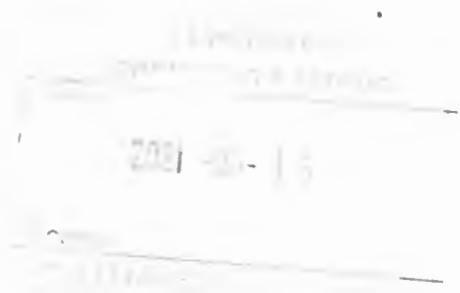


**FUNDING AND STAFFING AS CHALLENGES
FACING PRISON ADULT EDUCATION AND
TRAINING CENTRES IN THE MMABATHO,
POTCHEFSTROOM AND KLERKSDORP DISTRICTS.**

MPHO MILDRED DICHABA



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POTCHEFSTROOM AND KLERKSDORP
DISTRICTS.**

BY

**Mpho Mildred Dichaba
BA.Ed (UNIBO), B.Ed (UNW)**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIRMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN THE DEPARTMENT OF ADULT
EDUCATION OF THE FACULTY OF EDUCATION AT THE
UNIVERSITY OF NORTH WEST.**

SUPERVISOR : MR L.M.E.M. SEHLARE

EXTERNAL EXAMINER : PROFESSOR D. BRAIMOH

DATE : JULY 2000

DEDICATION

This research project is dedicated to:

my late father, Lerebolo Thompson Dichaba,
my mother Puso Rejoice Dichaba,
my two sisters Valerie and Charlotte and
my brother-in-law Motswasele Andrew Mpa.

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This work could not have been completed without the knowledge, support and advice of my supervisor, Mr L.M.E.M. Sehlare. He has sharpened this research from its early formless stage to its present form. From the beginning of this research, he has given me valuable guidance, patience and encouragement at every stage. He patiently persuaded me to keep to the schedule and meet the deadlines. I wish to extend to him my sincere thanks and appreciation.

I also wish to thank all the principals, teachers at Rooigrond, Klerksdorp and Potchefstroom prison adult centres for their patience and support. Special thanks go to North West Prison Head Educationist, Mr Medupe for allowing me to conduct a research in his area. I also wish to thank him for permitting me to interview educationists.

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My deep and sincere love and thanks also go to my dear sister Valerie and all my family members, who continuously provided me with strength and a caring environment towards the completion of this study. Without their love and concern this research would never have been completed. I love them all dearly.

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I am also indebted to all my friends who gave me all the moral support, my warm thanks go to them.

Above all, I wish to express my most sincere gratitude to Almighty God, for making everything possible and for the successful completion of this research.

**MPHO MILDRED DICHABA
P.O. BOX 4231
MMABATHO
2735**

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ABSTRACT

The purpose of this research was to investigate funding and staffing as challenges facing prison adult education centres.

The data was collected from Mmabatho, Klerksdorp and Potchefstroom districts in the North-West Province. Unstructured interviews were employed as the main instrument of research because of their various advantages.



It emerged from the research findings that the Department of Correctional Services lacks the financial capabilities to pursue the implication of rehabilitation. It also emerged that as a result of overcrowding in prisons, prison learners have inappropriate and inadequate resources, for instance, lack of support materials and the learning environment (like accommodation) is not conducive for learning.

Furthermore, the research findings indicated that the adult education section of the Department of Correctional Services is woefully understaffed to cover every registered prisoner. It also emerged that prison educationists are not adequately empowered or equipped to teach prison learners and are unable to deal with their (prisoners') emotional problems. This calls for a continuous training of prison

educationists in order to help them to be clearly grounded to prison adult learning and methodologies.

This study comprises five chapters which have been discussed as indicated below.

The first chapter is the orientation of the study, concerning the statement of the problem wherein the rationale of this study was presented. It further outlined the hypothesis, the method to be followed, the purpose of the study, the definition of terms which the research found necessary to explain.

Chapter two conducts a review of relevant literature and examines prison adult education in certain developed and developing countries to determine the pertinence of these cases to the South African context. It also provides an overview of the past and current status of the South African penal system.

Chapter three examines the method used for the collection of data, which encompasses procedures followed for data collection.

Chapter four focuses on the analyses and interpretation of the data.

Chapter five summarises the main points of the study. Accordingly, this chapter offers, by way of conclusion, a number of recommendations for the provision of need-orientated education and training of prisoners.

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CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND

Historically, millions of South Africans were denied access to free, compulsory general education. This means that many citizens did not have access to educational foundation necessary for further learning, quality employment opportunities or even full and active political and social participation. According to Peterson (1992:95) Workers Educational Association stated powerfully that what is needed is a system of adult and continuing education in which people can pursue their personal and social development and satisfy their curiosity. They must be able to remedy the deficiencies of the previous schooling, recover their confidence in their ability to establish more control of their lives, prepare for specific roles and responsibilities. Today, new laws in South Africa have been promulgated to allow everyone, including those beyond the conventional age of schooling, to receive a 'meaningful education that will help them in all aspects of their lives'. ("City Press", 1995:74) Dworkin (1984:152) is of the view that if an individual has a right, then it means that it is wrong for any official to act in violation of that right.

It is important to note that prisons do not exist in isolation from society, but form part of the society we live in. The Department of Correctional Services is

considered as an organization in which the rate of illiteracy is high. According to Schindler (1997:147), illiterate people are reluctant to participate in educational planning and decision making. In view of the fact that prisons are seen as micro-cosmos of the broader community, prisoners per se, also, have the assurance that their fundamental human rights enjoy constitutional protection in South Africa. The true essence of prisoners' rights is captured in the following words of Judge Corbett in the South African case of Goldberg versus Minister of Prisons 1979(1) SA 14 AD:

.... Fundamentally a convicted and sentenced prisoner retains all the basic rights and liberties of an ordinary citizens except those taken away from him by law, expressly or by implication, or those necessarily inconsistent with the circumstances in which he, as prisoner, is placed (1979:39D).



Apps (1979:67) maintains that through Adult Education, individuals are encouraged to examine, clarify and determine the roles that adults play in society. Prisons have been perceived as places where inmates graduate in crime and come out more hardened than before. This perception is generating public understanding and support for the realities facing the correctional system. Now education and training of inmates are concentrating on the empowerment of inmates for a meaningful, economically and sustainable life after imprisonment. Atkinson (1983:38) argues that studies conducted elsewhere demonstrate a

negative correlation between education and crime. It is believed that education reduces crime, primarily because it decreases unemployment.

1.2 DISCUSSION OF THE PROBLEM

This research is inspired by personal experience as an adult tutor in one of the Adult Education Centres in the Mmabatho area for the past seven years. The observation the researcher made is that no proper administration and funding is made for Adult Education. Organizing teachers and principals in the Adult Centres experience a number of problems brought about by inadequate funding for the programmes, lack and shortage of resources such as teaching and learning aids and lack of relevantly trained tutor for adults.

Prison adult education centres also experience the similar problems as stated here. Additionally, Coetzee, Kruger and Loubser (1995:15) stipulated that it is necessary to provide prisoners with the academic and career skills to become constructive members of the society because most offenders come with great educational deficiencies and many are either functionally or totally illiterate (Bartollas, 1985:141).

There are however, obvious differences between prison adult education centres and adult education in communities which spring in part from the nature of the means to ends philosophies adopted by these institutions. Diverse abilities,

behavioural problems, social deficiencies and changing population of a prison are complicating factors. In this case, the task of academic and vocational education in correctional institutions is particularly difficult because the population is more heterogeneous. For instance, included in prisons are persons awaiting trial, convicted persons serving short sentences, others have long sentences.

The problem is further complicated because many such prisoners lack even the basic education required to develop vocational skills. The intelligence range is from mentally retarded to near genius. Some white collar offenders with university degrees are in prison for punishment, they need neither education nor vocational training. In addition, courses of instruction are not designed to accommodate individual differences.

According to Halleck, et al. (1977:375) the correctional rehabilitation programmes have generally been perfunctory, underfunded, and understaffed and carried out in settings certainly not ideal... With programmes so limited in duration and quality, limited rather than dramatic changes in lifestyles would seem likely. According to Heimstra (1991:40) the creation of an accessible and appropriate environment in which learning can take place is an important aspect of all provisions for adults in a sense of being able to offer a plurality of accessible, welcoming and comfortable venues.

Furthermore, most adult tutors lack necessary training in adult education, that is teaching methodologies and adult teaching experience. This statement is supported by Duke (1985:61), who indicates that in most countries most educators have never been trained in adult education. Prison adult education centres also experience similar problem. Townsend (1978:35) and Popagano, December (1988:3) maintain that to be an effective teacher one must be a master of what he teaches as well as how he teaches it. Therefore, a satisfactory system of ABET cannot operate without adequate cadre of professionally trained workers (Coles, 1991:61). This is supported by Brookfield (1990:180) who maintains that to do this job successfully the tutor must be aware of the needs and feelings of adult learners and of society to which they belong.

It is worth noting that the attitudes of prison staff members may play a very important role in determining the effect educational programmes will have on rehabilitation of inmates. Therefore in prisons, personnel should be trained to work with individuals on personal problems, such as the loss of family and friends as well as the hostilities the individual may have developed towards the police or other elements of the legal process. However, the necessity to treat each individual offender humanely with little or no consideration of crime which sends them to prison can, by blanketing of judgement, become the source of strain for some personnel. Hence, through proper training, education and training personnel

will get to know the correct methods of approaching prisoners in class as they do not learn like ordinary children or adults outside prison.

There is no doubt that prisons are faced with serious financial problems which obviously hinder expenditures for training programmes and the recruitment of trained persons at competitive salaries. Sending more people to prison and keeping them there longer seems certain to require far large sums which cripple the country's financial position. Cater, Glaser and Wilkins (1985:5) point out that education and training often end at the bottom of the priority list in competition for scarce correctional budget dollars. Therefore, the prison educational programmes lack financial capabilities to pursue the implication of this strategy. During the late 1970s, Robert Martison conducted a research and concluded that educational treatment had been ineffective in reducing the rate of recidivism (Reid, 1981:453). However, Cassim (1995:4) argues that the model was not given a change since there were many problems encountered with the lack of facilities and properly trained staff.

In South Africa, we have and still experience constraints on the prison system. These are mainly the high number of prisoners in comparison to available resources, inadequate finance, understaffing and negative and often hostile public opinion. With the high incident of crime in South Africa, many people want tougher punishment, especially longer periods of imprisonment. It is worth noting

that long terms of imprisonment has no definite and sure measure to address the crime problem. What almost always happens if this attitude is strictly followed, is the severe overcrowding of prisons. It is worth noting that in maintaining services, many costs are interrelated, more prisoners means more tutors, more capitation and other ancillary services.

Lastly, it is worth noting that no less than six different prison administrations existed before April 1994. These were in South Africa, KwaZulu-Natal and the TBVC states (Transkei, Bophuthatswana, Venda and Ciskei), each governed by its own legislative framework and policies. Since 1 July 1994 the said administrations were consolidated into one national Department of Correctional Services.

It is believed that the former South African prisons system had its fair share of deficiencies, inadequate facilities and general problems such as inadequate funding, overcrowded prisons and an understaffed establishment. This study examined funding and staffing as challenges facing prison adult basic education and training in Mmabatho, Klerksdorp and Potchefstroom districts. The intention was to come up with a possible solution to the problems with the help of improving productivity of the service and the efficiency of the centres.

1.3 HYPOTHESIS

- Financial constraints inhibit the state capacity to meet growing demands for prison education.
- Lack of resources make the task of the prison education staff extremely difficult.
- As a result of the inappropriateness of pedagogic qualification for teaching prison adults at different correctional adult centres, prison adult learners drop out of the learning centres.

1.4 PURPOSE OF THE STUDY

This study aims:

To investigate the challenges faced by the North-West prison Adult Basic Education and Training in the Mmabatho, Klerksdorp and Potchefstroom areas with regard to funding and staffing.

1.5 RESEARCH DESIGN

This research used two methods of investigation, literature review and empirical research.

1.5.1 REVIEW OF LITERATURE

The aim of this research was to review literature with no aim to reproduce it. Both primary and secondary sources were used. The secondary sources of literature on the topics similar to this one were reviewed to get the ideas of other researchers on the factors which are regarded as challenges facing prison Adult Basic Education and Training centres. This provided an insight on the challenges faced by prison adult education and training centres with regard to staffing and funding.

