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## DECLARATION OF ORIGINALITY

Student number: 49025198

I, the undersigned, declare that this thesis entitled “**Assessing the practices of prison education in selected prisons of Amhara National Regional State, Ethiopia**” is my original work and has not been presented for a degree in any other University, and that all the sources and materials used for the thesis have been duly acknowledged by means of complete references.

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SIGNATURE  
GG KABETA

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DATE

## **DEDICATION**

**This thesis is dedicated to**

**my husband Haftu Hindeya Gebremeskel**

*for his love, continuous encouragement, and emotional support. His belief in my strength helped me to be even stronger and be full of confidence. I shall remain indebted to him for having trust in me and my work.*

**my kids Ana and Haben**

*for their exceptional patience and love which made me stronger. Whenever I see them after long day work, I refresh and become full of energy, and I tell myself that I have to be stronger to be their role model. I have taken the time I was supposed to play with them. I thank them for giving me their time while I was working on my thesis.*

**my dear mother Dado Kaba**

*who is my life teacher and a hard worker. I thank her for teaching me hard work since young age and praying to God to make my life a success.*



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## ABBREVIATIONS

ACHPR	African Commission on Human and Peoples' Rights
ANRS	Amhara National Regional State
CESCR	Covenant on Economic, Social and Cultural Rights
CONFINTEA	International Conference on Adult Education
CILC	Centre for International Legal Cooperation
CTIA	Community Teacher Inmate association
EFA	Education For All
EHRC	Ethiopian Human Right Commission
ESDP	Education Sector Development Programme
FAL	Functional Adult Literacy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GT	Grounded Theory
ICBM	Inmate Correction and Behaviour Modification
ILO	International Labour Organisation
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finances and Economic Development
OAU	Organization for African Union
UIE	UNESCO Institute for Education
UIL	UNESCO Institute for Lifelong Learning
UN	United Nations
UNCPCTO	United Nations Congress on the Prevention of Crime and Treatment of Offenders
UNESC	United Nations Economic and Social Council
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGA	United Nations General Assembly
UNODC	United Nations Office on Drug and Crime

## **ABSTRACT**

Initiated by the lack of research in the area and curiosity of the researcher about practices, this study was intended to investigate the practices of prison education in selected prisons of ANRS, Ethiopia. The study was guided by constructivist paradigm. It also followed qualitative approach and employed constructivist grounded theory as a strategy. The study involved 30 participants selected through purposive sampling techniques from two prison institutions. Data were mainly collected through one-to-one interview. Focus group discussion and observation were also used to triangulate data obtained through one-to-one interview. Based on the nature of the strategy employed, constant comparative data analysis was followed to analyse data. In relation to international trends in providing correctional education in terms of objectives, curricular directions, activities and delivery mechanisms, the findings from the literature review showed that the objectives range from enabling inmates read and write to providing them the chance for lifelong learning. Inmates are also provided with various contents based on their needs which are geared towards their overall development. While learning, inmates engage in different activities which mean that the methods of teaching used during teaching learning are active. The study also revealed that prison education evolved in Ethiopia, with the issuance of criminal law. While the objectives of the provision of prison education in Ethiopia were found to be personal and social development, and avoiding boredom on the part of inmates, the programmes and contents provided were not diversified enough to accommodate the needs of all inmates. In addition, it was learnt that inmates have not been actively involved in the teaching learning as the teaching methods mostly used were teacher-centred. The findings also showed that facilitators and administrators came to work in the correctional institutions intentionally and got benefits out of working in the institutions as opposed to teachers who joined unintentionally and were frustrated working there. Various challenges affecting the provision of education in prisons were also identified. The finding generally showed that education provision in the sample correctional institutions was of low relevance and quality compared to what international literatures show.

**Keywords:** Prison education, Prison institutions, Education, Practice, Objectives, Programmes, Methods, Relevance, Inmates, Quality.

## **CHAPTER 1: ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND OF THE STUDY**

Recent literature at local as well as international levels shows that education is a human right and everyone should have access to it. In this regard, Friboulet, Niameogo, Liechti and Meyer-Bisch (2006:10) affirmed that “the right of education has long been proclaimed as a fundamental human right”. This means that regardless of the condition of the individuals, the place where they are in, where they come from or whatever limitations they have, they must have access to educational opportunities. Kotchon (2010:para.1) further notes that education should be offered for every individual including those who are imprisoned. Similarly, United Nations Educational, Scientific and Cultural Organization [UNESCO] (1995:5) states “Since one of the aims of the basic criminal justice system is to promote justice and facilitate the appropriate reintegration of offenders into society, nobody can now deny that prisoners need education.”

With regard to the rights of people who are incarcerated, many countries have signed and endorsed different international legal agreements which include, the Universal Declaration of Human Rights (United Nations[UN] 1948), the International Covenant on Civil and Political Rights (1966), and the Standard Minimum Rules for the Treatment of Prisoners (1957) (in UNESCO 1995:6-7). Specifically, Article 77 of the Standard Minimum Rules for the Treatment of Prisoners (1957) clearly recognises the right of inmates [interchangeably used with prisoners, henceforth] to education to help them pursue their education when they get out of prison (UNESCO 1995:6).

According to Laufersweiler and McAnelly (in Bircher 2010:2), prison education [interchangeably used with correctional education, henceforth] is ‘the educational activities undertaken by persons who are under the supervision of the judiciary.’ With regard to the type of education to be provided in prisons, while some say literacy and numeracy suffice, others insist that educational programmes which enable inmates to achieve their full development should be offered. For instance, Kotchon (2010:para.3) reported that it may include vocational or academic training that can be offered by and

in the prison and outside institutions. For Bazos and Hausman (2004:3) too, correctional education is not limited to literacy acquisition as it may also include some form of vocational training. Similarly, UNESCO (1995:5) advocates that what is called prison education “does not necessarily mean academic education only” but it should also include “social education”. Hence, it is possible to deduce that correctional education is not limited to acquiring the basic skills of reading, writing, and numeracy but also others that enable inmates to develop fully thereby involve actively in the political, economic and social aspects of the development of their country.

Several scholars in the area reflected the importance of education for prisoners. According to Loewen (1997:1) “...education makes a difference for prisoners when they are released from prison”. For Boulianne and Meunier (1986:217), education is a means of helping inmates “reintegrate to the society”. These scholars have seen the importance of correctional education in terms of enabling prisoners to live a meaningful life when they rejoin the larger society. For others, correctional education is helpful not only “for preparing inmates for life after prison” but also to “provide meaningful activities for inmates during imprisonment” and live an effective life in the correctional institution itself (Diseth, Eikeland, Manger & Hetland 2008:201).

Other studies also show that, in addition to helping inmates as individuals, correctional education can benefit society as a whole (Jovanic 2011:80; Vacca 2004:298). Echoing this, Tootoonchi (in Diseth et al. 2008:201) asserts that providing education for inmates will help them develop their confidence, self-awareness and prevent them from committing another crime. Other research findings also show that inmates enrolled in educational programmes in correctional institutions show good behaviour, and are unlikely to go back to prison compared to those who did not participate in similar programmes (Bazos & Hausman 2004:4; Vacca 2004:297). Thus, prison education has a paramount importance not only for inmates but also for the well-being of the larger society.

While a number of researchers have asserted the need for education in prisons, it must be remembered that there are opponents to this assertion. Such opponents argue that inmates in a correctional institution are there for a purpose, i.e. imprisonment; and

hence, they do not need to be educated. Jovanic (2011:79) reported that there are contradicting beliefs on the importance of provisions of education for inmates. According to this scholar, although there are those who take correctional education as an ideal means of correction, there are others who argue that any kind of intervention is against the function of prisons. Those who oppose the provision of such services believe that to compensate their crime, inmates deserve "...isolation and segregation..." as this is the only means through which "retribution by society is secured" (Jovanic 2011:79). On the other hand, researchers like Loewen (1997:1) oppose the provisions of education for inmates as it requires extra money from taxpayers and the society. Generally, those against the rehabilitation programmes for inmates believe that it is not important to spend public money for inmates as they are expected to pay for their crimes. Moreover, they claim that victims of the crime could best be compensated if the inmates are punished. Despite such contradictory arguments among scholars, prison education is provided in many countries as there is an increasing emphasis on rehabilitating inmates than punishing them. Consequently, a shift from punishment to rehabilitation of inmates has been reported in countries like the USA (Case & Fasenfest in Messemer 2011:94).

Taking into account the above arguments, therefore, the aim of this dissertation was to investigate the state of prison education in Ethiopia, with particular emphasis on educational programmes in selected Amhara National Regional State prison institutions. Accordingly, the research explored the organisation of the curricula (objectives, contents, activities and delivery mechanisms), teachers, correctional institution administrators' and inmates' views of the quality of correctional education, teachers' and school administrators' view of working in such institutions. Moreover, this research dealt with the opportunities in the provision of correctional education and challenges facing the institutions, teachers, and inmates in the course of teaching learning in the correctional institutions.

## 1.2 AFRICAN HUMANISM/UBUNTU AS A THEORETICAL FRAMEWORK

This study investigated the practices of prison education; accordingly, it is vital to make clear the foundations for the provisions of education in this context.

The study utilized an African Philosophy commonly called “African humanism” or “Ubuntu” as a theoretical framework (Quan-Baffour & Zawada 2012:74; Venter 2004:150). As to Quan-Baffour and Zawada (2012:74), the humanness philosophy of Africans goes in line with “the true African virtues and values of Ubuntu- love, kindness, compassion, forgiveness, care and benevolence “. The concept of Ubuntu is captured in the Sotho saying: “Umuntu ngumuntu ngabantu” (a person is a person through persons). Nzimakwe (2014: 30) puts Ubuntu as an ancient African term “for caring and for sharing”. It could be said that Ubuntu stands for collective values manifested through treating one another with kindness. Unlike Western philosophy that stresses on individuality, Ubuntu, posits, “I am because you are, and because you are, therefore I am”. This reflects the notion that an” individual is born out of and into the African community and will always be part of the community” (Venter 2004:151). This philosophy denotes that the well-being of one person depends and is affected by the wellbeing of the other. From this philosophy, one can learn that Africans have their own philosophy which keeps them in harmony, with love and compassion. Similarly, Venter (2004:159) concludes that given it is a philosophy that encourages the collective good of the whole society rather than competitiveness, “Ubuntu is an important concept for harmonious co-existence and sustainable development in a multicultural society... “. In this regard, we can see the role it can play in making people think and care for one another and promoting sense of togetherness which is relevant to Africa. Nzimakwe (2014: 30) stated that though many African countries have their own cultures, they have “African world-view” in common which manifests the essence of Ubuntu. Hence, values reflected in Ubuntu are relevant to Ethiopia which is a multi-ethnic country with various languages and cultures.

Specifically, these values could also be implied to education (Nkondo 2007: 98; Venter 2004:150). Nkondo (2007: 98) argues that in order for education to bring about transformation in all sectors, Ubuntu-oriented framework is needed in the education system. Similarly, Venter (2004:150) who explored the African philosophy and its place in philosophy of education argued that the notion of Ubuntu is of great importance in an African educational discourse. Since this philosophy is concerned with togetherness and unconditional love, it encourages everyone to get what he/she should get rather than being discriminated for doing something wrong. Hence, it could be said that Ubuntu could also be used as a guiding principle in provision of prison education in this case. With regard to education, the idea of African humanness is that education can help inmates be humane and abide by the law and norms of the society rather than violating them. Therefore, based on this notion, education in prison should inculcate "the true African values of ubuntu, botho or tema" in them so that inmates can get comprehensive education that can help them promote human characteristics. In this regard, it can be argued that though education for inmates have a number of significances attached to it and being provided with different rationales, in African context, in line with African Humanism, it is given with the assumption that inmates as individuals are part of the society and deserve love, compassion and care from their fellow human beings. Letseka (2000: 186) contended that since no one is born complete, education plays a crucial role in conveying the African notion of life. Here, it can be argued that committing crimes may have resulted from the incompleteness that exists in everyone. And, doing so should not be the end, rather should be considered as a means of learning. It could be logical to say that committing errors/crimes can happen as a person tries to learn different things to become complete. Hence, first, a person should not be mistreated because of the crime he/she has committed as it is unavoidable in the process of learning and becoming complete. Rather, as Johnson and Quan-Baffour (2016: 4) stated, though the inmates have to pay for their crimes, love and forgiveness should be the guiding principles. In their words, "While offenders must pay for their deviant behaviour and for having wronged other law-abiding citizens ... this study opines that love and forgiveness epitomizes the spirit of African Ubuntu and are the values to be shared with offenders through correctional education." Second, a



person should be regarded with human dignity even if he/she has committed errors. This means this should get what fellow other human beings are getting so as to learn from those and lead crime-free life after release. In other words, in line with the values of Ubuntu, the person who committed crime is a person who is needed for the well-being of others and in order to be so, he/she should be treated with respect and needs a means through which he/she can learn not to do it again. This in turn justifies inmates' access to quality and comprehensive education while incarcerated. Since individuals have different needs and backgrounds, these need to be addressed as well. This could be in terms of provision of various relevant contents and the different methods which can address those needs. In line with this, Vender (2004: 158) argued that contents provided in educational institutions should relate to existent life issues and should go in line with situation of the society in which learners, in this case inmates, live.

The other principle of Ubuntu relates to teacher-student interactions. This philosophy underline being caring, humble, understanding and the like as the characteristics of persons who have Ubuntu (Le Roux 2000: 43). Hence, the researcher is of the assumption that a person who teaches individuals should be caring, compassionate and understanding so that these characteristics could be sought from inmates in return. Especially, given the inmates live in the correctional institution, the teachers should be as close, friendly and caring as possible and as they are allowed to be. Johnson and Quan-Baffour (2016: 7) stated that Ubuntu values of love and forgiveness must be shown to inmates. In explaining who should show these values to inmates, Johnson and Quan-Baffour (2016:7) said that these values should be shown by those who are working with them in their rehabilitation and the society at large.

Similarly, Quan-Baffour and Zawada (2012:74) underlined that for offenders to reverse their behaviour during admittance to the prisons, the society should provide something good to teach them. In the words of the above scholars:

...if, despite their offences against humanity, society grants prison inmates pardon and teaches them basic knowledge and skills, they might reciprocate by being kind, law-abiding, generous, courteous and show compassion to their fellow

humans in the same way as they have been treated (Quan-Baffour & Zawada 2012:74).

This view, in most cases, is similar with what is preached by the "religious" institutions. In other words, though the prisoners have committed a crime, they should be given the opportunity to learn from their mistakes for which the society should be responsible. Besides, as people learn through modelling, prisoners could learn to do something good in return to something bad (Onyango 2013:39; Quan-Baffour & Zawada 2012:74). Nzimakwe (2014:1) also added that while inmates have done crime, the African philosophy of "Ubuntu" (forgiveness and love) needs to be followed as it values love and forgiveness. The author further implicated its importance stating that "The young and adult offenders are offered correctional education meant to equip them with knowledge and skills to show that, based on Ubuntu, they are forgiven and equipped with skills for livelihood". Hence, this study is founded on this philosophical view as it fits to the purpose of the research.

### **1.3 STATEMENT OF THE PROBLEM**

Among the rationales for providing educational opportunities for prisoners, one is that it contributes to the reduction of crime and criminals. In other words, individuals with higher levels of educational background have a lower probability of violating the law when compared to those with lower or no such background at all. The other and perhaps the most important reason behind providing education for inmates is because education is a human right (UNESCO 1995:1). The notion of lifelong learning is related to human right, and it is argued that "... there is no reason why the process [lifelong learning] should be interrupted by imprisonment" (UNESCO 1995:1). In explaining how prisons can be used as a means through which prisoners' lifespan needs can be addressed, Biswalo (2011:71) states "Prisons play a significant role in contributing to the lifelong learning needs of their inmates who often have limited formal education and skills". Thus, prisons are not limited to providing only basic education for prisoners, but they can be used as a stepping stone for lifelong learning endeavour of the people in them.

In line with the Universal Declarations of Human Rights (UN 1948:1), like any citizens of a country, inmates should be given the right to education. Provision of education programmes for inmates is important so as to help them find jobs and develop positive attitudes towards themselves and the society. In fact, it is believed that (UNESCO 1995:5) if correctional education is prioritized and done well, it will contribute to a real and sustainable development of a country.

Likewise, the Constitution of the Federal Democratic Republic of Ethiopia [FDRE] (1995:15) recognises education as one of the fundamental rights of all citizens. For instance, Article 21(1) and 41(3&4) of the Constitution affirms the right of inmates to education and the need “to get equal access to publicly funded social services”. Moreover, Ethiopia is one of the countries that have signed various international laws pertaining to human rights and educational opportunities. Such local and international demands require the country to fulfil the educational needs of inmates in prison though what and how they should learn is subject to debate.

Although it is difficult to trace when exactly correctional education began to be offered in correctional institutions in Ethiopia (see for more in chapter 3, section 3.2), existing archives as well as the experiences of informant inmates show that there was no education for inmates in most of the prisons before 1990 (Abraha 2010:21). The experience of one of the ex-prisoners during the 1980s confirmed that there was no educational programme, recreational activities and inmates were not allowed to bring books with them in the prison he was detained (Abraha 2010:21). According to Abraha (2010:21), an ex-prisoner in the 1980s, “in order to get relief from mental stress, prisoners during this time had to use different materials around them (like plates) as musical instruments [my translation]”. However, around 1985, different committees were formed to prepare different programmes in order to entertain their fellow prisoners, of which one was education and entertainment committee (Abraha 2010:21).

In 1991, the incumbent government came to power and issued a constitution in 1995 which gave the right to education for every citizen, including prisoners. In 2003, for example, a proclamation (365/2003) was issued for the establishment of a Federal Prisons Commission one of whose responsibilities was to “provide prisoners with

academic education, vocational training and social work and counselling services to facilitate their post-release rehabilitation and respect for the law” (FDRE 2003:7). After the proclamation came to effect, different offices were organised from federal to the lower levels to ensure the well-being of prisoners.

The government has also given autonomy to all the Regional States to decide and manage their criminal justice systems. In this regard, after its visit to regional states, the African Commission on Human and Peoples’ Rights [ACHPR] (2004:1) confirmed that all the Regional States in Ethiopia have their own basic laws and regulations that conform to the Constitution and to the values of the Federal Prison Commission, proclamation 365/2003. For instance, the Amhara National Regional State [ANRS], one of the nine Regional States in Ethiopia, and the focus of this study, has established Prison Commission, currently ‘Commission for Correctional Centres’, in 2002 by the proclamation (67/2002) issued by the council of the region (ANRS 2002:i). As regards to education, the responsibility of this office is “...to offer academic education, vocational training, social and counselling services in order to make prisoners under custody in the region peaceful citizens, set up and organise training centres necessary for the same” at the regional level (ANRS 2002:1).

As mentioned in the background, there is no agreement amongst scholars with regard to what to learn in prisons. While some scholars assume providing skills and knowledge is enough, others argue inmates should go beyond to fully develop as citizens. The UNESCO’s (1995:5) report shows that the decision on what kind of education should be provided depends on the “condition of the society”. If illiteracy is prevalent in the society, it would be important to provide inmates with the skills of reading and writing but in a society where there is no problem of basic skills, such kind of education is “not effective and may not be necessary for successful integration”. For Boulianne and Meunier (1986:225), prison education should be geared towards “improving self-esteem, the ability to evaluate oneself, the acquisition of work habits, and the development of interpersonal skills” rather than a mere acquisition of knowledge and skills. Duguid (in UNESCO 1995:37) also argues that in educating prisoners, emphasis should be given

to attitudinal change, otherwise providing literacy skills only may result in producing 'skilled criminals'.

In Ethiopia, specifically in ANRS, in line with the Standard Minimum Rules for the Treatment of Prisoners (1957) rule number 77(2) (in UNESCO 1995:37), part eight of the regional prisoner's handling and care determination regulation number 26/2005 states, "the provision of education by the prisons shall be in line with the curriculum adopted by the regional education bureau" (ANRS 2005:3). In other words, education in a correctional institution is expected to be similar to what is being provided in educational institutions outside. Although the curriculum is expected to be similar, as mentioned in the introductory part of this paper, the mission of education in prisons is somewhat different from education in the common context. Hence, the instructional design and practices should address both the correctional institutions' conditions as well as the outside world. To Jovanic (2011:80), in correctional education, due attention should be given to the design of the contents of the programme since the contents should be need based and should have immediate application. Hence, the question of whether the instructional design is in line with the mission of education in prisons is also worth answering.

In addition, several scholars in the area of correctional education have written on the practices of education in such contexts. In explaining the features of 'successful' correctional education programmes, Kerka (in Vacca 2004:302) noted that such programmes are learner-centred, participatory and are based on the culture of the correctional institution. Accordingly, in addition to developing curricula in line with the culture of prisons and the needs of prisoners, one has to also consider the methods to be used in correctional education. In correctional education, the most important issue to be considered is the motivation of inmates which can be enforced by using adult learning styles and by inculcating "other measures" into the curricula (UNESCO 1995:45).

Moreover, the skill and knowledge of those teaching inmates is another issue to be considered in correctional education. As Jovanic (2011:80) reported, one of the factors hindering correctional education from addressing the needs of inmates is the lack of

knowledgeable, experienced and sensitive teachers in such area. The competence and readiness of teachers and administrators to work in such context is, therefore, another issue for investigation.

It has also been mentioned above that education in correctional institutions should be tailored to the specific needs of the inmates, and should be operational as quickly as possible. In such contexts, the use of participatory methods and engaging topics that motivate and sustain the inmates' interest is also critical (Vacca 2004:302).

Despite the fact that inmates are among the most disadvantaged groups and there exists solid international literature in the area that asserts educating them has significance, it seems difficult to get research that shows the practices of correctional education in Ethiopia. As a result, it can generally be said that research on correctional education in Ethiopia is overlooked. So conducting research on this issue would be vital to the missing literature in the Ethiopian context.

Moreover, informal discussion the researcher had with concerned body and what she observed in the setting has initiated her to conduct research on the issue. For instance, information obtained from the head of Inmate Corrections and Behaviour Modification [ICBM] of one of the institutions (Personal communication, September 13/2011) shows the presence of a mismatch between what is being provided and what the learners need. So, the question of quality and relevance need to be investigated deeply. To this informant, although the regional education bureau was given the responsibility to run both formal and non-formal correctional education, its focus is more on the formal one. What is important here is that even if the bureau is supporting the formal education, there is doubt on the part of the researcher whether the professionals providing the programme are equipped enough to teach in such contexts. In addition, the researcher was curious whether the methods and approaches they use with the learners are in line with characteristics of adult learners and conditions correctional institutions require. Moreover, the non-formal correctional education intended for educating adults is supposed to be in line with what the country is working on these days, i.e. Functional Adult Literacy [FAL]. FAL, however, needs highly trained facilitators and material facilities. Nonetheless, the researcher, based on her personal observations, information

obtained from the head of ICBM, and the report of the ANRS Commission for correctional centres, is curious to know if the instructional practices in prisons are up to the expected quality level to help inmates rehabilitate and reintegrate into society after release. The researcher is also interested in exploring how the administrators and teachers view working in such contexts and the challenges they are facing while working there.

#### **1.4 RATIONALE FOR EMPIRICAL RESEARCH**

The researcher of this study believes that the study on the education of prisoners in Ethiopia is scanty. In order to contribute in this regard, a research which investigates the practice of education in prisons in-depth is needed. This research with the aim of investigating the practice of prison education is then informed by a constructivist grounded theory. Conducting a research in this area with this design would have both theoretical and practical contributions. Theoretically, in addition to serving as a basis for further researches to be conducted in the area, this study is intended to develop statements or assumptions that guide the practice of prison education. Hence, it serves as an addition to the existing minimal research evidence in the area in the Ethiopian context. This study would also give suggestion to curriculum experts to design various educational programmes that suit the unique needs and culture of prison institutions based on deeper understanding and discussion of inmates' experiences and preferences. Third, it would also tip-off teachers teaching prisoners on what skills and personalities they need to have to effectively facilitate education in prison settings. Fourth, it would give information for the ICBM offices, and funding agencies that are working together with the prison institutions. Finally, based on the data from participants of the study, the study would suggest overall improvement strategies in the provision of quality prison education. Generally, the result of a study with the aforementioned approach would, first of all, benefit the prisoners themselves as it provides recommendations based on which prisoners could get the education that can make their stay in prisons meaningful, and ease their reintegration into the society after release. Moreover, it would benefit those who work on the design and implementation of the

curriculum to make necessary revisions or changes to address various needs of inmates at best.

## **1.5 RESEARCH QUESTIONS**

The research is intended to answer the following questions:

### **1.5.1 Basic question:**

- What is the practice of prison education in correctional institutions of ANRS, Ethiopia?

### **1.5.2 Sub-questions:**

- What are current international trends in providing correctional education, in particular, in terms of objectives, curricular directions, activities and delivery mechanisms?
- How did correctional education evolve in Ethiopia?
- What does correctional education provision look in ANRS, in terms of objectives, curricular directions, activities and delivery mechanisms?
- What are the opportunities provided and challenges encountered in the provisioning of correctional education in ANRS?
- What are the views of school administrators, teachers and inmates regarding the quality of correctional education in ANRS?
- How do the school administrators and teachers view working in correctional institutions?
- What recommendations could be made in terms of future directions for providing quality correctional education, the monitoring thereof and support to institutions working with correctional institutions?



## **1.6 AIMS OF THE STUDY**

The main purpose of this study is to investigate the practices of education in correctional settings in ANRS. Based on the statement of the research problem, the aims of this research will be:

### **1.6.1 General aim**

- To investigate the practices of education in correctional institutions of ANRS, Ethiopia.

