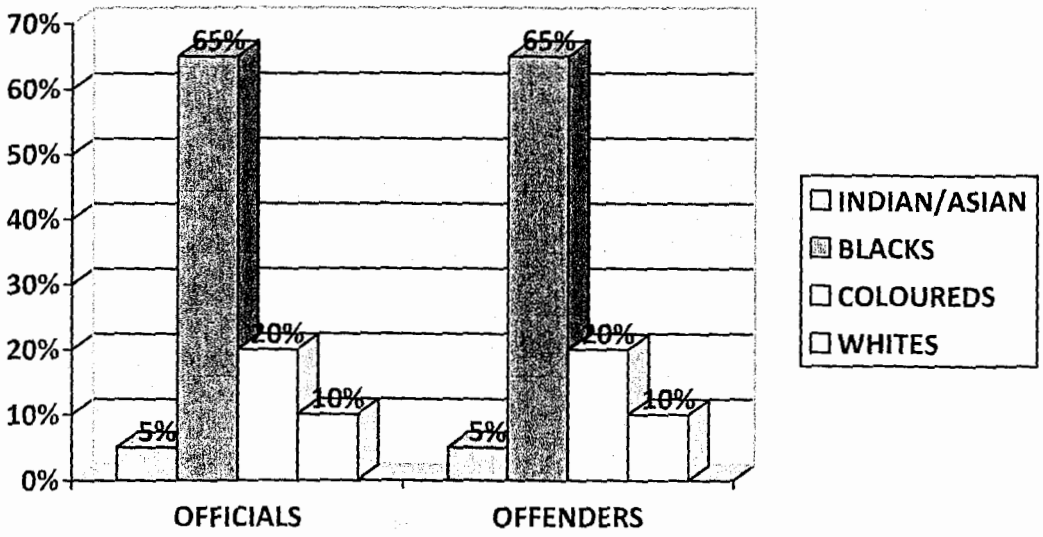
Table 4.2 and table 4.2 reveal the fact that the age of officials (both male and female) is equivalent to the offenders (both male and female) who are serving prison sentences at the JMA. With proper social reintegration programmes, the JMA can offer offenders a better perspective towards living a fulfilling life.

### 4.7.1.3 Race group of respondents

**Table 4.3: Race group of respondents**

| **RACE GROUP OF OFFICIALS** | **FREQUENCY** | |
|---|---|---|
| INDIAN/ ASIAN | 1 | 5% |
| BLACK | 17 | 65% |
| COLOURED | 10 | 20% |
| WHITE | 2 | 10% |
| **TOTAL** | **30** | **100%** |
| **RACE GROUP OF OFFENDERS** | **FREQUENCY** | |
| INDIAN/ ASIAN | 1 | 5% |
| BLACK | 31 | 65% |
| COLOURED | 19 | 20% |
| WHITES | 0 | 10% |
| **TOTAL** | **50** | **100%** |

**Figure 4.3: Race group of respondents**




The information depicts that the Johannesburg Management Area is a dominantly Black organization (in terms of officials [65%]) and the number of black offenders (65%) furthermore confirms that (table 4.3 and figure 4.3). Since Blacks in South Africa are in majority (in terms of population), the level of poverty is reciprocal to the number. Most of the offenders in incarceration are from severe economic background, characterised by the lack of skills with no academic qualifications. The JMA needs to provide appropriate and timely skills development courses in order for poor offenders to gain skills and education for better life in future.

### 4.7.1.4 Qualifications of respondents

**Table 4.4: Qualifications of respondents**

| QUALIFI-CATIONS OF OFFICIALS | FREQU-ENCY | PERCEN-TAGE | QUALIFICA-TIONS OF OFFENDERS | FREQU-ENCY | PERCEN-TAGE |
|---|---|---|---|---|---|
| UNDER GRADE 12 | 1 | 3,33% | UNDER GRADE 12 | 33 | 66% |
| GRADE 12 | 19 | 63% | GRADE 12 | 16 | 32% |
| DIPLOMA | 5 | 17% | DIPLOMA | 1 | 2% |
| DEGREE | 4 | 13,33% | DEGREE | 0 | 0 |
| HONOURS | 1 | 3,33% | HONOURS | 0 | 0 |
| MASTERS | 0 | 0 | MASTERS | 0 | 0 |
| DOCTORATE | 0 | 0 | DOCTORATE | 0 | 0 |
| **TOTAL** | **30** | **100%** | **TOTAL** | **50** | **100** |

**Figure 4.4: Qualifications of respondents**

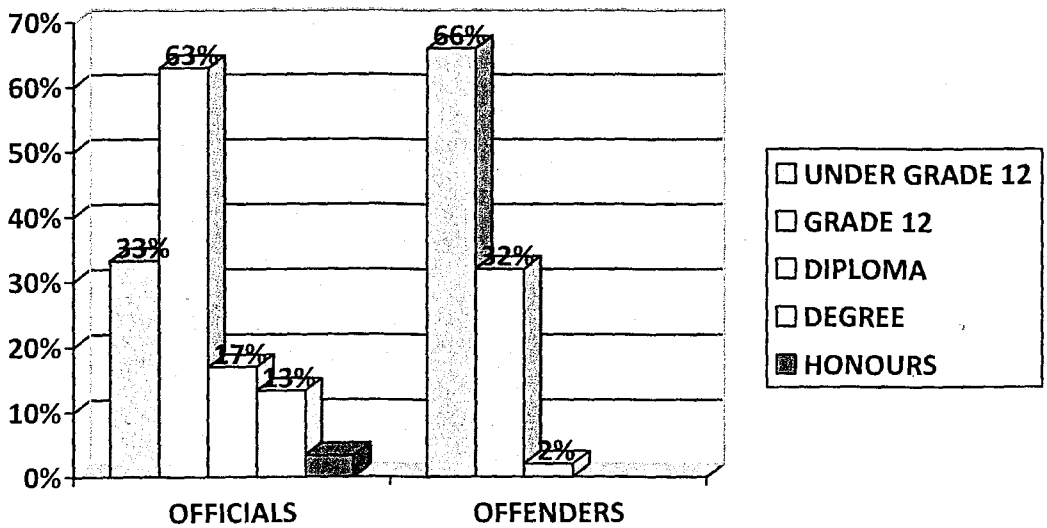


Table 4.6 and figure 4.6 reveal the fact that most of the respondents are working at the lower level of management. These respondents were easily available to provide relevant information for the research. The findings moreover explore a concern regarding appointment of more male officials on the top management positions at the JMA. At the JMA only one female official working at a Director Level as comparison to seven males who are holding positions at various strategic levels.