1.5.2 EMPIRICAL RESEARCH

When conducting this research, interviews were used as a source of information:

1.5.2.1 INTERVIEW

An unstructured interview was conducted with the Provincial Head Educationist of Prisons (PHE) and administrators. The aim of this interview was to find out to what extent the North West government plays its role with regard to funding of personnel for the tutoring in the prison adult education centres.

An interview with the prison adult education learners in different prisons could not be conducted. In this case, the researcher resorted to purposive interview with ex-prisoners

1.6 POPULATION

This study was conducted at the three prison adult education centres in the North West area, namely, Mmabatho, Klerksdorp and Potchefstroom districts. The target population comprised ex-prisoners from the three prison adult education centres. Three other people were interviewed and these were: North West Prison Head Educationist and a Provincial Planner and Administrator of Adult Education.

1.7 DELIMINATION OF RESEARCH

This study focussed on:

- 1.7.1 the ex-prisoners who had registered in the prison adult education centres before they were released in Mmabatho, Klerksdorp and Potchefstroom districts.
- 1.7.2 The prison tutoring staff
- 1.7.3 The Provincial Head Educationist (PHE)
- 1.7.4 The Provincial Planner and Administration of Adult Education
- 1.7.5 The Prisons in Mmabatho, Klerksdorp and Potchefstroom.

1.8 DEFINITION OF TERMS

In the context of this study, the following definitions were adopted.

1.8.1 FUNDING

The Longman Dictionary of Contemporary English (1993:41) defines 'fund' as a supply or some of money set apart for a special purpose.

In this context, the word 'funding' refers to part of the budget put aside for running and maintenance of the prison adult education centres.

1.8.2 STAFFING

The word 'staffing' is very broad. In this research it may refer to the adult educator. According to Jarvis (1990:10) adult educator refers to one who is involved either in the teaching of adults or in the organization and administration of the education of adults.

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In this research, 'staffing' will be used to refer to the personnel working or being employed in the prison adult education centres for instructional duties who are professionals. They are sometimes called educationists. As far as the persons under correctional supervision are concerned, the educationists have an additional responsibility, because he has to see to it that inmates

join external education centres if there is a need for it (Correctional Services Act (5) (136) of 1998.).

1.8.3 CHALLENGES

In this research the word 'challenges' means difficulties, problems or obstacles faced by prison adult educators in their centres.

1.8.4 PRISON

According to Correctional Services Act No. 51 of 1977 and Van Zyl Smit (1992:1) prison means any place established with persons liable to detention in custody. Encyclopaedia American (1988:619) defines it as a ghetto for its inmates which within its walls it confines, houses, clothes, feeds, educates and policies its population.

1.8.5 PRISONER/INMATES/OFFENDER

Any person whether convicted or not, who is detained in custody in any prison (Correctional Services Act :1977).

In this research, the word 'prisoner' is a person who is found guilty by court of law and put in prison to serve his sentence.

1.8.6 ADULT EDUCATION

According to Liveright and Haygoed (1968:13) adult education is directed at persons who are no longer attending school on a regular and full time basis. Peters (1980:13) sees adult education as a field of operations that encompasses all the organised activities in which mature men and women engage for the purpose of learning. According to Jarvis (1990:6) the concept adult education has different meanings according to different countries. For example, in the United States it is used to refer to the education of adults whether vocational or otherwise. He maintains that adult education refers to the planned processes of learning for adult participants. Woodcock (1996:33) defines adult education as the provision which a society consciously makes, either through public institutions or approved voluntary organizations, of facilities for learning by anyone, of whatever age, especially where the initial education and/or professional training has been terminated prematurely.

In the research 'adult education' refers to education phase in the provision of lifelong learning consisting of levels along a continuum aimed at prison adults and youths with very little or no formal school and who have unrecognised knowledge and practical skills.

1.8.7 ADULT BASIC EDUCATION AND TRAINING (ABET)

According to ABET Policy Document (1988:15) it includes both literacy and post-literacy as it seeks to connect literacy with basic general adult education on the one hand and with training for income generating on the other hand.

In this research 'Adult Basic Education and Training' (ABET) refers to all forms of education offered to adult prisoners who are illiterate, semi-literate and functionally illiterate.

1.8.8 NON FORMAL EDUCATION

According to Kahn et al (1990:34) non formal education is taken seriously as a tool of individual and national development. Kahler (1991:33) maintains that it is aimed at systematically creating learning needs. He further states that the aims of non-formal education are academic, vocational and developmental in the widest possible sense of the world.

1.8.9 PROGRAMMES

According to Terry Page and Thomas (1989:205) 'programme' refers to all courses in one field of study. In this study it refers to a combination of courses in prison Adult Education and Training.

1.8.10 EDUCATIONIST

In this research 'an educationist' is a functional member who acts as a teacher and is involved in the presentation of classroom tuition.

1.8.11 TUTOR

In this research a 'tutor' is a prisoner who acts as a 'teacher' and is involved in classroom education.

1.8.12 CONCESSIONS

According to Van Zyl Smit (1992:143) and Nesser (1993:303) late lights for study purpose or extended library facilitates may be regarded as concessions.

In this research, 'concessions' are amenities that also fall within the discretion of the prison authorities and have often been described as opportunities that enable inmates to develop and improve their quality of life.

TENTATIVE CHAPTER HEADINGS

1. ORIENTATION
2. LITERATURE REVIEW
3. RESEARCH METHODOLOGY
4. ANALYSIS AND INTERPRETATION
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will define the key concepts that inform this study, review the state of prisons, the role that correctional treatment has played in the history of prisons to present the current status of educational programmes offered and to discuss funding and staffing as challenges that prison adult education centres meet to become more effective.

2.2 THEORETICAL CONSIDERATION OF KEY TERMS

2.2.1 FUNDING

According to Classen (1991:71) a person's education most often determines his ability to progress socio-economically. Psacharopoulos et al (1985:55) and Trotter (1990:242) maintain that education leads to higher earnings which is obviously a significant private benefit. They further state that education is a profitable social as well as private investment. According to Cater et al (1985:97), the correctional manager is charged with budgeting his resources to meet organizational staff and offender goals. They further state that operating annual, capital, or facilities budgets are common differentiation in types of budgets. The distinction largely is related to

differences in timing (annual v/s one time expenditure), degree of uniqueness (ongoing requirements v/s one-time expenditures), and differentiated financing arrangements (annual tax collection v/s bonded indebtedness).

Planning, budgeting and controlling resources are primarily the responsibilities of upper administrative levels of prisons (Archambeault 1982:51). Budgeting is an administrative mechanism for making choices among alternative and competitive resource uses, presumably balancing public needs and organizational requirements against available and requested funds (Cater et al, 1985:97). According to Cole (1992:539) a prison is administered, operated and funded by a state or federal government. When conducting a research at New Gate Prison, Deppe (1976:245) discovered that lack of financial resources continue to affect the ability of educational programmes to hire and train qualified staff and provide adequate facilities. Wayson et al (1976:678) hold the same view with Trotters that in USA jails have low budget because local governments have less money than state or federal governments, and jails are usually the lowest in the priority scale for local funds. In his budget speech vote in the National Assembly on 9 March 1999, the Minister of Correctional services in South Africa, Mr Ben Skosana stated that overcrowding in prisons poses

a serious threat to the development and transformation of prisons (Nexus, March 1999).

2.2.2 STAFFING

Archambeault et al (1982:11) argue that staffing involves assignment of subordinates to specific work tasks. They further stated that a key to staffing is the matching of individual subordinate competencies to the level of difficulty and complexity of the task to be performed. However, Bartollas (1985: 4) argues that many programmes are inadequately staffed and equipped to meet inmates needs, especially education and vocational training.

As the researcher viewed literature on staffing, she came across two characteristics of staff and these are: commitment and professionalism.

2.2.2.1 COMMITMENT

According to Slannic (1977:207), commitment is described as a state in which an individual becomes bound by his or her actions and through these he or she portrays beliefs that sustain activities and involvement. Commitment is that attribute that makes one like what one does and this forces one to continue doing it even when the pay-offs are not obvious (Slannic, 1977:207). This according to Cook (1989:19) is job

satisfaction. Cook sees it as an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with the job. According to Jarvis (1990:183) job satisfaction is satisfaction gained from undertaking a certain occupation and the satisfaction can either be intrinsic or extrinsic. Archameault et al (1982:3) argue that many correctional workers quit because they no longer believe that what they are doing is important or that they are important. At the individual level according to Mowday et al (1982:137) commitment to the institution or organisation has been found to result in increased effort to the job, reduces absenteeism, turnover and tardiness.

2.2.2.2 PROFESSIONALISM

Professionalism like commitment involves a personal promise which may be made collectively by professionals as a social group. According to Quinn (1987:4) professions are those forms of employment that require complex knowledge used by persons committed to the direct benefit of human beings.

Professionalism involves expertise which is acquired for training, in-service and continuing education. It also involves commitment to work and autonomy (Blau 1988:284).

2.2.3 STAFF TRAINING

According to Archambeault et al (1982:11) staff training is a continuous process which begins the day a new employee reports to work and ends the day employment is terminated. They further suggested that training of personnel, should combine both formal classroom instruction as well as informal "hands on" variety (Archambeault et al, 1982:11). Roos et al (1980:462) maintain that training may also enhance the performance of volunteers who enter the educational programmes with poorer than average interpersonal skills. Therefore, Brookfield (1988:34) and Borthsworth (1999:38) are of the view that a trained person performs effectively than untrained person.

2.2.4 STAFF RECRUITMENT AND RETENTION

Two major problems facing most correctional organizations are the recruitment and retention of qualified staff personnel. According to Archambeault et al (1982:32) the real problem revolves around recruitment of qualified persons for whom correction is a career, rather than a temporary employment situation.

According to Archambeault et al (1982:33) the high personnel turnover rates adversely affect overall organisational performance. They further state that the turnover rates are symptomatic of low employee morale.

Archambeault et al (1982:34), also argue that the following are the reasons for high personnel turnover:

- Low salaries
- Poor relations with supervisors
- Poor promotion
- No feeling of accomplishment
- Overcrowding of prison institution, Archambeault et al (1982:34).

Additionally, Bartollas (1985:17) argues that prison line staff (educators, psychologists and doctors) are poorly paid, work long hours and face hectic schedules. Consequently they have high rates of burnout and job turnover (Bartollas, 1985:17).

2.3 THE STATE OF PRISONS

It is widely held that adult education in South Africa is in crisis and as such needs to be restructured. There are however, obvious differences between prison adult education and adult education in the communities, which spring in part from the

nature of the means to ends philosophies adopted by these institutions. Unfortunately all research undertaken has tended to focus on adult education, which may not represent the complete picture of prison adult education.

It is important to note that prisons serve the purpose of restricting their inmates' freedom, but the interpretations of the functions and aims officially attributed to them vary according to each country's institutional and legal system. Again, the tasks actually fulfil behind their external, officially specified, aims vary greatly from country to country.

According to Platek (1991:56) prisons have certain features in common:

- they do exist in every country
- they serve as political instruments
- both the official and the actually fulfilled aims undergo changes that reflect socio-political changes in the societies in which they function (Platek 1991:56).

The following section now focuses on the comparative perspective prison adult education centres in countries like Europe, Asia and Africa.

2.4 COMPARATIVE PERSPECTIVE OF PRISON ADULT EDUCATION

2.4 COMPARATIVE PERSPECTIVE OF PRISON ADULT EDUCATION

Having defined the key concept that inform this study it is imperative to examine the origins and nature of prison adult education in various educational context.

This part will be divided into: Developed countries as well as African developing countries.

2.4.1 PRISON ADULT EDUCATION IN DEVELOPED COUNTRIES

2.4.1.1 DENMARK - BLEDDAMSVEJENS

2.4.1.1.1 THE HISTORICAL BACKGROUND OF BLEDDAMSVEJENS

PRISON

Bleddamsvejens Prison is a special institution under the ouspices of the Copenhagen prisons. This prison is situated in North Zealand. Bleddamsvejens Prison was built in 1848 and extended in 1880 and again in 1908. In 1990 a new structure was introduced for the Bleddamsvejen Prison. Among other things, in addition to ordinary supervision, the staff will be in charge of education and advisory assistance to the prisoners with regard to ordinary daily life training (ADL) in connection with project work (Nexus: January 1999:2).