### **1.6.2 Specific aims**

- To investigate current international trends in the provision of correctional education with regard to the objectives, curricular directions, activities and delivery mechanisms.
- To understand the development of correctional education in Ethiopia.
- To explore the provision of correctional education in Ethiopia, in terms of objectives, curricular directions, activities and delivery mechanisms.
- To determine the opportunities provided and challenges encountered in the provision of correctional education in ANRS.
- To determine the views of school administrators, teachers and inmates regarding the quality of correctional education in the region.
- To see how school administrators and teachers view working in such context.
- To make recommendations as to how to provide quality correctional education, the monitoring thereof and support to institutions working with prisons.

## **1.7 RESEARCH METHODOLOGY**

This research is aimed at investigating the practice of prison education in Ethiopia taking two prisons in Amhara National Regional State.

## **1.7.1 Constructivist grounded theory as a theoretical framework**

### **1.7.1.1. Research paradigm**

Tracy (2013:38) defined paradigms as "... preferred ways of understanding reality, building knowledge, and gathering information about the world". Different people have different ways of conceiving reality. As a result, there are various categories of paradigms. Among these, this research is situated in constructivist paradigm. One of the reasons for selecting constructivist paradigm is because it has been confirmed to recognise multiple realities ontologically (Creswell 2007:20; Hatch 2002:15; Mills, Bonner & Francis 2006:2). Moreover, this paradigm is considered appropriate for this research epistemologically and methodologically (see chapter 4 for more). From different types of grounded theory, Constructivist grounded theory was chosen for this study (see section 4.3). Because the researcher believed that compared to other grounded theory types, Constructivist grounded theory, advocates multiple realities constructed under specific circumstances (Charmaz 2008: 402).

## **1.7.2. Methodology**

### **1.7.2.1. Research approach**

This study follows a qualitative research approach and is in line with what literatures (Creswell, 2007:17; Tracy 2013:21) have stated a qualitative research should fulfil. This research takes direct ideas of the participants based on the assumption that there are multiple realities. Secondly, the researcher spent ample time in the setting for the purpose of understanding the participants' situation and played an active role in constructing meaning with the participants. Moreover, the research is inductive in its approach to develop a generalized statement about the issue at hand (Tracy 2013:21).

Above all, the intent of this research, which sought to obtain a detailed understanding of the practice of prison education through in-depth exploration of the issue, necessitated the use of qualitative research approach (Creswell 2007:40).

#### 1.7.2.2. Research strategy

Among different research strategies in qualitative research, grounded theory is chosen for this study. Grounded theory was selected as a strategy for this research for the intent of this study is to fill the gap of existing knowledge that guides the practices of prison education in the country where this research is conducted. Moreover, literature shows it is appropriate to use grounded theory if there is a shortage of theory in a certain field of study (Creswell 2007:66; Hutchinson 2005:123). Since the issue of prison education did not get much attention in the Ethiopian context and demands closer scrutiny, grounded theory is chosen as a strategy to explore the issue well and to make a theoretical and practical contribution to the field. Hence from the available types of grounded theory (see chapter 4 for more), constructivist grounded theory is chosen as it is unstructured, more adaptable, and hence, more open to entertaining the various views of the participants than the other types.

#### 1.7.3. Research methods

This sub-section introduces the samples, the techniques employed to select sample participants and the justifications for selection. Then, the methods and procedures of data collection are presented followed by a discussion of the method of data analysis employed. Moreover, measures taken to make the findings trustworthy and the ethical considerations made to protect the participants from physical and psychological harm are presented.

##### 1.7.3.1. Sample and sampling techniques

The researcher selected the research setting and participants purposefully to help her meet the research purposes. Accordingly, two prisons (Bahir Dar and Dangila) from ANRS are purposefully selected as research setting as these institutions provide education programme in a relatively organised manner. The participants of the research include teachers, facilitators, administrators and inmates in the selected prisons who were thought to know the practice of education in the setting. Purposive sampling was employed to select all of the samples (Creswell 2007:125; Patton 2002:230).

Accordingly, all sample inmates, four teachers and all sample facilitators were selected through purposive sampling technique based on the length of their experience in the correctional institutions. Convenience sampling technique was used to select three more teachers. Moreover, comprehensive sampling was employed to select both of the administrators in the correctional institutions (see section 4.5.1).

#### 1.7.3.2. Data collection Instruments

The researcher used various tools of collecting data to meet the purpose of the study. Though one-to-one interview was used as the main source of information (Creswell 2012:432), focus group discussion and observation were the other methods employed to substantiate data collected through the one-to-one interview (Charmaz in Creswell 2012:433; Creswell 2007:129). These methods are appropriate in researches employing grounded theory (Birks & Mills 2013:74).

The one-to-one interview was taken as the most important instrument because it allows interviewees to talk about the subject in detail which in turn helps the researcher to understand the participants' points of view (Patton 2002:4). This method was used to collect data from administrator, teachers, and inmates to investigate: the opportunities provided and challenges faced; the perceptions of administrators, teachers and inmates about the quality of prison education; the views of the school administrators and teachers about working with inmates and to suggest ways for the future to provide quality prison education.

Focus Group Discussion [FGD] was another method of data collection used in the study. It is considered as an additional means of obtaining data to triangulate information obtained through one to one interview (Birks & Mills 2013:76). This method was employed to gather data from inmates and teachers, separately. Accordingly, four FGDs were conducted with inmates and teachers in the two prisons.

Both one-to-one interviews and FGD took place in and around the classes with care to avoid harm for the researcher and the participants. Observation is another method of data collection employed in this study. In this study, direct observation was made to see the instructional delivery in the research settings. Particularly, this method was

employed to see principles that guide classroom instruction and the social interaction among inmates, and between inmates and teachers in the classroom.

#### 1.7.3.3. Data analysis techniques

To analyse the data, emergent design was employed. In this approach, data are collected and analysed instantly (Creswell 2012:433). This type of data collection and analysis is termed “zigzag” by Creswell (2012:433). Accordingly, data collection is not a one-shot activity and entails the researcher to closely follow and frequently visit the research setting. Hence, the researcher started with an initial collection of interview data and simultaneously engaged herself in the process of collecting, analyzing and coding to categories. Hence, the researcher had to visit the research setting several times during data collection to find out more information that can help to condense identified categories or develop new ones. During such a process of developing categories, the researcher was engaged herself in a “constant comparative data analysis” using the data collected through interviews and observations, and those obtained from field notes and insights from memos. The process of collecting, analysing, coding to categories continued until new categories cease to emerge.

#### 1.7.3.4. Strategies to ensure trustworthiness

This study employed several mechanisms to ensure trustworthiness of the findings. In line with the mechanisms suggested by scholars in qualitative research to ensure trustworthiness, this research considered various quality assurance criteria. One of the strategies was ensuring credibility. The credibility of this research has been achieved through the use of thick description of the views of participants, triangulation and member checking (Creswell 2007:217&209; Patton 2002:437; Tracy 2013:236; Tracy in Pandey& Patnaik 2014:5749). Moreover, reliability (dependability) was also addressed in this study by taking extended field notes to reflect the voices of participants and using a quality device to record interviews made with the participants of the study as suggested by Creswell (2007:209). According to Tracy (2012: 230&240) among various criteria which determine the quality of qualitative research the two are “worthy topic” and “significant contribution”. Hence, the researcher of this study believes that this study is

quality enough in terms of the relevance of the topic and the significant contribution it would make to the practice of prison education. There is scanty research in the area of prison education in Ethiopia as far as the knowledge of the researcher is concerned which makes this topic worthy as the findings will contribute to improving the practice of prison education in Ethiopia. In addition, this research is important in terms of making prison education visible. As argued above, there is a lack of empirical research on prison education; hence, this research plays a considerable role in bringing this issue (which seems “forgotten”) into the attention of those concerned.

#### 1.7.3.5. Ethical measures

The issue of ethics is important in qualitative research. It is even more important since the research is conducted in prisons and the majority of the participants are inmates. For smooth entry into the setting, first, the researcher studied and acquainted herself with the rules and regulations of the institutions (Tracy 2013:243). Then the researcher went to the research sites, particularly to ICBM office taking letters for cooperation and a copy of University of South Africa ethical clearance to get access to the setting and the participants. The researcher passed through all procedures to enter the research sites to collect data. Before starting to collect each data, the researcher explained the purpose of the study and the possible outcomes to the participants. In doing so, the researcher made clear to participants that their identities would not be revealed and they can withdraw whenever they want to (cf. Creswell 2007:142; Tracy 2013:243). Moreover, the researcher encouraged participants to give information without fear of being exposed as it is confidential. The data collection commenced after the participants’ willingness to participate in the study is confirmed (Creswell 2007:141; Hatch 2002:64). The researcher respected rules and procedures of the institutions throughout the collection of data.

## 1.8. DEFINITION OF KEY TERMS

**Practice:** refers to the activities being done in the selected correctional institutions in the provision of education and training for inmates.

**Prison education:** any kind of education and training provided to inmates while in the correctional institutions. In this study, this term is interchangeably used with correctional education which focuses on rehabilitating inmates than punishing them.

**Ubuntu:** conceived as “love, kindness, compassion, forgiveness, care and benevolence” (Quan-Baffour and Zawada 2012:74).

## 1.9. CHAPTER DIVISION

This thesis has six chapters:

Chapter one provides an introduction for all the chapters. Hence, it discusses the introduction, problem statement, research aim, research methodology and summary.

A literature review of the international trend in the provisioning of correctional education was made in the second chapter where the first research question is answered. In this chapter, an attempt is made to summarize, paraphrase and quote different books, legal documents, and articles to show the practice of correctional education of different countries.

The third chapter deals with the review of the existing few kinds of literature on the historical background of the beginning of prison and prison education in Ethiopia. In doing so, it answers the second research question.

Chapter four deals with the research methodology and hence includes the research paradigm, approaches, and strategy. In addition, the research setting, participants, sampling techniques, the methods employed for gathering and analysing data are included. The chapter also discusses the strategies of ensuring credibility and the ethical issues considered in the research endeavour.

Chapter five deals with the analyses of data and discussion of the findings. In so doing, it addresses the third, fourth, fifth and sixth research questions of the study. Findings obtained are discussed using literature in the area.

Finally, the sixth chapter treats the summary, conclusions, and implications for improving the provision of correctional education in Ethiopia. By doing so, it addresses the seventh research question of this study.

#### **1.10. SUMMARY**

In this chapter, introduction, and background of the study is laid down. Besides, the research problem and aims of the study are stated and formulated. In doing so, an attempt is made to use contemporary literature in both the background and the statement of the problem.



## **CHAPTER 2: PRISON EDUCATION: AN INTERNATIONAL PERSPECTIVE**

### **2.1. INTRODUCTION**

The aim of this study is to investigate the practice of prison education in selected prisons of ANRS, Ethiopia. In the previous chapter, an attempt is made to introduce and explain the problem. Specifically, an introduction and background to the issue under investigation, research questions and aims guiding the research are provided. The chapter gave further details about the research design and methodology the research follows in its intent to investigate the issue.

This chapter aims at reviewing the literature on relevant studies about prison education. It intends to answer the first and the second sub-questions of the research problem: what are current international trends in providing prison education, in particular, in terms of objectives, curricular directions, activities and delivery mechanisms and what are the trends in the provision of prison education in Ethiopia? This chapter, thus, tries to see the trends of prison education from an international perspective.

To do so, recent literature on international trends in the provision of prison education is reviewed. This chapter covers four major topics: the concept of prison education, its evolution, motives behind its provision and its process of provision which also include the challenges encountered by correctional institutions.

Since this study investigates aspects of prison education, discussing the concept of prison education is imperative. As such, the following section tries to show how different stakeholders conceive the terms prison and education, and prison education.

### **2.2. PRISON EDUCATION: CONCEPTUALISATIONS**

Similar to other concepts in education, prison education is conceived differently across people and institutions. This naming and different understanding of the phrase has partly emanated from the terms prison and education. Although most prefer to call it a prison as it is the place where people who committed crime are detained, others prefer to call it a correctional institution affirming that its purpose is not only keeping people

there but also helping them learn what is normal and correct so that they can smoothly live with the larger society after release. Hence, it is possible to say that the different conceptions of prison have emanated from its purpose (Tadesse 2011:174).

Still now, there is no agreement among scholars and politicians in the area on what the purpose of prisons should be (Messemer 2011:94; Tadesse 2011:174). Some strongly argue that people who went against the law should be punished while many others oppose this idea arguing that people who are detained need to get opportunities which can help them be better citizens. As Tadesse (2011:174) states:

Over the years there has been a lively debate, which is still going on, about the purposes of punishment and therefore imprisonment. While some commentators argue that it should be used only to punish criminals, others believe that it must be to prevent the commission of another crime by that criminal through incapacitating him. Others again insist that the main purpose of imprisonment is to deter individuals who are in prison from committing further crimes after they are released, as well as others who might be inclined to commit a crime. Another and perhaps the most widely accepted perspective is that people are sent to prison to be reformed or rehabilitated.

In line with this, Kadiri and Haliso (2011:173) clearly put that prisons should have dual purposes, "... not only a place to restrict those that went against societal norms but a place where offenders are reformed so that they become better citizens." Similarly, Quan-Baffour and Zawada (2012:73) argue for the provision of education in the prison to be a "foundation stone for rehabilitation."

It is argued that among the means which can bring about positive impacts on human behaviour, education is the most important despite the existence of philosophical variations on the purpose it has in society. However, the potential of prison education in the betterment of inmates is still controversial (Foley & Gao 2004:6). Several studies on prison education suggest that prisoners should get opportunities to change their behaviours to ensure public safety especially before release (Phatininnart 2009:241; Dixon & Mentor 2005:247). And, the ideal means to bring about the desired behavioural

change to secure the society is education (Dixon & Mentor 2005:245; Gulilat 2012:77; Messemer 2011:92). Dixon and Mentor (2005:274) even put education as a starting point for the long process of rehabilitation. Similarly, Messemer (2011:92) considers correctional education as crucial to bring about the rehabilitation of inmates. Among the forms of education, Phatininnart (2009:241) believes that non-formal education is “the most appropriate educational programme for inmates.” The scholar argues that besides to its convenience for disadvantaged groups, it could be provided based on one's needs and used as a ground for continuing education. Above all, for Phatininnart (2009:241):

...the provision of non-formal education is not just the first step of educational provision for the inmates but is the input or extension of continuing education for those who want to develop their abilities and skills to complete or develop their fields of interest to enable them to gain sustainable knowledge from lifelong learning.

From the discussions so far, one can see that almost all the above-mentioned scholars agree on the importance of education for rehabilitation. Given its flexibility in terms of content, entry and exit points and institutional issues, non-formal education is considered as the most important for the inmates (Phatininnart 2009:241).

Scholars have different views regarding how education can help prisoners in prison settings and beyond. For Omoni and Ijeh (2009:30), it helps prisoners to enhance their communication skills and vocational qualifications. To Dixon and Mentor (2005:276), it raises prisoners' income, makes them busy hence assists them in coping with their sentences and prevents reoffending in the future. Still, others argue that as the major reason behind committing a crime is unemployment or lack of skills to make money, education in prisons enables inmates to learn different skills through which they can earn life (Quan-Baffour & Zawada 2012:73; Schuller 2009:7). In addition to equipping inmates with marketable skills, education in prison enable them to bring about attitudinal changes which can help them live in tolerance with their fellow inmates and later with the larger community which in turn contributes to "... break the cycle of crime" (The Pew Charitable Trusts 2010:23). The same notion but broader purpose is attached

to education in prison by Phatininnart (2009:241). This scholar argues education in prison is vital for inmates and further noted:

... to develop their [inmates] conceptual awareness of society, both physically and mentally and to impart and develop knowledge and intelligence, respect for law, improvement in their moral and cultural behaviour in their daily living and the ability to live happily with other people in their society (Phatininnart 2009:241).

The idea reflected by Munoz (2009:2) seems to indicate the general and ultimate purpose of providing education in prisons. For this scholar, it is provided as it has "... an impact on recidivism, reintegration and, more specifically, employment outcomes upon release."

Generally, education in prison has dual functions as it improves individual skills thereby helping to manage correctional settings (Dixon & Mentor 2005:246). Firstly, education in prison is given to inmates with the notion that all inmates will not be in prison for good, most of them will be released after some time, and when they are released, they should no more be the problems for the society. Scholars in the area also argue that prison education plays a greater role in positively reintegrating inmates into the society they belong to (Dixon & Mentor 2005:261; Phatininnart 2009:174; Zecha in Quan-Baffour & Zawada 2012:75). Secondly, it is believed that education keeps inmates busy which could assist in better management of the prisons (Dixon & Mentor 2005:260; Hill 2008:5).

Correctional education or prison education is the phrase used to indicate the educational provisions in prison settings. Ryan (in Ryan & Woodard 1987:4) defines it as the process of developing the knowledge, skills, attitudes, and values of inmates by providing learning experiences and learning environments. This definition implies that doing so helps to shape the behaviours of inmates. Another author, Rhode (in Omoni & Ijeh 2009:30), defines it as an educational programme offered with the intention of helping inmates get the necessary knowledge and skills so that they can get employment after release. Similarly, the U.S. Department of Justice (in Dixon & Mentor 2005:255) describes prison education as a means through which the skill, knowledge,

and attitudes of inmates could be improved, and a means of helping inmates spend their time in prison on useful tasks. According to Dixon and Mentor (2005:244), in addition to helping them get the necessary knowledge and skills for employment, inmates' participation in educational activities makes them busy which in turn helps them pass their prison time on relevant tasks.

Whereas the earlier two definitions confine the intention of prison education to changing inmates' behaviours so as to help them find jobs when they are out of prison, the last definition clearly shows that it is given with the purpose of helping inmates both get the necessary skills, knowledge and behavioural changes and pass their time in prison on positive tasks.

In general, all the aforementioned definitions indicate that prison education is provided while inmates are in prison and is given to acquaint them with knowledge and skills. In all the definitions prison education is also taken as a means to bring about behavioural improvements for inmates since it helps them to develop positive attitudes towards themselves and their future lives after imprisonment.

Another lesson that can be drawn from the above definitions is the presence of diverse conceptualizations of prison education that often lead to different correctional practices as the definitions imply the purposes attached to prison education. In this study, prison education (used interchangeably with correctional education) is conceived as any education which is directed to easing the life of prisoners both in the prison setting and when they are released and start living with the community to which they belong as productive members. This is because this meta-understanding of the term may help the researcher to encompass the various purposes of prison education in her effort to understand the practices of prison education. In addition, understanding the term, as above, helps to minimise possible limitations associated with sticking to a single definition.

The following section deals with the historical background of prison education.

## 2.3 THE EVOLUTION OF PRISON EDUCATION

Correctional institutions are established for a purpose. However, the purposes may vary from time to time. Messemer (2011:94) stated: “the purpose of correctional education has evolved over time in accordance with its history”. Tewksbury and Smith (2007:4-5) pointed out that correctional institutions are guided by four goals: rehabilitation, retribution, deterrence, and incapacitation. Retribution is concerned with punishing inmates, deterrence is all about discouraging them from committing other crimes and incapacitation is removing the inmates from the society so that the opportunity to commit a crime would be closed. Different from others and sharing some features from incapacitation and deterrence, rehabilitation has the intention of correcting inmates to make them obedient to the law. Though the philosophies vary across times, Esperian (2010:317-318) stated that the earlier philosophies focus more on harsh treatments based on the assumption that doing so would make inmates payback the crime they committed. In this regard, Tewksbury and Smith (2007:4) tried to show how correctional institutions have been changing their purposes across times:

At various times in history, corrections have been considered a primary means of rehabilitating criminal offenders; at other times, the emphasis has been on showing offenders that crime ‘does not pay.’ Most recently, the focal concern of corrections has been punishment and incapacitation of inmates.

From this, it is possible to say that the philosophy guiding the correctional institutions has been varying across time. And sometimes, it is confusing to understand which philosophy is being followed as there is the mixture of two or more philosophies guiding the activities of correctional institutions. Behan (2007:158) reported that the purposes of correctional institutions even these days are vague as they “range from deterrence to retribution and punishment to rehabilitation.” As a result, correctional institutions are swinging between rehabilitation and punishment (Robinson in Behan 2014:20). On the other hand, the way inmates are handled in correctional institutions is a reflection of the view held by the government and the larger society in charge (Esperian 2010:317).

Whatever the philosophy a certain correctional institution follows, it is important to see it as it influences how the correctional institutions operate. In other words, the philosophy of prison institutions affects the kind of services to be provided to inmates. Messemer (2011:94) asserts that the intentions of imprisonment influence the purpose and policies of correctional education. In other words, education provision in correctional institutions is influenced by the philosophy behind incarceration (Behan 2007:158). For instance, prison institutions with a punishment philosophy may not have the same value for prisoners' education when compared to those with a rehabilitative philosophy.

Whichever philosophy dominates, the scholars and correctional administrators these days agree that rehabilitative efforts such as education play an immense role in normalising inmates. As a result, the modern rehabilitation practices had started to be viewed indispensable in smoothly integrating inmates to the society (Crewe in Behan 2014:20). Scholars assert that before the beginning of rehabilitative programmes, the condition in prisons was harsh as it focused on mistreating inmates to make them pay for their deeds. For instance, Kadiri and Haliso (2011:174) stated that the treatment of individuals held in custody was cruel, inhuman and was targeted at punishing until the 1890s when rehabilitating inmates thought to be started. In a correctional institution with rehabilitative purpose, various programmes are offered to improve the condition of inmates of which the major one is education. Costelloe and Warner (2014:175) indicated that the provision of some form of education to inmates is a common phenomenon in most prisons since the commencement of the contemporary penitentiary system which is true, for instance, in the case of Europe. Though it is difficult to conclude, rehabilitative correctional view these days looks dominant among other views.

Historical accounts in prison education show that the beginning of education in prison settings differed from one country to another. In this regard, it is argued that prison education was there in some countries two centuries ago. For instance, as to Gehring (in Moeller, Day & Rivera 2004:42), the first education in prison took place in the United States of America in Walnut Street Jail in 1789. On the other hand, for Behan (2014:20), "Education within the prison is as old as the institution itself". It can be learnt from this

that education provisions in correctional institutions have long been there as one of the services in the institutions. However, their scope varied from time to time. For instance, Gehring (in Moeller et al. 2004:42; Dixon & Mentor 2005:246) reported that the first hundred years of this education had limited scope as it focused on religious issues and on enabling inmates to read the bible. Although its scope was limited when it was started, eventually it grew and brought about schools in the prison setting with facilities such as libraries (Dixon & Mentor 2005:243). Costelloe and Warner mentioned the existence of differences on the type of education provided to inmates across correctional institutions (Costelloe & Warner 2014:175). These days, for it is considered as a right and its returns are significant, it is given on wider issues in most prisons. The rationales behind the provision of education and training to inmates are discussed in the following section.

#### **2.4. THE MOTIVES FOR PROVISION OF EDUCATION IN PRISONS**

In thinking about education in prisons, one may wonder why people in prison get an education while some others outside, who didn't commit crimes, have no access to it. This has been one of the reasons which made the researcher of this study curious to understand the issue under study. Following are the justifications behind providing education in prisons.

There are two extreme views among the public regarding the provision of education for inmates. For some, a prison should be the place where people should be punished, kept alone, suffered and denied of all their rights as compensation for the crime they committed whereas for others their imprisonment is enough as punishment. Hence, inmates should be helped to improve their condition. As a result, while people who are proponents of the former oppose any kind of interventions for prisoners other than different ways of punishing them, others in favour of the latter idea support any interventions that make inmates' life better (Quan-Baffour & Zawada 2012:74).

In relation to this, Quan-Baffour and Zawada (2012:75) found that the views range from education as ideal means of rehabilitation to something unnecessary and with hardly any impact on the life of the inmates. While people who advocate the former view argue



that signatory states need to see prison education as a human right and push for its implementation, those who advocate the latter view see it as a form of reward for criminals. Moreover, the supporters of the latter see its provision to inmates as wastage of resources.

Those who support its provision argue that inmates need to be corrected before going back to the community. They stress the presence of ample evidence that shows rehabilitative programmes in prisons could work (Gehring, McShane & Eggleston; Hamm, Jones & d'Errico in Messemer 2011:94). Opponents of such effort, on the other hand, contend that prisoners are in prison to be punished; hence, they don't deserve to be given any kind of services (Zimring & Hawkins in Messemer 2011:94). They strongly believe that prisoners are there intentionally - to be punished and hence no need of providing opportunities like education. They equate provision of education for prisoners with wastage of public money and a sign of appreciation of the people who violated the law and motivating others outside to commit crimes to get chances for education (Quan-Baffour & Zawada 2012:74). For such people, educating prisoners is painful for the victims of that crime, and hence they claim that the money which is being spent on educating prisoners should be used for the benefits of the victims.

Regardless of such doubts on the provision of education to inmates, many studies show positive impacts of educating prisoners not only for themselves but also for the larger society (Schuller 2009:7; The Pew Charitable Trusts 2010:18). These studies also assert that criminals not only hurt the individuals and relatives of the victims but also their relatives, friends, and people in the surrounding area of both. According to The Pew Charitable Trusts (2010:18), in the family where parents are detained, all those who are relatives especially kids are exposed to mental distress as a result of separation from their parents which causes financial problems and leads them to commit a crime. Implying its wider impact, Schuller (2009:7) asserts, it "... punishes all of us"; hence it needs the attention and support of all. In this regard, doing something better for inmates is indisputable and concerns and benefits all. This seems in line with what has been found out by Cullen and associates. This research showed that among others, administrators and the general public strongly supported the rehabilitation model

and it was "ranked at or near the top in public opinion polls"( Cullen et al. in Tewksbury & Smith 2007:6).