#### 4.7.1.7 Work experience of respondents

**Table 4.7: Work experience of respondents**

| EXPERIENCE | FREQUENCY | Percentage |
|---|---|---|
| 1-5 | 5 | 17% |
| 6-10 | 17 | 57% |
| 11-15 | 3 | 10% |
| 16-20 | 2 | 6% |
| 21- more | 3 | 10% |
| **TOTAL** | **30** | **100%** |

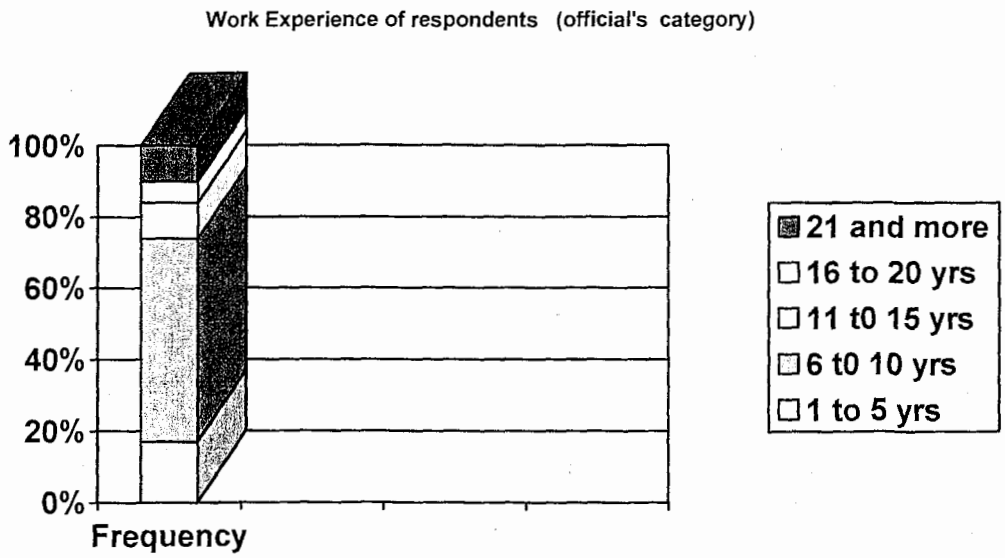



**Figure 4.7: Work experience of respondents**

Table 4.7 and figure 4.7 reveal the fact that 17% respondents have work experience between 1-5 years, majority of respondents (57%) have work experience between 6- 10 years, followed by 10% respondents have 11-15 years of work experience, 6% respondents have 16-20 years of work experience, and 10% respondents have more than 21 years of working experience. Respondents with working experience between 1-10 years are young in the work environment with great prospects ahead of them. The respondents with 15-20 and more years of working experience are seniors in terms of age, seniority and experience. They are able to be act as facilitators and train offenders regarding living a skillful life with prestige and pride. The JMA needs experienced and senior officials to guide young offenders as councilors and mentors.

Table 4.4 and figure 4.4 explore the fact that most of the officials have a Grade 12 qualification, followed by Diploma (17%), Degree (13.33%) and Honours (3.33%). Very few officials (3.33%) hold an Under Grade 12 qualification. The criterion for recruitment of officials in the Department of Correctional Services is a minimum of Matric (Grade 12) qualification. However some officials were recruited with Post-matric qualifications. Those who gained entry into the Department without any Post- matric qualification better themselves academically in order to increase the chances to be appointed at higher positions. In the previous years there were bursaries offered to officials who wanted to further their studies. Most of the offenders (66%) hold an Under Grade 12 qualification, followed by Grade 12 (32%) and Diploma (2%). The JMA through its Social Reintegration Programme and Skills Development Programmes is able to offer further education and training to offenders who are not illiterate. These programmes assist offenders to gain positive attitude towards living a social life with pride.

#### 4.7.1.5 Categories of offenders

**Table 4.5: Categories of offenders**

| DURATION OF THE SENTENCE | FREQUENCY | Percentage |
|---|---|---|
| LONG | 5 | 10% |
| MEDIUM | 7 | 14% |
| SHORT | 15 | 30% |
| SOCIAL REINTEGRATION | 23 | 46% |
| **TOTAL** | **50** | **100%** |