2.4.1.1.2 EDUCATIONAL PROGRAMMES OFFERED

To attend school in Bleddeamsvejens Prison, a proven behavioural record is required. The programme is divided into normal schooling and

advanced schooling. At the advanced schooling, prisoners can complete courses in computer training, ceramics, art and languages. Foreigners can also join the advance schooling programmes. (Nexus, January 1999:23).

According to Nexus, various workshops exist for the first time in the history of Danish Prison, the workshops made a profit of DKr 10 million in 1997 in the production workshop. Furniture manufactured in this workshops is sold to the private individuals, companies and to governmental department (Nexus, January 1999:23).

2.4.1.1.3 FUNDING

Education staff work full time in the Bleddamsvejens Prison. According to Nexus (January 1993:23) salaries for staff at DKr 17 000,00 per month with an additional DKr 2000,00 to DKr 3000,00 for overtime. Salary adjustments are done every two years, after consultation with the unions. (Nexus, January 1999:23).

No medical aid exists, as medical service is a free governmental service provided to all citizens. Pensions are also generated on the number of years service and a person who has 27 years could receive DKr 130 000,00 per year pension plus DKr 170 000 per year unemployment

benefit, up to the age of 77 year. (DKr 1.00 equals to R1.20) Nexus
January 1999:23).

2.4.1.1.4 STAFF TRAINING

Unlike the German prisons, foreigners can apply and work for the Danish Prisons. During staff training, a high emphasis is always placed on soft skills development and these include the following subjects:

- Leadership
- Communication
- Education
- Psychology
- Management
- Sport development
- Criminal systems
- Report writing
- Conflict resolution
- Staff and Organizational structures
- Society
- Pedagogic
- Social systems (Nexus, January 1999:23)

Basic training consists of 1120 hours of training at a college. After this, the student performs three month's duty at an open prison, before being transferred to a closed prison. Once the newly trained official arrives at the closed prison, he is put under the "care" of an experienced official for a further four months, before he is allowed to work on his own (Nexus, January 1999:23).

Staff turnover for the Department during 1997 was only 50 staff who resigned or pensioned, while a total of 120 were recruited for that year (Nexus January 1999:23).

2.4.1.2 HOLLAND - BREDA PRISON

2.4.1.2.1 HISTORICAL BACKGROUND OF BREDA PRISON

According to Van Kalmthout et al (1991:88) for centuries, the Dutch prison system has had the reputation of being progressive, moderate and humane. This reputation dates back to 1595, in which year men's house of detention was opened in a former monastery in Amsterdam. (Van Kalmthout et al 1991:88). They further state that the Breda Prison is intended for male prisoners.

Schama (1987:23) maintains that the institution had in 1599 already acquired a monopoly on the rasping of wood for the ship-building

industry. He states that the earnings enabled the house of detention to be run without financial aid from the city government, Schama also maintains that prisoners who were recruited from the ranks of vagabonds and other socially useless and dangerous idlers, through hard labour could be reformed into hard-working members of the society who, after their release, would be able to earn an honest living (Schama 1987:89).

Kalmthout et al (1991:93) argues that with the introduction of 1886 of the Dutch Penal Code, the system of sanctions that had been borrowed from the French code penal was greatly simplified. They further state that the code recognised only two other main types of punishment: detention and fines.

According to Kelk (1983:8) the 1977 law involved a number of alterations in the disciplinary punishments were to be applied within the institution. Among others the following were abolished:

- confinement in a punishment cell
- withholding of the right of correspondence
- withholding of reading material (Kelk 1983:8).

2.4.1.2.2 EDUCATIONAL PROGRAMMES OFFERED

According to Kalmthout et al (1991:112) in the Breda Prison, much attention is given to education. They state that the teaching staff give courses in remedial education, literacy and social training. There are one Dutch and three foreign language courses, courses in secondary school subjects and in traffic education (Kalmthout et al 1991:112).

Kalmthout et al (1991:112) maintain that in the education annex of the library, which was completely renovated in 1987, there is also language laboratory. They argue that efforts in education are frustrated by the relatively short stay of prisoners in the institution and this resulted in lack of continuity (Kalmthout et al, 1991:112).

According to Kalmthout et al (1991:112) in 1984 two small rooms were designated for arts and crafts, one for drawing and painting and the other for woodworking.

2.4.1.2.3 FUNDING FOR THE PROGRAMMES

Kalmthout et al (1991:111) maintain that the staff to prisoner ratio of 1:1 coincide with the national average. They further state that the total cost of operating one prison cell per day excluding personnel costs is

about 190 florins (about \$80), including personnel costs, it comes to about 170 florins (about \$190).

In practice, more than 90 percent of all inmates in Breda take part in work. With the exception of weekends, the prisoners work a little over three hours a day. The work is done in five work-rooms and consists of the manufacture of fish boxes, packing and assembly work, metal work and textile work. It allows the prisoners to earn a maximum of 27.25 florins (about %13) a week (Van Kalmthout et al 1991:112).

2.4.1.2.4 STAFFING

Since 1977 the majority of prison personnel are longer guards in the traditional sense, but officers who in addition to a security function also have the job of caring for, teaching and counselling the prisoners. They are also expected to run activity programmes in the areas of recreation, sport, education and social and personal development completely on their own (Van Kalmthout et al 1991:110).

2.4.1.2.4.1 STAFF TRAINING

According to Van Kalmthout et al (1991:110) initially, a secondary school education was considered sufficient, supplemented by a short period of internal training, an increasingly specialized professional

training is now required. Much attention is given to in-service training (Van Kalmthout et al (1991:110).

Nevertheless many prison officers find the combination of security and teaching difficult. It is thus not surprising that the rate of absence due to illness is very high among prison officers (Van Kalmthout et al 1991:110).

2.4.1.3 POLAND - THE SLUZEWIEC PRISON

2.4.1.3.1 THE HISTORICAL BACKGROUND OF SLUZEWIEC PRISON

The Sluzewiek Prison is situated in the outskirts of Warwaw. It was built for the prisoners of war who once cleared Warwaw of rubble. For many years, penal institutions, their population, state of repair and task they fulfilled were a taboo subject in post war Poland (Platek 1991:57).

It was only in the years 1980 to 1981, in the period of Solidarity, that the size of the prison population was made public for the first time, as well as information about the inmates' living conditions. In 1982 the situation was back at 'normal', the fact that prisons were grossly overpopulated was carefully passed over in silence (Platek 1991:57).

The process initiated in the Solitary period was felt several years later. This time not only society but also the prison system was ripe for reform. Struggling with overpopulation, a shortage of trained staff made worse by more staff resignations, and economic problems, the prisons themselves decided to introduce changes (Platek 1991:57).

2.4.1.3.2 EDUCATIONAL PROGRAMMES OFFERED

According to Platek (1991:65) the Sluzewiec prison has no school, though individual instruction at secondary school level is organised for drug addicts. The remaining prisoners can take vocational training courses, to be a stoker, or cook for instance. According to Platek, the courses offered are seldom attractive but they fill in the time of those who are willing to train.

2.4.1.3.3 FUNDING

Platek (1991:67) Sluzewiec Prison is one where in very bad living conditions and with no financial subsidies, attempts are being made at ameliorating the effects of deprivation of liberty and to make it possible for both the inmates and the prison officers.

Owing to spiralling inflation, the wages of the prison staff are not as attractive as they used to be. The general crisis is also apparent in the

prison system's housing shortage and lack of financial means to hire well trained educated employees (Platek 1991:60).

2.3.1.3.4 STAFFING

According to Platek (1999:60) the Sluzewiec Prison has always suffered staff shortages. The education needs of inmates should be met by the educational staff, but it is in their department that the greatest number of vacant posts can be found. Platek further states that the Sluzewiec Prison was not spared the general trend: those who left were young, well educated and tutors who refused to put up with the omnipotence of the security department and the bad conditions of work.

Hence, the present solution is to remodel the tasks of the security staff: instead of just guarding and locking doors, the guards are to perform educational functions as well.

2.4.1.4 NICARAGUA - MATAGALPA PRISON

2.4.1.4.1 A BRIEF HISTORY OF NICARAGUAN PRISON

Baumann et al (1991:119) argue that Nicaragua is a nation in transition, and its prison reflects the remarkable and sweeping changes in life and government since the end of the Somoza dictatorship in 1979. These changes, such as the literacy campaign, demonstrate a thrust of

government policy very different from the regime which ended in 1979. In many ways the Nicaraguan prison system is an example of this shift in political philosophy and policy (Baumann et al 1991:119).

Many of the current members and officials of the Nicaraguan government were held in the nation's prisons prior to the revolution. A government with such a high proportion of its members having first-hand and intimate knowledge of prison life is rare, and explains in part, the equally rare view of the Nicaraguan government on the nature of imprisonment. On the continuum of penal philosophy which stretches from the punitive to the reformatory, the Nicaraguan penal system has placed itself on the far edge of reform (Baumann 1991:119).

However, the pursuit of these principles by the Nicaraguan penal system occurs within strict shortages of basic resources. Two political situations have detracted from the physical improvement of the prison system.

2.4.1.4.2 EDUCATIONAL PROGRAMMES OFFERED

If the aim of the prison system is to reform the individual, the method is education. This understanding of the role of education can partly be

explained by the experience of the literacy campaign which was carried out throughout Nicaragua shortly after the revolution.

Baumann et al (1991:124) maintain that at Matagalpa Prison, formal education is available in the subject taught in Nicaraguan schools so that prisoners can complete the six grades of elementary schooling.

Prisoners' education is enhanced by a wide range of cultural activities. Inmates can join special groups for music, drama, dance and art.

2.4.1.4.3 FUNDING

According to Baumann et al (1991:120), most Matagalpa Prison facilities operate below their capacity, and unlike those in many more industrialised countries, do not suffer shortage of tools and materials (Baumann et al 1991:124).



The Catholic Institute for International Relation (1987:66) stated that:

In a continent notorious for appalling prison conditions, where brutality and corruption are the norm, Nicaragua's penal system stands out as a genuine effort to find a more humane yet affordable alternative. Such criticism as there is concentrates on lack of

resources, which is a feature of the Nicaraguan economy as a whole and is not limited to the prison system (1987:66).

Lastly, the use of rehabilitation and education programmes in the Matagalpa Prison means a lower cost to the community both economically and socially. Prisoners tend not to re-offend, family relationships are maintained, and above all, through education prisoners are provided with the opportunity of a different role in society (McCabe 1986:31).

2.4.1.4.4 STAFFING

It is through stressing that all the teaching at Matagalpa Prison is done by prisoners themselves rather than by prison officers. Likewise any prisoner with skills in a basic trade is encouraged to share them with other inmates (Baumann 1991:124).

2.4.1.5 FEDERAL REPUBLIC OF GERMANY - GELDERN PRISON

2.4.1.5.1 HISTORICAL BACKGROUND OF GELDERN PRISON

According to Kuhn (1991:156) Geldern German Prison was built in the 1970s and became operational in 1979. This prison is mainly for male serious offenders - geschlossener Vollzug. The state of Norddhein-Westfallen started a process of penal reform in the late 1970s with the

intention to enable the prisoner to live without becoming liable to further prosecution (Kuhn 1991:157).

2.4.1.5.2 EDUCATIONAL PROGRAMMES OFFERED

There are good educational opportunities at an advanced level, but these are not compulsory. According to Kuhn (1991:158) education and vocational training are what Geldern Prison is all about. Long term inmates have a chance of solid training and more and more are given the opportunity at the beginning of a long sentence (Kuhn 1991:158).

Special courses are offered to give prisoners an opportunity to complete their primary school education (an eight-year period) and be prepared for their trade and profession. Craftsmen jobs are also taught at the Geldern Prison education centre, in courses lasting about 18 months each (40 hours a week, two-thirds practice and one-third theory) Kuhn 1991:158.

Lastly, the graduate gets a skilled worker certificate, which does not show that he has his training in a prison. Foreigners who are to be deported after sentence do not get this training because of the criteria for selection imposed by the labour exchange (Kuhn 1991:58).

According to Kuhn (1991:164) an open university provides prisoners with necessary material for their studies by post. The most popular courses are economics, electrical engineering, mathematics and science-based subjects (Kuhn 1991:165).

2.4.1.5.3 FUNDING FOR THE PROGRAMMES

Kuhn (1991:165) argues that the open university material is not free and any student prisoner who has no funds available for such courses is entitled to seek help from the Ministry of Education. Any such grant is repayable by the prisoner.