Moreover, others who support the provision of education for inmates have other reasons for supporting such interventions. They say that helping inmates get education while they are in prison has dual functions. While serving their sentences, prisoners can learn how to get their minds off from criminal behaviours which helps them to behave "normally" when they get back to the community (Daudet & Singh 2001:22; Dixon & Mentor 2005:248). In line with this, Daudet and Singh (2001:22) argued that education primarily benefits the individual, but it also has a significance for the society and even beyond as it has implications for the national community. Accordingly, its provision should not only concern the individual inmate and the correctional institution where he/she is detained. The society should also take the responsibility of educating inmates; otherwise, the inmates would again be dangers to the peaceful life of the larger society when they are released. In this case, prison education is taken as a means through which the larger public can be secured.

In explaining the advantages of education for inmates, while some emphasise its advantage in the institution, others focus on its benefits for inmates when they are released. For instance, Quan-Baffour and Zawada (2012:73) made clear that education provision in prison helps inmates smoothly rejoin the community, find jobs or create their own. In other words, prison education provides inmates with knowledge and skills to bring about changes which can help them better fit the society upon release and find or create jobs that help them get income to satisfy their basic needs. These scholars put the significances of prison education for inmates in terms of helping them smoothly live in the community and being self-reliant after release.

Other scholars in the area (Diseth et al. 2008:201; Dixon & Mentor 2005:246; Hill 2008:5) believe that education benefits inmates while they are in imprisonment and after release. For instance, for Diseth et al. (2008:201), "prison education is important both as a means of preparing inmates for life after prison and of providing meaningful activities for the inmates during imprisonment". To Dixon and Mentor (2005:245), prison education results in better payment in prison works and brings about improved

behaviour which results in "earlier parole," decreases the chance of reoffending and, hence saves money invested for keeping prisoners in the correctional institutions. These scholars also asserted that once released, the inmates who have gone through education programmes would lead a stable life both financially and emotionally and contribute a lot to the country's development by paying tax (Dixon & Mentor 2005:245). Hill (2008:5) sees the importance of education in prisons in terms of easing security problems in the institution itself. This scholar noted that prison programmes, such as education help in making inmates busy which would decrease violent behaviours and harms to other inmates which in turn results in a secure prison setting, lower "medical" and "compensation costs." Moreover, Hill (2008:5) found that prison education equips individuals with the necessary skills and knowledge which could help them get employment and brings about behavioural changes and contributes to lowering incarceration rates.

Other scholars, however, see it from a different view in that the low level of education often coexists with unemployment, poor health, poverty, and crime. For instance, Mnjagila (2011:131) showed the presence of a strong link between the level of education and such things as health, job opportunity, poverty and crime to show the benefits of prison education. Mnjagila takes education as the single most important instrument through which social security, economic growth and freedom of citizens can be secured. Moreover, the report of the Delors Commission on Education for the Twenty-first Century (in Carlsen & Haddad 2013:312) stipulates that the attainment of education plays a great role in the overall life of the individual and the larger community. To Delors et al. (in Carlsen & Haddad 2013:312), such education brings about both personal and social development which in turn results in lessening poverty, exclusion, ignorance, oppression, and war. Taking the case of South Africa, Quan-Baffour and Zawada (2012:73) affirm that since most crimes are committed because of the poor conditions of individuals which emanate from lack of marketable skills, education is provided in prisons to equip inmates with marketable skills to "prevent future crimes."

Seen from the above discussions, education provisions are made in correctional institutions to develop knowledge and skills and bring about attitudinal improvements to make individuals self-reliant and ethical to prevent them from committing future crimes.

Against the argument made so far, Schuller (2009:8) warns that education can also foster crime as "it provides the skills both to commit crimes and to get away with them." In other words, though education is believed to develop skills and bring about desirable behavioural changes, it could also make individuals get well informed about the ways through which they can systematically commit crimes without the risk of getting convicted. Munoz (2009:8) also states "Education is not a panacea for the social, psychological and physical damage caused by detention. It has the potential, however, to offer previously unmet realistic opportunities and assistance, which contribute to meeting the rights and needs of the incarcerated .... ". From this, one can understand that though educating inmates may give an opportunity to learn and change their behaviours, it cannot be taken as a guarantee for all desirable changes.

As discussed above, prison education has been the subject of debate among scholars. Yet, the adoption of Universal Declaration of Human Rights guaranteed education to be a right for everyone (UNESCO Institute for Lifelong Learning [UIL] 2013:11) which made its provision elsewhere necessary. For instance, article 26 of the universal declarations of human rights by the UN (1948:6) and Penal Reform International (2001:5) underlined education as a human right. As part of the universal declaration of human rights issued six decades ago, human beings have the right to get at least basic education. This declaration has been shatterproof over the decades hence the citizens of member countries need to be educated regardless of their settings not because it is a charity but because it is something rightfully theirs. By implication, individuals in prison also have the right to education. Specifically, the Universal Declaration of Human Rights, adopted in 1948 (UN 1948:6) clearly puts that education shall be provided for all. Article 26(1) of the declaration reads:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and

higher education shall be equally accessible to all on the basis of merit (UN 1948:6).

Literacy as basic human rights has also recently been propagated by Sanchez, Morret and Frandell (in UIL 2013:11). Various international and national documents issued after the declaration of Human Rights were in line with this declaration. That is why the Universal Declarations of Human Rights is regarded as the main document which upholds the fundamental human rights and freedoms (Gulilat 2012:9). It is the first human rights document which got the approval of almost all countries of the world (Gulilat 2012:9). This right works whoever that person is and in whatever condition he/she is. Theoretically, inmates have the right to basic education and no government would deny them. Penal Reform International (2001:5) adds that all human beings have fundamental human rights guaranteed through the declaration of universal human rights, violation of which needs strong "legal justifications." Boshier (2011:88) also equated the right to education with the right to get clean water and shelter and claims that doing so is a way to applying principles of lifelong learning and creating a learning society.

With regard to inmates and their rights, the International Covenant on Economic, Social and Cultural Rights [CESCR] and the International covenant on Civil and Political Rights are among the legal documents which came into effect to endorse the Universal Declaration of Human Rights (Edge 2006:47). Most African states have also acknowledged these rights in regional conventions and agreements. For instance, the African Charter on Human and Peoples' Rights, (Organization of African Union [OAU], 1986:5) in its article 17 clearly stated that everyone has the right to education which is geared towards the full development of a person. In line with this notion, Brian (in Quan-Baffour & Zawada 2012:76) reported that there are South Africans who argue for prisoners' education as a right just like the case of other citizens of the country. In this regard, the education provided in the prison setting should be similar to what is being provided outside.

Scholars like Ouane (2011:24) argue that education shall not only be viewed as a right because it is a means through which people fulfil other rights. This is to mean that if a

person got the right to education, he/she would be empowered to know his/her rights and duties, and if violated, he/she fights for other issues concerning his/her life. In this case, education is seen as an instrument or requirement used to attain other desired changes needed for life. Muñoz (2009:2) also notes that education is by far more than "...a tool for change; it is an imperative in its own right".

In the fifth International Conference on Adult Education [CONFINTEA V], it was recognised that prisoners also have the right to get education (UNESCO Institute for Education [UIE] 1997:24). In this document, it was also made clear that educational provision was partial as some parts of the community are excluded from getting it as it reads: "...while there is agreement that adult learning must be accessible to all, the reality is that many groups are still excluded, such as the aged, migrants, gypsies and other non-territorial and/or nomadic peoples, refugees, disabled people and prison inmates" (UIE 1997:24). The importance of inclusive education where all regardless of age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment can get equal access was also emphasized in the sixth CONFINTEA (UIL 2010:8). In this document, it was clearly stated that education with inclusive principles contributes significantly to encouraging individuals to live together in harmony and with dignity which in turn is essential for human, social and economic development. Moreover, the member states who participated in the conference promised to commit themselves to redoubling their efforts on literacy for the disadvantaged people such as prisoners (UIL 2010:8).

Similarly, guided by the declaration of universal human rights, the report of the Faure International Commission on the Development of Education (Carlsen & Haddad 2013:312) suggested on who should get an education and when. According to this report, education should not only be provided for those who have wealth and power nor for only a certain age group but rather it should be enjoyed by all, and it should be from birth to death, lifelong (Carlsen & Haddad 2013:312).

Still, for other supporters of such endeavour, it is a means through which we can teach people to do something good in return to something bad or abnormal. For these proponents, prisoners did something which shouldn't be done. However, we shouldn't

again do what shouldn't be done rather we can teach them to be good by providing opportunities like education. Quan-Baffour and Zawada (2012:74) underlined that for offenders to reverse their behaviour during admittance to the prisons, the society should provide something good to teach them.

Hence, from the literature reviewed so far, it can be concluded that the reasons behind providing education in prisons, beyond the purely legal ones, include ending recidivism, as a symbol of modernity, providing inmates with the opportunity to begin their lifelong learning and secure employment after release. Moreover, educational opportunities in correctional institutions help inmates live in harmony and contribute to the well-being of their community and the country at large upon release though they did wrongs in the society. As such, education is not given merely to fulfil their legal right but also for the moral right as it is the best means for such institutions to rehabilitate the individuals and help them reinstate in the society after serving their sentences. In so doing, inmates, like other humans, can get the access not only to basic education but also lifelong learning which is important for them and the well-being of the community.

In the following subsection, the motive behind participation of inmates in prison education is discussed from an international perspective.

#### **2.4.1 Inmates' motives to join Prison Education**

Individuals may participate in education and training programmes for different reasons. Likewise, inmates may also have particular reasons for taking part in educational programmes in prisons. Before directly discussing each of the motives, let us see what literature says on the different categorization of motives.

Existing literature shows that there are different ways in which motives of prisoners learning in prisons are categorised. For instance, for Costelloe (in Manger, Eikeland & Asbjørnsen 2009:29), the reasons for learning in prisons are either pull or push factors. Social and reasons pertinent to easing life in prison are categorised as push while those related to acquiring knowledge and skills and making them ready for life after prison as pull factors. These categories of factors are exclusive to conditions of prisons as

inmates in those institutions want to avoid 'mind-numbing prison life' and 'to be ready for life after release.'

Several studies investigating prisoner motives found out that prisoners join for personal advancement, to develop social skills and avoiding boredoms in their stay in prisons (Behan 2014:22; Costelloe in Manger et al. 2009:29; Greenberg, Dunleavy & Kutner 2007:47; Quan-Baffour & Zawada 2012:78; Roth & Manger 2014:216). For instance, a study conducted in Norwegian prisons by Roth and Manger (2014:216) found out three categories of inmate motives for participating in educational programmes: 'future planning' (Factor1), 'social reasons and escapism' (Factor 2), and 'competence building' (Factor 3). Roth and Manger (2014:216) also found out a strong relationship between two major categories - future planning and competence building- "as prisoners may consider competence building as an integrated element of preparing for re-entry to the community, and re-entry to the community as an integrated element of competence building."

A study by Skaalvik, Finbak, and Pettersen (in Manger et al. 2010:536) revealed that knowledge, skill development and modifying behaviour as a category behind inmates learning in prisons. As revealed in this study, inmates who expressed their motives in this regard are the ones who understood the importance of education with regard to reintegration into the community and job opportunities after release. Other studies also found that inmates are initiated to participate in educational programmes in correctional institutions to acquire skills for employment (Greenberg et al. 2007:47). Similarly, Quan-Baffour and Zawada (2012:78) noted that inmates learn while in correctional institutions to acquire knowledge and skills important for getting a job and increasing their chances for early release, i.e. parole. Similarly, Skaalvik, Finbak, and Pettersen (in Manger et al. 2010:536) report that there are inmates who are enrolled in education programmes for the purpose of escaping the situation of imprisonment. A somewhat comprehensive result was obtained by Behan (2014:22) whose study revealed that motives behind learning among prisoners in most cases were similar to that of adults outside. This scholar identified four motives that initiated inmates to learn. The major one being to prepare for life after release by acquiring knowledge and skills, the second, third and



fourth ones were to escape boredom, to kill time and to personally transform respectively.

From the above review regarding the motives behind prisoners' participation in educational programmes of prisons, it is possible to say that the motives range from those geared towards personal and social skills development, killing time of incarceration to using participation in educational programmes as a means to getting the chance for early release, parole.

In the following subsection, an attempt is made to review the literature regarding the reasons which made the teachers work in prisons.

#### **2.4.2. Teachers and administrators motives of working in prisons and the challenges faced**

Teachers and administrators working in correctional institutions come to work there for different reasons. Research conducted by Wright (2005:19) on the motivation of teachers working in prisons indicated that most teachers join the work without their intentions. In other words, teachers and administrators do not at least choose to work there. This happened because teachers and administrators do not know there is such service in prison or are placed or promoted to prisons without knowing they are working there. The other reason is teachers and administrators do not have a choice but to work there. However, given the unique nature of prison setting and the students, prior information and preparation to work in these contexts are imperative. According to Wright (2005:19), it is even more dangerous for newly recruited teachers who face a "culture shock ... because teaching and prison culture collide". In fact, without orientation and readiness, working in prisons is challenging even for those with ample experience.

The challenge becomes more aggravated for newly recruited teachers who do not have experience in handling other students let alone prisoners. Bhatti (2010:33) also reported that teachers teaching inmates at first become frustrated and even consider working in such contexts as painful. This is because the culture that teachers bring and the one in

correctional institutions are quite different (Wright 2005:20). Apart from what they face inside, teachers working in prisons also face another problem from outside. Research shows that teachers working in prisons might be marginally viewed by others including teachers teaching on the same level outside prisons (Bhatti 2010: 33). The same is true for administrators.

To overcome the culture shock, both teachers and administrators need to be informed, oriented and understand the nature and importance of teaching those in prison. Studies in this field showed that teachers should get relevant training to teach in prisons (Bhatti 2010:31; Brazzell, Crayton, Mukamal, Solomon & Lindahl 2009:31; McAleese 2012:33; Onyango 2013:40). Bhatti (2010:31) argues that those teachers who teach the inmates “have to learn to be teachers of prisoners”. This is because teachers play a crucial role in educating inmates as teachers in correctional institutions work to “make the world a better place” for inmates (Barringer-Brown 2015:47).

In addition, studies indicate that there are special conditions and needs of inmates and addressing these needs demands teachers who are trained to work in correctional institutions (Brazzell et al. 2009:31; McAleese 2012:33). Training in this regard, not only helps teachers to address the needs of inmates but also to acquaint them with the reality in correctional settings which in turn contributes to the comfort of both the teachers and inmates (McAleese 2012:33). Similarly, Onyango (2013:40) suggests that rehabilitation of inmates is not possible without well-trained professionals for working in such contexts requires a good understanding of inmates’ behaviours, their motivation, and future aspirations. Together these studies provide important insights into the need for special training of teachers working in correctional institutions. As such, rather than letting teachers frustrate up until they get used to the correctional settings with no training and awareness of working in such contexts, it is better to inform, orientate and train teachers on how they can effectively work in such circumstances in advance.

On the other hand, Cantrell (2013:4) conducted a study on teachers who taught for many years in prisons and found the major motive behind teachers teaching in such context was to see inmates’ life changed. From this, one can understand that exceptionally, few teachers and administrators may join prison work with the intention of

helping prisoners while and after prison. In relation to this, it might also be interesting to know how teachers and administrators view working in prisons compared to other institutions outside. A recent study conducted on teachers teaching college courses in selected correctional facilities of Virginia found that teachers were generally pleased for getting involved in teaching inmates (Barringer-Brown 2015:50). This implies that there are teachers who work in such settings intentionally to bring about desired change in inmates' lives in and outside of prisons. And though most teachers join the prison work unintentionally, they are pleased to work there once they joined. Although this may look somewhat contradictory with the common perception that most of the teachers might not select prisons as working environments; they find it ok after they join and even like to work there as they feel that they are doing something good for those who are disadvantaged.

In the following section, the intents, curricular directions, activities and delivery mechanisms and challenges in the provision of correctional education are discussed from an international perspective.

## **2.5. PRISON EDUCATION PROVISIONS: AN INTERNATIONAL PERSPECTIVE**

### **2.5.1 Objectives**

Like in any societal endeavour, prison education is given with a purpose. The purpose of correctional education endeavour is also based on a philosophy attached to it though this varies from context to context (Messemer 2011:94). Hence, prison education is given for a number of reasons geared, in general, towards helping inmates realise their problems and provide support to make them better in their future lives. As demonstrated above, there are still debates among stakeholders and scholars on the provisions of prison education. This, in turn, affects the nature, provision, and quality of education in prisons. Basically, one can find two extreme views in a continuum. Those at one point, take prison as a place where people should be punished and pay for the crime they have committed, hence no need of services like education (Zimring & Hawkins in Messemer 2011:94). For others in the other extreme, a prison is a place where people are already punished as they are separated from the community at large, and they need

to be corrected through services like education before going back to the community (Jones & d'Errico in Messemer 2011:94).

Similarly, those supporting prison education even argue that being in prison by itself has a negative impact on prisoners and education is one of the best ways of minimising this impact (Schuller 2009:7; The Pew Charitable Trusts 2010:18). Supporters of the provision of prison education in correctional institutions mention different pieces of evidence of the power of education for creating a crime free environment. For instance, Quan-Baffour and Zawada (2012:73) argue that educating citizens is an ideal means through which we overcome problems like abuse, ignorance, poverty, and unemployment. Similarly, Omoni and Ijeh (2009:35), concluded that education is "...the bedrock of any human endeavour in achieving development and productivity." Though it is difficult to take this for granted, as other conditions may affect it, it is believed (Tootoonchi in Diseth et al. 2008:201) that if people get proper education, they will bring about behavioural changes, have skills through which they can earn a living and hence may not commit crime.

Besides, supporters of prison education pointed out the danger of not educating inmates in the correctional institutions. Omoni and Ijeh (2009:29) stated that if prisoners are not educated and equipped with the necessary skills while in prison, they will "... have strong incentive to commit crimes to survive and are threats to the peace of the society" after release. So, education of prisoners cannot only be skipped but cannot even be delayed and compromised as it has a direct impact not only on the individual but also on the community at large. Different scholars reflected on what should be the purposes of prison education, however, the common issue mentioned by most is scaling up of prisoners' skills and hence opening up their chances of employment (Ayu, Rhode & Curtis in Omoni & Ijeh 2009:30).

For others, like Ostreicher (in Omoni & Ijeh 2009:30), acquiring skills for employment is not enough as people need to know how to communicate as social beings. Hence, this scholar suggests that correctional education in addition to vocational ones should focus on letting inmates get communication skills. In line with this, though the entire focus of prisons in the United States of America was on vocational and basic education, it was

shifted later to including changing inmates' behaviour in their curriculum (Hobler in Messemer 2011:92). Biswalo (2011:71) argues that correctional institutions should serve as places where inmates get the chance to begin their long journey of lifelong learning. In a similar vein, Carlsen and Haddad (2013:311) argue that if inmates have the right to education, it should be in line with lifelong learning principles. Carlsen and Haddad (2013:311) contend "... the pursuit of knowledge is as much about social inclusion, active citizenship, and personal development, as it is about professional development and employability". This shows that prison education intentions generally vary but are becoming more comprehensive focusing on the overall betterment of the lives of prisoners.

Although stakeholders and scholars debate on whether education can directly reduce recidivism and secure employment, overall, there seems to be some evidence to suggest that, education has the potential to help people change their behaviours. Besides, it is a means through which they can learn how they can do things right. It is also possible to conclude that low skills and knowledge levels can considerably affect the individual chances in the labour market. Hence, the researcher strongly believes that education, whenever and wherever it happens has got something positive attached to it.

In the following subsection, an attempt is made to discuss the curricular directions of correctional education from an international perspective.

### **2.5.2 Curricular directions**

Curricular directions include issues to be covered in a certain educational programme. In this context, it comprises contents and learning experiences correctional institutions provide for their inmates. The contents to be provided in a certain educational programme evolve from the philosophy behind the programmes and the objectives envisioned to be achieved (Messemer 2011:94). Hence, the philosophy held by correctional institutions and people working in it affects the curricular direction and focus of correctional education (Behan 2007:158). For instance, if people who are responsible for providing education have the view that prisoners need to be punished, they may not

allow education at all or provide education of limited scope targeting to enable inmates to acquire only skills of reading and writing. On the other hand, if these people strongly believe that education is right and important, they may facilitate ways through which inmates can get an education which in turn bring about overall development in their lives. As will be indicated in the following discussion, there is a strong debate among scholars and stakeholders as to what prisoners should learn while they are in prison. For some, basic education for a limited time is enough and for others, basic education and some training on vocational education for a relatively longer time is supported and still few others argue for diversified education and training based on the needs of the inmates without any time limit.

This seems to imply that the types of programmes and contents delivered in prisons differ from nation to nation and from institution to institution in the same country. There are differences among scholars in their categorization of programmes. For instance, Thomas and Thomas (2008:29) categorised learning opportunities in correctional institutions into two: formal and informal. For these scholars, the informal opportunities refer to the programmes inmates follow on their own personal plans ranging from listening to media and reading books to talking with fellow inmates and visiting relatives. Those included in the formal category are academic, vocational and other training organised and purposely provided for by the concerned bodies (Thomas & Thomas 2008:29-30). Foley and Gao (2004:13) also found that the commonly available instructional programmes in correctional institutions are general education development certificate, adult basic education, and vocational education.

With regard to the contents to be included in prison programmes, Schuller (2009:37) believes that the process of rehabilitation and reintegration is demanding as it needs complex learning with "multiple objectives" combining personal changes and improvement in skill acquisition. For this scholar, basic skill training should be integrated with other issues surrounding the life of the inmates. To this end, it is suggested that broader curricula should be developed which could give the inmates room for creativity which in turn could "...allow offenders to strengthen their belief in their own ability, to play a part in social and economic life, and to build their identity capital".

In explaining some of the most important issues to be included in the curriculum, Schuller (2009:37-38) mentioned three issues: as most people have debt problems and lack of the necessary skills to manage their personal or household finances, first, they should get training on financial capabilities. Secondly, mental and physical health problems are seen more frequently among inmates necessitating the need for developing their basic health capabilities. Thirdly, training on self-esteem and anger management contributes to their personal developments which all together help to facilitate inmates' reintegration into the society after release (Schuller 2009:37-38).

For Langelid, Maki, Raundrup and Svensson (2009:161), on the other hand, the curriculum provided for inmates should consider their age and social expectations. They argue that skill training in prison should follow an adult education model which is not just acquisition of technical skills but is integrated with personal, social and economic dimensions. Warner (2007:172) also advocates adult education model curriculum which aims at developing the individual holistically by providing different pieces of training in different areas beyond the 3Rs and vocational training for employment. Similarly, Ültanır and Ültanır (2010:11) argued for an inclusive curriculum to secure relevance of education and training in addressing various needs of adult learners.

Similarly, during the sixth CONFINTEA, the member states agreed to focus on the education of adults, women, disadvantaged people and prisoners, and to commit themselves to:

...developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments (UIL 2010:6)

In the report of the aforementioned conference (UIL 2010:7), the possible contents for the adult learners are also indicated. Adult education covers a broad range of contents like general issues, vocational matters, family literacy and family education, citizenship and many other areas depending on the needs of the individuals and their respective

circumstances. In addition, Article 77(2) of the Standard Minimum Rules for the Treatment of Prisoners issued by the United Nations Congress on the Prevention of Crime and Treatment of Offenders [UNCPCTO] (1957:12) clearly states:

...all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.

From this, it can be inferred that among others, inmates should be provided with various programmes based on their needs and aspirations while they are in prison. Moreover, this same document in article 77(2) (UNCPCTO 1957:14) provides that there should be the provision of similar educational and training programmes in prisons (to what is outside) to enable inmates to continue their education or find a job after release.

Omoni and Ijeh (2009:30) also argue that training inmates only for a certain job will not suffice to help them stay away from crimes, rather they should also be trained how to control their emotions and solve their day- to- day problems. These scholars believe that to enable inmates to lead their future lives away from crime; the curriculum should focus not only on vocational training but also encompass other contents like life skills, anger management, job training, and placement.

Other scholars also share the above view of the inclusion of generic contents into inmates' curriculum. For instance, Gehring (in Moeller et al. 2004:46) argues that education in prison should not be limited to academics rather it should also focus on making inmates problem solvers, develop values and concerns for others, act non-aggressively, learn ways of conflict resolution which assist them in their future lives including in the job market. Moreover, taking the case of American prison institutions, Dixon and Mentor (2005:275) reported that the courses included in the prison education curriculum are parenting, empathy skills, communication and dispute processing,



cultural awareness and vocational courses. According to these scholars, the vocational training is aimed at equipping the inmates with skills such as tutoring, barbering or hairstyling, etc. that may lead them to employment opportunities.

Owing to their significant contribution to the rehabilitation of prisoners by improving their personal and social skills, developing their self-confidence and encouraging them to learn in the future, Anderson and Overy (2010:48), support the inclusion of arts and cultural programmes in the curriculum of prison education. Moreover, Anderson and Overy (2010:62) concluded that inclusion of arts related contents "...offer offenders a creative learning and social environment that can help them better engage with education and enjoy learning". A study by Hughes (2005:71) also found various positive outcomes attached to the inclusion of arts in correctional institution activities. The scholar concluded, "arts can play an important part in providing a broad and flexible education curriculum, leading to increased creativity, adaptability and communication skills; to personal and social skills relevant to making a successful transition to responsible adulthood; and to leading pro-social lives post-sentence" (Hughes 2005:71). Therefore, a prison education curriculum needs to have room for arts that help inmates engage in creative activities and bring about self-development, improve their life skills and motivation and raise their social skills, hence smoothen their integration with the larger society.