**Figure 4.5: Categories of offenders**

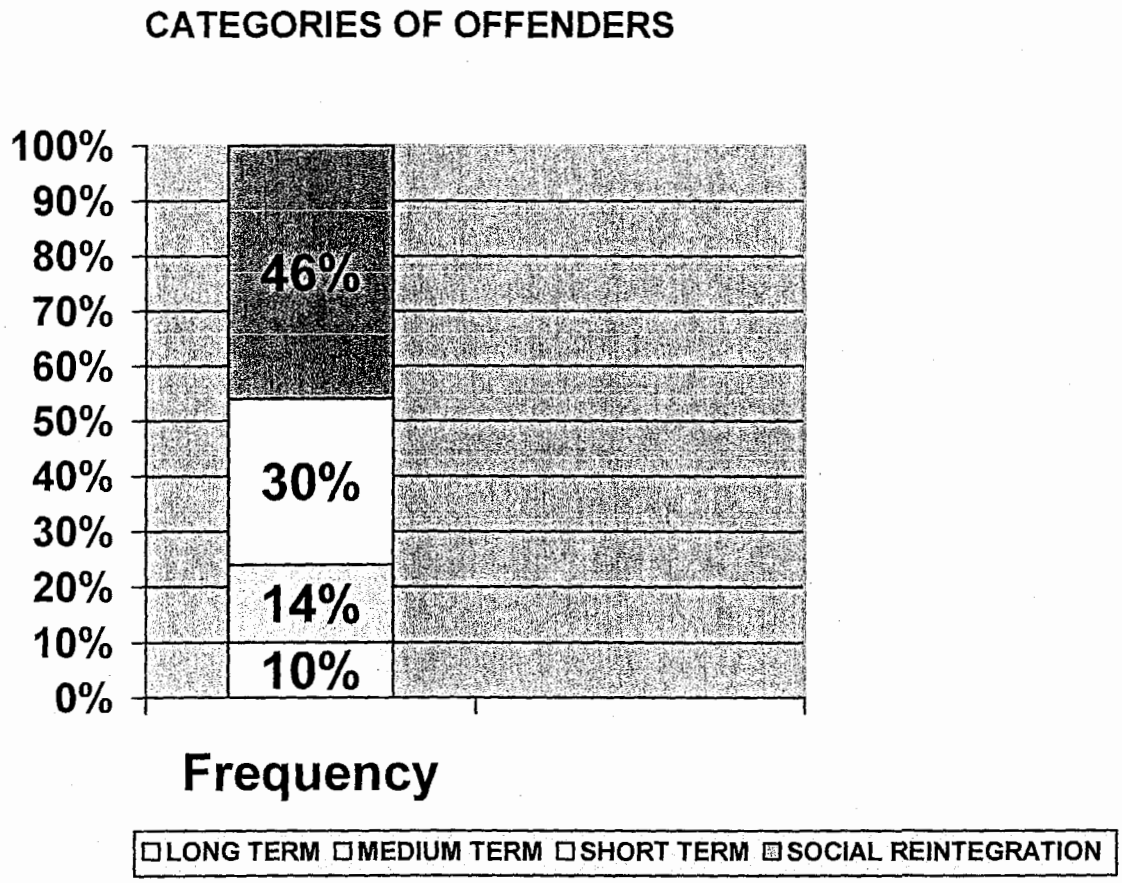


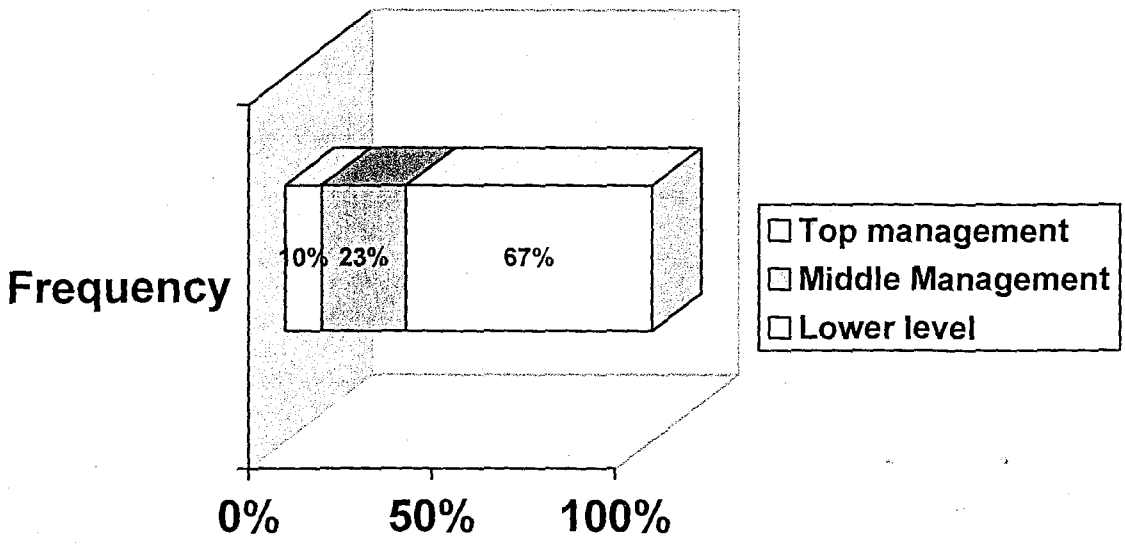

Table 4.5 and figure 4.5 show that the most of the offenders are spending time in the Social Reintegration Centre (46%). Offenders at the social reintegration phase are more accessible and available to participate in research issues than those in custody serving a longer period. Those that are already reintegrated or in the process of been socially reintegrated reveal positive attitude. They are eager to share their experiences outside the prison to guide others to live a crime-free life.

### 4.7.1.6 Position or Rank of Respondents

**Table 4.6: Position or Rank of Respondents**

| POSITION/RANK | FREQUENCY | |
|---|---|---|
| TOP MANAGEMENT | 3 | 10% |
| MIDDLE MANAGEMENT | 7 | 23% |
| LOWER LEVEL | 20 | 67% |
| **TOTAL** | **30** | **100%** |

**Figure 4.6: Position or Rank of Respondents**



### 4.7.2 Section B: Questionnaire to employees and offenders at JMA

#### 4.7.2.1 How much impact does skills development has on social reintegration of offenders in JMA?

The question was posed to employees and offenders at JMA and they all had the same opinion and views (100%) regarding the impact of skills development on the social reintegration of offenders.

With absolute positive responses from both offenders and officials, it cannot be refuted that skills development impacts greatly on the reintegration of offenders in the Johannesburg Management Area. The response emphasizes the need that the JMA should prioritise skills development and programmes in order to achieve the ultimate goal of social reintegration.

The respondents furthermore mentioned the availability of adequate and necessary resources which includes budget to offer skill development to individuals and place them where their skills can be of good use. The budget is also required to attract professionals from various vocational fields of education and training to offer diverse skills to offenders. The JMA is a male dominated organization. The Johannesburg Management Area needs to polarize their management structure with females who can offer mentorship to female offenders. Training remains the key in skills development, and Johannesburg Management Area needs to equip

its Human Resource Development Department with the necessary tools for effective training for social reintegration of offenders.

### 4.7.2.2 Does Johannesburg Management area have any skills development programme plan in place?

This question was posed to officials of JMA. The responses are stated in table 4.8 and figure 4.8.

**Table 4.8: Does Johannesburg Management area have any skills development programme plan in place?**

| Does Johannesburg Management area has any skills development programme plan in place | Frequency | Percentage |
|---|---|---|
| Strongly agree | 19 | 63% |
| Neither agree nor disagree | 5 | 17% |
| Strongly disagree | 6 | 20% |
| **TOTAL** | **30** | **100%** |

**Figure 4.8: Does Johannesburg Management area has any Skills Development programme plan in place?**

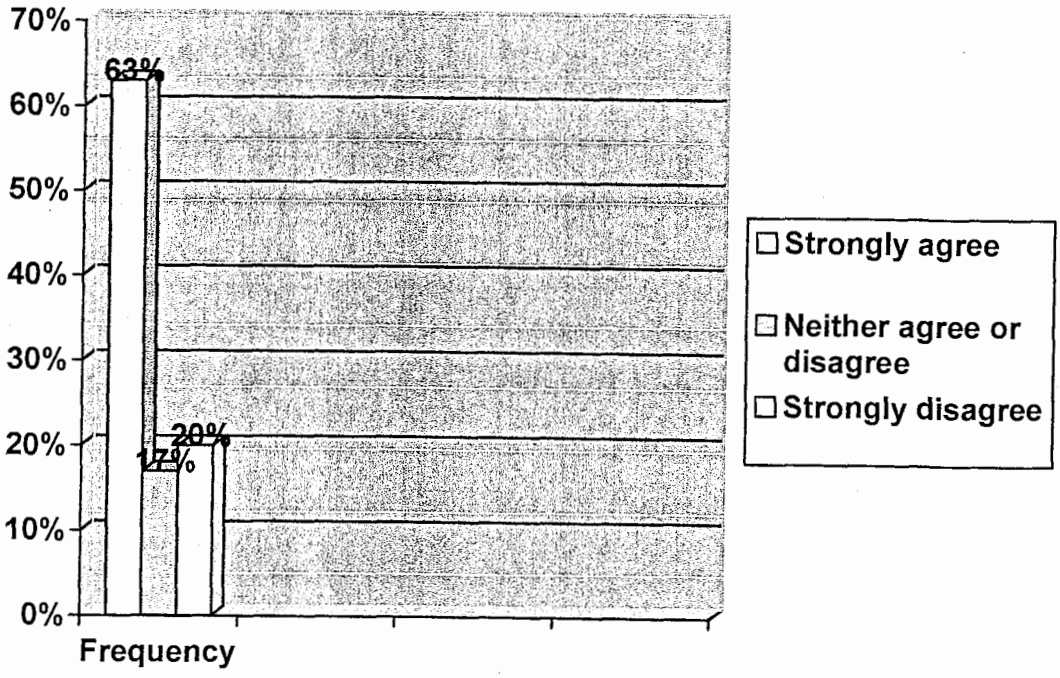



Table 4.8 and figure 4.8 reveal that 63% respondents are 'strongly agree' to the fact that there is a skills development programme in place in the JHM. 20% respondents are 'strongly disagree' due to the challenge that skills development programme cannot be followed as budget has always been a stumbling block. Since the financial year 2008, the JHM has not received funds for bursaries, and external training. The JMA is depended mainly on the service providers who do not want payment and want to offer services as volunteers. The outputs are therefore not measured against any set targets and indicators as the JMA depends on volunteer services which do not offer SETA regulated services.

### 4.7.2.3 How often is training offered at JMA?

**Table 4.9: How often is the training offered at JMA?**

| How often is training offered to you? | Frequency | Percentage |
|---|---|---|
| More often | 5 | 17% |
| Seldom | 12 | 40% |
| Not at all | 13 | 43% |
| **Total** | **30** | **100%** |

**Figure 4.9: How often is training offered at JMA?**

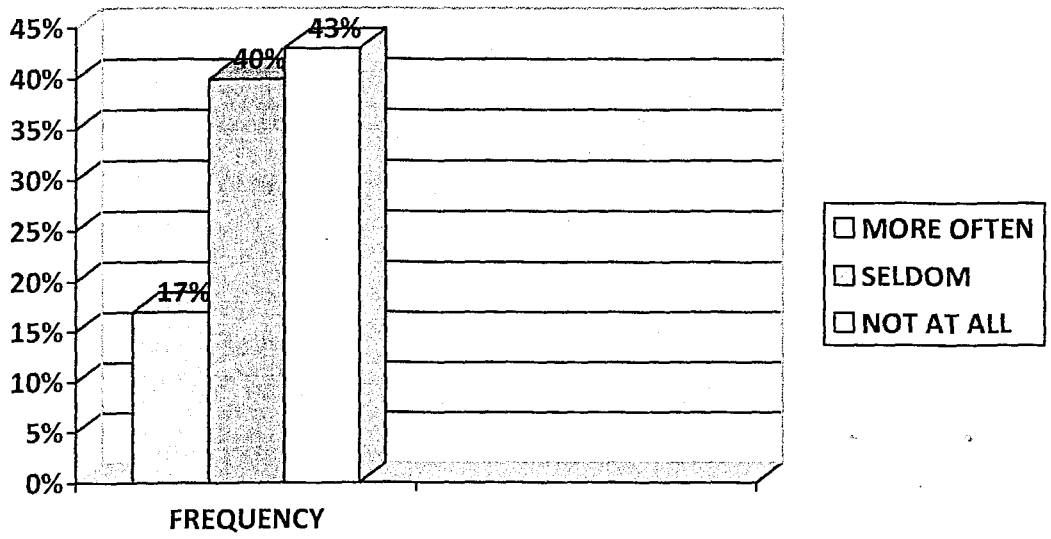


Table 4.9 and figure 4.9 explore that respondents (43%) stated that training is 'not at all' offered at JMA, 40% respondents indicated that training is 'seldom' offered, and only 17% respondents agreed to the fact that that training is offered 'more often' at the JMA.