However, students who have insufficient funds and do not qualify for help from the Ministry of Education are subsidized by the Ministry of Education and these grants are not refundable.

2.4.1.5.4 STAFFING

Kuhn (1991: 165) states that teachers form part of the overall prison staff. She further states that before being employed the potential prison officer has to take a test in writing, mathematics and psychology.

2.4.1.6 UNITED STATES OF AMERICA - TEXAS PRISON

2.4.1.6.1 THE HISTORY OF CORRECTIONS IN THE USA

From the construction of the first prison to the emergence of recent correctional innovations, corrections has developed in stages, each representing an attempt to implement a new philosophy of treatment.

2.4.1.6.1.1 TREATMENT DURING THE COLONIAL PERIOD

Correctional treatment was minimal in America until the late eighteenth century because the colonists saw little possibility of eliminating crime from their midst. According to Bartollas (1985:3) the fine and the whip were the two most widely used penalties, partly because they did not believe that confinement in jail could rehabilitate the offender.

2.4.1.6.1.2 REFORMATORY MODEL

Rothman (1971:57) argues that after the American War of Independence, ideas from the Enlightenment - which advocated boundless optimism about the perfectibility of the individual and society - led to a spirit of reform.

The basic reforms put into effect were:

- a "marked system" by which prisoners could receive marks for satisfactory behaviour.
- Programmes of educational and vocational training, moral and religious instructions, military drill and athletics (Bartollas 1985:7).

2.4.1.6.2 PROGRAMMES OFFERED AT TEXAS PRISON

2.4.1.6.2.1 ACADEMIC EDUCATION

Academic education is generally available through adult basic education (ABE) programmes, secondary education and general education diploma (GED) studies, post secondary education programmes and social education programmes (Bartollas 1985:142)

Texas has been innovative in using advanced educational technology, such as computer assisted instruction. According to Bartollas (1985:142) college education courses are provided through live instructions, correspondence courses, television lookups and release time allowing prisoners to attend educational institutions outside the prison.

Bartollas (1985:142) maintains that allowing prisoners to attend classes in the community rather than in prison gives them

(prisoners):

- a greater latitude in their selection of courses and teachers,
- wider choices in areas of concentration and majors, and
- greater access to libraries and research materials.

2.4.1.6.2.2 VOCATIONAL TRAINING

Bartollas (1985:143) views the basic purpose of vocational training as to prepare inmates for jobs in the community. He maintains that the variety of vocational programmes in prisons and training schools for males at Texas prison is impressive. Included are such programmes as:

- printing
- barbering
- welding
- meat cutting
- machine shop work
- electronics, backing
- plumbing
- television and radio repair
- bus repair
- air conditioning maintenance
- automotive body and fender repair

- sheet metal work
- painting
- blue print reading
- Furniture repair, and upholstery (Bartollas 1985:144).

However, there are fewer types of vocational programmes for women and girls at the Texas correctional service. Typically, they include:

- beauty culture
- secretarial training
- business and machine operation
- data processing
- baking and food preparation and
- Key punch operation (Conrad 1983:1699).

2.4.1.6.3 FUNDING

According to Halleck et al (1977:375) correctional rehabilitation programmes at the Texas prison have generally been perfunctory, underfunded and understaffed...

The above statement can be coupled with lack of resources, which is a critical problem in Texas Prison's training school. According to Bartollas

(1985:144) vocational programmes show an overall quality that is not impressive. For the most part, according to Bartollas the instructors are poorly trained, use out-of-date equipment, and teach non-marketable skills (Bartollas 1985:144).

Several factors deter the development of more effective vocational programmes:

- the equipment necessary for many of the programmes is considered too costly in most correctional systems,
- the inmate's average term of two to three years is too short for the completion of apprenticeship requirements for most trades,
- overcrowded conditions often result in waiting lists for training programmes, and
- the debilitating conditions of prison life discourage offenders from participating in training until it is too late for them to learn enough to make participation worthwhile (Conrad 1983:9).

2.4.1.6.4 STAFFING

According to Bartollas (1985:17) one of the reasons educational treatment has a marginal role in Texas prison is that usually there are too few staff members to make an impact upon inmates. Many programmes needed lack services and equipment (c/f 2.4.1.6.3).

In addition, education treatment often receives little support from institutional administrators and sometimes is sabotaged by custodial staff. According to Bartollas (1985:143) it is therefore difficult to appraise the effectiveness of academic education since an authoritative evaluation of academic education is unavailable.

2.4.2 PRISONS IN AFRICA

2.4.2.1 HISTORICAL BACKGROUND OF PRISON SYSTEM IN AFRICA

The concept of imprisonment as a penal measure did not exist in African traditional society. Prisons in Africa have their genesis in colonialism because colonialism perceived the African as a sub-human being, the treatment and nature of Africans had nothing to do with rehabilitation (Nexus May 1998:14).



Since people likely to break the law are natives, the penal policies were such that any person convicted of any offence had to go to prison. Hence custodial sentence were the order of the day regardless of the seriousness of the offence as according to the colonists, this was the only punishment that a native will understand (Nexus, May 1998:14).

According to Nexus (May 1998:14), prison conditions are pathetic in most of the African states. In many African countries, building currently used as

prisons were originally used for other purposes such as military forts and police stations. Even the construction of new prisons has not improved the physical conditions for prisoners, for such prisons become overcrowded as soon as they are opened (Nexus, May 1998:15).

However, countries like Zimbabwe, South Africa and Botswana for instance have undertaken major reforms in the area of administration of criminal justice to ensure that punishment and treatment of offenders does not widely encroach on individual liberties, freedoms and fundamental human rights. People are taken to prison not only to make them pay for what they have done, but above all, to make them change and become useful contributors in the development of their country, by performing roles expected of them by society (Nexus, May 1998:15).

This section will then look at Uganda prison as one of African example.

2.4.1.2.2 UGANDA

2.4.1.2.2.1 HISTORICAL BACKGROUND OF UGANDA

In order to make conditions in Uganda prison more understandable, it is necessary to give a brief historical background of Uganda, focusing on its political social and economic situation.

Like many more countries in Africa, Uganda was formally a British colony like South Africa. According to (Nexus, April 1999:12) the country gained its independence in 1962. The Obote Government was in power until 1976 when Idi Amin overthrew it in a military coup. Idi Amin was in power until 1983 when Obote government regained power and ruled until 1987.

During Idi Amin's governance and throughout the second Obote administration, the country was locked in a civil war. It ended in 1987 when the National movement of the current President Yoweri Museveni came into power.

2.4.1.2.2 UGANDA - LUZIRA PRISON

Luzira Prison is situated approximately 20 km from the city centre of Kampala (Nexus, April 1999:12). The Uganda Prison Services is an agency of the Ministry of Internal Affairs and is responsible for administering sentence for convicted offenders and individuals who have been remanded by the courts of Uganda (Nexus, April 1999:12).

The mission of the Ugandan Prison services reads "The Ugandan Prison Service, as part of integrated justice system, contributes with

the production of all members of the society by providing reasonable, safe, secure and humane custody of offenders in accordance with universally accepted standards, while encouraging and assisting them in the rehabilitation, reformation and social integration as acceptable citizens".

2.4.1.2.2.3 FUNDING FOR THE PROGRAMMES

The civil war had a devastating impact on the social and economic status of the country and as a result the whole infrastructure collapsed. Since 1987 the country had been in the process of reconstruction. It is heavily dependent on donor money and it is not in a position to provide for its own reconstruction (Nexus April 1999:12).

According to the information from Ugandan man, transportation to court takes place by means of a normal passenger bus with armed prison warder sitting on the roof of the bus. He further states that at times there is no transportation, thus prisoners are walked to court. In the case of an emergency, the Head of Prison must pay from his own pocket for a taxi to transport prisoners. It was also stated that the entry level salary of a prison officer is US \$50.00.

The above information clearly shows that educational programmes are not offered due to poverty.

2.4.2.2.4 STAFFING

2.4.2.2.4.1 STAFF TRAINING

The training syllabus is mainly restricted to the military procedure and very little attention is given to provide training with regard to the work that the warder will perform upon completion of the training (Nexus April 1999:13).

According to Nexus (April, 1991:13) most of the members have completed grade 0, that is equivalent to grade 10 in the South African school system.

A point that needs to be mentioned is that due to civil war in Uganda, the entire generation was lost to the Ugandan Prison Service. According to Nexus, (April 1999:13) all senior personnel are aged between 55 and 60 years while the younger generation is aged between 18 and 41. This means that there are not members aged between 41 and 55 and that all senior personnel will leave the service within the next four years to enjoy their pension benefits. The consequence is that within the next four years there will be a

totally untrained or poorly trained personnel force (Nexus, April 1999:13).

2.4.3 PRISON ADULT EDUCATION IN SOUTH AFRICA

2.4.3.1 A BRIEF HISTORY OF PENAL SYSTEM IN SOUTH AFRICA

2.4.3.1.1 SOUTH AFRICAN PRISON DURING THE COLONIAL ERA

The British occupation of the Transvaal and Orange Free State in the middle of 1900 led to the major reorganization of the penal system of both territories (Van Zyl Smit 1984: 146).

Mine labour and pass laws had increased the prison population enormously. The diamond mines in the Cape and the ERPM Gold Mine (Boksburg), the mining companies were allowed to build prisons for black prisoners. The companies had to pay the government one shilling per day per prisoner to be allowed to use the prisoners as labourers on their mines (Van Zyl Smit 1984:146).

A commission of Inquiry (1904-1905) into conditions at the Fort in Johannesburg found that the prison system was inadequate and have to be overhauled. The Transvaal Ordinance, Ordinance 6 of 1906 was introduced, which closely followed the Cape Act of 1888. The Cape Act also influenced the Orange Free State Ordinance, Ordinance 3 of 1903.

This legislation was used to reorganise the prison system after the country had been annexed.

Another major development was the introduction of indeterminate sentence. Jacob de Villiers Roos became Director of Prisons in the Transvaal in 1908. He drafted the Criminal Law Amendment Act, Act 38 of 1909 which made provision for the indeterminate detention of persons declared habitual criminals by the court (Nexus, December 1999:21).

2.4.3.1.2 1910 - THE UNION OF SOUTH AFRICA

On 31 May 1910 South Africa became the Union of South African and the period immediately thereafter was a time of significant development. Roos was appointed secretary of Justice and Director of prisons. Under his guidance the Prisons and Reformatories Act, Act 13 of 1911 was introduced (Nexus, December 1999:22).



Although Roos often spoke about a policy of rehabilitation, this did not materialise, as the 1911 Act retained some of the most punitive features of the prisons systems of the four colonies. Hard labour was retained. Punishment for further transgression within prison remained harsh. Male prisoners up to the age of 60 years could be whipped for various infringements of prison discipline. Other forms of labour included solitary

confinement, dietary punishment and additional labour (Nexus, December 1999:23).

The demand of prison labour expanded particularly in the farming industry. Farmers were severely hit by the depression of the 1930s and in 1934 a scheme was introduced whereby farmers could hire prisoners from the Prison Department for six pennies a day (Van Zyl Smit 1984:148).

Another important development took place in 1945. A judicial commission (Landsdown Commission on Penal and Prison Reform) was appointed. In its findings, the Landsdown Commission recognised that the optimistic ambitions of Roos had not been fulfilled and that the Prisons and Reformatories Act of 1911, had not introduced a new era in prisons in South Africa (Van Wyk, 1984:134).

The Commission recognised the fact that certain legislation applicable only to Africans, had caused overcrowding and held the danger of criminalising a large section of the population. The commissioner held the view that prisoners should not be hired to outsiders and proposed that the "six pennies-a-day" should be 'terminated forthwith'. The Commission was in favour of an increased emphasis on rehabilitation and recognised the need for making a major effort to extend literacy, in particular with regard to

blacks (Nexus, December 1999:23).

However, the use of prison labour on private farms was increased during the 1950s by allowing "bona fide farmers' associations" to build "prison farm outstations", which were handed over to the Department of Prisons to manage. Farmers who contributed were entitled to employ convicted prisoners in proportion to their contribution to the construction of the prison (Nexus, December 1999:23).