The Standard Minimum Rules for the Treatment of Prisoners, in its rule 78, recommend the presence of recreational and cultural activities in prisons to help inmates become healthy both physically and mentally (UNCPCTO 1957:14). Moreover, arts and cultural programmes, scholars argue, can encourage prisoners to progress to other kinds of education which in turn contributes to their full development (Anderson & Overy 2010:52; Hughes 2005:41). For instance, in explaining how art programmes support education and facilitate skills development on the part of inmates, a meta-analysis by Hughes (2005:31, 32 & 40) revealed that such programmes, among others, improve the readiness of the inmates to learn, their self-esteem and communication skills.

This argument, in fact, has legal ground. It has been argued by Alessandra, Moretti and Frandell (2013:1) that the dominant intent of provision of education is "to achieve the full

development and realisation of individual human beings. It was to protect these rights of individuals among others that the Universal Declaration of Human Rights; the UNESCO Convention against Discrimination in Education and the International Covenant on Economic, Social and Cultural Rights were adopted (Alessandra et al. 2013:1). Inmates also have the right to get a comprehensive kind of education which can help them develop wholly. For instance, a conference paper by the European Commission [EU] (2010:10) suggests that the curriculum of the education for prisoners needs to be broader and more diverse and it should contain courses which can lead inmates not only to formal qualifications, particularly vocational but practical and aesthetic subjects, language, ICT and other short courses leading to approved qualifications should also be part of inmates' options. A similar notion is written in the CESCR document in its 13<sup>th</sup> article (United Nations General Assembly [UNGA] 1966:4) which recognises the right to education which is geared towards the full development of an individual.

In line with the above notion, Munoz (2009:7) stated that education in detention should be geared towards bringing about the development of the whole person. Doing so needs a curriculum that addresses the needs of inmates. Similarly, On 24 May 1990, the United Nations Economic and Social Council [UNESC] (1990:22) in article 3a of its resolution 1990/20 entitled prison education recommended that education provisions for inmates should direct at holistic development of prisoners. In this document, it was also stated that education programmes in such settings should allow prisoners get an opportunity to, "... literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities" (UNESC 1990:22).

For other supporters of education for the full development of inmates, it is not necessary to limit and prescribe what should be learnt as individuals have the right to lifelong and life-wide learning. In line with this, Warner (2007:172) asserts that rather than focusing on only specific issues like literacy and skills for employability, inmates should be provided with a wider range of subjects which can help them bring about an all rounded development. Thus, education programmes in prison need to offer wider-reaching support that builds on prisoners' existing strengths, interests, and skills. Acquiring these

is believed to be essential for the holistic development of the prisoner and their successful resettlement and procurement of employment following the release.

For others in the field, since programme preferences in prison may be affected by background, experience, and needs of inmates, designing curriculum for prison educational programmes demands consideration of the identified needs of each prisoner. The Standard Minimum Rule for Prisoners (UNCPCTO 1957:13) in its article 69 clearly stated that immediately after the admission of the prisoner, his/her personality and needs should be studied to design a rehabilitation programme accordingly. This shows that prison education should follow a multi-modal approach as prisoners need quite different kinds and levels of education. In the fifth CONFINTEA, member states agreed that educational provisions for all, including inmates, should be in line with their individual needs which can help them fully participate in the society (UIE 1997:24). Similarly, Davis, Bozick, Steele, Saunders and Miles (2013:65) asserted that the academic and occupational programmes in prison settings could meet their targets if and only if they are based on serious considerations of what the inmates face in and outside prison settings. Hence, from these one may infer that educational programmes in correctional institutions should take into consideration the felt needs of the inmates and the society they are going to rejoin.

In this connection, Hurry, Brazier, Parker and Wilson (2006:60) stressed the importance of conducting a needs assessment before designing any education and training for prisoners. People in prison, although collectively called prisoners, are there for different crimes, and hence, the education and training programmes should not be limited to vocational ones as they may need different kinds of programmes to fill their gaps (Davis et al. 2013:35; Hurry et al. 2006:9 & 56). For example, as mentioned above, a multi-modal programme could involve different treatments for individual inmates accused of different crimes. This implies that although vocational courses are important in the reintegration of the prisoner, the needs of prisoners in other areas should also be assessed and addressed. Above all, an individual learner's need assessment before designing curricula is mandatory.

In line with this, referring to the report by the UNESCO Commission on Education for the 21st Century, Baba-Moussa (2011:120) argues that education afterwards should be conceived as a "process that occurs throughout one's whole life" where four issues are included: learning how to know, learning how to do, learning how to live with others, and learning how to be. Hence, what the inmates should learn is not exceptional to this as they also have the right to education. In other words, like individuals outside the prison, inmates have the right to get the kind of education they need to fill their gaps identified through needs assessment, which is the first stage in designing curricula (Tyler 2013:6). In doing so, Heltand, Eikeland, Manger, Diseth and Asbjornsen (2007:154) suggest that policy makers and teachers need to identify the felt needs of inmates regularly to provide relevant educational programmes since the reasons for the participation of inmates in education are different and they change from time to time.

The other issue of concern in the discussion on education is the issue of libraries. Learning shall not be limited to classrooms. Rather, one needs to have ways through which he/she can widen her/his knowledge horizon. Particularly, in prison settings, the importance of libraries with relevant books on various issues concerning inmates is stressed (Tadesse 2011:138). Rule number 40 of the Standards Minimum Rule clearly states that prisons should have libraries with sufficient resources which can be fully accessed by every prisoner (UNCPCTO 1957:7). Similarly, it was emphasised by Penal Reform International (2001:145) that prison institutions should establish properly staffed libraries containing important resources for inmates or find ways through which they can work with related institutions in the community to fulfil their book needs. Regarding the importance of these books for inmates, Tadesse (2011:138) stressed that reading books helps inmates stay healthy, stand the boredom of imprisonment and helps in decreasing anxiety among inmates.

Moreover, it is believed that reading books helps one to learn a lot from a piece of writing he/she is reading besides to making him/her busy (Penal Reform International 2001:145). Hence, there should be libraries where detainees, if conditions allow, go and read otherwise borrow books to be read in their cells. However, studies and reports (Penal Reform International 2001:145; Ethiopian Human Rights Commission [EHRC] (in

Gulilat 2012:79) show that there is a limited provision of library facilities in prison settings in Ethiopia. Among the reasons given by these correctional institutions for non-existence or a limited number of libraries in their institutions are illiteracy and lack of interest on the part of inmates (Penal Reform International 2001:145).

In a nutshell, even though the effectiveness of implementation is in question, especially in developing countries where the education of prisoners is compromised owing to lack of resources, in principle, educational provisions in prison settings are no longer limited to basic education and skills training courses as inmates have access to a wider range of learning opportunities. In line with various rights of individuals in the correctional institutions, the penal institutions as much as their resources allow should avail necessary educational services and facilities to the inmates in their respective institutions.

The next sub-section discusses the involvement of inmates in deciding the contents to be delivered to them. In other words, an attempt is made to see if contents provided to inmates are selected in a participatory way.

### **2.5.3. Decision-making on the content to be delivered**

It is believed that a certain educational programme would be acceptable if it is designed with the active participation of the beneficiaries. This is because, if a programme is designed on a participatory basis, it will most likely reflect the needs of beneficiaries, fill their gaps, and enable them to solve their problems. Moreover, programmes designed based on the consent of beneficiaries will become successful in their process as well as in the outcomes they bring to the beneficiaries. In fact, it is also safer to design programmes (for all age groups) in a participatory way.

It is argued that special care should be taken in designing a certain educational programme if the participants are adults (Knowles s.a:47; Ültanır & Ültanır 2010:11; Warner 2007:176). Studies in the area of adult education show that as the age increases, the tendency of the individual to be goal-oriented and self-directed also increases (Knowles s.a:56; Merriam & Rosemary in Ültanır & Ültanır 2010:13). This means, when a person matures, he/she becomes more aware of what he/she needs

and wants to direct him/herself towards achieving that goal (Gehring in Moeller et al. 2004:42-43). This is so because as the age of a person increases, his/her experience and sense of directing her/himself increases. At this stage, a person identifies what is worth studying for current as well as future life. Hence, more than children and young people, adults enjoy an educational programme they are part of from the outset. Gehring (in Moeller et al. 2004:42-43), for instance, argues that there is a difference between adult and children learners as adults come to class with a different state of mind. This scholar further claimed that adults have developed autonomy and a sense of accountability for their learning and hence, want to acquire a particular skill based on their needs to be immediately applied to their lives. Similarly, Warner (2007:176) and Knowles (s.a: 47 & 48) argue that adult learners by nature want to be an active part of their learning and, they have the right to decide on what and how they want to learn.

This seems to be why the idea of making the correctional education curriculum participatory and need-based is frequently noted in the literature (McAleese 2012:28; UIE 1997:24; Vacca 2004:302). Moreover, at the fifth CONFINTEA, member states agreed that educational provisions for all, including for inmates should be in line with their individual needs which can help them fully participate in the society (UIE 1997:24). If educational programmes should be designed based on individual needs, inmates have the right to decide on what to learn (content).

Letting individuals decide on issues in educational programmes has advantages for both providers and beneficiaries. Studies show the importance of making participatory decisions in motivating and sustaining inmates' interest (Derbyshire, O'Riordan, & Phillips in Warner 2007:175). Moreover, participatory decisions create a context where teachers and inmates "support each other as fellow learners" (Knowles s.a:47; Vacca 2004:302). On the other hand, teachers face a lack of interest and resistance from inmates if they attempt to teach the curriculum the learners are not part of (Knowles s.a:48).

From the brief review of the literature regarding decisions on curriculum contents, it could be said that given their maturity and experience, especially adults naturally need to be actively involved in their learning endeavours. Moreover, it was clearly revealed

that letting individuals decide regarding their educational programmes are not only their right but also is important in terms of motivating and sustaining their learning which in turn eases the work of those who teach them.

The next subsection discusses the ways of providing education to inmates in prison settings. It discusses the methods used by the teachers to deliver education to inmates and the activities teachers and inmates do in the teaching-learning process.

#### **2.5.4. Activities and delivery mechanisms**

As reflected in the earlier sections, correctional education programmes and activities are offered basically with the intent of assisting inmates in two aspects: to help them better adjust to prison life, and enhance their knowledge, skills, and attitudes which will contribute to their employability and reintegration to the society after release. This implies that prison education has both immediate and future impact on the lives of inmates.

To achieve both outcomes, care should be taken in designing appropriate activities and delivery mechanisms for the participants of the programme. These activities and delivery mechanisms, in turn, are highly dependent on the nature of the students in the classrooms, the type of contents selected, and the way the contents, objectives and learning experiences of students are organised. In addition, most inmates in correctional institutions are adults, at least by age, and have diversified educational backgrounds and needs which make the design of activities and the delivery mechanisms even more complex (Gehring in Moeller et al. 2004:42-43; Munoz 2009:3). Another issue worth considering is the variation of crimes committed among inmates. This situation, together with others mentioned above, makes the design and delivery of education complex and demanding. Hence, when one thinks about education in prison, he/she has to consider that there is a huge difference among the inmates in the crimes they committed and design activities and delivery mechanisms accordingly. In this regard, education design in prison should be need-based drawing on a wide range of teaching and delivery modes to address individual needs of inmates (Schuller 2009:6). In other words,

whatever the difference may be, inmates should be provided with an education that can help to resolve their problems for their successful rejoining to the larger community.

In the Hamburg Declaration on Adult Learning (UIE 1997:5), it was stated that "Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning." Moreover, literature in the field of education assert that unlike that of children, adult learners have greater individual difference among themselves and enjoy if they could take part actively in the education process and want to apply what they have learnt immediately (Gehring in Moeller et al. 2004:43; UIE 1997:24). Hence, the design of instruction for adults should be based on their individual needs, participatory and functional. This evidence shows that adults need active involvement in their learning. Similarly, Gehring (in Moeller et al. 2004:43) reported adults seek education for meeting particular needs, enjoy if they could take part actively in the education process. This even needs to be underlined in this context as most individuals in correctional institutions are not only adults but also have special characteristics as inmates.

Beyond taking part in decisions on what they want to learn, adults should be helped to transform the condition they are in. Several studies have suggested transformative learning model of prison education (Behan 2007:60; Brookfield in Behan 2014:21; Costelloe 2014:34). In correctional settings too, Behan, argues for an alternative approach, transformative learning.

Among others, the scholar believed that the inmates could be helped to revitalise their bond (the bond they had with the community but broken) through critically reflecting on their actions which provide inmates with "transformative experience" and enable them to learn not to commit a crime again (Behan 2007:160). As a result, Behan (2007:161) believed that the most significant education in a correctional institution is "non-traditional and informal education." This is to mean that given their age and the condition they are in, inmates need flexible, participatory and relevant educational programmes rather than tightly scheduled, teacher-centred and education full of factual contents. A recent study by Costelloe (2014:34) shows that prison education should follow transformative learning model which, "... must have a particular goal, a particular content and a



particular style, the particularities of which should be grounded in transformative learning.” This means the education provided in correctional institutions may not necessarily be the same as the one provided in other institutions outside correctional institutions.

With regard to methods of teaching and learning, Ültanır and Ültanır (2010:11) suggest that methods that enhance the self-directing nature of individuals should be used while facilitating adult learning despite the fact that “lecturing sometimes has a place” even in educating adults. Knowles (s.a:49) noted that since adults are rich in experience, the methods used should help them explore these experiences and hence should be more “participatory and experiential” than using “transmittal” techniques such as lecturing and assigned reading. That is, the methods most appropriate for adults are those in which adults as learners actively engage and participate.

It is even suggested that the education provision for adults should follow “...individual-centred pedagogy” (UIE 1997:24) to address the individual needs of adults in general and adult inmates in particular. For Alamprese (s.a:6), for instance, relying on just individual instruction wouldn’t suffice. This scholar argues that serious consideration should be made in balancing individual and collaborative learning as adults prefer the latter rather than competing with one another (Alamprese s.a:6). Alamprese further argues that although individual instruction is supported for adults to address their unique needs, cooperative learning that promotes teamwork should not be forgotten for adults prefer learning through experience sharing. Findings of the research by Foley and Gao (2004:13) showed the mixed use of individual and group instruction, with the former being the major strategy used to effectively teach adult learners.

In the process of rehabilitation, the role of teaching inmates is vital as it “...has the power to transform lives” (Bhatti 2010:36). Thus, more than the case in other settings (outside the prison), various activities and methods of teaching should be used in prison classrooms if rehabilitation and effective reintegration are desired. This also applies to the selection of teachers who are appropriate for such context. As to Penal Reform International (2001:144), except in conditions where resources couldn't allow and where prisoners themselves could be used to support each other, professional teachers in

adult and remedial education are needed in prison contexts. The necessity of hiring professional teachers with such readiness emanated from the diversified needs of human beings in general and the special attention needed for inmates to smoothen their successful reintegration in particular.

Due to the unique nature of correctional institutions, teachers teaching inmates are expected to be competent in convincing inmates about the importance of education and inspiring them towards its achievement (Gunn in Tam, Heng & Rose 2007:130). According to these scholars, among the characteristics needed for effective contact between teachers and inmates in prison settings are “openness, sincerity, respect and friendliness” (Tam et al. 2007:134). In relation to this, Cantrell (2013:6) believes that prisons are institutions which produce selfish people who are dangers to the community, and education in such a context is provided to change that. In so doing, the scholar forwarded a recommendation on how classrooms in prisons should run. Cantrell (2013:6) stated:

As in any classroom, teaching in prison requires a partnership between the students and teacher. Because prison is a violent and oppressive environment, it is important that our classrooms become a safe space where students are free to express, explore, internalise, and/or reject ideas-both those new and long held.

According to this scholar, teachers should encourage inmates to be free to express and reflect on their views regarding different issues. Similar traits of prison educators were reflected by findings of research by Tam et al. (2007:135). For these researchers, successful inmate educators should, first of all, accept values of correctional education and comprehend its structure. Bhatti (2010:34) mentions the need for mutual respect between teachers and inmates as this could enhance teachers’ joy in serving inmates. Above all, inmates need educators who can understand their condition and help them be well acquainted with what is happening outside the correctional institutions. In this regard, while some recommend volunteers, students, professors and teachers from local schools and universities as teachers in prisons (Jovanic 2011:80), others suggest to use inmates as teachers as “inmate tutors can relate better than outside teachers to other prisoners” (UNESCO 1995:39). Hence, to make a balance between the two

worlds: in and outside of correctional institutions, it is better to mix teacher professionals from outside and inmate tutors who can best understand inmates and their conditions. Though trained teachers are important, inmate tutors are crucial too in assisting teachers who come from outside as they have a good understanding of the prison setting and the condition of inmates (Munoz 2009:7; Thomas in Behan 2007:158).

Moreover, prison education should also take into consideration the issue of women and people with disability in prison. This is because educational needs of women are different from that of men and there might be disability problems among inmates. Although there is a lack of research on the relevance of educational provision for women and disabled people, the existing few research show that most penal institutions are not serious to address the special educational needs of inmates with disability and women in their institutions (Munoz 2009:24). Article 2 of the Universal Declaration of Human Rights (UN 1948:2) and article 6(1) of the Standard Minimum Rules for Treatment of Prisoners (UNCPCTO 1957:2) however prohibit discrimination based on gender. In this regard, the later document in article 8 (a) clearly states that accommodations and service provisions should be given to women inmates separately (UNCPCTO 1957:2). The same is true for people with disability as indicated in the document. According to Munoz (2009:11), the problem is not related entirely to the failure to support them, what makes the problem even worse is the difficulty associated with identifying people with special needs. Though this is also true outside the prison, these people are facing far more problems in the prison settings as prisons "invariably fail to recognise, understand or support their specific needs" (Munoz 2009:12).

#### **2.5.5. Relevance and quality of prison education**

As indicated above, (see Sections 2.5.2 & 2.5.3), educational programmes designed for adults should be need-based and specifically tailored to the needs of inmates. In this regard, scholars in the area of prison education argue for a diversified curriculum capable of meeting the diverse needs of inmates (Gehring in Moeller et al. 2004:42-43; Langelid et al. 2009:161; Schuller 2009:37; UIE 1997:24). Particularly, Schuller (2009:37) stated that the curriculum for such institutions should take into consideration the age and social expectations of inmates in order to make inmates competent on

issues surrounding their lives. Similarly, it is believed that educational programmes should be relevant to the needs of the learners (UIE 1997:24) to enable inmates to apply what they have learnt immediately (Gehring in Moeller et al. 2004:42-43). From what is indicated in these studies, it could be concluded that educational programmes provided for inmates should be designed in line with their specific needs.

Literature shows that designing educational programmes for inmates based on their needs facilitates their rehabilitation. Quan-Baffour and Zawada (2012:78-79) affirmed that education for inmates would have a powerful positive impact in helping them become corrected to live with the society if relevant contents and skills are provided. Research findings show positive results regarding the relevance of courses provided in prisons. For instance, Moeller et al. (2004:51) found out that the inmate participants in their study rated all the courses provided as very important to their lives. Similarly, research conducted by Diseth et al. (2008:210) concluded that “education is highly valued among inmates”.

In most cases, the relevance of educational programmes shows the quality of the programmes. This is because the quality is achieved if a certain educational programme is in line with the needs of those for whom it is provided. In other words, in the context of where this study is conducted, we could say the educational programme has quality if it helps inmates live a better life in and out of prisons. This could be seen when inmates continue education from where they have stopped outside and get employed competing with other citizens of the same educational level. Barringer-Brown (2015:49) who was interested in testing the quality of education in prison institutions by comparing it with the one provided outside found out that education provided in the institutions are comparable to the one provided in similar institutions outside the correctional facility. For this scholar, this finding is crucial as it makes the inmates competent with individuals from similar institutions applying for a certain job opportunity (Barringer-Brown 2015:49).

Scholars, however, cite various problems that affect the quality of prison educations (see section 2.5.6 below for more on challenges in the provision of prison education). For instance, Vacca (2004:298) stated lack of budget, for fulfilling equipped teachers

and educational materials and facilities as factors which held back the quality of education and training provided in prisons. However, the challenges indicated above are not exceptional to prisons as most are also inevitable in schools outside prison settings.

There are challenges which are affecting the quality of education in prisons. One of such challenges is related to procedures of prisons. These procedures pertinent to prisons, among others, interfere with the works of teachers by hindering them from smoothly working on the teaching-learning process in the institutions. Studies revealed that there is no trust and mutual respect between guards and teachers as the former look over the teachers with suspicion for whatever they carry to the classroom (Brazzell et al. 2009:32; McAleese 2012:30). However, scholars believe that as more is expected from them, teachers should not be tired of the routine and disappointed by resistance on the part of prison officers in their attempt to educate and correct inmates. In this regard, McAleese (2012:30) argued that teachers should try hard to cooperate with prison administrators and guards to convince them the importance of education for inmates' own good for the future. If prison education should be given smoothly, not only teachers but other officers should be convinced of its importance. In fact, it has conclusively been shown that collaboration and communication between school staff and prison administrators are essential in fulfilling "material and logistical needs" in the provisions of education in prisons (Brazzell et al. 2009:32; McAleese 2012:30).

Another factor related to the procedure of prisons affecting the quality of education is inmates' waste of learning time in the name of parent visits and head counts. Manger and Eikeland (2009:18) pointed out that the high priority for security issues over educational aspects in prisons would negatively affect education activities in the institutions. It could be said that this problem emanated from the dual purposes of prisons: to punish and rehabilitate (Greenberg et al. 2007:47). However, various studies (Brazzell et al. 2009:24; McAleese 2012:119) show that the rehabilitation issues are not seriously taken like punishment. In other words, in prisons, more attention is given to punishment and controlling prisoners than their rehabilitation. This may be why Brazzell et al. (2009:24) reported that prisons are "first and foremost, institutions of control and

security, not classrooms or schools”. According to McAleese (2012:119), the fact that education is taken as secondary to security issues in prisons has been found to be one of the challenges in the provision of quality education in the setting.

From the literature reviewed regarding relevance, it was learned that educational programmes for prisoners should be based on their needs so that they become relevant. It was also found that provision of relevant educational programmes could facilitate the rehabilitation of prisoners. Moreover, there are various shortcomings which affect the quality of provisions of education in prisons. Most of the challenges identified are pertinent to prisons and include mistrust between teachers and other prison officers, relative visits and head counts. It was revealed in the review that these challenges emanated from the two functions of prisons: punishment and rehabilitation and the tendency of the prisons to give preference more to the former than the later.

Having discussed the relevance and quality of education provisions in prisons, the next section discusses the factors which affect the successful implementation of prison education, its relevance, and quality in detail. Hence, the challenges facing inmates and prison institutions in providing education are discussed.

#### **2.5.6. Challenges in the provision of prison education**

Prisons face various challenges in their endeavour to provide education to inmates. Onyango (2013:39) stated that factors that contradict the rehabilitation of inmates include ruthless situations in prisons, work free of payment, and lack of prison staff trained for the job. Moreover, Odera Oruka (in Onyango 2013:39) reported that ruthless handling of inmates and compelling them to work for free without their will, beyond interfering with their educational activities, have the consequence of producing inmates who retaliate the society rather than smoothly reintegrating with them. From the above arguments of the scholars, one can understand that inhuman handling of inmates while in prison not only hampers the correction efforts of the institution but also result in releasing avengers from prisons.

The other obstacle for the rehabilitation of inmates is the lack of trained personnel to rehabilitate inmates. As they are the ones who have direct access and responsibility to inmates, the officers should have integrity and need to be well equipped to work in such circumstances (Onyango 2013:40). This scholar further affirms;

... if the officers who come in contact with prisoners on a daily basis, both junior and senior officers are not people of integrity who are well educated and specifically trained for this job that require an in-depth understanding of human behaviour, human motivation, human worth and human destiny, then it is impossible for them to rehabilitate the offenders (Onyango 2013:40).

In other words, if prison officers have the desirable traits, the rehabilitation of inmates could be easier and manageable. Similarly, the United Nations Office on Drug and Crime [UNODC] (2005:261) report shows that among the major problems that hampered rehabilitative interventions is the challenge faced by prison reformers to persuade concerned bodies particularly prison police and administrators on the importance of providing such programmes to inmates. In this regard, two recommendations were given by UNODC (2005:264), one is, because keeping inmates behind closed doors, doing nothing, cannot help the convicts, thus concerned bodies should work hard on raising the awareness of the larger community about the importance of education in prison, and the second is legal documents such as the penal code should "... emphasise the importance of rehabilitation and reintegration as most important justifications for imprisonment."

There are also challenges related to prison procedures. Routines and procedures such as private property searching, relative visits, and head counting are some of the routines related to the procedure of prisons negatively affecting education and training process. Teachers working in prisons are unhappy when their properties are searched in prisons (Wright 2005:20).With regard to private property searching, Wright (2005:20) reported that teachers "In their preliminary encounters with prison officers, often feel insulted and demeaned when their personal belongings are searched and their motives for teaching in prisons questioned." The teachers often feel discriminated and mistrusted from other officers working in prisons as the officers become curious why the

teachers teach there and search their belongings with suspicion. Similarly, under the procedure, it was also found that learning time was taken up during head counting and relative visits (McCarty in Barringer-Brown 2015:47). The prisoner students can only come to class after head counting which would take the time allotted for learning.