Since the biggest percentage depicts dissatisfaction in training at the Johannesburg Management Area, this simply indicates that proper planning and training needs should be thoroughly analysed and assist the HRD office to deliver.

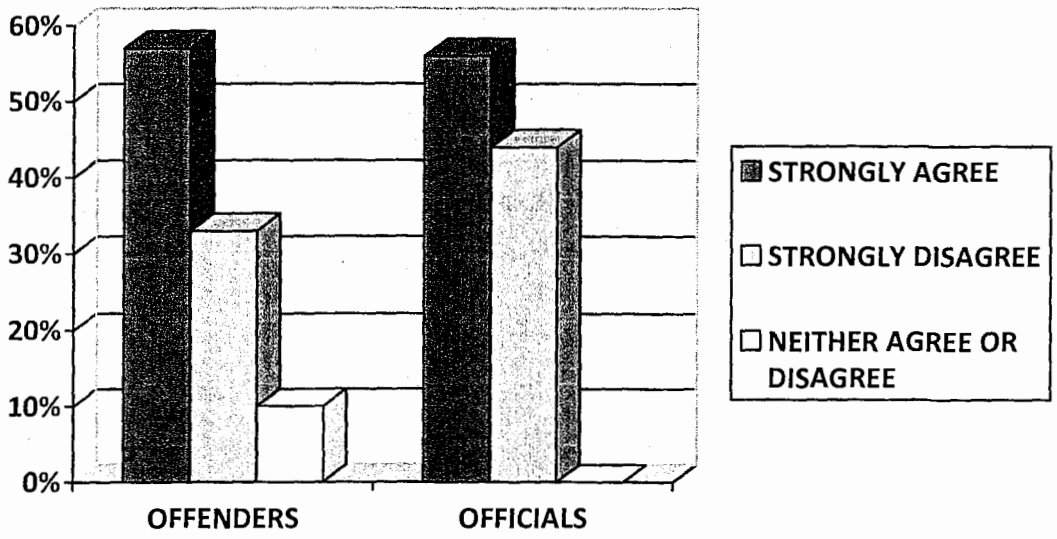
Since training is depicted to be happening seldom, this behaviour perpetuates redundancy and reduces the zest to be innovative in a work place. Skilled officials have a positive influence on offenders and their social reintegration, as they are able to network professionally with the intention to develop offenders on social reintegration programme and empower those that are still in incarceration in preparing them to be fully reintegrated (White Paper on Corrections in South Africa, 2005: 137).

#### 4.7.2.4 Does Johannesburg Management area involve civil society in skills development and the social reintegration of offenders?

**Table 4.10: Does Johannesburg Management area involve civil society in skills development and the social reintegration of offenders?**

| **Does JHB management area involve civil society in skills development and social reintegration of offenders?** | **Frequency** | **Percentage** |
|---|---|---|
| Strongly agree | 17 | 57% |
| Strongly disagree | 10 | 33% |
| Neither agree or disagree | 3 | 10% |
| **TOTAL ( OFFICIALS)** | **30** | **100%** |
| Strongly agree | 28 | 56% |
| Strongly disagree | 22 | 44% |
| Neither agree or disagree | 0 | 0% |
| **TOTAL ( OFFENDERS)** | **50** | **100%** |

**Figure 4.10: Does Johannesburg Management Area involve civil society in skills Development and the social reintegration of offenders?**




This question was posed to both categories of respondents, viz. officials and offenders at JMA. The majority of both categories (57% of officials and 56% of offenders) agree that the JMA does involve civil society in skills development and social reintegration of offenders (table 4.10 and figure 4.10). The Johannesburg Management Area utilizes non-governmental organisations, individuals and all interested stakeholders to serve the purpose of skills development and social reintegration of offenders. 33% officials and 44% offenders disagree that the JMA is utilizing civil society and 10% officials indicated 'neither agree nor disagree' and displayed uncertainties regarding the validity of the

statement emphasizing that most service providers are utilized mainly to develop offenders other than officials.

The JMA needs to aware and empower both officials and offenders regarding the diverse categories of training programmes cater for skills development of both officials and offenders, and social reintegration of offenders only.

#### 4.7.2.5 Does the skills development assists to improve your influence on the social reintegration of offenders?

This question was directed to officials at JMA as their placement always impact on how they influence their offenders based on their skills.

**Table 4.11: Does the skills development assists to improve your influence on the social reintegration of offenders?**

| | **Frequency** | **Percentage** |
|---|---|---|
| Strongly agree | 23 | 77% |
| Neither agree nor disagree | 7 | 23% |
| Strongly disagree | 0 | 0% |
| **TOTAL** | **30** | **100%** |

**Figure 4.11: Does the skills development assists to improve your influence on the social reintegration of offenders?**

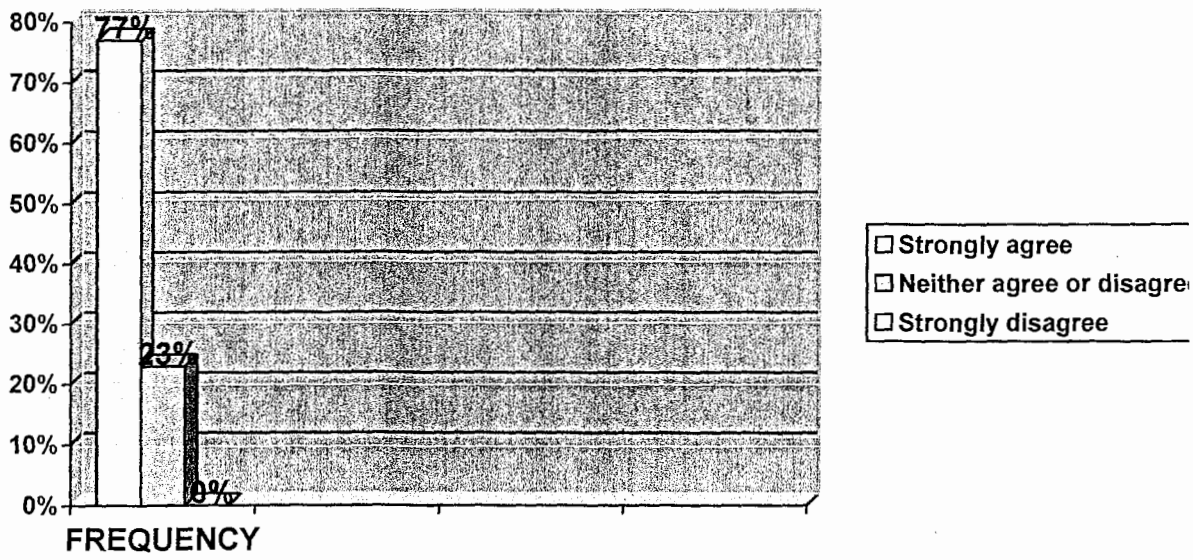



Table 4.11 and figure 4.11 reveal that 23% respondents stated as 'neither agree nor disagree', and 77% respondents were not satisfied with their placement, however 'strongly agree' that their skills have a great impact on social reintegration of offenders. They also emphasized that misplacement do not only hinder with social reintegration, however it hinders smooth running of service delivery and the entire process of rehabilitation. An organisation that is "able to utilize its human resource optimally, taking into account their skills talent and ability stands a chance to be the most productive and it always attains its objectives" (Grobler, et al., 2002: 251).