2.4.3.1.3 THE 1959 PRISON ACT

The 1959 new prison legislation was introduced in the form of the Prison Act, Act 8 of 1959. Although the 1959 Act took cognisance of the United Nations Minimum Rules for the Treatment of Prisoners as far as the emphasis on rehabilitation was concerned, it ignored certain other aspects. For example, corporal punishment was retained as a punishment for disciplinary offences committed by male prisoners, although such punishment was specifically outlawed by the Standard Minimum Rules (Van Zyl Smit 1984:482).

2.4.3.1.4 PRISON ADULT EDUCATION DURING THE APARTHEID ERA

Prior to 1960s, prisons were not used to detain prisoners on a large scale as a means of controlling political unrest. In the early 1960s this changed and

the incarceration of political detainees and sentenced political prisoners became a significant permanent feature of South Africa.

The detention of these prisoners (who in general had a higher level of education than the run of the mill prisoner) had led to an increasing attack on the legitimacy of the prison system. This was done by means of direct legal challenges to the courts regarding the decisions of prison authorities and increasing international pressure, particularly by international organisations such as the International Red Cross, the United Nations and Amnesty International. The Government's response was to legislate even wider powers for the prison authorities.

An example of this is the regulation regarding the use of prison libraries. Initially the regulation had read that "a library shall be at the disposal of all prisoners detained ...". It was amended to read as follows: "a library ... may in the discretion of the Commissioner (of Prisons) be placed at the disposal of all prisoners detained in such prison". (Nexus, December 1999:25). The amendment was in contradiction of rule 40 of the Standard Minimum Rules (Nexus, December 1999:25).

In 1976 the Viljoen Commission made proposals which had some impact on the evolution of the prison system. In 1977 as a direct result of its

proposals, two relatively indeterminate sentences, namely imprisonment for corrective training and imprisonment for the prevention of crime were abolished (Van Zyl Smit 1984:159).

In 1984, the Judicial Commission of Inquiry into the structure and functioning of the courts reported that the incarceration of prisoners as a result of influx control measures, was a major cause of overcrowding in prisons and condemn these measures. At this time the practice of using convicted prisoners as a source of agricultural labour was starting to decline (Nexus, December 1999:26).

During 1988 important amendments were made to the prison regulations. By excluding all references to race, the reversal of the almost total racial segregation, which had existed in South African Prisons for more than a century, was brought about.

On 2 February 1990, President F W de Klerk delivered his famous speech which led to political organisations being unbanned and political prisoners being released. Amendments to the Prisoners Act in 1990 dealt directly with the abolition of apartheid. The requirements that "white" and "non white" prisoners had to be housed separately was removed (Nexus, December 1999:26).

Late in 1990 the government announced that it planned to introduce major changes to the way in which the prison system was being administered. The prison was separated from the Department of Justice and renamed from the Department of Correctional Services.

In 1991, the 1959 Prison Act underwent a far-reaching revision. The title of the Commissioner and the short title of the Act were changed to the Commissioner of Correctional Services and the Correctional Services Act of 1959 respectively (Nexus, July 1999:12).

Again in 1991 the separate training of members of the different race groups was abolished and all personnel have been trained together at the two colleges at Kroonstad and Zonderwater since then (Nexus, July 1999:26).

2.4.3.1.5 THE DEMOCRATIC SOUTH AFRICA

On 27 April 1994, the most significant event in the history of South Africa took place. A new democracy was born with the introduction of the (Interim) Constitution of South Africa, Act 200 of 1993 and the First election of a democratic Government for the Republic of South Africa.

The constitution also effected the incorporation of the previous TBVC States into the new Republic and the rationalization of all prison laws into

one common legislation (Nexus, July 1999:12).

On 1 April 1996 another important development in the history of the Department of Correctional Services took place when the Department demilitarized. This development was in line with the Landsdown Commissioner's recommendation already made in 1945.

On 21 October 1994, the White Paper on the policy of the Department of Correctional Services in the new South Africa recognized that the legislative Framework should provide the Foundation for a Correctional system appropriate to a constitutional state, based upon the principles of equality and freedom (Nexus, December 1999:24).

A milestone in the history of the Department, was the promulgation of the Correctional Service Act, Act 111 of 1998. This piece of legislation represented a total departure from the 1959 Act and embarked on a modern, internationally acceptable prison system, designed within the framework of 1996 Constitution (Nexus, December 1999:25).

2.4.3.1.6 PRISON ADULT EDUCATION

The Correctional Services Act, 1959 (Act 8 of 1959) was amended and eventually redrafted into the new Correctional Services Act, 1998 (Act 111

of 1998) resulting in an Act that is not only aligned with the Constitution of the country, but one that is also comparable with the best in the world (Nexus, July 1999:12).

The desperate TBVC states and self governing territories' departments of corrections were smoothly integrated into a single unified national Department of Correctional Service (Nexus, July 1999:12).

Based on the need to move away from a punitive to a more humane and rehabilitative approach to corrections, the Department demilitarised on 1 April 1996, ushering in a new organisational culture that is human rights focus (Nexus, July 1991:12).

2.4.3.1.7 STAFF TRAINING IN THE POST APARTHEID ERA

An integrated human resources development policy, consistent with the requirements of both the South African Qualifications Authority (SAQA) and the National Qualification Authority.

A personnel training project aimed at retraining more than 30 000 members of the Department, was also launched. The objective of retraining is to reorientate personnel by equipping them with skills required to deal with the fast changing situation within and outside the Department.

A human rights training project, which is to be attended by both inmates and members, was launched as a joint effort between the Department and non-governmental organisations (Nexus, December 1999).

A basic training course, which is compulsory for all new recruits, was revised and restructured to give it a human rights focus. An accelerated training programme for disadvantaged groups who were never given the opportunity to work as managers was instituted (Nexus, December 1999).

After extensive consultations both internally and externally, the department accepted improved service level standards as part of the Batho Pele campaign (People First).

2.4.3.1.8 PRISON ADULT EDUCATIONAL PROGRAMMES IN THE POST- DEMOCRATIC SOUTH AFRICA

A number of educational programmes were implemented to counter the high level of illiteracy among prisoners. The Adult Basic Education and Training (ABET) programme is presented at four different levels, ranging from literacy level to grade 9. Multi-media computer based training centres were established where prisoners are trained in basic computer skills. The quality of life of inmates was also improved by providing training and

sporting equipment (Nexus, December 1999).

For the purpose of this exposition, one Correctional Services in South Africa will be discussed in its perspectives, that is Helderstroom Prison. In this case, programmes offered, its funding and staffing will be discussed.

2.4.3.2 SOUTH AFRICA - HELDERSTROOM PRISON

According to Van Zyl Smit (1991:73) the Helderstroom prison complex is one of the sixteen prison farms in the South African prison system. It was established in 1971 and is situated on 1.000 hectares of prime agricultural land, about 120 km from Cape Town. According to Van Zyl Smit, the prison farm is relatively isolated, at the end of a 5 km stretch of unsurfaced road and about 30 km from the two nearest towns of Caledon and Villiersdorp.



2.4.3.2.1 PROGRAMMES OFFERED AT HELDERSTROOM PRISON

From the perspective of rehabilitative 'treatment' and 'training' which together form an important part of the statutory functions of the Prisons Service, Van Zyl Smit (1991:78) raised doubts about the efficacy of farm labour. He further states that most of the prisoners perform the most menial tasks and only few are involved in activities such as sheep-shearing, which requires more than a modicum of skill.

Van Zyl Smit (1991:78) argues that questions can be asked about the whole agricultural thrust of the prison. He further argues that the majority of the prisoners were from the greater Cape Town urban area and were unlikely ever to find employment in agriculture.

He further states that some schooling is offered during the day and prisoners who wish to participate in literacy programmes are allocated to one communal cell so that they could study in the evenings.

2.4.3.2.2 FUNDING FOR THE PROGRAMMES

Van Zyl Smit (1991:85) argues that the more fundamental problem in the Helderstroom prison is limited resources. He argues that if current high proportion of the steadily growing South African population continues to be imprisoned, no future South African government will be able to provide the facilities necessary for the rehabilitative training of prisoners (Van Zyl Smit, 1991:85).

2.4.3.2.3 STAFFING

Van Zyl Smit (1991:83) maintains that the attitude of staff - a conception that prisoners are very different creatures, and the interpersonal relationship skill reflect the apartheid structure of a small South African town. He

further states that overcrowding simply overwhelm any serious efforts at the rehabilitation of prisoners.

According to Van Zyl Smit (1991:85) the prison officers are reduced to mere turnkeys, concentrating on containing rather than training prisoners. He suggests that changes in the wider South African policy leading to the full abolition of segregation may result in such a shift in attitude (Van Zyl Smit, 1991:85).

2.5 CONCLUSION

This chapter began with the definitions of the key concepts, funding and staffing, and the state of prisons was examined. Literature consulted from various developed and developing countries indicates that in most countries adult education and training had and still is experiencing constraints. These are mainly the high number of prisoners in comparison to available resources, inadequate finance, understaffing and untrained personnel who are grounded to prison adult education and training tutoring.

In short, although the prison environments in which treatment is given may be more desirable than in the past, prisons are still a long way from being likely places for individuals to experience growth and positive changes in their lives.

The next chapter addresses a method used to collect data.

CHAPTER 3

3. EMPIRICAL RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This study can be described as a small survey whose major purpose is to investigate funding and staffing as challenges facing prison adult education and training centre in the Mmabatho, Klerksdorp and Potchefstroom.

The choice of data gathering methods for the researcher working from a qualitative perspective can be categorized into questionnaires, observations and interviews. Each type of method receives attention in this chapter.

This will be followed by measures employed to collect data on funding and staffing as challenges facing prison adult education and training centres. Lastly, data collected from the empirical investigation was analysed.

3.2 INSTRUMENTATION

The most important data collection methods available to the qualitative researcher are: observation, questionnaires and interviews (De Vos 1998:27). Discussing these various methods and their advantages and disadvantages enables the researcher to make a selection of the data collection method which will best suit her needs.

3.2.1 OBSERVATION

According to Cohen and Manion (1985:291) there are two principal types of observation: participant observation and non-participant observation. In the former, the observer engages in the very activities he set out to observe. Often his cover is so complete that as far as the other participants are concerned, he is simply one of the group. A non participant observer on the other hand, stands aloof from the group activities he is investigating, and eschews group membership (Cohen and Manion (1985:291). Below is a brief review of the most important advantages and disadvantages of observation.

3.2.1.1 ADVANTAGES OF OBSERVATION

- Ackroyd and Hughes (1981:113) contend that one of the major justifications of participation observation is that it enables the researcher to study a group in its natural setting ... for far longer and in more depth than is possible with any other research strategy.
- The behaviour which is to be studied is recorded first hand as compared to interviews and questionnaires in which information is presented as second hand. By observing the actual behaviour of individuals in their natural settings, one may gain a much deeper and richer understanding of such behaviour (Fraenkel 1993:393).

- Participant observers have the advantage that they can ask, often casually and without it being regarded as uncalled for, questions on observed activities that are not clearly understood (De Vos 1998:292).

3.2.1.2 DISADVANTAGES OF OBSERVATION

- As Chadwick et al (1984:213) point out that although one may feel that one can suspend one's personal values in the service of science, participating in groups engaging in criminal activity may leave one liable to prosecution.
- Participant observation is very laborious and time consuming, involving the researcher full time for at least a matter of months and sometimes years. (McNeil 1985:72).
- According to Cohen and Manion (1985:291) the accounts that typically emerge from participant observation are often described as subjective, biased, impressionistic, idiosyncratic and lacking the precise quantifiable measures that are the hallmark of survey research and experimentation.
- Because observation sessions last relatively long, boredom sets in when nothing new has happened (De Vos 1998:293).

3.2.2 QUESTIONNAIRE

The new dictionary of social work (1995:51) defines a questionnaire as a set of questions on a form which is completed by the respondent in respect of a research project. Different types of questionnaires can be identified of which an overview is presented below.

3.2.2.1 TYPES OF QUESTIONNAIRE

3.2.2.1.1 MAILED QUESTIONNAIRE

According to Grinnel and Williams (1990:216-217) a mailed questionnaire is a questionnaire which is sent off by mail in the hope that the respondent will complete and return it. The mail questionnaire has both advantages and disadvantages.

3.2.2.1.1.1 ADVANTAGES OF MAILED QUESTIONNAIRES

- Questionnaires can be sent to all respondents simultaneously and most of the replies will be returned within a week or so. Questionnaires administered by mail do not require large expenditures for travel (Bailey 1982:156-57).
- In addition, according to Snyman (1984:83) the respondent enjoys a high degree of freedom in completing the questionnaire and information can be obtained from a large number of respondents within a brief period of time.