On the other hand, apart from the skill and attitude of the staffs, prisons face a number of challenges in their endeavour to provide education for inmates. For instance, Munoz (2009:3) reported that though the degree of difference among correctional institutions varies, there are a number of factors which negatively affect the rehabilitative function and make the delivery of education in such contexts complicated.

Inadequate resources allocated for the education of inmates as a result of insufficient consideration for the programme worsen the existing low levels of confidence and enthusiasm of learners which in turn challenge prison administrators and staff in effectively correcting inmates (Munoz 2009:3). Similarly, the majority of inmates in Diseth et al. (2008:209) research reported inadequate access to equipment and facilities as the major factors affecting their education. Barringer-Brown (2015:51) also found that lack of adequate teaching aids and resources are the major problems prisons face with regard to educational materials. This has also been confirmed by McCarty (in Barringer-Brown 2015:47) who reported that in the prison she was teaching, there was a serious lack of textbooks which made her and her colleagues plead for books.

However, there is an argument that there should be appropriate facilities for learners in prisons. A prominent scholar in adult education, Malcolm Knowles, underscores the need for a physical environment that is comfortable for adults. Knowles (Knowles s.a:46) further noted that “furnishings and equipment should be adult-sized and comfortable; meeting rooms should be arranged informally and should be decorated according to adult tastes, and acoustics and lighting should take into account declining audiovisual acuity”. From this, it is possible to say that, prison institutions should fulfil educational materials, equipment, and facilities to facilitate the rehabilitation of prisoners.



Despite the existence of the provision of education in most prisons, the participation rate of inmates in educational programmes decreased across time (Davis et al. 2013:4; Hill 2008:13). The decrease in participation rates is due to various reasons. As to Davis et al. (2013:4), the challenges which are responsible for the low participation of inmates include lack of awareness on the existence of programmes, lack of budget, and difficulty of selecting between work and education on the part of inmates. While the lack of awareness on the existence of programmes and the difficulty of selecting between work and education has a direct impact on the low participation of inmates, lack of budget can also affect the participation as inmates may not be attracted to an educational programme if facilities are not fulfilled and if there are no incentives for their participation. Similarly, Hill (2008:12-13) identified lack of awareness on the part of inmates, inconsistent and unsustainable funding, problems related to case management and monitoring and evaluation of the education programme as problems responsible for the low participation of inmates in educational programmes. According to Hill (2008:15), lack of incentives for inmates participating in education programme is another challenge which made the number of inmates in education and training programmes of correctional institutions very low.

From various challenges presented above, it is possible to say that lack of budget is a major factor behind other challenges as it affects the fulfilment of facilities and the attraction of inmates to participate in training programmes. Moreover, budget plays a major role incentivizing inmates to participate and encouraging teachers for the provision of quality education.

Seen from a different angle, the low participation of inmates could be the reflection of the lack of applicability of the contents to the lives of inmates. In other words, low participation in the programme is attributed to the curriculum itself and unavailability of teaching materials. As Foley and Gao (2004:7) stated, the diversified educational background of inmates affects the effectiveness of education programme delivery in such settings. It is because, on the one hand, inmates should get the opportunity to learn the relevant curriculum, and on the other, there is the lack of budget to address complexity brought about by diversified needs and characteristics of inmates. However,

if correcting inmates is their intent, prisons should provide inmates with relevant education and training because as adults, they want to learn what is important to their lives in a way they want to (Derbyshire, O'Riordan, & Phillips in Warner 2007:176; Gehring in Moeller et al. 2004:43). Inmates will highly participate in an educational programme if it is relevant and participatory. Studies in the area also show that a diversified and need-based curriculum is needed to satisfy the needs of learners (Gehring in Moeller et al. 2004:42-43; Langelid et al. 2009:21; Schuller 2009:37; UIE 1997:24).

As pointed out by Dixon and Mentor (2005:248), challenges facing prison institutions in their provision of education are the transfer of inmates from one institution to the other, peer pressure, contradictory demands and inconsistent attitudes of administrators towards the education of inmates. When inmates move from an institution in which they have been learning to another, they are mostly forced to quit their education. There are also cases when inmates are discouraged to learn by their fellow inmates who think that education has no value in the prisons. Sometimes even conflicting demands occur when inmates are made to work while learning and as a result, inmates may be forced to quit their education. The less value attached to education programmes by concerned bodies in prison institutions has also been identified as one of the challenges in the provision of education in prisons (Smiling & Killacky in Quan-Baffour & Zawada 2012: 77). Hence, the attitude of the prison administration is crucial since the budget, logistics and various conditions for teaching learning in the correctional institutions largely depend on the willingness and support of those in the administration.

Hence, most of the challenges faced with regard to the provision of education and training in prisons could be resolved by the administration of the prison institutions. For instance, in prison institutions where education is made mandatory (by the administration) or where education participation would be rewarded, there won't be difficulty on the part of prisoners in selecting between work and education and hence, participation wouldn't be a problem. It was revealed; however, that even if concerned bodies are positive towards providing education in prisons, the level of development of the country, the prison setting itself and complexity brought about by diversified needs

and characteristics of inmates make education in prison difficult (Foley & Gao 2004:7). However, the researcher believes that whatever the development level of a country may be, prisoners should get relevant and quality education similar to other citizens of that particular country in line with international commitments and national laws. This is because, according to Penal Reform International (2001:5), no matter what the condition of a certain country may be, "...all human beings have fundamental human rights" which cannot be violated without "legal justifications."

The above section discussed the challenges faced by prisons in providing education and training in their effort to rehabilitating inmates. As pointed out above, the challenges affecting the provision of correctional education and training include lack of trained personnel, the attitude of administrators, low participation of inmates, lack of budget, transfer of prisoners from one prison to the other and the conflicting demands of inmates for work and education.

## **2.6. SUMMARY**

The chapter presented the review of the literature about current international trends in the provision of prison education. In doing so, an attempt was made to categorise accounts of reviewed sources to the concept, evolution, and rationales for the provision of prison education. Moreover, available resources were reviewed under objectives, contents, activities and delivery mechanisms, and relevance and quality of prison education. At last, the challenges encountered by prisons in providing education and training were discussed.

It is evident from the literature reviewed that people conceive the term prison education in different ways that in turn resulted in different purposes and practices. From the literature reviewed, it is also evident that the objectives of prisons to provide education to inmates and the motives behind the participation of inmates in prison education are similar in most cases. Regarding the motives behind teachers teaching in prisons, it was learnt that most teachers join the work unintentionally though they find working there manageable and interesting through time. Moreover, from reviewed literature, it could be concluded that prisons should provide a wide range of educational opportunities

which imply the curriculum in prison education that focuses on developing the whole person. This is because, given the age and nature of most of the inmates, the literature reviewed shows that inmates should be provided with relevant contents aligned to their needs. The various literature reviewed also showed that there are a number of factors facing prison institutions as challenges in the provision of education to inmates.

In the following chapter, an attempt is made to present the historical background of prisons and prison education and the trend in the provision of prison education in the Ethiopian context.

## **CHAPTER 3: THE HISTORY OF PRISON AND PRISON EDUCATION IN ETHIOPIA**

### **3.1. INTRODUCTION**

In the previous chapter, literature was reviewed to show the current international trends in the provision of prison education. Basically, the reviews focused on the objectives for providing prison education, the curricular directions, activities and delivery mechanisms. Moreover, the challenges faced by correctional institutions while providing education for inmates were discussed.

The concern of this study is investigating the practices of prison education in two selected prisons of Ethiopia. Hence, reviewing the literature on how prison education was started in the country is crucial to give the foundation for discussing practices. Hence, this chapter provides a brief history of prisons and prison education in Ethiopia.

### **3.2. THE HISTORY OF PRISON IN ETHIOPIA**

In Ethiopia, the history and development of prisons are not clearly known (EHRC 2012:22). However, the report by Worku, Geberemariam and Belete (2014:2) stated that the practice of imprisonment and punishment was started during power conflicts among princes during '*Zemene Mesafint*' (the Ethiopian term for "era of the princes) to imprison those surrendered and those who protested those in power. Similar sources also show that the practice of imprisonment could be traced back to the 17th century in Ethiopia (Gulilat 2012:48; Tadesse 2011:174).

Regarding the locations of prisons, it is reported that the then prisons were purposely located remote and inaccessible area usually in mountain cliffs, one of which was "wehini Amba". As a result, prisoners during this time were made to suffer from harsh conditions of the places they were in and they were treated in a cruel way by prison officers (Gulilat 2012:48; Tadesse 2011:174; Worku et al. 2014:2). Literature shows, prisons during that time were disorganised and un-institutionalised as there was no system that governs their administration (Gulilat 2012:48; Tadesse 2011:174). Citing documented sources, Tadesse (2011:174) reported that though there were places

which were used as prisons long ago in Ethiopia, the conditions of the places and the methods employed to punish criminals were inhuman and degrading. Hence, the practice of imprisonment in Ethiopia was there for a long period of time without legal backup and proper handling of inmates. Taken collectively, the formal and structured prison system in the country is young when compared to other European and Asian countries.

The beginning of formal prison system in Ethiopia is also not free from a debate among writers. For instance, Worku et al. (2014:2) stated that the first formal prison system was established in Ethiopia in 1924 when Ethiopia required joining the League of Nations (now United Nations) and its request was rejected because of inexistence of prison system which fulfilled certain standards. Accordingly, according to them, the first formal prison in Ethiopia, “Kerchele/Alem bekagn” was established in the capital Addis Ababa by French engineers (Worku et al. 2014:2). Other sources connect the beginning of prison system in Ethiopia with Italians during their five years stay in Ethiopia (EHRC 2012:22; Gulilat 2012:49; Tadesse 2011:174). According to these scholars, the modern practice of prison and imprisonment was started in Ethiopia with the building of a number of prisons during Hailesillasseie regime (1942-1974). In fact, Worku et al. (2014:2) also believe that the prison which was first established had various problems with regard to structure and administration and agree with the later scholars that the modern prison with clear organisation and structure was started in the 1940s. Hence, based on these sources, it is possible to say that it was during Hailesilassie’s time that the modern history of prisons began in Ethiopia. In other words, although there were such practices before this time, the 1940s could be taken as the time when a modern practice of imprisonment has been started in Ethiopia.

During the reign of Hailesilassie, besides to the establishment of prisons, proclamation No.45/1944 was issued to facilitate prison administration (Centre for International Legal Cooperation[CILC] 2005:110; EHRC 2012:22; Gulilat 2012:49).

In fact, Ethiopia had the first written constitution in 1931, which means that the how of the treatment of prisoners has not been constitutionally mentioned before this time (Gulilat 2012:36). The criminal law has been proclaimed in 1957 to complement what

has already been provided in the proclamation No. 45/1944 regarding prison administration and treatment of prisoners (Gulilat 2012:37). So, it is believed that the criminal law issued in 1957 is better than proclamation No. 45/1944 in terms of handling and punishment of inmates as it clearly indicated prisoner duties and rights regarding work payments, parole and education and training (Worku et al. 2014:3).

As a result of these proclamations and laws, though they were disorganised and unsystematic, there were basic education and vocational related training provisions in most of the prisons and in some prisons reading rooms were also established where local newspapers, few books, mostly collected from donors were availed to the prisoners (Gulilat 2012:50; Worku et al. 2014:3).

During Dergue Regime (1974-1991), prisons were expanded all over the country (2012:23). During this time, as a result of mass incarceration and inhuman handling of prisoners, the prison condition in Ethiopia was worsened (Worku et al. 2014:3). Though a number of additional prisons were built at the time, the number of prisoners was beyond the capacity of the then existing prisons because of mass imprisonment without an order from the court (Gulilat 2012:50; Worku et al. 2014:3). In such conditions, the services provided were also limited. Worku et al. (2014:3) reported that the prisons and handling of prisoners during this time looked like the ones during 'Zemene Mesafint' as the prisoners were suffering from insufficient provisions of services like food, clothing and health care. The EHRC report also reported the corporal punishment of prisoners and the lack of food and health care in the prisons during that time (EHRC 2012:22). Regarding education, except the National Literacy campaign which was implemented for ten years all over the country, there was no regular educational programme for prisoners in the country during this time (Gulilat 2012:51-52). Similarly, in the Ethiopian human right commission document, it was stated, "Some attempts had been made at the time to open and expand educational services in prisons". However, those were not sufficient in line with what was expected from modern prison systems.

After the current government came to power in 1991, there are a lot of positive changes. In 1991, the prisons all over the country were closed releasing all prisoners (Worku et al. 2014:3). However, the statement of the transitional government issued in October

1992 proclaimed to re-establish prisons in a new way and based on what the time demands and the mission of such institutions, and as part of these changes the name “prisons” were changed to “correctional institutions” (Worku et al. 2014:3). During this time, a new approach to the administration of prisons was devised and the detention centres were focused on correcting and rehabilitating inmates as it was clearly stated in the Transitional Government Charter and the 1995 FDRE Constitution and regional State proclamations (EHRC 2012:24). Hence, from this brief history of prisons in Ethiopia, we can see the gradual institutionalisation of prisons and their philosophical shift from punishing prisoners to rehabilitating them.

### **3.3. THE BEGINNING OF PRISON EDUCATION IN ETHIOPIA**

In Africa, the African Charter on Human and Peoples’ Rights (OAU 1986:3), in line with the Universal Declaration of Human Rights respects the rights of individuals to be treated as humans and recognises the legal status of individuals. Article 5 of this document states:

Every individual shall have the right to the respect of the dignity inherent in a human being and to the recognition of his legal status. All forms of exploitation and degradation of man particularly slavery, slave trade, torture, cruel, inhuman or degrading punishment and treatment shall be prohibited (OAU 1986:3).

In 2002, the Ouagadougou Declaration and Plan of Action on Accelerating Prisons and Penal Reforms in Africa was issued by the African Commission on Human and Peoples’ Rights which is contributing a lot to the betterment of prison conditions in Africa (in Gulilat 2012:15). The Ouagadougou Declaration aimed among others at controlling overcrowding, facilitating reintegration thereby upholding the implementation of what is declared by the African Charter on Human and Peoples’ Rights (in Gulilat 2012:16). Seen from such concerns, the declarations made by the African commission are in line with the Universal Declaration of Human Rights and other international commitments to make prison life easier and constructive. Among various issues taken into consideration to facilitate rehabilitation in prison settings, education is at the forefront. It is argued that



education and training in the prison setting have advantages in bringing about improvements in inmates' behaviour, personality and health (Dissel in Gulilat 2012:77).

Education is taken as the most important instrument for alleviating poverty at international level (Alessandra et al. 2013:1). Though education plays a key role in the overall development of both developed and developing countries, its need and importance are greater when it comes to developing countries. It is because education provision for citizens is seen as an instrument for all rounded developments on which particularly developing countries are lagging behind. It has also been practically tested that education is among the major means through which development can be sustained (Alessandra et al. 2013:1). Besides its role as a crucial weapon for human and national development, the fact that it is a human right puts pressure on both national and international communities to consider it seriously.

However, there can be wider differences in the provision of education to groups of people even in the same country due to various factors. For instance, the opportunity to get education may vary between urban and rural, rich and poor, young and old, etc. Particularly, if one talks about education, what comes to the minds of people, especially in Ethiopia, is the formal provision and the one provided for children and youth. However, the Education For All which was first declared in Jomtien (1990) and later reaffirmed in Dakar (2000) recognising fundamental human rights clearly stated that not only children and young people but also all adults have the right to basic education (in Alessandra et al. 2013:2). Similarly, Knowland and Thomas (2014:100) noted that conventionally education was seen as something one learns during childhood so as to be prepared for adult roles. These scholars also argue that learning during adulthood is important to keep pace with the ever-changing technological, social and working conditions and to compensate what has not been learnt during childhood. Besides, it is believed that education of adults is the short route to achieve development agendum and a guarantee for the education of children and youth.

Paradoxically, education for adults is not given attention like that of children and youth particularly in developing countries (Knowland & Thomas 2014:100). Although adults themselves have their own reasons for not participating in educational programmes

even when they are given opportunities, lack of access to education among adults is mainly attributed to the problems from the side of the providers. Ethiopia is not an exceptional on such matters as the education of adults is seen as secondary (Asnake 2012:331).

Though Ethiopia is known for being the only country in Sub-Saharan Africa with its own alphabet and an education with religious orientation for centuries (Semela 2010:110), the beginning of education for a development purpose is a recent phenomenon. Formal education focusing on children was started around the beginning of the 20th century (Semela 2010:110). However, education of adults got attention after half a century in 1955 when the Imperial government issued a proclamation which gave those aged between 18 and 50 the opportunity to attend education on a part-time basis. During the military rule (1974-1991), education of adults continued with strong momentum. In this era, though there were no organised education and training programmes across prisons in the country, prisoners have participated in the National Literacy Campaign programme (Gulilat 2012:51-52).

### **3.4. PRISON EDUCATION: THE CURRENT ETHIOPIAN CONTEXT**

As indicated above, though there are still a lot of problems, improvements are observed in the way prisons are administered since the incumbent government took power when compared to the previous systems. For instance, the current government seems concerned about issues of democracy, participation, justice, equality, peace, human rights and ethnic rights (Wondimu, 2008:43). In line with this, the report by International Labour Organization about the current prison condition in Ethiopia reads:

Some twenty-two years have passed since policies and strategies have been implemented enabling convicts remanded to prison following conviction by a court of law to give back to the community they harmed as well as to make them productive citizens by rehabilitating them psychologically and providing them with different academic and vocational training. It has been some time now since prisoners began to appreciate that prisons are no longer the hell they used to be

but are in fact centres of change where they endeavour to engage in development (International Labour Organization [ILO]s.a:4).

Among the indicators which show the commitment of the government to such issues is the prison reform. Though the role of prisons was more focused on punishing people than on rehabilitation programmes prior to the issuance of the proclamation in 2003, significant positive changes were achieved then after. In 2003 Proclamation 365/2003 was issued and replaced Prison Proclamation 45/1944 (CILC 2005:110; Gulilat 2012:52). Among the reforms considered in the newly issued proclamation, one was the rehabilitation and issuance of the Federal Prison Commission. As part of this reform, different offices were organised (from Federal to the lower level) to ensure the well-being of prisoners. In relation to prison education, one of the responsibilities of this Commission is to "provide prisoners with academic education, vocational training, social work and counselling services to facilitate their post-release rehabilitation and respect for the law" (FDRE 2003:7). In the same token, Recommendation number 19 on the Penitentiary System of Ethiopia by the Centre for International Legal Cooperation (2005:271) suggests, each and every one of the inmates should be given the right to basic education and vocational training making those who need basic literacy skills a priority. Later on, the Ethiopian Government issued a declaration on the treatment of federal prisoners. In Article 23 of the Regulation on Treatment of Federal Detainees No. 138/2007 and regional regulations, it was stated that prisoners have the right to academic and different vocational training (EHRC 2012:78).

Moreover, to address international commitments like EFA and MDGs and to provide education for all, the current government has made a tremendous effort with regard to equity, access, and quality issues in the education system of the country. Among these commitments shown are the issuance of the new federal constitution (FDRE 1995) and the New Education and Training Policy (MoE 1994) which guaranteed better conditions for all citizens including inmates.

Part of this development, the Constitution of Ethiopia (FDRE 1995:15) recognises education as one of the fundamental rights of citizens. For instance, Article 21(1) of the constitution states that "all persons held in custody and imprisoned upon conviction and

sentencing have the right to get treatments that respect their human dignity”. And, Article 41 (3 & 4) further offers Ethiopian nationals to get equal access to publicly funded social services (FDRE 1995:24).

In addition, Ethiopian policies are directed to poverty alleviation to bring about sustainable development and become a middle-income country in the coming ten years (MoE 2010:14; Ministry of Finances and Economic Development [MoFED] 2010:34). This goal of becoming a middle-income country can only be achieved basically through the provision of education for all citizens, including inmates. Besides, Ethiopia is a signatory to international laws and guaranteed prisoners' rights through its constitution and policies and strategies. As to the ILO's report (s.a:31), prisoners in Ethiopian correctional institutions, among others, have the right to access capacity building services, counselling, skills training, business development services and the right to engage in income generating activities.

As a result of the policies and strategies, impressive outcomes are being observed in some of the correctional institutions of Ethiopia. For instance, in one of the regions of Ethiopia, Tigray, the intervention to bring about prisoners' rehabilitation has been observed changing the behaviour of inmates and benefiting the correctional centres, the community and the region at large. The report further showed that the prisoners are rejoining the society with new skills and a greater chance of employability. This report further noted that the provision of a better chance for inmates to integrate with the community helped the inmates lead a peaceful and productive life after prison which in turn reduces crime and the number of inmates returning to prison (ILO s.a:12).

This is true only in few prisons because in most others there is still a gap between what is stated in the constitution and policy, and what is being implemented. For instance, in the report made by the Centre for International Legal Cooperation (CILC 2005:164) based on the baseline study of the Ethiopian Justice System, it was made clear that the status of prisons in Ethiopia is below the international standards. Among others, the report revealed that problems Ethiopian prisons are facing include lack of training centres for both administrators and inmates, lack of training materials, aids and reference books and materials for education, fields for recreation and sports.

Regarding the physical conditions of prisons including education facilities, it was reported that in some instances they were "...intolerable" (CILC 2005:196). Researches (cf. Gulilat 2012; Tadesse 2011) conducted in prisons of Ethiopia attest to this. In his study, Tadesse (2011:177) also showed that the handling of prisoners and services provided in some selected prisons of Oromia National Regional state are below the standards except Dippo centre of technical and vocational training for prisoners. This study found that these prisons are generally found to be poor in terms of accommodation, clothing and bedding, personal hygiene, medical care, sport and exercise, libraries and books, work, education and training, separation of categories and compliant handling procedures. Similarly, a study conducted in the federal prison of Addis Ababa, the capital city of Ethiopia, found the overcrowding, inadequate or inappropriate food, poor sanitation, inadequate medical services and a lack of recreation or educational facilities as challenges facing these institutions (Gulilat 2012:89). This researcher concluded that all these conditions of the prisons in Addis Ababa are not in line with the UN Standard Minimum Rules for the Treatment of Prisoners, Articles 18 and 21 of the Ethiopian constitution as well as Article 10 and 7 of ICCPR (Gulilat 2012:89). This study further revealed that the education and training programmes which are available are not given regularly, females do not take part in the programme and the trainers are not equipped enough to provide valuable training to inmates (Gulilat 2012:95).

In most African countries, it is not easy to find data on the state of imprisonment and the conditions there which basically is due to "...institutional incapacity..." (UNODC 2005:9). The same is true in Ethiopia. Except for the presence of few policy related documents on how to handle prisoners, it is hard to find studies and other documents showing the state of prison and prisoners in Ethiopia. This, in fact, could be taken as a problem and opportunity to this study. The limited presence of such relevant documents needs an investigation, like the current study, that clearly shows the status and development of prison education in Ethiopia. On the other hand, conducting a study in the face of such problems could also be seen as a challenge as it would be difficult to start from the scratch without studies that can be traced and used as a base for further investigation.

The researcher of this study believes that if the country wants to achieve international commitments like the MDGs or the upcoming goals envisaged for post 2015 and achieving its own plan of becoming a middle-income country, all citizens should get an opportunity to education not only because it is their right but it helps the country to bring about the desired development in all aspects and in sustaining the development achieved so far. Focusing on only some portions of the society and their problems may be easier to address in a short period of time but will not guarantee full-fledged development in a sustainable way. Hence, equal chance should be given to all citizens, including prisoners.

### **3.5. SUMMARY**

The intent of this chapter was to show the trend of prison education in the Ethiopian context. In this chapter, the short history of the modern prison system in Ethiopia coupled with the lack of researches conducted in this field, negatively affected discussion on specific issues to show the trends of the provision of correctional education. This is because the study could only review related policy documents and a couple of studies conducted on the issue. From this, it is could be concluded that prison education in Ethiopia is at its infancy stage compared to what literature show at international level as discussed in chapter two. Yet from the limited literature reviewed, it was evident that education of prisoners is irregular, disorganised and limited in scope; hence, demands a serious commitment of concerned bodies and further deliberations.

The next chapter deals with the methodology followed by the study. It sets out by discussing constructivist paradigm as theoretical framework followed by explanations of research strategy and approach. Then it discusses the population, sample and sampling techniques, the methods of data collection and the procedures followed in collecting the data as well as the techniques of data analyses. The chapter also tries to reveal strategies to ensure validity and reliability and ethical issues to be considered in conducting the research.

## **CHAPTER 4: RESEARCH METHODOLOGY**

### **4.1. INTRODUCTION**

In the previous two chapters, an attempt is made to review and present the existing literature on prison education in order to have a better understanding of the issue and answer two research questions (1 and 2). While chapter two is about the trends and practices of prison education at an international level, the third chapter dealt with the historical background and practices of prison education in Ethiopia. The review of literature based on theoretical and practical issues of prison education serves as a point of reference in this investigation into the practice of prison education in Ethiopia.

The current chapter describes the overall research processes passed through to answer the research questions. Accordingly, it discusses the design of the study, which informed this study and the rationale for choosing it. It also provides a detailed description of the research setting, the sampling of participants, and the methods and process of data collection. The method used to analyse the data collected, mechanisms to show the credibility of the study and the ethical issues considered in the research process are also discussed in detail. The chapter winds up by summarizing the main issues discussed within it.