Since a correctional service is a security institution that prioritizes security at the expense of other functional areas within the JMA.

According to 77% respondents, there is a current shift or movement of officials from non-center to center based. This movement "has impacted on placement as some officials have abundant positions which were relevant to their skills and experience resorted to correctional centre based positions. The shift is also impacting on remuneration of the officials. The shift has brought about uncertainties on officials; hence some left their correct placement to custodial functions" (JMA Statistics, 2010).

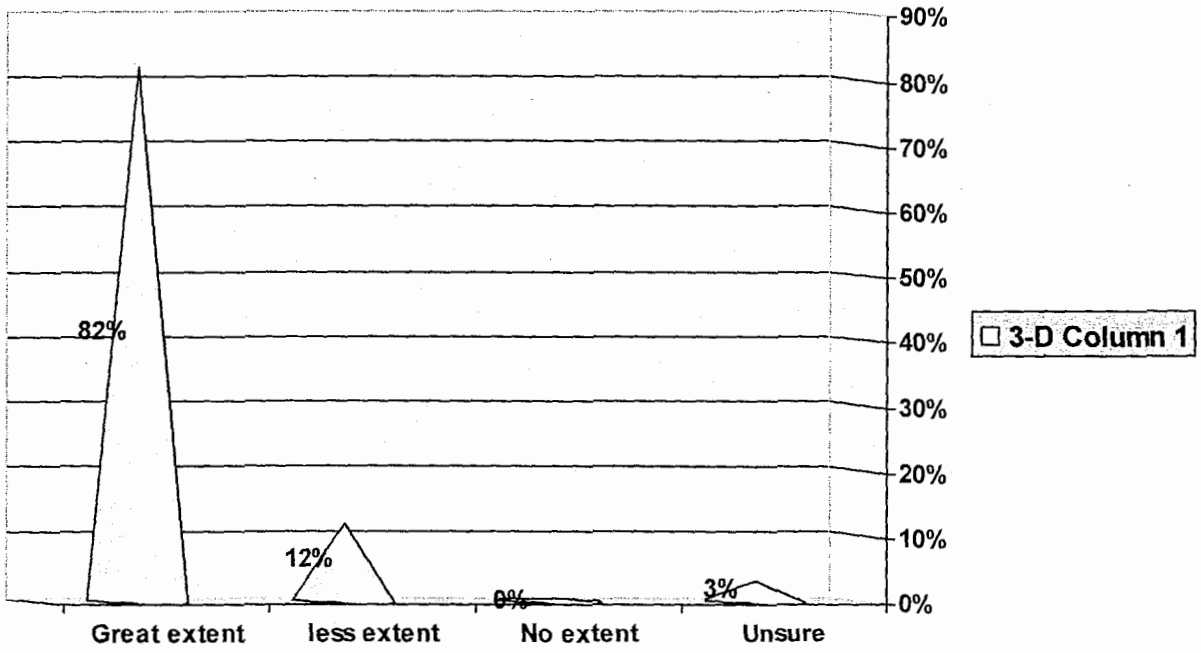
#### 4.7.2.6.1 To what extent does skills development impact on your social reintegration programme?

This question was directed to offenders at JMA.

**Table 4.12: To what extent does skills development impact on your social reintegration programme?**

| | **Frequency** | **Percentage** |
|---|---|---|
| Great extent | **41** | **82%** |
| Less extent | **6** | **12%** |
| No extent | **0** | **0%** |
| Unsure | **3** | **6%** |
| **Total** | **50** | **100%** |

**Figure 4.12: To what extent does skills development impact on your social reintegration programme?**




According to the table 4.12 and figure 4.12, 82% respondents are of the opinion that skills development is to a 'great extent' impact on social reintegration of offenders, 12% respondents stated the impact has a 'less extent', and 6% respondents were 'unsure' regarding the level of impact of skills development on social reintegration of offenders. The percentages reflected on the graph and the table indicates a direct relationship between the skills development and social reintegration of offenders. Respondents mentioned that the Johannesburg Management Area should restructure their skills development programme in order to empower more offenders in custody for social reintegration.

**4.7.2.7 To what extent does skills development reduce repeated offending.**

**Table 4.13: To what extent does skills development reduce repeated offending.**

| | Frequency | Percentage |
|---|---|---|
| Great Extent | 21 | 42% |
| Less extent | 13 | 26% |
| No extent | 7 | 14% |
| Unsure | 9 | 18% |
| Total | 50 | 100% |

**Figure 4.13: To what extent does skills development reduce repeated offending**

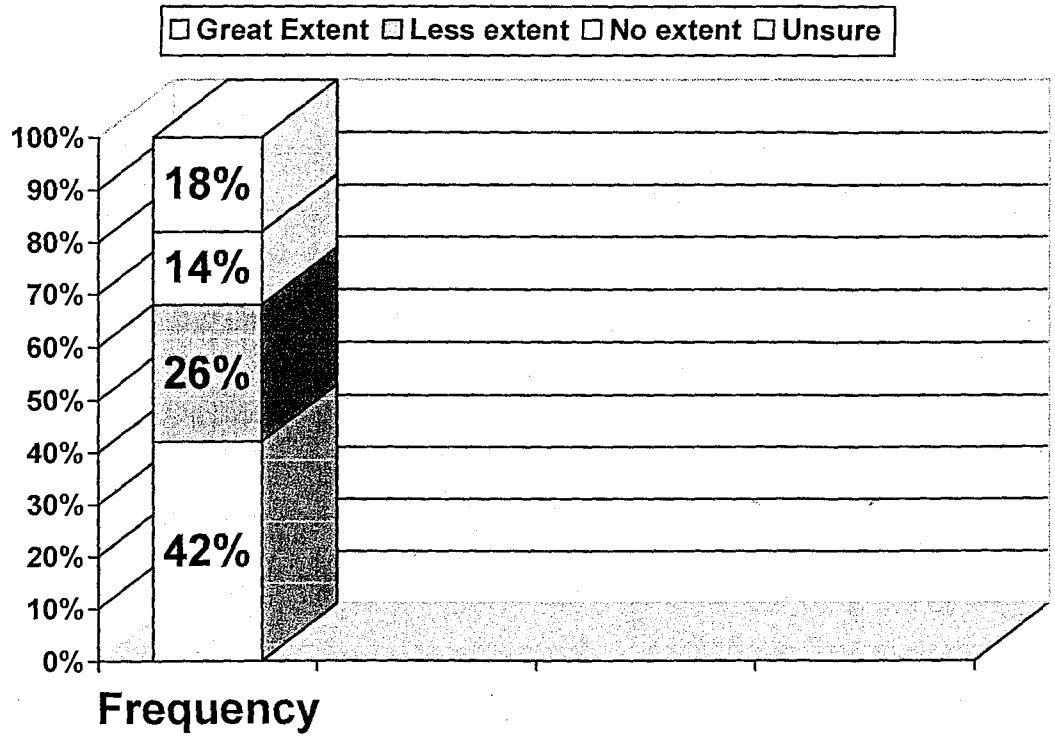


Table 4.13 and figure 4.13 explore the fact that 42% respondents agreed to a 'great extent' that skills development reduce repeated offending, 26% stated to a 'less extent', 14% indicated 'no extent', and 18% respondents were 'unsure' as to whether the two are related and impacting on each other. All respondents agreed that unskilled offenders are more likely to be repeated offenders than their skilled counterparts. Respondents do agree that unskilled offenders are more vulnerable to repeated offending however their views regarding the relationship between skills development and repeated offending differ. Skilled offenders are employable and have ability and potential to start their own business and become self-sufficient and self-dependent in a long run.