- According to Bailey (1982:157) there is no opportunity for the respondents to be biased in any way. De Vos (1998:153) added that in mailed questionnaires the same stimuli are offered to all respondents and that possible contaminatory influence of a fieldworker is eliminated.

3.2.2.1.1.2 DISADVANTAGES OF A MAILED QUESTIONNAIRE

- According to Mclaughlin and Marascuilio (1990:93) the questionnaire is appropriate only for those who possess considerable formal education. De Vos (1998:153) contents that application of the mailed questionnaire is limited to literates and thus excludes many persons from investigations using this data gathering method.
- With no interviewer present, there can be no variation of the question asked and no probing for a more specific answer if the respondent's reply is too vague or general to be useful.
- With no interviewer or facilitator present to supervise the completing of the mailed questionnaire, the respondents may leave certain questions unanswered. According to De Vos (1998:153) the non-response rate may be very high especially with regard to long questionnaires and unclear and open questions.

- Bailey (1982:157) argued that whereas some of the questionnaires that failed to reach the respondents are returned to the researcher, many fall into the hands of the new tenants or neighbours who are likely to throw them away. De Vos (1998:153) added that there is also no control which can determine that the right person in the household completes the questionnaire.

3.2.2.1.2 QUESTIONNAIRES DELIVERED BY HAND

Sometimes researchers deliver questionnaires by hand so that respondents can complete them in their own time, and then collect them later (De Vos 1998:155).

3.2.2.1.2.1 ADVANTAGES OF QUESTIONNAIRE DELIVERED BY HAND

The reasons for employing the questionnaires can be summarized as follows (De Vos 1998:155):

- By handling questionnaire in this way, much time is normally saved.
- Response rates are raised because of the personal contact on the one hand, and that the fieldworker merely distributes the questionnaire and does not bother the respondents at an inconvenient time.
- Respondents who are seldom at home and thus difficult to reach may also be involved in this way.

- If respondents experience some difficulties with the questionnaires, they can clarify the matter with the fieldworker on his return (De Vos 1998:155).

3.2.2.1.2.2 DISADVANTAGES OF HAND DELIVERED QUESTIONNAIRE

According to De Vos (1998:155) the hand-delivered questionnaire also has limitations:

- A smaller geographical area can be covered per occasion, because fieldworkers have to return to collect the completed questionnaires.
- Sometimes the fieldworker can find that the respondents simply lost the questionnaire or did not complete it. This implies that the fieldworker must distribute a second questionnaire or complete it directly or personally in the presence of the respondent (De Vos 1998:155).



3.2.3 INTERVIEWS

According to Ackroyds and Hughes, (1992:100) interviews are encounters between a researcher and a respondent in which an individual is asked a series of questions relevant to the subject of the research. Legotlo (1994:76) maintained that the interview context allows the researcher to

secure sufficient and appropriate information from the interviewee or respondent.

Interview in this sense ranges from the formal interview (structured) in which set questions are asked and the answers recorded on a standardized schedule, through less formal (semi-structured) in which the interviewer is free to modify the sequence or add to them, to the completely informal interview (unstructured) where the interviewer may have a number of key issues which he raises in conventional style than having a set questionnaire (Baker 1991:163; Welman and Kruger 1999:166). At this point each of interview will be discussed on its perspective.

3.2.3.1 STRUCTURED INTERVIEW

According to Welman and Kruger (1999:166) in a structured interview, the interviewer puts a collection of questions from a previously compiled questionnaire, known as an interview schedule, to a respondent face to face and records the latter's responses. The interviewer is restricted to the questions, their wording and their order as they appear on the schedule with relatively little freedom to deviate from it (Welman and Kruger 1999:166).

3.2.3.1.1 ADVANTAGES OF STRUCTURED INTERVIEW

- According to Catanzaro (1988:305) when administered as an interview, a structured interview does not require a high level of skill in the interviewing process. The interviewer is restricted to the questions, their wording and their order as they appear on the schedule with relatively little freedom to deviate from it (Welman and Kruger 1999:166).
- The information that is generated is relatively easy to process and analyse (Catanzaro 1988:305).
- According to Nieswadomy (1993:225) structured interview tries to remain very objective during the interview and avoids unnecessary interaction with respondents.
- Welman and Kruger (1999:166) argue that structured interviews are most appropriate when straight forward factual information is desired.

3.2.3.1.2 DISADVANTAGES OF STRUCTURED INTERVIEW

- A limitation of structured interview is that relating the questions to the particular individual and circumstances is not possible. This may make the respondent feel as if schedule/structured interviews were unnatural and lacked specific relevance to the situation (Catanzaro 1988:305).

- Catanzaro further states that the respondent may want to tell the investigator his or her study and may be annoyed at the fixed sequence of questions, which does not always follow what the respondent has just said (Catanzaro 1988:305).
- In a structured interview, relatively little information is gained about the interviewee's world (De Vos 1998:167).

3.2.3.2 SEMI STRUCTURED INTERVIEW

Between the completely structured interview, on the one hand, and the completely unstructured interview on the other hand, various degrees of structuredness are possible. Interviews between these two extremes are usually called semi-structured (Welman and Kruger, 1999:167). This means that both close ended and open-ended questions are included in a semi-structured interview.

3.2.3.2.1 ADVANTAGES OF SEMI-STRUCTURED INTERVIEW

- Semi-structured interview offers a versatile way of collecting data. For instance, it can be used with all age groups (for example, with young workers participating in ABET who are still unable to read, as well as with elderly people with poor eyesight (Welman and Kruger 1999:167).

3.2.3.2.2 DISADVANTAGES OF SEMI-STRUCTURED INTERVIEW

- It has advantages and disadvantages of both structured and unstructured interviews.
- Unlike completely structured interviews, semi-structured interviews allow the interviewer to use probes with a view to clearing up vague responses, or to ask for elaboration of incomplete answers. Such probes may vary from 'Why?' to 'Could you elaborate on this?' (Welman and Kruger 1999:168).

3.2.3.3 UNSTRUCTURED/INFORMAL INTEVIEW

- Denzin (1976:6) states that the aim of structured interviewing is to actively enter the worlds of people and to render those worlds understandable from the standpoint of a theory that is grounded in behaviours, languages, definitions, attitudes and feeling of those studied. Unstructured interviews are flexible, few restrictions are placed on respondent answers. If pre-planned questions are asked, the queries, vocabulary and order are altered to suit the situation and subject (Deobold and Van Dalen (1979:160).
- Fraenkel (1993:385) argues that informal interviews are much less formal than structured or semi-structured interviews. According to Fraenkel informal interviews tend to resemble casual conversation, pursuing the interest of both the researcher and the respondent in return.

- Unstructured interview is usually used in explorative research to identify important variables in a particular area, to formulate penetrating questions on them, and to generate hypothesis for further investigation (Welman and Kruger 1999:167).

3.2.3.3.1 ADVANTAGES OF UNSTRUCTURED INTERVIEW

- Ackroyds and Hughes (1992:104) maintain that the unstructured interview is particularly useful where long and detailed responses are required to understand the matters the respondent is reporting on.
- Unlike structured interviews, the unstructured interviews allow the interviewer to use probes with a view to clearing up vague responses or to ask for elaboration of incomplete answers (Welman and Kruger 1999:167).
- The primary intent of an informal interview is to find out what people think and how the views of one individual are compared with those of another. Therefore, the unstructured interview best enables an interviewer to obtain an inside view of the social phenomenon as well as to explore other avenues of research emerging from the interview (De Vos 1998:300).
- In unstructured interview, socially and personally sensitive topics could be more openly discussed (De Vos 1998:300).

- Lastly, in an unstructured interview, the interviewer thus focuses on the participant's first hand experience of their lifeworld rather than on their interpretation or speculative explanations.
- As in participant observation, frankness and honesty are required from the interviewer to build up a position of trust with the prospective participant (Welman and Kruger 1999:167).

3.2.3.3.2 DISADVANTAGES OF UNSTRUCTURED INTEVIEW

- Paton (1980:199) argues that in unstructured interview questions change over time, each interview builds on the other, expanding information that was picked up previously, moving in new directions and seeking elucidation and elaboration from various participants in their own terms.
- According to Catanzaro (1988:306) the lack of systematic format for questioning, however, may make it difficult for the interviewer to keep track of the topic covered.
- The data generated by each respondent in an unstructured interview will be different which makes comparable data unlikely (Catanzaro 1988:306).
- In addition, Ackroyds and Hughes (1992:104) maintain that unstructured interview is extremely costly in time and money



since such interviewing can easily take two hours or more and the data produced are too easy to code and analyze.

3.3. DATA COLLECTION

In this study, data was collected personally by the researcher who conducted the necessary interviews. The data collected in this study reveals respondent's views about funding and staffing as challenges facing prison adult education centres. It is worth noting that the Rooigrond, Potchefstroom and Klerksdorp prisons fall under the same administration which is based in Mafikeng which is the capital city of North West Province.

Since the information required for this research is to come from prisons and the South African Prisons are very sensitive to release information, or allow any contact with the inmates, unstructured interviews were employed as the main instrument of research because of their various advantages.

In this case, the researcher obtained former inmates of Rooigrond, Potchefstroom and Klerksdorp district with whom to conduct unstructured interviews by means of purposive sampling. According to Singleton et al (1988:153) in purposive sampling, the researcher handpicks the cases to be included in his sample on the basis of his judgement of their typicality. In this case, the researcher builds up a sample that is satisfactory to his specific needs.

Preference were given to key informants who on account of their experience as ex-prisoners have more information and are better able to articulate information. In this case, two ex-prisoners from each district were picked up. Those from Mmabatho were given letter P and the first one was referred to as Pat and the second, Pex. Ex-prisoners from Klerksdorp were given a letter Z, the first one was called Zak and the second one Zip. Lastly, Potchefstroom ex-prisoners were given letter T and the first one was referred to as Tia and the second one Teb.

Although data gathered in this research project was gathered from the former inmates, the most important source from the perspective of this chapter was the unstructured interviews with the North-West Provincial Head Educationist (PHE), Adult Basic Education and Training (ABET) specialist in the Mafikeng District and the Deputy Principal Educationist at Rooigrond Prison.

The following therefore portrays the discussion of the milieu of prison with regard to their educational setup.

3.3.1 EDUCATIONAL PROGRAMMES IN THE NORTH-WEST PRISONS

To assess funding and staffing as challenges facing prison adult education and training centres, this research addresses educational programmes

offered at different centres. When asked about programmes at the North West prisons, the deputy principal educationist at Rooigrond prison responded that educational programmes in prisons subsume the formal education, non-formal education and training programmes.

3.3.1.1 FORMAL EDUCATION PROGRAMMES

According to the deputy principal educationist at Rooigrond, the formal education programmes cover the entire spectrum of academic training. The following programmes are available:

3.3.1.1.1 ADULT BASIC EDUCATION AND TRAINING (ABET) PROGRAMME

In South African standards according to Republic of South Africa (RSA) educational system, level 1 to 4 is equivalent to grade 1 to grade 9. This course is aimed to all illiterate inmates. According to ABET specialist in the Mafikeng district, ABET goes beyond reading and writing skills, it includes communication skills, numeracy training and understanding of world in which we live as well as practical skills.

An educationist at Rooigrond prison commented that overcrowding at Rooigrond prison cripple the ABET programmes. According to their records, out of 487 168 prisoners are illiterate. In this case, overcrowded institution means insufficient programmes for inmates who want them and inhumane setting for educational treatment.

3.3.1.1.2 MAINSTREAM EDUCATIONAL PROGRAMMES (GRADE 10_TO 12)

According to Rooigrond deputy principal educationist, these programmes are continuation of the ABET programme and are offered in co-operation with national and provincial departments of education in South Africa.

Zak admitted that he associated education with failure. He thought that, that might have been compounded by the inability of school to interest them or push them out whenever they failed or caused disruptions. Zip added that mainstream education programmes continue the same type of programme in which the prisoner has already experienced failure on the outside. He recalled that little education was taking place in prison, (other inmates were dozing in

class, inmates talking with each other and bored and ineffectual tutors or educationists)

3.3.1.1.3 TERTIARY EDUCATION

The provincial Head Educationist maintained that tertiary courses are offered through a medium of correspondence, for example, the University of South Africa (UNISA), Technikon South Africa and Damelin. He added that the role of educationists in this case is to provide administrative support and study guidance to the inmates.