### **4.2. CONSTRUCTIVIST GROUNDED THEORY AS A THEORETICAL FRAMEWORK**

#### **4.2.1. Research paradigm**

This study is aimed at investigating the practice of prison education in Ethiopia. In order to achieve its purposes, it was guided by a constructivist paradigm. What paradigm is, the different kinds of paradigms and why constructivist paradigm is selected over others to guide this study are presented below.

The term paradigm though conceived by different scholars differently, it could be understood as “a particular way of seeing the world...” (Coe 2012:6). Similarly, Tracy (2013:38) defined paradigm as “... preferred ways of understanding reality, building knowledge, and gathering information about the world”. So, it is the lens through which

researchers see the world and what happens in it. There is a difference among researchers with regard to nature of reality (ontology), the nature of knowledge (epistemology), how knowledge is obtained and what knowledge to be produced (methodology) (Hatch 2002:11-12; Tracy 2013:38). As a result, different researchers have different world views which result in a different category of paradigms.

According to Hatch (2002:13), there are five paradigms: positivist, postpositivist, constructivist, critical/feminist and poststructuralist. On the other hand, Creswell (in Creswell 2007:19) categorised world views into four: Post-positivism, constructivism, advocacy/participatory and pragmatism. Among these paradigms, the constructivist paradigm was selected by the researcher to guide this study. This paradigm selected to underpin the study as it can uncover participants' perspectives towards certain phenomenon and empowers them to construct their own understanding regarding the issue under investigation. In this regard, Tracy (2013:40) stated that in constructivist paradigm "... both reality and knowledge are constructed and reproduced through communication, interaction, and practice. Knowledge about reality is therefore always mediated through the researcher." It has been long-established by literature that constructivist paradigm has been confirmed to recognise the multiple realities constructed by individuals based on their experience (Creswell 2007:20; Hatch 2002:15; Mills et al. 2006:2). In other words, a constructivist paradigm is a "paradigm that denies the existence of objective reality" (Mills et al. 2006:2). In doing so, the researcher is part of this construction as he/she also is active in constructing knowledge and reality being with the participants.

The constructivist paradigm is appropriate for this research ontologically, epistemologically and methodologically. It is appropriate ontologically because the researcher assumes that there are multiple realities constructed in the research setting and constructivism helps to account for that. In this regard, the researcher tried to take different perspectives of the participants to make meaning out of it so as to answer the guiding research questions informing the issue. Because the researcher of this study believes that there are multiple realities ontologically. In doing so, she was engaged in



detailed discussions with the participants to get these multiple perspectives of participants with regard to the practice of prison education.

It is also appropriate epistemologically because the researcher and study participants are at the centre of knowledge construction. And as Tracy (2013:40) noted, knowledge in constructivist paradigm is “socially constructed”. Accordingly, in this study, knowledge was constructed by both the participants and the researcher. This is so because the researcher was active enough to go around and see the practice by herself and has been deeply immersed in detailed discussions with the participants in the process of constructions of knowledge.

The paradigm is also appropriate methodologically since the researcher uses naturalistic qualitative research method where data is collected in a natural setting without manipulation (Creswell 2007:37). Data were collected from the participants in and around their classes. In doing so, in addition to the researcher who was participating as primary data collection instrument, observation, one-to-one interview and focused group discussion were instruments employed to collect data from the participants. These instruments were appropriate methodologically to collect detailed information to answer research questions; ontologically to gather multiple realities related to the practice of education correctional setting and epistemologically to get the socially constructed knowledge among the participants regarding the issue under this research.

Although there are other types of grounded theory as discussed below (see section 4.3), this study chose a Constructivist grounded theory. Because the researcher believed that compared to other grounded theory types, Constructivist grounded theory, advocates multiple realities constructed under specific circumstances (Charmaz 2008: 402). Hence, this study approach follows the “relativist approach to grounded theory, in which the world is viewed as consisting of multiple individual realities” (Moriarty 2011:11). Moreover, Creswell (2007:65) stated that the constructivist grounded theory focuses on “... diverse local worlds, multiple realities and the complexities of particular

worldviews, and actions.” Moreover, constructionist grounded theory is concerned with “what and how questions” and allows “flexibility and innovation” (Charmaz 2008: 397&398). In other words, this approach is more open to entertaining the various views of the participants. Hence, its unstructured and more adaptable nature made this strategy preferable for this study as it gives room to whatever the participants of the study have to say.

### **4.3. METHODOLOGY**

#### **4.3.1. Research approach**

The study follows a qualitative research approach. Creswell (2007:17) notes that qualitative research is predominantly an inductive research which welcomes multiple realities and conducted in the natural place of participants where the researcher is active in constructing meaning. Hence, this approach was selected by the researcher for the following reasons. First, the researcher spent ample time in the setting where participants live for the purpose of understanding their situation and collecting more contextualised data. Second, the researcher was part of the research and played an active role in constructing meaning with the participants. Third, the research is inductive in its approach as it begins with the views of the participants to develop a generalized statement about the issue at hand. The inductive approach in qualitative research refers to “meanings that emerge from the field” (Tracy 2013:21). In other words, in this approach, the views of the participants are the basis for meaning formation.

Moreover, conceptually it is assumed that this approach would allow an in-depth and detailed investigation of the issue from the perspectives of the participants. As Tracy (2013:3) reported qualitative research is “... about immersing oneself in a scene and trying to make sense of it.” In this case, the researcher is a part of the research and tries to understand the views of participants from their own perspectives. Accordingly, this research strategy is relevant to the current research as it enables the researcher to understand the participants’ views about the practice of prison education. Moreover, this approach is appropriate for this study based on conditions to be considered as suggested by Creswell (2007:40). According to him, among others, if the research is

interested in an in-depth exploration of an issue, obtaining a detailed understanding of the issue and the intention is developing a certain theory, use of qualitative research is appropriate. This research was particularly interested in an in-depth exploration of the practice of prison education based on the views of participants in order to understand their views and develop a generalized statement.

#### **4.3.2. Research strategy**

There are different research strategies in qualitative research. Tracy (2013:29-30) categorized qualitative research into six different “territories”: ethnography, naturalistic inquiry, narrative approaches, autoethnography, messy texts, and grounded theory. Creswell (2007:53) subdivided qualitative research into five approaches/strategies: Narrative, ethnographic, case study, phenomenology and grounded theory (cf. Creswell 2007: 53-96). Among the various strategies in qualitative research, this study employed grounded theory.

Grounded theory was selected as a strategy for this research as the intent of this study is to fill the gap of existing knowledge that guides the practices of prison education in the country where this research is conducted. Moreover, Hutchinson (2005:123-124) reported that grounded theory contributes to administrative, curricular or programme alteration for improving a certain practice. The intention to show directions to concerned bodies to make necessary changes in the practice of prison education was the other reason that made the researcher to choose this strategy. This is because grounded theory “is a good design to use when a theory is not available to explain a process” (Creswell 2007:66). In stating the condition under which grounded theory could be best used, Hutchinson (2005:123) suggested that if a certain issue is hardly known and if there is a limited theory to explain it, using grounded theory is essential. As to Moriarty (2011:12), “grounded theory seeks to generate ideas from the data, rather than establish the accuracy of existing hypotheses”. Above all, as mentioned above, grounded theory was followed as it is preferable for areas that have not been researched well and when the issues under investigation are “sensitive” (Moriarty 2011:12). Though the issue of prison education is one of the very sensitive issues that

demands closer scrutiny, it did not get much attention in the Ethiopian context unlike the case in other countries. Hence, to explore the issue well and to make a theoretical and practical contribution to the field, grounded theory is chosen as a strategy.

Current literature, however, shows that there are various types of grounded theory. According to Creswell (2007:64), there are two popular approaches to grounded theory: systematic grounded theory (mainly advocated by Strauss & Corbin, 1990, 98 in Creswell 2007:64) and a constructivist approach (of Charmaz 2005, 2006 in Creswell 2007:64). These types were also known as classic GT [Grounded Theory] and constructive GT (Thornberg 2012:91). The former type focuses on prescribed steps to be followed in analysing the data collected and often tries to predict a single outcome in line with already identified categories which can be represented by diagram (Creswell 2007:64). The latter, however, advocates multiple realities constructed under specific circumstances (Charmaz 2008: 402). Moreover, the two types of grounded theory differ in terms of the role of the researcher in the study. While the classic expects the researcher as neutral, “unbiased”, the constructivist GT assume the active role of the researcher in the process of constructing theories based on participants’ views (Charmaz 2008:402; Thornberg 2012:91). Recently, Creswell (2012:443) also suggested a third type of grounded theory- emerging design- advocated by Glasser which is concerned with “exploring a basic social process without preset categories”. In this case, rather than trying to align the data with predetermined categories, the researcher waits until some categories come out from the data. Aware of these classifications, this study assumes there are multiple realities ontologically, and believes that individuals construct their own meanings epistemologically; hence, constructivist grounded theory was taken as the strategy for this research for the aforementioned reasons.

#### **4.4. RESEARCH SETTING**

The settings for this study are located in ANRS, one of the second populous regions in Ethiopia. In this region, there are 11 zonal and 19 Werdea (district) correctional institutions (ANRS ICBM officer, personal communication, September 2015). Bahir Dar,

one of the selected correctional institutions, is among the 11 Zonal correctional institutions while Dangla, the second research setting, is one of the district correctional institutions. Bahir Dar correctional institution is found in Bahir Dar city, the capital city of ANRS. The other research setting, Dangila correctional institution, is located in Dangila town which is found 78 kms away from Bahir Dar. These two correctional institutions were selected using purposeful sampling (see section 4.5.1 for detail).

When I compare the two research settings, entering Bahir Dar prison was far more difficult. I didn't even feel the fear I felt during my first visit to Dangila Prison. The fear and tension I had didn't come down up until the end of data collection in Bahir Dar. Even, in the case of Dangila Prison, I had to go a longer distance from the ICBM office to reach the school. This might be because I didn't come to contact with prisoners like in Bahir Dar as the prisoners were at the back. It might also be because the security is not that tight as in Bahir Dar. This might still be because, as I collected data first from Bahir Dar I got used to the prison setting when I went to Dangila. As a result, I didn't even felt tense when I was moving around the school and while I was collecting data in Dangila.

While collecting data, I had ample chance to observe the schools. Though they weren't bad, they lack a number of things compared to schools outside. In both prison institution schools, the classrooms were wide to accommodate a large number of students, they are ventilated. There are cafeterias in both schools where both teachers and inmate students can take rest and have a cup of coffee or tea and even snack. However, the number of chairs in the classrooms was not enough for students and the classes were full of dust. Particularly in Bahir Dar, prison teachers do not have staff lounge and restrooms.

#### **4.5. RESEARCH METHODS**

To meet the purposes set out in chapter one (See section 1.6), this research was guided by constructivist paradigm. It particularly employed qualitative approach, constructivist grounded theory. Under this section, an attempt was made to show the process of research. Hence, the introduction of the population is the first issue to be

discussed together with the techniques employed to select sample participants. Then, the methods and procedures of data collection are presented followed by a discussion of the method of analysis used. The chapter comes to an end with the presentation of measures taken to make the findings trustworthy and the ethical considerations made to protect the participants from physical and psychological harm.

#### **4.5.1. Sample and sampling techniques**

The setting for this study is situated in ANRS, one of the nine Regional States in Ethiopia. Various scholars in qualitative research argue that the selection of the research site and participants are made purposefully (Creswell 2007:125; Patton 2002:230). In explaining the reason behind using such kind of sampling technique in qualitative research, Patton (2002:125) asserts, "...the logic and power of purposeful sampling lies in selecting information-rich cases for the study in-depth". Particularly, in grounded theory, the strategy selected for this study, purposeful sampling of individuals provides a distinctive opportunity that makes it unique from other designs in a qualitative approach. In grounded theory, "sampling is intentional and focused on the generation of a theory" (Creswell 2012:433). Accordingly, the researcher selected research scenes and participants purposefully to help her meet the research purposes. In qualitative research, what should make the researcher wonder is getting sites where she/he can study the issue thoroughly. With this fact in mind, the researcher selected two prison institutions, namely Bahir Dar and Dangila (both situated in ANRS), as research settings. The sites for this research were selected purposefully mainly by considering institutions where education programme is being provided in a relatively organised manner. This condition is significant as it is difficult to investigate the practice where there are disorganised educational programmes.

One of the major reasons to concentrate only on two prison institutions was the purpose of the research and the nature of the design selected for the research. Since the purpose of this research was to understand the practices of the provision of education in the prisons, it needs in-depth scrutiny of the issue under investigation. Moreover, grounded theory entails a continued data collection process that necessitates series

visits and frequent interviewing of participants (Charmaz 2006:3). This process, in turn, required the researcher to be closer to the setting for she had additional work in the university.

The participants of the research were teachers, facilitators, administrators and inmates in the selected prisons who were thought to know the practice of education in the setting. In line with suggestions of scholars in selecting the participants for qualitative research (Creswell 2007:125; Patton 2002:230), purposive sampling was employed to select inmates, teachers and facilitators. In the case of inmates, those who had spent more years in the prison schools were taken as samples. Hence, eight and ten inmates were selected from Bahir Dar and Dangila prisons respectively. In order to select teachers, both purposive and convenience sampling were used. Purposive sampling was employed to select three and one teachers from Bahir Dar and Dangila respectively based on their years of experience of teaching in prisons. A similar procedure was used to select two and one facilitators from Bahir Dar and Dangila respectively. Convenience sampling was used to select two and one teachers from Bahir Dar and Dangila respectively because the researcher found them in the schools and it was difficult to get them all otherwise. Two administrators, one from each, were selected using comprehensive sampling because there was only one administrator in each institution. In general, 30 participants were selected to participate in this research (18 inmates, 7 teachers, 3 facilitators and 2 administrators) which is in line with the sample size suggested in the literature (Creswell 2007:64). In all cases, the researcher used purposive sampling to select potential participants who know the practice in detail and help in developing generalized statements regarding the practice of education in prisons.

#### **4.5.2. Data collection methods and procedures**

This research is aimed at investigating the practice of prison education in Ethiopia. To meet this purpose and align with the strategy employed by the research, the researcher used various tools of collecting data. Data collection in grounded theory encompasses various forms of qualitative information (Creswell 2012:433). In this regard, a researcher

can use various instruments to collect data. For instance, it is possible to use observations, conversations, interviews, public records, respondents' diaries and journals, and the researchers' personal reflections (Charmaz in Creswell 2012:433; Creswell 2007:129). Researchers in grounded theory, however, mainly "use interview as a way to capture best the experiences of participants in their own words, which is an approach consistent with the constructivist position" (Creswell 2012:432). In this research too, semi-structured interview: one-to-one and FGDs and observation were selected as tools for data collection. These methods are appropriate in studies employing grounded theory (Birks & Mills 2013:74). Similarly, Creswell (2007:131) asserted the crucial role interview plays in grounded theory. Each of the data collection methods is discussed below.

#### 4.5.2.1. Interview

Among the methods of data collection employed in this study, the major one was an interview. Patton (2002:4) asserted that interview is important to "...yield direct quotations from people about their experience, opinions, feelings, and knowledge". This method was taken as the most important because it allows interviewees to talk about the subject in terms of their own frame of reference thereby helping the researcher to understand the participants' points of view. In this research, this method was used with administrators, teachers and inmates to investigate: the opportunities provided and challenges faced; the perceptions of administrators, teachers and inmates about the quality of prison education; the views of the school administrators and teachers about working with inmates and to suggest ways for the future to provide quality prison education. Interview guides were prepared in the Amharic language (the official language of the country) for each category of participants. The interviews were tape recorded with full agreement and consent from the participants. This instrument was found to be important to collect relevant data especially with the inmates who were not at ease to explain issues as needed. Most of the inmates were not free to answer the questions. Their responses were not detailed enough. They usually try to skip questions saying few words, general in nature. The researcher tried to help inmates explain their ideas by raising different questions related to those in the interview guide.



#### 4.5.2.2. Focus Group discussion

Another method of data collection used in the study was FGD. It is considered as a plus to the one to one interview and involves discussion among two or more participants (Birks & Mills 2013:76). It could also be defined as "... a group interview with 3 to 12 participants and marked by guided group discussion, question and answer, interactive dialogue, and other activities" (Tracy 2013:167). This method was employed to gather data from inmates and teachers, separately. Accordingly, four FGDs were conducted with inmates and teachers in the two prisons. In doing so, the researcher had separate discussions with inmates and teachers in both settings. In this research, FGD was used to supplement data obtained through an interview as it allows new and valuable thoughts and ideas to come to the surface and it can enable the participants to clarify their views and opinion position. This method is found to be important for this study as it facilitated discussion among inmates. Inmates who participated in the one to one interview were mostly reluctant to speak and those who dared to speak tried to convey positive message assuming that I am one of those working in prisons despite enough explanation of myself. In fact, I tried to manage both by raising other related question to help them respond to the questions directly. Apparently, the FGD is more comfortable for inmates as I noticed warm discussion and most inmates were seen relaxed during this time. Compared to those who participated in one to one interview, the inmates who participated in the FGDs were active enough to provide detailed information regarding the issues raised. The advantage of FGD in this regard has been confirmed by scholars in the area (Creswell 2007:133; Tracy 2013:167). These scholars revealed FGD motivate individuals to speak as participants may remember or are inspired by other participant talking about the issue at hand. Among others, in FGD, the "group effect...produces insightful self-disclosure that may remain hidden in one-on-one interviews" (Tracy 2013:167).

Most of the items included in the FGD guides were similar with issues raised during the interview. Interview guides for this method were also prepared in the Amharic language. In line with what Birks and Mills (2013:77) argued, most of the procedures used in the one to one interview were also applied in this case. In addition, based on what has been

stated by Tracy (2013:172) in group interview, the researcher announced and implemented additional rules such as 'all ideas are welcome' as individuals might explain from their own perspectives, and participants should focus on the topic under discussion, one participant talk at a time.

Both interviews took place in and around the classes. The researcher chose to conduct the interviews where everybody around could see for security reasons. For instance, in the classes, the interview took place around the door where everything would be visible from outside. Regarding the issues to be considered before, during and after interviewing, Tracy (2013:161) stated that it should begin with introducing the purpose and the time needed to complete the interview, orienting participants about their confidentiality and end with "debriefing". Before data were collected through this method, the participants were made to know the purpose of the research and their rights with regard to giving or not giving information. Moreover, the participants were told that the information they gave will be kept confidential. Lastly, before starting the interview, the possible length of the interview was mentioned and they were told that their discussions would be tape-recorded.

During one-to-one interview and FGD, the researcher was actively listening to the views of participants except during presenting the questions and clarifying when there were misunderstandings. As an adult educator, the researcher tried to approach them with respect and understanding that helped them to freely respond to my questions.

After the interview, the researcher thanked the participants for their time in giving information. Before the participants leave, the researcher summarised the main issues raised during the interview.

#### 4.5.2.3. Observation

Observation is another method of data collection employed in this study. According to Patton (2002:4), direct observation is an essential method through which a researcher can obtain details about a certain activity or action. Hence, in this study, direct observation was made to experience the instructional delivery in the research settings. As most of the inmates are adults, this method was used to make sure whether the

principles that guide adult learning are being considered in practice while teaching inmates in the classroom. During observation, field notes were taken to show the methods, activities and the social interaction among inmates, and between inmates and teachers in the classroom. Accordingly, two classes were randomly observed from both institutions. The researcher couldn't observe more classes as it was not safe and the researcher was afraid to move around classes for more observations. Similarly, it has been argued that doing qualitative research which requires the researcher to spend ample time is problematic in settings such as prisons (Waldram & Liebling in Westrheim & Manger 2013:19). Yet, the researcher managed to spend sufficient time and collect data from the participants until she believed saturation is reached.

#### 4.5.2.4. Literature review

Though it is uncommon to use literature as sources of data, Birks and Mills (2013:79) argue literature could be used as data in grounded theory. Citing Glaser, a renowned scholar in sociology and one of the scholars who contributed to the development of grounded theory, these scholars further noted that published literature and existing theory "... are data and should be treated the same as data from any other sources..." (Birks & Mills 2013:80). Accordingly, a literature review was used to show current international trends of the provision of correctional education and to trace how prison education evolved in Ethiopia. Hence, two research questions: what is the international trend in the provisioning of prison education and how did prison education evolve in Ethiopia were addressed through literature review (see chapter two and chapter three). In order to understand the international practice of prison education, among others, books, journals and some international documents on the rights of people in general and that of inmates, in particular, such as United Nations Standard Minimum Rules for Treatment of Prisoners, Universal Declarations of Human Right were used as sources of information. Moreover, official documents, national correctional institution reports, the Ethiopian Constitution and other related local research outputs were used to show the history of prison education in Ethiopia. However, the available local sources with regard to the history of prison education are scanty and were a serious challenge to the researcher to clearly trace prison education evolution in Ethiopia.

On the basis of the findings of the literature review, the researcher understood that, though the time of the beginning of education in prisons at both international and Ethiopian context is not known exactly, the international literature shows some form of education was there at the beginning of prison system. Moreover, from a review of literature showing an international trend of prison education, the scope evolved over time though there were fluctuations of attention given to the area during different times. In Ethiopian context, on the other hand, the limited literature found portray that prison education is a recent phenomenon in the country and show that it has begun with a legal backup in the 2nd half of the twentieth century as a result of the issuance of criminal law in 1957.

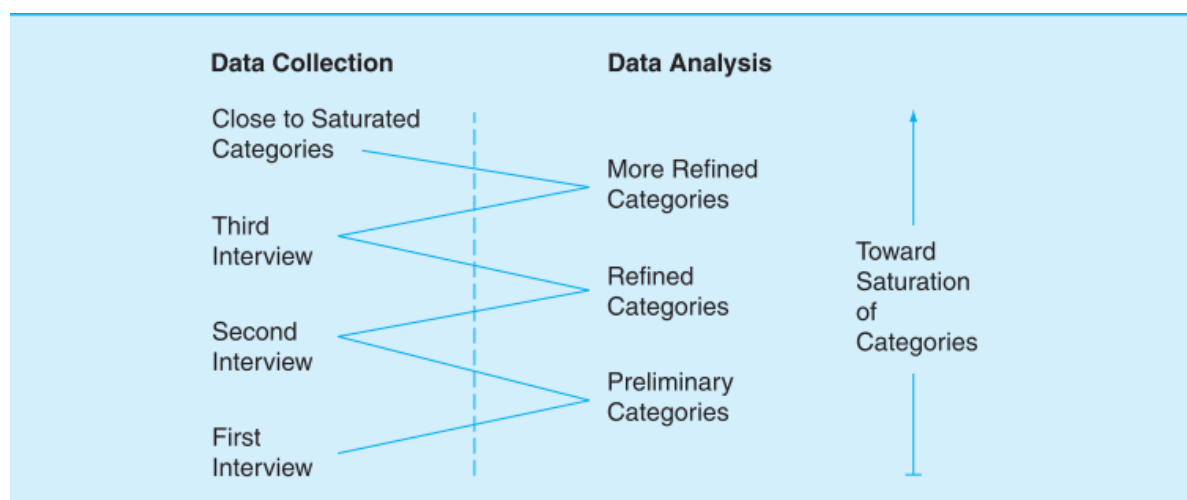
#### **4.5.3. Data analysis techniques**

Data analysis is the stage where researcher/s makes sense out of the collected data through different methods. As Hatch (2002:148) noted, “data analysis is a systematic search for meaning.” With regard to the timing of analysis, qualitative research scholars argue that it is better to start data analysis soon along with data collection (Birks & Mills 2013:94; Creswell 2007:150; Hatch 2002:149; Sarantakos 2005:346). For instance, Creswell (2007:150) contend, “...data collection, data analysis and report writing are not distinct steps; they are interrelated and often go simultaneously.” Similarly, Sarantakos (2005:344) said that although there are cases when the data analysis wholly takes place after data collection, it is advisable and usual that data collection and analysis in qualitative research go alongside. In explaining the reason behind the need to start analysis early, Hatch (2002:149) said, “starting early allows researchers to shape the direction of future data collection based on what they are actually finding or not finding” and if they are not on the right track of addressing the problem under investigation, they can change their focus without going so far.

Patton (2002:432), believes, “qualitative analysis transforms data into findings”, however, this scholar asserts that there is no one “formula” for this “transformation” as different researchers do it differently. But it doesn't mean that there is any way of analysing qualitative data. Creswell (2007:148) argues all qualitative researchers pass

through three processes to analyse collected data: organising and making the data ready for analysis, identifying themes through coding, and presenting data in a way the approach they chose allow. Though all approaches of qualitative research may pass through these processes, the particularities and emphasis may vary among the approaches of qualitative research. For instance, unlike to other designs, grounded theory requires an iterative way of approaching data and simultaneous data collection and analysis (Birks & Mills 2013:94). Hence, an emerging design where data is collected and analysed instantly was employed (Creswell 2012:433). This portrays that the data collection is not a one-shot activity and entails the researcher to closely follow and frequently visit the research setting. According to Creswell (2012:433), this type of data collection and analysis is termed as “zigzag”. The analysis in this research followed this type of procedure as depicted in the figure below.