#### 4.7.2.8 How would you rate the quality of skills development for the social reintegration of offenders at the JMA?

**Table 4.14: How would you rate the quality of skills development for the social reintegration of offenders at the JMA?**

| | **Frequency** | **Percentage** |
|---|---|---|
| Good | 2 | 4 % |
| Fair | 22 | 44% |
| Poor | 26 | 52% |
| Unknown | 0 | 0% |
| **Total** | **100** | **100%** |

**Figure 4.14: How would you rate the quality of skills development for the Social reintegration of offenders at the JMA?**

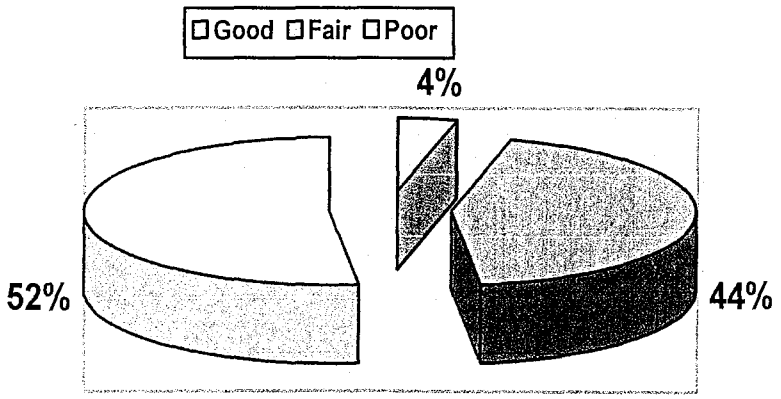



Table 4.14 and figure 4.14 explore the fact that 4% respondents stated that the quality of skills development is 'good', 44% said it is 'fair', and 52% respondents mentioned that it is 'poor'. The high percentage indicates poor quality of skills development offered at the JMA. The JMA does not have qualified trainers and adequate budget to offer required training. Officials attend one and the same kind of training all the time, which according to the respondents has little impact on career development, and the social reintegration of offenders. Well trained officials are required to impart knowledge and skills to offenders for successful social reintegration. Since a high percentage of respondents rate the quality of skills development as poor, that also intensify a need for improvement in the quality of training and development at the JMA.

### 4.7.2.9 Is social reintegration of offenders in JHB management area an effective and comprehensive programme?

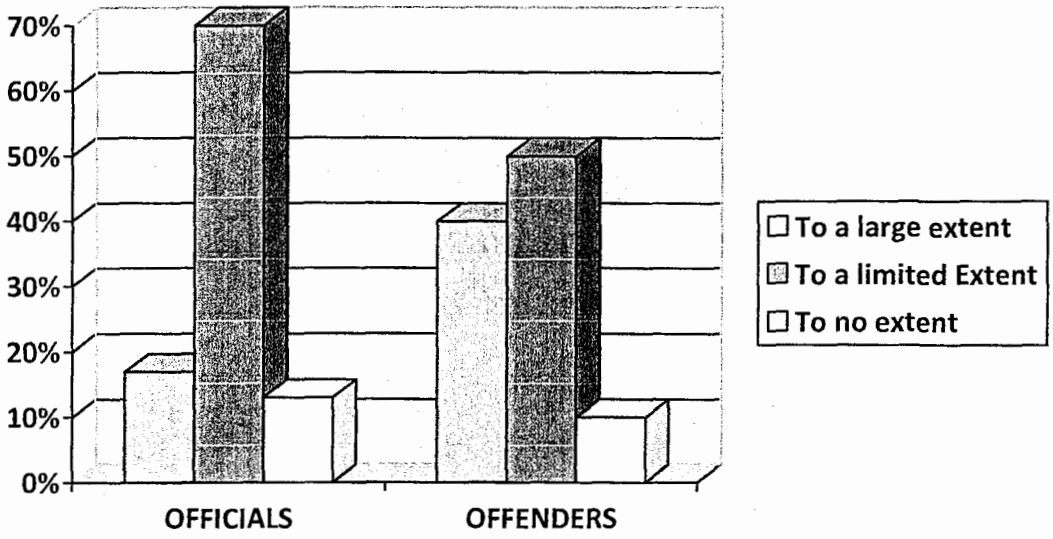
This was an open-ended question posed to both the officials and offenders at the JMA. 100% of respondents (both categories) agreed to the fact that social reintegration of offenders is a complete programme; however inadequate resources limit its efficiency. The Johannesburg Management Area involves all the relevant stakeholders to enable the offenders to rebuild their lives within their communities of origin.

### 4.7.2.10 what extent do you think adequate effort is done to provide training and development at the Johannesburg Management Area?

**Table 4.15: To what extent do you think adequate effort is done to provide training and development at the Johannesburg Management Area?**

| | **Officials** | | **Offenders** | |
|---|---|---|---|---|
| **Criteria** | **Frequency** | **Percentage** | **Frequency** | **Percentage** |
| To a large extent | 5 | 17% | 20 | 40% |
| To a limited extent | 21 | 70% | 25 | 50% |
| To no extent | 4 | 13% | 5 | 10% |
| **Total** | **30** | **100%** | **50** | **100%** |

**Figure 4.15: To what extent do you think adequate effort is done to provide training and development at the Johannesburg Management Area?**




Johannesburg Management Area is surrounded by poverty stricken communities and most of the offenders emanates from those unfortunate communities.17% officials and 40% offenders agree to the fact that adequate efforts are invested in training and development at the Johannesburg Management Area 'to a large extent'. 70% officials and 50% offenders agree to the fact that the efforts are in place 'to a limited extent'. 13% officials and 10% offenders indicated as 'no extent' (Table 4.15 and figure 4.15). The JMA needs to approach the DCS and the stakeholders in order to obtain appropriate funds for training. The training should be offered by accredited facilitators in order to achieve the outcomes for better career and future work prospects.

#### 4.7.2.11 In your opinion what can the JMA do to improve skills development and its impact on social reintegration?

It was an open-ended question directed to both the officials and offenders at the JMA. All respondents (100%) agreed that there is a need to improve skills development programmes at the JMA. The programmes need to be structured to provide social reintegration of offenders. Respondents suggested a need to enhance and restructure the Human Resource Development within the JMA to improve on the challenges alluded.

## 4.8 CONCLUSION

In this chapter, a detailed exploration of empirical research methodology was provided that was used for the compilation, analysis and interpretation of responses. The purpose of this chapter was to explore the challenges regarding skills development programmes offered at the JMA. Responses were analyzed to obtain an overview regarding the significance of social reintegration programmes of offenders at the JMA.

The next chapter deals with the summary, findings, recommendations and the final conclusion of the study.

# CHAPTER FIVE

# FINDINGS, RECOMMENDATIONS AND CONCLUSION

## 5.1 INTRODUCTION

The chapter aims to provide summary and significant findings of the research. The chapter supports that the objectives of the research are realized and the aims are achieved. Through data collection and analysis of responses, the chapter deduces valuable recommendations for improvement in the area of research.