Tia and Tab agreed that tertiary courses are the most meaningful programmes because some of them had been able to earn their bachelor's degree.

3.3.1.2 NON FORMAL EDUCATIONAL PROGRAMMES

The Deputy Principal educationist at Rooigrond prison indicated that the non-formal education includes the recreational programmes, library educational programmes as well as life skills programmes.

3.3.1.2.1 RECREATION EDUCATIONAL PROGRAMMES

When asked what the aim of the recreation educational programmes are, the Deputy Principal educationist at Rooigrond commented that the organised recreation educational programme provides a safety valve for excess energy and it also promotes physical health. He further added that the aim is to equip the learner with important techniques to master the rules of various sports and games as well as to train learners as coaches for various sports and games.

In his response to what recreation educational programmes entails, the deputy principal educationist at Rooigrond mentioned that they entail the training and coaching of inmates in a variety of sports and games, such as soccer, volleyball and crafts. He added that opportunities are provided for cultural activities such as choirs, traditional dance groups, music and drama groups.

The Deputy Principal Educationist at Rooigrond admitted that regardless of the rosy goals of recreation education programmes, there are no recreational programmes at Rooigrond prison due to lack of space (venues) and overcrowding.

Tab noted that recreational programmes are not always the best. He mentioned that convicts have a tendency of perceiving the yard as

one of the best places to make a hit on an enemy and inmates (new comers) seeking to avoid the gym because it is controlled by their enemies (bossy prisoners).

3.3.1.2.2 LIBRARY EDUCATIONAL PROGRAMMES

When asked about the role of the library educational programme, the deputy principal educationist at Rooigrond prison indicated that the objective of this programme is to teach prisoners the value and use of a library. He added that the library plays a supplementary role with regard to the educational programmes and provides reading matter for leisure time, and it also serves as a link with the outside world. He further mentioned that libraries are established and maintained in co-operation with the Provincial Administration, but are administered internally by the Department of Correctional Services.

He added that all larger prisons, like Rooigrond are supposed to have well stocked libraries containing books, fiction and non-fiction, reference books and technical journals. He however mentioned that Rooigrond prison library is stocked with outdated and inadequate textbooks.

3.3.1.2.3 LIFE SKILLS PROGRAMME

According to the Deputy Principal educationist, the aim of life skills programme is to equip prisoners with specific social competencies and it focuses on re-educating the prisoners with regard to the norms and socially acceptable behaviour patterns of society. He added that life skills programmes deal directly with the cultivation of social skills and attitudes which are necessary for effective adjustment to everyday life in the community.

The deputy principal educationist at Rooigrond added that skill programmes consist of a variety of modules such as family affairs, economic aspects, hygiene, communication skills and job skills. He mentioned that these programmes are presented in conjunction with social worker and psychologist by means of lectures, group discussions and individual interviews and conclude guidance programmes and community re-integration.

3.3.1.3 TRAINING PROGRAMMES

According to the deputy principal educationist at Rooigrond, the purpose of the training programme is to develop the market related labour potential for



prisoners who do not have the necessary levels of training to be productively utilised either during incarceration or equip the prisoner to lead an honourable self-supporting and decent life after release from prison.

He further stated that after their admission to a prison, prisoners are interviewed by the institutional committee that decides what training they should undergo. According to him, training opportunities include: formal vocational training, basic occupational training and business skills training.

He commented that training programmes include building training, workshop training, career-directed training and computer based training.

3.3.1.3.1 BUILDING TRAINING

According to the Rooigrond educationist, building training is offered at building training centres accredited by the Building Industry Training Board in various field such as bricklaying, plastering, plumbing, tiling and joinery.

He further stated that accredited training is offered according to the standard of the Furniture Industry and Training Board and the Metal Engineering Industry and Training Board. He concluded that trade test

in building training can either be conducted by the Central Organisation of Trade Tests or Industry Training Board.

Zak and Zip commented that because of overcrowded prisons, the work to be done is often spread so thin that it no longer works. They further stated that in industrial employment programmes, inmates are often idle or dawdling or working in situation that really require fewer workers. Still on that note, Pex stated that every year the Department of Labour trains and funds inmates for a period of two to three weeks. He complained that the training is too short for the completion of apprenticeship.

3.3.1.3.2 CAREER-DIRECTED SKILLS TRAINING

The Deputy Principal educationist at Rooigrond stated that Career-Directed Skills Training is aimed at equipping prisoners with basic skills in sixty one (61) fields, for example, welding, fencing, bricklaying, woodwork and leatherwork.

Since Rooigrond is a farm prison, the deputy principal educationist at Rooigrond added that agricultural training is provided in three main fields, namely: livestock, crop and mechanised farming. He further

stated that artisan status cannot be obtained but specialised training is provided and certificates are issued in co-operation with the recognised external institutions.

The deputy principal educationist at Rooigrond stated that prisoners equipped with technical skills are also equipped with entrepreneurial skills to enable them to establish and manage their own businesses. He added that prisoners who have not been trained in technical skills are also given the opportunity to undergo this training.

3.3.1.3.3 COMPUTER BASED TRAINING

When asked whether computer-based training is offered at their prisons, the deputy principal educationist at Rooigrond stated that it is provided in basic computer skills at various training centres except Rooigrond, Klerksdorp and Potchefstroom. He added that the aim is to implement strategically placed multi-media learning systems nationally in order to assist prisoners with their studies.

3.3.2 THE EXAMINABILITY OF THE PROGRAMMES

The ABET specialist at Mafikeng district stated that the programmes are governed by the directives applicable to education and training in the

external environment and meet the standards set by the South African Qualification Authority (SAQA) and the National Qualification Framework (NQF) and are in accordance with international policy guidelines.

He further commented that examinations (internal and external) are conducted at prisons and all external examinations are set and moderated by the educational institution concerned.

3.3.3 DURATION OF THESE COURSES

The deputy principal educationist stated that immediately after their admission of a prison, prisoners are interviewed by the institutional committee that decides what training prisoners should undergo. He added that participation in these programmes depends mainly on the length of sentence, interests, aptitude, abilities, previous experience and especially on the availability of the facilities.

Concerning prisoners who are released before they finish their courses, the educationist added that, after their minimum period of detention, prisoners can be trained under the Department of Labour's Scheme for Unemployment Persons. According to the Rooigrond educationist, the said Department reserves funds for this purpose on an annual basis.

3.3.4 FUNDING OF THE PROGRAMMES

Although considerable progress has been made with the training and education of prisoner, the Provincial Head Educationist commented that there are still many additional needs with regard to manpower, infrastructure, equipment, teaching and training material which had not yet been met.

The Provincial Head Educationist explained that in the North-West Province, there is a great concern regarding the continual escalation of the prison population. He added that as a result of overcrowding, the Department of Correctional Services is faced with vicious cycle – the more the prisoners, the more inadequate the facilities, the greater the shortage of skilled personnel, the greater the influence of the prison subcultures, the less the chance of rehabilitation and the greater the chance of recidivism, which in turn means yet more prisoners.

Tia stated that at times the educationist or tutors have the idea of how the work might be done but lack the resources to realise it. He sees that as a source of frustration to the educationists. It was found that the impact of overcrowding in the North West prisons and the current poor conditions of Klerksdorp prison were putting tremendous pressure on the Department to make alternative arrangement for the tuition venue for

prisoners. Zip explained that their tuition took place in the corridors because there are no classrooms.

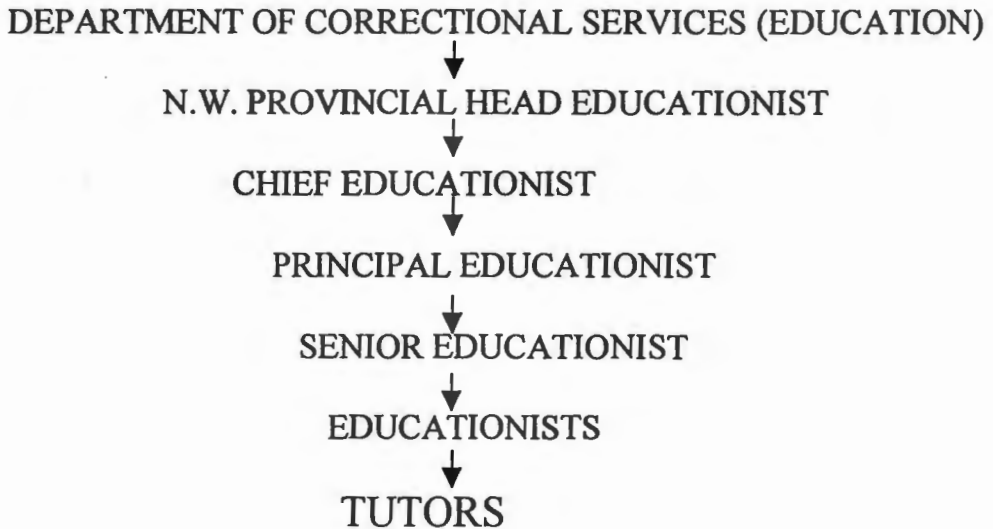
The deputy principal educationist at Rooigrond stated that there is an annual budget allocated for educational purposes within the Department of Correctional Services. He added that from Adult Basic Education and Training (ABET) to grade 12, programmes are offered free of charge to all sentenced adult prisoners. However, he concluded that any prisoner is free to register at any other acknowledged educational institution at his or her expense (distance education students) but the Department of Education conducted external examinations for the courses free of charge.

According to ABET specialist in the Mafikeng district, the training of offenders is deemed a priority by the Department of Correctional Services. He further states that the Department of Correctional Services (DCS) and the National Crime Prevention Strategy (NCPS) work together to achieve this objective. He added that the NCPS contributed R5 970 000 to promote the education and training of offenders programme whilst the Department contributed R796 000. This project consist of occupational Skills Training and Adult Basic Education and Training. An amount of R4 682 000 has been allocated for occupational training and R1 966 000 has been allocated for the Adult Basic Education and Training.

3.3.5 STAFFING

3.3.5.1 ORGANOGRAM

The deputy principal educationist at Rooigrond prison presented the organogram of the Department of Correctional Services (Education) as follows:



According to the deputy principal educationist at Rooigrond, Education and Training Programmes are presented by qualified educationists who are assisted by selected functional personnel who have received specialised training.

He added that the role of the educationists include:

- The identification of prisoners' educational and training needs as well as the presentation of non-formal educational programmes.

- Responsibility for classroom tuition, study guidance, internal preparation with a view of testing and examination, the administration of studies as well as the presentation of non-formal educational programmes, and
- Technically qualified educationists are responsible for the presentation of classical tuition in the theoretical technical subjects and they are also involved with presentation of internal skills programmes.

Teb complained that the Provincial Head Educationist is overloaded with too much administrative work in the whole province to an extent that he ends up concentrating on other prisons and neglecting others.

The deputy principal educationist explained that too few educational staff members are expected to deal with inmates in overcrowded prisons, for instance at Rooigrond prison, there are only seven (7) educationists for 487 prisoners engaged in adult education and training programme, at Klerksdorp there are only two (2) educationists as well as Potchefstroom.

The deputy principal educationist stated that, in most cases, selected prisoners may be trained as 'prisoner teachers' for preparatory courses, in this case, the required training has to be done by educationists.

3.3.5.2 TRAINING TO TUTORS

The deputy principal educationist added that when tutors are used, the educationists must subject them to an orientation course during which the method of teaching and the procedure regarding classroom education are explained before the person gets involved in classroom education. He further stated that prisoners who act as 'teachers' can receive gratuity for meritorious or worthwhile services rendered.

3.3.6 CONCLUSION

The data collected suggests that the formal education programmes cover the entire spectrum of academic training. Free education up to grade 12 is provided to all adult sentenced inmates. All other studies (correspondence courses) which are presented by external educational institutions such as UNISA and Technikon South Africa must be done in the student's own time and financed by the prisoner himself. It was also mentioned that prisoners who have completed their minimum period of detention can be trained under the Department of Labour's Scheme for Unemployed Persons. The said department reserves funds for this purpose on an annual basis.

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Lastly, the programmes being discussed in this chapter make the cage-like experience of correctional institutions more humane. They relieve some of the boredom of institutional life and bring hope to what might otherwise be a dead end or a dreary experience. It is worth noting that for those prisoners who are receptive to change, educational treatment is hampered by institutional resources.