Figure 1: Zigzag data collection and analysis to achieve saturation of categories



Source: Creswell 2012:433

As can be seen from the figure above, the researcher started with an initial collection of interview data and simultaneously engaged herself in analysing the data. Hence, while collecting data, the researcher has also engaged in organising and coding to categories. Data collected were organised based on type and sources. For instance, the data obtained through one-to-one interview and FGD were organised separately with the data sources (one-to-one interview with teacher B1, inmate B1 (for one-to-one interview

with different participants in Bahir Dar), a one-to-one interview with Teacher D1 (D stands for Dangila), etc). At the initial step, the researcher was coding data initially obtained using different colours for different ideas and writing memos. During this, crude concepts started to emerge that provided hints for the researcher to the type of categories that finally emerge from the data (Charmaz 2006:3). Though the preliminary concept identification is commenced using the initial interviews, the concepts were further strengthened, based on Charmaz's (2006:3) suggestions, to become categories using data obtained through other means after second data collection. During this activity, "the inquirer refines, develops, and clarifies the meanings of categories for the theory" with a "back and forth" process until further new categories cease to emerge which is commonly called saturation (Creswell 2012:433). Hence, the researcher had to visit the research setting several times during data collection to find out for more information that can help to condense identified categories or develop new ones. During such a process of developing categories, the researcher was engaged herself in a "constant comparative data analysis" using the data collected through interviews and observations, and those obtained from field notes and insights from memos. This analysis involves "comparing incidents in the data to other incidents, incidents to categories, and categories to other categories" that ultimately helps draw the categories from the data (Charmaz 2006:3; Creswell 2012:434). Finally, the researcher identified categories and presented them as topic and subtopic (based on their breadth) in the finding and discussion chapter, chapter 5.

#### **4.6. STRATEGIES TO ENSURE TRUSTWORTHINESS**

Since the purpose of this study is investigating the practice of prison education and showing the conditions under which prison education practice could be improved, it employed different mechanisms to ensure trustworthiness of the findings. Different scholars posit different mechanisms of ensuring trustworthiness in qualitative research. Tracy (2013:230-246) listed various quality assurance criteria in qualitative research. For this scholar, to be considered a quality research, qualitative studies should be conducted on a relevant topic, follow standardized procedures in the process, reflect transparency, credible, ethical and of significant contribution theoretically as well as

practically. On the other hand, Lincoln and Guba (in Pandey & Patnaik 2014:5746) indicated the elements that show trustworthiness in qualitative research: credibility, transferability, dependability, and conformability. Creswell together with his colleague Miller (in Creswell 2007:207-209) also forwarded eight strategies most commonly used by qualitative researchers to validate their findings. The strategies used in this study to ensure trustworthiness of the findings were credibility, dependability, worthy topic and significant contribution.

The credibility of this research has been achieved through the use of a thick description of the views of participants, triangulation and member checking. Thick descriptions denote the tendency of the research to give detail information to the reader (Tracy in Pandey & Patnaik 2014:5749). It is a strategy used by qualitative researchers to take the readers to the site where the research is conducted and help them feel like they are there (Creswell 2007:217; Patton 2002:437). This research tried to give a detailed description of the setting and the process of instruction to help the reader get a clear picture about the issue. According to Creswell (2007:209) using thick descriptions ensure transferability as the readers could get enough information about the setting and the participants. This study particularly used many quotes to help the reader understand the practice of education in the prisons. In doing so, the emotions and actions of the participants on the way they were talking have also been presented to help the reader have the whole picture about the issue discussed.

Triangulation has been defined by Tracy (2013:236) as “Gathering multiple types of data seen through multiple lenses ...”. This is done with the assumption that neither a single source of data nor single data collection methods provide enough information to explain certain circumstance (Pandey& Patnaik 2014:5747). This research employed triangulation in such way that similar data were collected from different sources using different instruments of data collection.

Member checking was another means through which a researcher ensures the credibility of the research. It is conceived as, “taking data, analysis, interpretation and conclusions back to participants so that they can judge the credibility and accuracy of the account” (Creswell 2007:208). Similarly, Pandey and Patnaik (2014:5749) stated

that member checking as one strategy of ensuring credibility could be implemented by letting participants read part of the information they have provided. Though it was not possible to let inmates read the transcribed data, the teachers and administrators were given a portion of the transcribed data to read and confirm if their views were appropriately reflected in the piece of writing.

Moreover, the issue of reliability (dependability) was also addressed in this study. Creswell (2007:209) contends that a qualitative researcher could ensure dependability by taking extended field notes, using "...good-quality tape recording and by transcribing the tape". The researcher of this study tried to gather significant information needed to answer research questions using an audio device from which data was stored on a password protected hard drive to be accessed only by the researcher. Besides, the researcher made utmost attempt to include the views of participants directly by quoting their ideas.

Another strategy suggested by Tracy (2013:231) to ensure quality in qualitative research is conducting research on a relevant topic or in her words, "worthy topic". According to Tracy (2013:230), "Worthy topic is relevant, timely, significant, interesting". A research topic is considered as worthy when it "... reveals an aspect of life that has been overlooked" (Tracy 2013:231). This research was conducted on an issue that has not been given attention by the researchers in the country where this research is situated. As far as the knowledge of the researcher is concerned, no research has been conducted on prison education and its provision. This topic is worthy and the findings will contribute to improving the practice of prison education in Ethiopia. In related term, for Tracy (2013:240), "significant contribution" of the research is another criterion which confirms the quality of qualitative research. Such kind of research is important to 'bring clarity to confusion, make visible what is hidden or inappropriately ignored, and generate a sense of insight and deepened understanding' (Tracy in Tracy 2013:236). Prison education is not known or discussed among researchers in the Ethiopian context. This research plays a considerable role in bringing this issue which is "forgotten" into the attention of those concerned. The researcher of this study strongly



believes that this research significantly contributes to theory and practice of prison education.

#### **4.7. ETHICAL CONSIDERATIONS**

In qualitative research, the importance of ethical consideration is indisputable (Merriam & Spradley in Creswell 2003:201; Tracy 2013:242). The issue of ethics is even more important in this study since the setting for the research is prison and majority of the participants are inmates. What is more challenging in such context is that a person is always new to the institution and the gatekeepers. Though I went a number of times for another purpose, I was considered by the gatekeepers as new. In order to overcome these, first, I studied and acquainted myself with the rules and regulations of the institutions. This is what is called “situational ethics” by Tracy (2013:243) which denotes “ethical issues that arise in specific contexts or sample populations”. The tight security and checking were not easy even if I had support letters and my UNISA ethical clearance. I had to go through all the routines to enter the settings every time I went there.

After I got permission and appointment to collect data, I went to the research sites many times taking my letter of supports from my university and from Regional Commission of correctional centres office to enter the research sites to collect data and my ethical clearance. Before starting to collect each data, the researcher explained the purpose of the study and the possible outcomes to the participants. While introducing the purpose, the researcher made it clear for the participants that their real names will not be used in analysis and interpretation of data and in the final report, and the information they provide will be kept in safe area and will only be used for the research purpose (cf. Creswell 2007:142; Tracy 2013:243). The data collection commenced after the participants gave their informed consent (Creswell 2007:141; Hatch 2002:64). In addition, while collecting data and observing, the researcher made every care not to violate the rules and distract the attention of inmates during learning. Besides, the researcher approached the inmates in a friendly way, to enable them to be relaxed to give information. When they were reluctant to talk, the researcher was encouraging

them to feel easy and sometimes rephrase the questions in a way they can easily understand them. So, no enforcement was made by the researcher in the process of collecting data.

#### **4.8. SUMMARY**

In this chapter, an attempt is made to specify the design and methodology that guide the study and answer the research questions set out in chapter one. The research was guided by Constructivist paradigm. It followed qualitative approach and used grounded theory as a strategy. Purposive sampling techniques were employed to select the research settings and the participants. Data were gathered using three instruments for data collection: one to one interview, focus group discussion, and observation. Data were analysed while collecting data following Creswell's suggestion of developing categories. Strategies to ensure trustworthiness and ethical issues considered were also discussed.

In the next chapter, data analysis and discussion are presented.

## **CHAPTER 5: DATA ANALYSIS AND DISCUSSION**

### **5.1. INTRODUCTION**

This study sought to uncover the practices of prison education in Amhara National Regional State, Ethiopia, on the basis of an empirical investigation into two selected prisons. In order to achieve this purpose, methodological issues have been dealt with in the previous chapter. In the methodology chapter, the paradigm that guides the research, the approaches and strategies followed were presented. Discussion was also made about the samples comprised of the study and the techniques employed to select them. Moreover, the method of data collection and analysis, strategies employed to confirm the trustworthiness of the findings and ethical issues considered were discussed in the previous chapter.

This chapter presents data analyses, findings and discussions. Accordingly, it is subdivided into two major parts: data analysis and discussion. Data analysis includes the presentation of findings based on data collected from participants. It includes topics and subtopics thematically categorised based on interviews and observation data collected from participants in the research settings. The chapter starts by presenting the motives of inmates for joining education and training programmes in correctional institutions. Then, the motives from the institutions' side are presented as reflected by teachers and administrators. So, in the first section, the intent of correctional education is presented by comparing the views of providers such as teachers and administrators representing the institution and the views of inmates as beneficiaries in order to see whether or not their views regarding the objectives of correctional education match. The motivation of teachers and administrators working in correctional institutions is also presented. Curricular directions which include the programmes and contents delivered, and delivery mechanisms and inmates' learning engagement are other themes emerged from the interviews presented as the third and fourth elements under data analysis. Then, the relevance of correctional education in addressing inmates' needs in and out of correctional education is presented. This issue is discussed in terms of the importance of prison education for life in prison and after release. The other themes

emerged from the presentation of data include the quality of prison education and the challenges encountered in the provision of prison education in the research settings.

In the discussion subsection, all of the issues presented under data analysis are discussed in terms of the research questions and against available literature in the area.

## **5.2. DATA ANALYSIS**

### **5.2.1. Objectives of prison education: comparing inmates motives and institutional objectives**

In this subsection, inmates' views regarding their intent to learn in the correctional institutions are presented. In doing so, the benefits they expect to get out of attending educational programmes are discussed based on their views and the views of their teachers. Following this, an attempt is made to see if the motives of inmates for learning go in line with the intent of the correctional institution providing correctional education.

#### **5.2.1.1. Inmates motives**

From the interviews with inmates, it was clear that a considerable number of them did not expect there will be such services like education in correctional institutions as they thought they are there for punishment. Inmates said when they came across social services like educational provision in the prisons, they were surprised. In explaining his surprise in this regard, one of the inmates said:

It is my first time in prison. I didn't expect such kinds of services in such environment. I thought I would be staying in a dark room day and night and um... I have been thinking about many things when I first come here but now it is quite different from my earlier expectation. We have the opportunity to learn academic subjects and participate in various vocational training. For me, it is totally out of my expectation as I even didn't get such opportunity when I was in my community.

A similar idea was voiced by another inmate who had information about prison conditions in the past but witnessed a different condition when he joined it. He mentioned:

...to get such an educational programme in the prison is a great opportunity. I heard prisoners will be forced to do various works without payment; I also heard that there were places of torture and ruthless treatment. When I first came here, I was afraid that I am going to be treated like what I have heard. For me, to be here is more of a reward than punishment.

Inmates may have a number of reasons behind learning in prison institutions. Four categories have emerged with regards to the motives behind inmates' desire to learn: academic, social, parole and avoiding boredom. Inmates mentioned similar issues when asked to tell the opportunities they got in the correctional institutions regarding education and training. These four categories are the motives for their learning and the benefits they gained out of learning in the institutions. All the categories are discussed in the following subsections:

i. Academic motives

The inmates categorised under this topic are those who want to develop their knowledge and skills. These range from those who want to acquire reading and writing skills for everyday living (basic literacy) to those who want to pursue their education and get employed. The motives are listed in Table 1 below.

**Table 1**

**The academic/personal advancement/ motives behind inmates' desire to learn**

- |                                      |   |
|--------------------------------------|---|
| • To pursue education                | • To be a full person   |
| • To acquire skills                  | • To be self-reliant  |
| • To be employed                     | • To open one's eyes  |
| • To use skills for livelihood       | • To improve job opportunity  |
| • To Liberate from illiteracy        | • To be able to support the children at home                            |
| • To identify what is good and bad   | • To catch up with the education opportunity missed in one's childhood. |
| • To write one's name                | • To save money   |
| • To know ones surrounding           | • To use technologies   |
| • To know what makes one accountable |   |

Except very few who said they joined the programme due to mobilisation by the prison administration, most inmate participants reported they had joined the programme because they previously had a personal interest to learn. In explaining how he got the information to join the programme, one of the inmate participants said: "When I came here, I was in grade five. As soon as I came here, I learnt that there is education programme in the institution. I registered to continue my education and now I am grade seven." He added that he joined the programme with the intention of continuing his education to get employed after release. Another participant of the programme echoed the idea of the earlier participant and said he was enrolled in the programme to achieve his dream of becoming an educated person.

Others also contended that they have joined the programme with the intention to know what they don't know before and to prevent themselves from making similar crimes in the future. In this regard, an inmate from FAL programme said:

I enrolled in the programme to know what I don't know before. For instance, I was convicted of a crime for the weapon I bought with my own money. I didn't know carrying a weapon without permission is a crime. Now, I learnt. Had I been educated, I would have been informed and wouldn't be in this prison.

Another inmate mentioned that he joined the programme to make himself better educated than before. He joined the education programme in the prison because he believes it is the lack of education that made him lag behind his friends and commit a crime.

For others, the motive for enrolling in a correctional education programme is related to acquiring skills to read and write and improve their livelihood. An inmate participant during the focus group discussion mentioned: "I used to sign using my finger and was feeling embarrassed. I was even feeling jealous of people when I see them signing by writing their names. This motive helped me join the programme and I can now write my name properly." Similarly, another inmate stated that in addition to acquiring reading, writing and arithmetic skills for everyday life, he wanted to improve his productivity using the skills acquired. He mentioned:

I cannot read and write until now, my intention is to know how to read and write; rather than using my fingerprint to sign; I want to calculate numbers in my day-to-day life without the help of others. I would also like to know modern farming techniques to enhance my productivity.

Another participant from the focus group discussion mentioned that though he wanted to learn since childhood, he couldn't do it as his parents didn't allow him. He was helping them in keeping cattle and in farming. It was only after he is admitted to the correctional institution that he got the chance to learn. He strongly mentioned the significance of education in improving his future life.

A similar but broader notion of motive was reflected by another participant, who also had experience of different problems due to lack of basic reading and writing skills. His motive to attend prison education was to get basic skills that could make him self-reliant. He stated:

... I was facing difficulty when I have to identify offices with numbers such as a hospital and law enforcement. Here, I am getting to know how to read and write that will have much help for my future. In the future, I will not ask people to show me offices or write me applications. My intention is to read and write my name, calculate numbers and other issues that concern my life.

Similarly, another female inmate expressed her belief that attending education in the prison would help her change her behaviour and empower her to become self-reliant in terms of income and deciding on her own rather than depending on others. She is also confident that she will actively take part in the development of the country as the education she is attending will bring her attitudinal changes and enable her to acquire skills necessary for her and her community.

Considering the views of inmates regarding their motives for joining correctional education and training, it is understood that many of them have a number of intentions that are related to their overall development. For instance, one of the participants, who is 74 years old believes that education is good in order to bring about many positive changes. He described his intent in terms of acquiring skills and improving his livelihood. In his words:

Although I am too old to complete my education and become employed as others do, I can use the skills and knowledge I got from here in my day-to-day life. For instance, rather than asking people to write or read me a letter I can do it myself. I can independently go to the market to buy and sell whatever I need. This would surely make my life easier and better. There are many ... many advantages I get out of learning which is important in my stay here and after release.

Another participant also related his motive to learn with generating income, saving money and utilising technology. He expressed:

Education has many benefits. It is very hard to list all advantages I will get from education. For instance, it can help me know how to earn, spend and save money, and use technologies like a mobile phone to communicate with people. In



short, education has multifaceted benefits and I want to get those by learning during my stay here. I have also a plan to continue when I get released.

Others explained education and being educated as good on its own right, education for the sake of knowledge. One of the inmates stated: “Being educated is good. There is a saying which goes ‘the one educated and well fed, will not fail’. Education is a powerful instrument. For instance, it opens my eyes and enables me to know what is going on around me and keeps me away from bad things.”

From the above discussion, it could be understood that the motives which initiated the inmates to learn are personal advancement through academic knowledge. While some are interested in acquiring basic skills, others are found to use it to pursue further education. Still, for others, correctional education has a role in improving their day-to-day lives by increasing their productivity and participation in decision making. So, it could be said that inmates under this category want the academic knowledge and skills to improve themselves to lead a better life in the future.

#### ii. Social motives

The inmates under this category are those who are taking learning as a means to improve their personality in order to be role models for the larger society. This category includes those who are enrolled in the education programmes with the aim of bringing about behavioural changes to become emotionally stable to lead crime-free life. The social motives of these inmates are summarized in Table 2.

**Table 2**

#### **The social motives behind inmates’ desire to learn**

• To learn from mistakes	• To be corrected
• To live a peaceful life	• To be a role model
• To lead a life free of violence and quarrel	• To be ethical
• To control one’s emotions	• To teach others that committing a crime is painful.

Many of the inmates in this category expressed their motives for enrolling in educational programmes in the correctional institution as the desire to learn from their mistakes and keep themselves away from crime. The ones who are interested in understanding and teaching others the bad side of committing crime are also included under this motive.

An inmate participant stated:

... It [education] helps us regret our wrong deeds and work for a better tomorrow and enable us to peacefully live with the society. In addition to aiding us to know how committing crime is painful, it helps us teach our community various negative sides of committing crimes, and lead an ethical and effective life.

Similarly, another inmate explained his motive for learning emanated from his desire to lead a peaceful life in the future; he said, "...it can help me lead a life free of violence and quarrel. I feel that if I am educated, I may keep myself away from doing something wrong to others".

Another participant, aged 75, who is enrolled in the programme convinced by the administration and friends, described his motive for learning as follows:

I used to think that I am too old to learn; but, my friends and the administration were encouraging me to learn. Now, I understood that education is not limited by age as I, the old, can learn. I am capturing what our teachers tell us just like other inmates, younger than me. I was easily convinced to enrol in the programme; because, I believe that my enrolment may serve as a role model for my own children, grandchildren, and those in the community.

Similarly, another inmate stated his motive for learning in terms of developing his image in the family and the community at large. He said, "I can proudly join the society because I can write and read. You can imagine how my family and children would be proud of me when they see me writing theirs and my name".

There were also inmates who joined the programme with the intent of serving the society. One of the inmates believes that if one is educated, he/she has a very important instrument to fight against bad practices in the society. He noted:

...education is important for active participation in society. People working in the government structure come and select those with better education to represent and serve the society. As a result of my education in the correctional institution, I can be one of those selected to serve the people after my release. I consider being educated as being armed to fight against poverty, injustice and lack of understanding among each other.

As can be learnt from the point of views of the participants, the motives of inmates to learn, categorised under social motive, is related to the belief that education enables one to be tolerant, with well-developed self-esteem. Those under this category, different from those for personal advancement, want the education and training to change their behaviour and show people that they have changed and to render service to the community.

iii. To comply with parole requirements

Inmates who say they are learning so that their attendance will help them reduce their prison time are categorised under this sub theme. For the inmates in this category, the significance of education for their lives is secondary, as the driving force which made them enrol in the programme is parole. One of the inmates said that he was not interested in enrolling in the programme until he was told that his full participation will reduce his stay in prison. In his words, "...honestly, I was not interested in enrolling at the beginning as I was not in the mood. Later on, when I was told that it minimises my years of imprisonment, I got registered".

Another inmate explained how he was first attracted by the benefit of early release to enrol in the programme but later understood that learning has various significances for his life. Similarly, an inmate who thought he was too old to learn stated that the parole attracted and forced him to learn. He further noted that had it not been for parole, he wouldn't have joined the programme.

As put in the above paragraphs, although very few, there were inmates whose motive for enrolling in the education programme was related to parole though some of them

realised the importance of education for their lives afterwards. The inmates under this category are not, at least principally, interested in developing their knowledge, skills or bring about attitudinal changes as their motive was to get an advantage of participation for their early release.

#### iv. Avoiding the boredom of imprisonment

Inmates under this category are those who do not have specific motives in mind but are learning by realising that acquiring knowledge, in general, is good and simultaneously kills the boring time in correctional institutions. This is what is referred by some participants as “an escape from tediousness”. From the interviewed inmates, only two of them have revealed that their motive to enrol in the education-related programmes was to do something rather than staying in their cells. One of the inmates started his argument with a question “Who can benefit from sitting? Having somewhere to go help me get something and meaningfully spend prison time. Otherwise, we end up counting each second, minutes and hours and life in prison becomes hell”. For this inmate, having somewhere to go is an alternative for countering the boredom. Another inmate who was enrolled in the programme to keep himself busy, later on, understood that learning plays a significant role in developing positive attitudes towards oneself. He said:

...in my first few days of staying in my cell, I was not feeling ok. ...um I was hopeless and feel like dying. ...uh I couldn't find a single reason for living. Then I saw people learning and I joined to keep myself busy, it worked. Its advantage was more than keeping me busy.

As reflected by these inmates, enrolling in the education programmes keeps them busy and helps them to spend their time on something valuable rather than staying in their cells. The inmates under this category do not have a specific motive to join the programmes instead they used them as a means to escape monotonous life in the institutions.

The next subsection discusses the institutional reasons behind the provision of education as viewed by teachers and administrators.

#### 5.2.1.2. Institutional objectives

In the previous section, the motives which made the inmates participate in educational programmes of correctional institutions were presented. Under this section, the motives of correctional institutions for the provisioning of education to inmates are discussed taking the views of administrators and teachers into consideration. In this regard, when asked about what the objectives of the institution were in providing education and training for inmates, one of the administrators of correctional education indicated:

Prisons these days are not places of detention and torture but are the sources of knowledge and skills. Their mission has shifted from detaining people and pressuring them psychologically and emotionally to educating them to be corrected and become the owner of knowledge and skills, and thereby to help themselves, support their families and serve the community. In short, the aim of a prison today is to produce productive citizens who respect the law and be skilled in supporting themselves and their loved ones.

The other administrator of correctional education also reflected the same notion as above. He acknowledged that even the name of the institution is changed from prison to correctional institution as its aim is more towards correcting people than punishing them. He mentioned that different programmes were being provided to inmates to help them to stay away from committing further crime. He further explained the rationales behind the provision of the programmes, and how they can play a rehabilitative role as follows:

When a person learns, he /she improves his /her thoughts ...eh... changes his/her attitude and would get skills which can enable him/her to engage in any work whether it is farming, trading or whatever. We give different kinds of training and make follow ups to make sure if the inmate is making progress since his/her admission to the programme, as we expect the inmates to be better than what she/he was before. We have a school of which its main intent is to develop inmates' knowledge and skills. We have counsellors who give continuous advice that help inmates reflect on their past experiences and help them regret what

they did and bring about behavioural changes. We also have vocational programmes intended to train inmates with marketable skills.

Hence, services provided in prisons including educational programmes are geared towards the overall development of the inmates thereby decreasing the rate of reoffending. One of the facilitators of FAL said:

Inmates come to this institution committing a crime for different reasons. For most it is ignorance, for some, it is a lack of basic needs and for few it is emotion. Such reasons demand us to have diverse programmes to provide different kinds of training and satisfy all inmates' needs. For instance, inmates learn about how to control their emotions through different sessions with their counsellors, develop their knowledge and awareness through academic and other training provided by the prison administration.

From the aforementioned views of administrators and a facilitator, prisons have shifted their philosophy from punishing to correcting inmates and as such institutions are striving to give education and training to empower inmates.

Below an attempt is made to present the motives of the prisons to provide education and training as reflected by administrators, teachers and facilitators. These motives for the provisioning of correctional education have been organised around three themes: *personal advancement, social motives and avoidance of boredom*. However, the overall objective of the provisioning of such rehabilitative programmes, according to the participants, is to help inmates stay away from committing a crime and decreasing the number of recidivists. As one of the administrators explained, the major problem they are facing is recidivism as most of the inmates so far incarcerated in the institutions had crime records previously and had been incarcerated once or twice before.

Motives on the part of providers identified from the interviews conducted with administrators, teachers and facilitators are discussed below.

i. Personal advancement

This subsection is concerned with knowledge and skills inmates get out of education and training to improve their daily lives. It was frequently mentioned by the administrators of prison education that most inmates, especially those under age 30, are convicted of a crime related to theft. So, they provide different skills and knowledge which could help inmates create their own means of income to live a crime-free life in their future. Similarly, most teachers and facilitators believe that education and training provided to inmates put some skills in their hands so that they can use it to be more productive and self-reliant by earning money for a living in the future. According to administrators and teacher participants, the knowledge and skills inmates acquired during imprisonment would generally enable them to fulfil their basic needs by helping them to create jobs, being employed or using these skills to improve their daily lives. One of the teachers believes, “if the inmates are given skills related to their daily lives, for instance since most are farmers, they can improve their productivity, do beekeeping, and animal fattening to get additional income to support themselves”.

There were also teacher participants who reported that the provisioning of education and training for inmates is to help them get skills of reading and writing. In fact, most of these participants reported the importance of education in helping inmates to become literate in order to read and write their names. One of the teachers even asserted, “...they can read and write, know various issues and develop their skills. They can be able to read letters sent to them, they can write letters to whom they love and care, they can read and write their names and whatever they need to”. For this group of participants, the skills of reading and writing acquired helps inmates in and outside of the institutions.

A couple of teacher participants also stated that education for inmates has pertinence in creating awareness among inmates on health and other family issues. One of the facilitators of FAL said, as a result of the provision of education in prisons, inmates “...can know how to keep themselves and their environment clean and stay healthy, they could have the chance to know how to manage and lead their family, to secure education for their children”.