## 5.2 SUMMARY

Chapter one dealt with orientation and problem statement. The Department of Correctional Services (Johannesburg Management Area) is established in the South of Johannesburg in Gauteng Province. It was founded in 1982. The institution was initially developed to house 2630 offenders. Presently it accommodates 10130 offenders. These offenders are dependant on the number of facilities and officials for rehabilitation purpose. The discrepancy in the number of officials to that of offenders is a challenge within the Department of Correctional Services with regard to skills development (DCS, 2009). Furthermore, Overcrowding continues to seriously hamper efforts for skills development. To counteract this in 2005/06 the department embarked on a programme of Special Remission of Sentences (early release of prisoners) and a model

to more accurately predict the offender population with increased personnel capacity. The Department furthermore designed an approach to replace overtime with a seven day post establishment with the aim to recruit more personnel. It is clear that the Department's mission to fully reintegrate offenders will be at a snail pace due to over crowding and understaffing which hampers skills development (DCS: Skills Development, 2005).

Chapter two dealt with the theoretical exposition of concepts skills development and social reintegration. Skills development through education and training still viewed as the most powerful lever for improving both individual opportunity and institutional competitiveness of countries worldwide. It is equally critical for both government and employers to recognize the role of skilled and informed workforce in the competitive advantage in international markets. It is a fact that forward looking countries determine their continuing progress and prosperity with their quality of human resource (Van Dyk et al.,2001: 207).

According to the Section 51 of the Correctional Services Act (Act No 111 of 1998), Social Reintegration is a continuous process which prepares the offenders for their ultimate release and assists them in their adjustment back in the community life as law abiding citizens. It is an ongoing process and important part of their correctional sentence plan, whereby the main objective is to rebuild and nurture relationships between offenders and their victims, communities, of origin of the offenders and the society at large.

Chapter three explored the impact of skills development on the social reintegration of offenders in the Johannesburg Management Area as a focus area of the study. The Department of Correctional Services views human competencies as the cornerstone for achieving its core business which is rehabilitation and successful social reintegration of offenders. The Departments commits itself to render skills development programmes aimed at bridging the gap between supply and demand of competent personnel and to transform every correctional official to be an effective and efficient asset of the organisation. It also offers opportunities for development and advancement through career management with increased opportunities for development and advancement through career management. The paradigm shift makes it difficult for the previous organizational culture to be adequate in terms of skills to meet the current challenges (Noe et al., 1997: 43).

Chapter four focused on the empirical research where responses are analysed and interpreted to obtain valuable information regarding significance of skills development for social reintegration of offenders at Johannesburg Management Area.

## 5.3 FINDINGS

Through empirical research the following findings were identified:

- The JHM is a male dominated institution, with the majority of males in high ranks. Since correctional centres were previously

designed for both male offenders and male officials the facilities at the JHM still reflect a male environment. It is an indication that the Employment Equity policy is implemented at a snail pace at JMA (Figure 4.1).

- The age of officials (both male and female) is equivalent to the offenders (both male and female). It is an indication that JMA needs to offer social reintegration programmes to offenders in order for them to live a crime-free living (Figure 4.2).

- The JMA is a dominantly Black organization in terms of officials and number of Black offenders. It is an indication that JMA needs to provide appropriate skills to economically and educationally poor offenders for better life perspectives. Furthermore, JHM is a multiracial institution for both offenders and officials. The respondents confirmed racial tolerance and acknowledgement of individual difference (Figure 4.3).

- Most of the officials at JMA have a Grade 12 qualification and offenders hold an Under Grade 12 qualification. It is an indication that the discrepancy in the level of education indicates the gap in terms of knowledge and empowerment between the two (Figure 4.4).

- Most of the offenders are spending time in the Social Reintegration Centre. It is an indication that offenders are gaining skills to live socially acceptable life (Figure 4.5).

- Most of the officials are working at the lower level of management and more male officials are appointed at the top management positions. It is an indication that the JMA needs to implement Employment Equity to balance the gender differences at the workplace (Figure 4.6).

- The majority of official respondents have working experience between 6-10 years. It is an indication that officials with working experience of 20 and more years are in minority and mostly feel redundant as little is done to modify their existing skills (Figure 4.7).

- 100% of respondents do agree that there is skills development programme plan at the JHM. Respondents furthermore indicated that financial constraints are the hurdles to organize skills development programmes. It is an indication that the JMA needs to strategically work on departmental budget in order to continuously implement the skills development programmes for the benefit of both officials and offenders (Figure 4.8).

- Majority of respondents stated that training is 'not at all' offered at JMA while some respondents indicated as 'seldom'. It is an indication that there is a need to review and strategically plan the training needs at the JMA (Figure 4.9).

- Majority of officials and offenders agreed that the JMA does involve civil society in skills development and social reintegration of offenders. It is an indication that the JMA needs to aware both officials and offenders regarding the diverse categories of training programmes feasible to the relevant portfolios (Figure 4.10).

- Majority of respondents agreed that skills development has increase their influence on social reintegration of offenders. It is an indication that once the officials are skilled, they are able to skill offenders, and their degree of mentorship is extended and is able to assist in career management and development of offenders. It also increases their magnitude in terms of networking with potential employers for offenders or business people who will assist in full reintegration of offenders (Figure 4.11).

- Majority of respondents are of the opinion that skills development to a great extent has impact on social reintegration of offenders. It is an indication that there is a direct relationship between the skills development and social reintegration of offenders (Figure 4.12).

- Most of the respondents believe that to a great extent the skills development reduce repeated offending. It is an indication that skills development remains one of the remedies to reduce repeated offending. Skills gives offenders hope to be employed,

to start a new business, or more possibilities to rebuild their lives within their reintegrated communities (Figure 4.13).

- Majority of respondents rated the quality of skills development for the social reintegration of offenders as 'poor'. It is an indication that though all the policies and directives for training are in place they are not properly followed. Since the JHM has budget constraints for training it continuously train people on courses which they have already been trained on for statistical purposes, at time no certificates are issued to confirm the completion of a specific training (figure 4.14).

- Majority of respondents agreed to the fact that adequate effort is done to provide training and development at the JMA to a limited extent. It is an indication that though the JHM is devoted to skills development, much still needs to be done. Proper facilities need to be in place, and qualified and accredited facilitators should be employed. The entire HRD needs restructuring and empowerment for proper functioning (Figure 4.15).

## 5.4 REALIZATION OF THE OBJECTIVES OF THE STUDY

The first objective was to explore the meaning of concepts skills development and social reintegration. Chapter two supported the fact that skills development contributes to sustainable growth development and equity by aligning the work and resources to the skills need for effective delivery and implementation. South Africa is currently facing

a daunting task in view of its brain drain as result of shortage of skills of the workforce and ineffective education system. To retain core competencies in an enterprise which is underpinned by knowledge-based capabilities is therefore near impossible as training and development alone cannot solve the problem (Gerber et al., 1998: 215).