In the next chapter, the results of the survey analysis will be reported in line with the three hypothesis outlined in the proposal.

3.4 LIMITATIONS

As the researcher was going about the survey, a number of problems cropped out along the way.

One of the most serious limitations of this study is the scarcity of the literature on funding and staffing as challenges facing prison adult education centres especially in African countries. It seems there is little research in this field, particularly in African more research was done in European countries. The bulk of the studies reviewed in this study is therefore mostly related to the provision of prison adult education and training in European countries which may not necessarily be of particular relevance to local conditions.

The interview was relatively costly and time consuming for the researcher. Given the reactive nature of the ex-prisoners, great deal of time and effort was spent to develop interviewer – ex-prisoner rapport. In this case, the attempt at soliciting co-operation were found to be difficult because respondents were afraid o talking to a stranger and concerned to protect their privacy.

CHAPTER FOUR

4. RESEARCH FINDINGS AND RESULTS

4.1 INTRODUCTION

This chapter reports on the results of the researcher's analysis of data and explains what the collected data reveals. The researcher conducted an empirical investigation on funding and staffing as challenges facing prison adult education and training centres in the Mmabatho, Klerksdorp and Potchefstroom districts. The results of the survey analysis will be reported in line with the hypothesis outlined in chapter 1.

4.2 FINDINGS TO HYPOTHESIS I

From the empirical investigation conducted it appears that financial constraints inhibit the Department of Correctional Services capacity to meet growing demands for prison education. It also emerged from the empirical investigation that Adult Basic Education and Training (ABET) and mainstream education in prisons depends entirely on the government for funding. This means that the department of Correctional Services is the principal but not the sole source of funds, the most potential source of funds is that of the prison adult learners themselves. The empirical investigation showed that the financial stinginess in the Department of Correctional Services has also led to the prison learners being expected to buy their own study material in order to learn literacy and pay the course fees at higher

levels. Some ex-prisoners indicated that the effects of placing such a financial burden on those least able to afford it in prisons have resulted in learners having no material to aid them in their efforts. They further indicated that pencils and small exercise books were not enough material with which to eradicate illiteracy. It also appeared that the difficulty of finding money to pay for education is the main cause for prison adult learners to withdraw from the learning centres.

The empirical investigation indicated that even if a correctional system oriented towards rehabilitation and reform could reduce rather than increase criminality, the Department of Correctional Services probably lacks the financial capabilities to pursue the implications of this strategy.

4.3 FINDINGS TO HYPOTHESIS 2

According to the empirical investigation, inadequate resources are a critical problem in prison education. It appeared that the prison classes were conducted with minimal or no equipment at all. The decision of not to supply illiterates with any learning material of any kind has resulted in these classes being conducted without the aid of books, counting aids, charts or pictures.

The ex-prisoners also indicated that mainstream programmes (Grade 10 to 12) do not have necessary facilities like well-stocked libraries, laboratories, maps and photocopying machines. The major sources of outside reading material were the

instructors who lent books to students. This makes the task of the tutor or educationist extremely difficult if not impossible.

The empirical research also revealed that accommodation for prison learners is not conducive for learning. Education centres do not have enough space for tuition. It emerged that overcrowding means insufficient programmes for inmates who want them and overcrowding also means inhumane setting for educational treatment. There are no quite private reading rooms or individual study carrels available, both contribute to a not conducive academic enterprise. Some ex-prisoners indicated that their tutoring took place in corridors or laundries. The ex-prisoners further indicated that offenders are much more receptive to education treatment in a humane environment than they are to treatment that breeds despair.

Tia and Tab in this study indicated that many educational programmes lack needed services and equipment. The empirical investigation showed that vocational training is not encouraging, for most part, the instructors are poorly trained, use out-of-date equipment and teach non marketable skills. It also emerged that overcrowded conditions often result in waiting lists for training programmes and the debilitating conditions of prison life discourage offenders for participating in training until it is too late for them to learn enough to make participation worthwhile.

With regard to resources, it emerged that lack of resources is the major problem in the adult prison centres. Zak indicated that if the problem of lack of resources is not taken into consideration, it will lead to poor teaching conditions which may negatively affect the learning process.

4.4. FINDINGS TO HYPOTHESIS 3

From the empirical investigation, it emerged that the adult education section of the Department of Correctional Services is woefully understaffed to cover every registered prisoners with such limited manpower. Many programmes are inadequately staffed and equipped to meet inmates' needs, especially education and vocational training. For instance, a significant percent had never been to school. This means that those learners had not only to learn literacy but also to attain the correct attitudes which accompany the formal type of education offered at these centres, namely doing homework, arriving on time, attending regularly and attempting some kind of interaction with the tutors or educationist. This coupled with understaffing and overcrowding of prisons make it hard to cover the lessons in the period allotted to them.

It emerged from the empirical investigation that the prison educationists and tutors are mostly from colleges of education or universities around South Africa. On the average they are young, competent but they found it difficult to deal with emotional problems of prison learners on the basis of classroom observation and

statements made by Pat and Pex, the calibre of the instructors was high. However, a generally low level of personal involvement by educationists with individual students was also noticed. It also emerged that teachers provided little feedback to students about their academic progress.

The empirical investigation indicated that educationist in the Mmabatho, Klerksdorp and Potchefstroom districts had no formal training in prison adult education. It emerged that this cannot lead to the competent teaching of adult prisoners by persons who have had all their formal training and all their experience in the teaching of children. The main reason why school teachers as prison educationists are regarded as unsuitable is their tendency to teach adults as they do to children.

Zak and Zip indicated that in some cases, selected prisoners are trained as prisoner teachers of the preparatory course and course 1. Prisoners who are trained in certain skills are utilised to train other prisoners. The required training has to be done by educationists. Tia considered that training is insufficient. It also emerged that the training course is too short and they have to cover too much work in too short space of time.

According to the empirical research, the distance of various prison adult education centres in the North-West Province from each other makes it impossible for them

to be properly supervised by one Provincial Head Educationist. It also emerged that the Provincial Head Educationist is overloaded with too much administrative work in the whole province to an extent that he ends up concentrating on other prisons and neglecting others.

4.5 CONCLUSION

From the above findings it is therefore clear that the principal problems facing prison adult education centres today are inadequate funding, conditions of physical facilities and inadequate personnel. Teachers are not adequately empowered or equipped to offer a meaningful lesson, they are less or not trained to teach prison adult learners.

Given the fact that prison adult education centres in the Mmabatho, Klerksdorp and Potchefstroom districts are either overutilised, and hence overcrowded, or are using only a proportion of their capacity, it is not surprising that most of the physical facilities are in crisis conditions.

This leads us therefore to the next chapter where some relevant recommendations will be made on the basis of these findings.

CHAPTER 5

5. SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the survey conducted, followed by recommendations concerning funding and staffing of prison adult education centres in the Mmabatho, Klerksdorp and Potchefstroom districts.

5.2 SUMMARY

The first chapter outlined the statement of the problem wherein the rationale of the study was presented. It further outlined hypothesis, the method used, the purpose of the study and the definition of terms which the researcher found necessary to explain. The empirical research on funding and staffing as challenges facing prison adult education and Training centres in the Mmabatho, Klerksdorp and Potchefstroom districts.

Chapter two provided a review of literature related to the topic of study. In this review, the key concepts were defined and the state of prisons was examined. Literature consulted from various developed and developing countries indicates that in most countries, prison adult education and training centres had and still is experiencing constraints. These are mainly the high number of prisoners in

comparison to available resources, inadequate finance, understaffing and untrained personnel who are grounded to prison adult education tutoring.

Chapter three of this survey explained the methodology of the empirical research. The method of data collection was presented. Literature was also consulted to obtain a better understanding of the advantages and disadvantages of the method used in this research. It also presented and analyzed the data collected to determine funding and staffing as challenges facing prison adult education and training centres in the Mmabatho, Klerksdorp and Potchefstroom districts.

Chapter four provided reflections on the major findings of this research.

5.3 RECOMMENDATION

5.3.1 FUNDING

Due to the financial constraints that the Department of Correctional Services is faced with at the moment, the prison education and training in South Africa will have to undergo a complete metamorphosis. This reform will be expensive and will pressurise an already over-burdened state budget. Given the limited capacity of the government to increase spending on education and training, the redress of inequalities and restoration of efficiency in prison education must largely come from redistribution within the education budget. This means that the government should finance

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prison education and training directly through on-budget departmental outlays on provisions and personnel for educational programmes.

In order to address the needs of learners from disadvantaged families who want to enrol in tertiary education, government should subsidize inmates through bursaries, grants, low interest loans or loan guarantees for approved programmes with or without work obligation.

The government should insist on efficient management of prison education encourage them to come up with their own imaginative fund-raising and investment efforts for basic main finance.

The financing and management of prison education and training should involve a complex mixture of reorganization of opportunities for pursuit of excellence, specialized competencies and associated privileges, and redistribution of cost and benefits of these opportunities.

In order to address work related needs of the prison learners, curriculum changes in the prison formal education and training should be implemented in terms of the economic and manpower needs of the country.

5.4 STAFFING

The department of Correctional Services must see to it that trained personnel from the top to the tutors are appointed, who are grounded to prison adult education and training policies. This personnel will see to the development of the field and the establishment of guidelines for professional preparation and career structure within the field. The training package will determine knowledge, skills or competencies a person needs to prepare for a career as a prison adult educator. The trained personnel will have a common identity and they will make a measurable difference in the practice of prison adult education.

On the job training is the most common type of training programme found in any organization. However, most on the job training programmes are not structured, have few controls and have no learning goals or objectives. Too often a new employee learns informally from those with whom he or she works, hence the new employee learns the errors as well as what is desirable.

To be effective, an on-the-job programme must be structured under the direction of training specialist and oriented towards specific learning goals to familiarize the new employee with the big picture of his or her interfaces with the total organization. Most important, on-the-job training requires that a new employee be placed under a competent work supervisor who models the type

of behaviour and attitudes which are consistent with the learning objectives of training programmes.

In-service training programme may include an on-the-job training component, but it should be a structured planned programme of training which combines classroom instruction and simulation training exercises. The in-service training should be regular, meeting from three to ten hours per week and oriented toward specific organizational topics, such as policy, procedures, use of equipment and so on.

A comprehensive in-service training programme must address the learning needs of different levels of the correctional organization. Instructional staff must be qualified, experienced and academically trained to instruct a given topic, instructors should be persons from both within and outside the prison the prison structure, and there should be a university specialists, if available. Lesson plans should be formalised and stated in writing, and training files should be maintained for future use.

To insure that in-service training will produce the desired results, the prison education centres should designate at least one full-time employee as training co-ordinator. This task should not be assigned as an additional duty to an already overburdened employee. In addition, the organization should purchase

adequate equipment and training supplies. An ineffective and unsupported programme is worse than non at all.

Bachelor and graduate degrees proportionately benefit the individual more than the prison education centres, at least in regard to the content of what is learnt. Training programmes for prison adult educators in the universities should give a psychology of prison education and learning and research methods in that field. This will enable an educator or educationist to know the methods and techniques of instruction, the subject matter and the skills of helping prison adults learn. Such an educator will be confident to teach prisoners and will not doubt the security of his job.

5.5 CONCLUSION

In this chapter some recommendations have been given with regard to funding and staffing as challenges facing prison adult education and training centres in the Mmabatho, Klerksdorp and Potchefstroom districts.

Despite the high value placed upon education, the impact of programme designed to produce education and training achievement has not been comprehensively assessed. What is clear is that there is tremendous amount of work that needs to be done in prison adult education. The debilitating environments in which education and training programmes take place reduce the quality of services most

educationists or tutors deliver to offenders. For literacy to be effective and lasting it must be sustained by an infrastructure that provides them with abundant reading matter.

In summing up, overcrowding in prison poses a serious threat to the development and transformation of prisons. The department of Correctional Services has to put measures in place to combat it.

ABBREVIATIONS

ABET	Adult Basic Education and Training
DET	Department of education and Training
DCS	Department of Correctional Services
NGOs	Non Governmental Organisations
NQF	National Qualifications Authority
SAQA	South African Qualifications Authority
PHE	Provincial Head Educationist
BIBT	Building Industry Training Board
NCPS	National Crime Prevention Strategy

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