The second and third objectives were to discuss the programmes followed for effective implementation of skills development in the Johannesburg Management Area; and to discuss the measures followed for social reintegration of offenders at Johannesburg Management Area. Chapter three supported the fact that skills development remains a key to social reintegration of offenders. Skilled offenders are able to contribute meaningfully to their communities and their families. Skilled offenders can easily re-build their lives through securing employment or starting their own business and generate income for acceptable living. The Social Reintegration Centre of the Johannesburg Management Area receives offenders on parole and correctional supervision from different correctional centres country-wide every day. It receives not less than 20 offenders per day, who are admitted in the system with no skills. It becomes the responsibility of the Johannesburg Management Area to liaise with different stakeholders including families to ensure skills development and alternate means to reconstruct the offender's life. Skills development, rehabilitation and social reintegration of offenders are interdependent; the success of the other one depends on the other. If there was a gap on rehabilitation process while the offender is incarcerated, this might impact negatively on the offender's social reintegration. Rehabilitation involves providing

offenders with all the skills available to modify deviant behaviour, develop them in various areas of life including skills development. Effective and efficient social reintegration of unskilled offenders is the most challenging as they are more vulnerable to any unapproved activities (Stinchcomb & Fox, 1999: 54-57).

The fourth objective was to investigate the impact of skills development on social reintegration of offenders in Johannesburg Management Area. In Chapter four, a detailed explanation was given of the aims and objectives of the empirical research methodology used for the compilation of the data instruments and the data collection process; and provide the analysis and interpretation of data collected during the empirical research. The findings of the empirical study analyse the impact of skills development on social reintegration of offenders in Johannesburg Management Area and to devise the systematic ways and methods of how to improve the social reintegration of offenders in JMA.

## 5.5 TESTING THE HYPOTHESIS

The study was aimed at testing the central statement stipulated in chapter one:

Effective implementation of skills development within Johannesburg Management Area may lead to a successful social reintegration of offenders.

The findings from the literature review and the empirical research support the central statement.

Findings indicate that both categories agree that skills development and social reintegration should be paired for successful reintegration of offenders. The JMA should be mindful of the fact that since correctional centers house different categories of offenders with different background and knowledge, this makes it more imperative to have a well trained and informed official who will impart empowering knowledge to his or her offenders. It is also vital that through skills development the JMA prepares offenders to be fully reintegrated within their communities.

## 5.6 RECOMMENDATIONS

These recommendations are made against the backdrop of the understanding that Johannesburg Management Area is aware of the legislative role that it has play with regard to Skills Development and it needs to take a progressive step towards that direction. The empirical research undertaken in the context of the study has identified a number of weaknesses and strength associated with Skills development and the social reintegration of offenders at the JHM.

The following recommendations are outlined for improvement:

- Budget is integrally related to planning and decision making processes of every organization. If this is not properly done

organisational effectiveness hinders. The JMA needs to strategically plan the budget incorporating the training needs of both officials and offenders.

- It is imperative to employ skilled and accredited human resource development facilitators to offer training. The outcomes need to be measured against the set targets. It is crucial to ensure that the facilitators account for the outcome of every training.

- Facilitators should be experienced in adult learning and should have insight of the methodology that will ensure effective learning among adults. Facilitators must further ensure that trainees are motivated towards sustained learning.

- There is a need to upgrade the existing training materials to meet with the demands of the rapidly changing social, economic and technological environment. Training programmes needs to be coordinated, and integrated within the social reintegration of offenders. It is fundamental to design development programmes that will enhance the educational need of every trainee.

- Employees should always be aware of training opportunities available. Constant involvement of civil society for skills development is equally significant.

## 5.7 SUGGESTION FOR FURTHER RESEARCH

It is recommended that Department of Correctional Services do further analysis on skills development and Social reintegration of offenders nationally to find a common and standard approach that will assist in the full reintegration of offenders.

## 5.8 CONCLUSION

The above recommendation and findings complete the study. It would be appreciated if Johannesburg Management Area could provide an enabling environment for skills development for the Social reintegration of offenders. The policy on skills development of offenders should also be revisited to complement the existing implementation framework for improvement.

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# ANNEXURE

Annexure A: Application to conduct research

Annexure B: Questionnaire

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

TO WHOM IT MAY CONCERN

This certifies that Ms T.Z. Malanga is a Masters candidate in Development and Management at the North-West University. Ms Malanga is conducting research to complete a mini-dissertation entitled "Skiils development for the social reintegration of offenders: a case-study of Johannesburg Management Area".

It would be appreciated if permission would be granted to Ms Malanga in order to conduct research on the matter. The purpose of the research is mainly academic.

Yours sincerely

Dr Shikha Vyas-Doorgapersad

Supervisor

correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

JOHANNESBURG MANAGEMENT AREA
PRIVATE BAG X O4
MONDEOR
2110

Tel (011 933 3071, Fax (011) 942 4903

07June 2010

Ms Malange

**Re: Permission to conduct research at Johannesburg Management area.**

Thank you for showing interest in our Management area, we hope the research you are going to conduct will benefit the institution. You are therefore granted a permission to continue with the research and we would like to belief that the findings will uplift the Johannesburg management area in various ways.

Human resource development office will be there to assist where possible.

Yours Faithfully

**DIR.A.D. Matsapola**
**For Area Commissioner**
**Johannesburg Management area**

RESEARCH QUESTIONNAIRE

Title: Skills development for social reintegration of offenders by Correctional Services at Johannesburg Management area.

Respondents: Officials from of all levels and offenders

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as you possibly can.

Please give answers as comprehensively as possible.

1. How much impact does skills development has on social reintegration of offenders in JHB management area?
2. To what extent is the (JHB) management area committed to skills development?

| No extent | Less extent | Great extent |
|---|---|---|

_____

_____

_____

3. Does Johannesburg management area has any skills development programme plan in place?

| YES | NO |
|---|---|
| | |

4. How often is training offered at the JHM?

| More often | Less often | Not at all |
|---|---|---|
| | | |

5. Kindly provide any recommendation that in your opinion is significant for effective social reintegration of offenders and skills development at the JHB management area?

_____

_____

_____

RESEARCH QUESTIONNAIRE

Title: Skills development for social reintegration of offenders by Correctional Services at Johannesburg Management area.

Respondents. Officials

Introduction:

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as you possibly can.
Please read and answer each question as comprehensively as possible.

1. Does the JHB management area have the necessary resources for skills development?

| YES | NO |
|---|---|

2. What, in your opinion, is the impact of skills development on the social reintegration of offenders?

_____

_____

_____

_____

_____

RESEARCH QUESTIONNAIRE

Title: Skills development for social reintegration of offenders by Correctional Services at Johannesburg Management area

Respondents: Officials- at the Johannesburg Management area.

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as you possibly can.

Please read and answer each question as comprehensively as possible

1. Does the JHB management area have any skills development programme in place?

| YES | NO |
|---|---|

2. Does the training assist to improve your influence on the social reintegration of offenders?

| YES | NO |
|---|---|
| | |

_____

_____

_____

_____

RESEARCH QUESTIONNAIRE

Title: Skills development for social reintegration of offenders by Correctional Services at Johannesburg Management area

Respondents: offenders-Johannesburg Management area

Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Management and Development and will therefore appreciate your assistance in completing the questionnaire as frankly as you possibly can.

Please give answers as comprehensively as possible.

1. What is your gender?

| | |
|---|---|
| Male | Female |

2. What is your race group?

| | | | |
|---|---|---|---|
| Black | White | Coloured | Indian |

3. Indicate the duration of your sentence?

| | | | |
|---|---|---|---|
| Short term | Medium | Maximum | Correctional |

4. Do you have any understanding regarding the implementation of skills development?

| | |
|---|---|
| YES | NO |

5. Do you think skills development makes social reintegration of offenders very effective?

| | |
|---|---|
| YES | NO |

6. How would you rate the quality of skills development at the JHB management area?

| | | | |
|---|---|---|---|
| Very good | Good | Average | Poor |

7. Does the JHB management area involve civil society on skills development and the social reintegration offenders?

| YES | NO |
|---|---|
| | |

8. What suggestion would you like to offer for effective skills development and social reintegration of offenders at the JHB management area?

_____

_____

_____

_____

_