A more comprehensive motive behind the provision of education for inmates was raised by one of the teachers. She noted:

Whatever contents they are learning, their mere involvement in education by itself is good. There are various education programmes apart from academic ones which help inmates correct their previous behaviour. Generally speaking, all of the education and training that are being given to inmates help them correct their wrong deed, modify their behaviour, enable them to read and write, know the good and bad things, and widen their knowledge horizon.

A similar notion was reflected from another teacher in the same institution during the focus group discussion. He stated, "... most inmates who are here are not educated. The education they are getting now, besides to enabling them to read and write, helps them to know their responsibilities... and widen their knowledge and identify what is bad and good".

From the views of administrators, teachers and facilitators, one of the motives for the provisioning of education and training is the development of knowledge, skills and awareness of inmates which in turn helps them advance personally to lead an effective life in the future.

#### ii. Social motives

This motive, as mentioned by administrators, teachers and facilitators, is an intention related to the role of education in helping inmates to become ethical. This is geared towards helping inmates develop positive attitudes towards themselves and the larger society. Once a person is in prison for what he/she did intentionally or otherwise, the society, including the family and the relatives, develop negative attitudes towards the person. After release, in order to show community members he/she has changed and regained their trust, a person needs to act responsibly, ethically and should be able to control his/her anger to avoid instances of crime. In order to do so, the inmate needs to prepare him/herself while in prison. As mentioned by participants, correctional education and training have importance in this regard. One of the facilitators during the focus



group discussion stated the importance of education for the individual and the society as follows:

Education is not only important for them [inmates], but also for the society they live in. Because of what they did previously, the society might have some negative attitudes towards them. But when they go back since they are educated and brought about behavioural changes, the society accepts them without a problem and it is unlikely that they will commit a crime again.

Similarly, others mentioned the role prison education plays in terms of helping inmates know their responsibilities. This is related to knowing and respecting the law by identifying their rights and duties. One of the teachers stated:

...inmates get training on what makes them accountable. Though not included in the curriculum, we teachers also advise them to stay away from crimes and to respect law...we always advise them that learning is important to spend their times meaningfully and behave themselves.

Teachers and administrators believe that education in correctional institutions helps inmates to control their anger and emotions. One of the facilitators reflected, "... there are many who come here because of what they did out of anger. In their stay here, they get training on how to control their emotions".

According to administrators, teachers and facilitators, the education and training that inmates get in the correctional institution are important, among others, to develop their social skills: knowing their responsibilities, controlling their emotions and in general to be prepared to live peacefully with the society when released.

### iii. Avoiding the boredom of imprisonment

A number of teachers believe that correctional education plays a vital role in helping inmates spend their time on meaningful tasks rather than boring themselves by staying

in their cells. This, in turn, helps them not to be stressed and to become hopeful. For them, though initially, inmates relieve their boredom by coming to school, in the process they also gain knowledge and develop skills which could make their life better after their release. One of the teachers in the formal school explained the role of going to school in keeping inmate minds busy. She explained:

... Rather than thinking about their life sitting in their cells, it is better to come and spend their time in the educational activity. In addition to the knowledge, skills and attitudinal change they can get, coming here by itself help them from getting bored with prison life and spend their time on something free of stress, otherwise, it ... is difficult, you know um...there are many things, depression has many consequences. To the worst, they would even commit suicide.

Another teacher in the formal school also reflected similar ideas and stressed the role of going to school in relaxing inmates and developing positive pursuits and making them full of hope for a brighter future. In her words,

Staying in the cell, doing nothing and thinking about what they did is painful; rather when they come to the school they can have more time for relaxation and at least for thinking something else. For me, by coming to school, the relief they get is more than the skills and knowledge which in turn enable them to be eager to be released and dream for their future life.

The teachers and facilitators stated the role of enrolling in educational programmes for avoiding boredom as it makes inmates busy and gives them the opportunity to chat with friends which in turn minimises their stress and make correction time easier. In this regard, one of the facilitators in the FAL programme compared the state of inmates when they first joined the prisons and explained how the inmates showed progress as a result of coming to school. He said, "... when they [inmates] first come here, they didn't even talk. They used to think that all of us are there to threaten them....but after joining

the programme, they like it as it enables them to be busy, join friends which make life easier for them”.

In the above sections, the objectives of correctional education have been discussed by probing both the providers’ and beneficiaries’ perspectives. From the views of the participants presented above, the motives which initiated the inmates to learn and the reason behind providing education and training by providers matched in most of the issues. From the findings presented above, personal advancement, social motives and avoiding boredom were motives identified by both providers and beneficiaries attached to providing and attending prison education in the institutions respectively. However, parole as the motive behind learning was mentioned only by inmates. Hence, based on the views of participants, we can say that the motives behind providing correctional education on the side of providers, and the motives that initiated inmates to take part in the programme do match.

In the next section, an attempt is made to present what motivated teachers, facilitators and administrators to work in prisons under study. Moreover, their reflections on the comparison of prison institutions with other institutions they were previously working in are presented.

### **5.2.2. The motivation of teachers and administrators for working in correctional institutions**

People who work in correctional institutions including teachers, facilitators and administrators came to work there for different reasons. The following section presents the administrators’, teachers’ and facilitators’ reflections on how they came to work in the correctional institutions. Moreover, their views regarding working in the correctional institutions compared to the ones they were working with before they came to prisons are presented.

### 5.2.2.1. Motives of teachers and administrators working in correctional institutions

#### i. Unintentional / accidental

The entire teacher participants interviewed stated that they became teachers in the correctional institution without their knowledge or prior information. While some of them were transferred to the institutions from schools, others were there as a result of random placement. Teachers get a transfer to places they wanted or nearer to their places of living after serving for a certain number of years in remote areas as a form of promotion. There were also cases where teachers were transferred to areas they wanted (usually to the towns) if they have health problems. Placement occurs when new teachers are first assigned to different schools.

All the interviewed teachers teaching in the formal (excluding facilitators in the FAL) programmes indicated that they have no information that there is a school in the correctional institutions until they were told they were transferred or placed in the institutions. One of the teachers in this programme asserted that he was assigned to this institution without his knowledge as he was not aware of the presence of schools in prison. Another teacher who applied to the concerned bodies to get a transfer to Bahir Dar (the city where one of the correctional institutions is found) because of health problems found himself placed at the correctional institution. He explained what he encountered as follows, "...When I first fill the form for change into Bahir Dar, I didn't expect to be placed here. So, I came here by accident, they placed me here without my interest".

As a result of placement or transfer to such institution without their knowledge, most of the teachers interviewed were not happy. One of the teachers even said she doesn't deserve to teach in this institution since she served well in the remote area. Besides, since she was placed where she didn't want to be, she believes her motivation to teach is affected. In her words:

... as I served for a number of years in a remote area I applied for a better place and they placed me here. It is unfair ... (shivering)... uh I mean, how can I work

with my full potential when I am placed where I didn't expect to be at all? I will never have motivation ...never...!

Although initially, they didn't expect to be placed in correctional institutions, some of the teachers consider their stay in the institution positive. These teachers explained the bad feelings they had when they realised that they were going to work in such an institution. However, they found teaching inmates manageable and even decided to do their best to help them. One of the teachers said:

When I was first told I am going to teach in the correctional institution, I refused and complained to the concerned bodies (*grinning*). But as time passed, I heard from different people that working in such institutions is not that much threatening and frustrating, and I came here to work... After working for some time, I started to enjoy working here. I feel sorry for inmates, and want to do what I can to help them (*closing his eyes*). ...um you know ...I feel pity for them...

ii. Intentional / deliberate

There are also some teachers who intentionally applied to work in the correctional institutions. Interestingly, all of the facilitators in the FAL programme in both institutions of the study applied and were recruited to work there. From the professional facilitators, one was hired with a salary after volunteering for two years while the other was directly hired by the education office. The former stated how he was hired as follows;

The education office, responsible for hiring teachers for prison, posted an advertisement which invites those who completed grade ten to apply. Since I used to teach as a volunteer previously, I applied and priority was given to me. That is how I started working as a facilitator in this institution.

The other facilitator (female) was directly hired for facilitating functional literacy in the correctional institution. In explaining about what motivated her to work in the institution, she said,

There is nothing that impresses me more than seeing people changed. Besides, these people are not all here because of what they did intentionally as the

majority is here because of what they did as a result of ignorance... Teaching these people and seeing them change is satisfying for me.

One of the facilitators in FAL programme is an inmate. This facilitator also had his own motive for facilitating in the prison. He indicated that he decided to teach the other inmates so as to share what he has. This facilitator explained why he chose to teach inmates. In his words,

I got involved in teaching with interest. Except for pocket money, there was no payment for teaching inmates. I have a diploma in law and I have my own way of generating income by writing different letters for inmates. I joined this programme with the intention of sharing others what I have.

This inmate who was working as a facilitator of FAL in one of the selected prisons explained teaching fellow inmates as satisfying. He said,

It gives me satisfaction when I see people reading and writing. If not from my interest and satisfaction, I could have done other jobs to earn more money instead of teaching inmates. Besides, since the prison administration allowed me to continue my degree, I am happy to give what I have.

Similarly, the administrators in both institutions said they came to work in the correctional institutions as a result of the promotion. One of the administrators who used to work in another place out of the correctional institution didn't want to come to this institution but as he got promoted to a position with a higher salary, and since the institution is in the town, he agreed to work in the correctional institution. The other was working in a similar institution but in a different position. He stated that since he used to be working in that setting, he accepted the offer without complaining. As opposed to teachers in the formal programme, both of the administrators like the three facilitators in the FAL programme, purposely chose to work in the correctional institutions.

From the interviews conducted with the administrators, teachers and facilitators, it was learnt that while all of the formal teachers were there accidentally without their consent, all of the administrators and facilitators joined to work in the institutions intentionally.

The following subsection presents a comparison of working in the prison institutions vis-à-vis other institutions as viewed by facilitators, teachers and administrators.

#### 5.2.2.2. Comparison of working in correctional institutions and outside

All of the teachers and administrators revealed that there are a number of differences between working in correctional institutions and outside. For instance, the teachers believe that except for the textbooks and the curriculum, everything is different in correctional education when compared to schools outside. In the FAL programmes, however, inmates are provided with the same programmes being provided for adults across the country. When asked to compare working in a correctional institution with other similar institutions they had been working in the community, all of the teachers in the formal academic programme and administrators focused on the differences. Most stressed the inconvenience of the correctional institutions to work smoothly. However, in this regard, one of the administrators believes that unlike the others, if one works in correctional institutions he/she learns a lot which can enable him/her to work in any context. In his words,

Oh, they have big differences. If you worked in the prison, you can work anywhere. When I compare the two, this one is more challenging as you need to follow rules and procedures pertinent to the institutions. Besides, inmates are emotionally disturbed that sometimes they insult me and make me angry and invite me to fight. For me, the work outside is much easier and smoother than working in this environment. Yet, since working in this environment is so difficult, you try your best to handle it and now I feel that it makes me work hard, be tolerant and a good leader. Compared to the previous job outside the correctional institution, this environment needs capacity and very hard work.

The issues of differences explained by the participants are categorised into three sub-themes: the target group, the availability and accessibility of resources and facilities (presented in detail under challenges), and autonomy (especially reflected by teachers) are presented as follows:

i. The target group

At the national level, it is assumed that the regular programme of schooling especially primary and secondary schools are full time and the students are younger. However, in the correctional education, inmates, whatever their age may be, do not have a legal or societal blockage to enrol in such programmes. As a result, it is common to find many old people in correctional schools in lower grades. According to the participant teachers, this has its own problem. They reported that the students in the correctional schools unlike those in schools outside are not active and obedient. What makes these problems even more difficult is the inability of teachers to take their own measures of disciplining or motivation like what they do in ordinary schools. One of the teachers explained the situation as follows,

I worked for three years outside and two years in this institution. When I compare the two, unlike inmates in this institution, students in the school outside are fast in grasping what I teach, enjoy doing whatever activities are offered in the curriculum, are obedient to do whatever the teacher tells them to and are easy to be disciplined for not doing something they had to do.

As the teachers are pedagogically trained for young students, they face difficulty in managing inmates most of whom are adults or old people. As a result, they feel uneasy working in correctional institutions. Another teacher reflected similar concerns to the above,

Honestly, I hate teaching here. Because it is not easy to instruct inmates and take actions when they didn't. I cannot even change my facial expression as they may be annoyed. Generally, managing the teaching-learning here is much more difficult when compared to schools outside.

According to the teachers, the students in correctional education do not do whatever they are told to. This could be as a result of their age or the condition they are in. Moreover, unlike those students in schools, inmates are not free to grasp whatever is provided in the class. Different feelings disturb their condition and affect their concentration. As a result, they may look not interested, may be lost in thought and



generally feel emotionally unstable. Another teacher stated how children in school are different from inmates he is teaching in the correctional institution. He said,

I can shape the children in other schools very easily and freely as they are young and have nothing to worry about but here inmates are old and they are not concentrating on what I talk about in the class as they have many issues to deal with. They think about their families back home, their crimes, their lives and their future, etc. So, they don't fully listen to what I am saying in the classroom.

All of these differences need additional effort to approach the inmates and effectively provide instruction. Comparing the two situations and how he is trying to resolve the problem he is encountering in the correctional institutions, another teacher explained:

In the schools outside, I teach children who do not try to revenge even if I take disciplinary measures on them. In this case, I am expected to withhold whatever bad emotions I have and go to class with a happy face as these people need treatment. As I have understood their condition, before starting class, I always advise them to be strong and assure them that they would live a better life tomorrow if they work and study hard.

The problem is even worse for female teachers. In addition to the difficulties they are facing similar to male teachers, female teachers encounter harassment in the classrooms. One of the female teachers explained "... whenever I go to class, I stand there with fear...um you know...I don't dare to look into their eyes as they usually make sexy eye movements when I do so, uh... it is difficult. I don't move around class, as they touch and even squeeze me".

Teachers working in correctional institutions face various problems in effectively providing education in such settings. The setting by itself makes the teachers be afraid as it has its own rules and the security is also tight. Besides, since the people they are teaching are there for violating the law, they may not feel safe just like the case in ordinary schools. Thirdly, these teachers are expected to deal with adults whom they are not trained for. All of these together make teaching in correctional institutions difficult for teachers. One of the teachers mentioned teaching in such setting as follows,

When I was first placed here, I was unhappy and afraid. I used to teach children whom I like most because they are respectful and willing to do whatever I tell them to and they grasp everything I teach them, but when I came here these people are prisoners. I grew up being afraid of prisoners in general. Besides, they are older than those I had been teaching so that I have no idea how to approach and teach them - so it was so frustrating. When I worked for days and weeks, I became used to it and I started to feel that working here is safe but it is not easy to implement what is expected.

From the above reflections of the teachers, it could be learnt that working in correctional institutions is challenging for them. They don't feel easy as working with such people is frustrating. On one hand teachers are afraid of them, and on the other hand, the inmates have a number of emotional problems which cause both the teachers and the inmates not to concentrate. What makes the problem even worse is the fact that the teachers are not trained on how to deal with these people, and most didn't expect to work there. Moreover, they teach adults using the curriculum designed for children and which is inappropriate for most of the inmates.

Although teachers stressed the challenges of teaching in correctional institutions, facilitators of FAL, explained the strong sides of working in such settings which contradict to what has been reflected by teachers teaching in the formal programmes in the similar setting. The facilitators mentioned that in correctional institutions, unlike in the community, the inmates fully participate in the programme and there is no problem of absenteeism. For them, even if inmates are absent, it is possible to call them as they have nowhere to go. Moreover, facilitators argue that those in correctional institutions seriously follow the programme and have better interest to learn when compared to learners outside. One of the facilitators stressed;

In terms of interest to learn, the students in prison are better. The prisoners are there with no tasks or other commitments. So, they follow the programme without hurrying to go here or there. But those outside are not as such interested to learn. They most of the time are absent and usually late for class. There are no such things in prison. They come on time and want to go on time. As far as I

know, the inmates in our programme won't be absent unless they are sick or face other problem.

Though there are such strong sides, as explained above, there are many cases where teaching outside is better according to facilitators. The facilitators reported that while those in the community practice what they have learnt and have the opportunity to see what they have learnt theoretically, there is no such thing in correctional institutions as there is a serious shortage of resources, and the inmates are not free to move around.

In the above subsection, an attempt was made to present teachers' and facilitators' reflection on one of the issues that make working in the correctional institutions different, namely the target groups. From what has been presented, it could be understood that while those in correctional institutions are older, less obedient, less concentrated and yet difficult to discipline, those students in schools are younger, obedient, interested and could be disciplined. Conversely, compared to adults participating in FAL in the community, those in a similar programme in correctional institutions were found to be interested and more serious in attending educational programmes.

#### ii. Availability and accessibility of resources and facilities

The other difference indicated by the participants is related to availability and accessibility of educational resources and facilities. The materials and resources which are easily available and accessible in other schools outside cannot easily be found in the correctional institutions. The teachers explain unavailability of reference books and teaching aids as the most serious problem (*see section 5.2.7.3 for detail*).

The teacher who is also serving as principal in one of the institutions reported that she has tried her best to ask for help for availing educational materials, and she didn't get any response from the administrators of the institution. She reported that the administrators do not take the school issue as one of their responsibilities. A similar view was reflected by one of the teachers. He believes that those in charge do not worry about the school. They hardly provide support to help the inmates get the education they need to get well corrected.

What is reflected above is also the same for FAL. As its name indicates, this has to be practical to help inmates become functionally literate and hence, apply it immediately. According to facilitators of the programme, unlike the practice in the community, FAL programmes in the correctional institution are facing a lack of teaching aids and models which could help the inmates to get the practical experiences they would expect from outside the institution. The researcher also witnessed this problem during one of her classroom observations. The inmates were learning about beekeeping but there was no aid to help them understand the issue. What the facilitator could do while teaching was drawing the pictures of a hive and bee and show them the different types, and how one is different from the other. As to my observation, both inmates and the facilitator were facing the problem of understanding each other. The facilitator couldn't show the parts of all types of hives and how they are different. That confused the inmates in identifying the differences. The researcher asked the facilitators why this lack of teaching aids happened. All of the three facilitators replied differently. One of them mentioned the lack of recognition and incentive from the administration discouraged him not to prepare teaching aids. Though she is willing to prepare, the female participant reported, the tight security procedure discouraged her. The inmate facilitator pointed out that his condition didn't allow him to move around and prepare the necessary teaching aids. Teachers in the regular programme, too, mentioned the existence of lack of teaching aids in prisons when compared to the schools outside.

From the above reflections of teachers and facilitators of correctional institutions, it was learnt that there are inaccessibility and unavailability of teaching models and materials in correctional institutions when compared to schools outside which in turn affected the effective provision of education in the correctional institutions.

### iii. Teachers' Autonomy

According to the teacher participants, in correctional institutions teachers are not as autonomous as in ordinary schools in the community. In other words, teachers are not free to do whatever they are expected in these institutions as professionals. In the formal schools outside, teachers direct students' learning by giving assignments and taking disciplinary action when students don't do what they are told to. However,

according to the teachers, in the correctional institutions, they may give assignments but cannot take measures on inmates who didn't complete the assignments. One of the teachers stated the difference between correctional institutions and schools in this regard and what they do if inmates don't complete assignments and the reason behind it. She said,

Students in schools are younger and they have no choice but to complete whatever assignments are given and to pass through disciplinary actions otherwise. To the contrary, here students come with different worries in their minds, and when we give homework only a couple of students do them. There is no difference between those who completed the homework and those who didn't. We cannot reprimand those who didn't complete homework even we cannot reward those who did the assignment as the others may be disappointed.

This might be because they are adults and are also emotionally unstable due to their conditions and teachers fear they might hurt them instead of altering their behaviour.

Similarly, teachers reported the problems they face with regard to speaking freely in the correctional institutions unlike that of schools outside. One of the teachers said, "When we compare the two situations, they are quite opposite in terms of freedom of speech. While you are free to speak whatever is related to the subject you are teaching in the schools outside, you can do these things with care in a correctional institution as the inmates may understand it in a way you didn't mean to".

Moreover, teachers indicated that the security concerns in the correctional institutions affected their autonomy to move around and see what they can provide to their students. Teachers explained how the security people watch them seriously when they move around to find some materials to use as teaching aids. Another teacher even reported he has developed a low sense of ownership for the institution because of the tight security and mistrust of teachers in the eyes of the security officers. He said, "... they don't trust us, they always think we are doing something bad to help inmates and to violate the rules and regulations of the institution". On the other hand, teachers reported their fear of moving around in the institutions in case they might face

harassment from inmates. One of the teachers explained the situation saying, "... Whenever there is chaos in the prison, we fear for our lives, if something happens, you know we all are going to die here. So... it is difficult".

The other difference between the schools and correctional institutions is related to the rules and regulations. Teachers reported that they are tired of the rules and procedures of the institutions as every morning; they and their belongings are checked by the security to enter the institution unlike the schools outside. Similarly, according to teachers, the rules and regulations of the correctional institutions affected the implementation of the curriculum. Teachers reported that the limit of movement of inmates made the teachers focus on only the theoretical aspects of the subjects. One of the teachers said,

... although some contents require it, and I am responsible for doing that, I cannot take them [inmates] out to visit something and do some exercises in the field as is the case in other schools outside of prisons. So, usually, I teach such kinds of issues only theoretically. As a result, I feel that I am skipping contents they should know and I don't feel comfortable.

Because of the condition of correctional institutions and the characteristics of the student participants, teachers are confused in balancing between what they can and are expected to do as teachers autonomously.

From the above analysis, it was revealed that working in correctional institutions, though similar in some aspects, has a number of differences from working in other similar areas outside the correctional institutions. In fact, as indicated by the participants, working in such a setting is challenging and requires additional special training as a result of the rules and regulations of the institution and the age and condition of the student participants in the institution. In general, in comparing working in the two settings, differences were observed in terms of target groups, the availability and accessibility of resources and the autonomy of teachers.

In the following subsection, education and training programmes and contents involved in each is presented as reflected by administrators, teachers and facilitators, and inmates.

### **5.2.3. Curricular directions: programmes and contents, inmates' engagement and delivery mechanisms.**

#### 5.2.3.1. Programmes and contents delivered to inmates in correctional institutions

As the focus of correctional institutions these days is geared more towards correcting inmates than just punishing them, different programmes are provided in such institutions for rehabilitating them. Though, the variety of programmes may differ across correctional institutions, at least some form of education and training are being provided in most of such institutions for rehabilitating the inmates and making them ready to reintegrate with the community they belong to.

As reflected by the participants, the rehabilitative programmes being provided by the correctional institutions in the study area include formal academic programmes, non-formal academic programmes which include FAL, vocational training, and other training on contemporary issues and follow-ups during guidance and counselling. In line with this, one of the administrators of correctional education proudly noted, "... in order to correct inmates, as much as we can, we provide academic education, vocational skills training and awareness creation training on different issues concerning inmates". The information obtained from the participants confirmed what has been reflected by the administrator on the major programmes being provided in the correctional institutions.

The formal academic programme in the correctional institutions is just like what is being provided in primary and secondary schools. It starts from grade 1 to 10 in Bahir Dar and from grade 1-8 in Dangila. In this programme, the curriculum and the teachers are similar with that of schools outside. The other is a non-formal academic programme, FAL. In the FAL inmates learn how to read, write and calculate and it is integrated with relevant issues of their lives as the curriculum framework is similar across the nation, most commonly reading, writing and calculation integrated with their day to day

practices. The third is vocational training which intends to make inmates get some skills in areas they chose such as weaving, artefact, wood work, metal work, etc. It generally aims at making the inmates be skilled to be employed or to create their own businesses using the skills acquired. The other category of correctional education is termed as an awareness creation and behavioural modification programme. It is concerned with advising and orienting inmates to ease their life in prison and to prepare them for future. Continuous advice and follow up by counsellors could be one important activity in correctional institutions under this category. Inmates frequently mentioned the legal orientations provided by concerned bodies which are included under this category. Let us see each of the programmes and contents delivered in each in detail.

i. Academic education programme

As learnt from the participants, the academic programmes are divided into two: the formal academic programme and the non-formal programme (FAL). The formal academic programme is the one similar to what is given in primary and secondary schools. Just like the schools elsewhere in the country, it has teachers, trained for teaching children and youngsters, a principal and a unit leader. All of them are hired by the regional education bureau which also provides materials such as dusters, chalk and other things needed and follows up the teaching and learning by assigning supervisors.

The non-formal FAL is a programme which tries to integrate basic literacy and numeracy with tasks most often performed by adults. It is geared towards making the adults functionally literate in their day-to-day practices. The programme is similar to what is being provided outside. As explained by participants, the materials provisions and facilitator payments are made by the regional education bureau.

Regarding how they make a choice between the two kinds, inmates and teacher participants said that the type of programme inmates should enrol, most of the time, depends on the length of their stay in the correctional institution. Accordingly, those inmates who stayed in the correctional institution for less than three years join the FAL programme and those who stayed there for more than three years can join the formal



academic programme. However, according to the administrators, this is not always the case as there are individuals who favour one over the other regardless of their length of stay in the institution. One of the administrators said:

... When we mobilise the inmates to enrol in education programmes and select between formal and non-formal academic programmes, we tell them to consider the length of their stay. But often inmates who had previously started formal education want to pursue their education in the formal education even if their stay is for less than three years. Similarly, FAL is preferred by older people who want to know the basics of reading and writing to be used in their day-to-day lives even if their stay is longer.

The contents delivered differ between formal and non-formal academic programmes. Even in the formal academic programme, the contents vary as one goes from one grade level to another. The same is true in the non-formal academic programme, FAL, as the contents differ from one level to the other.

Regarding the contents in the formal academic programme provided for inmates in the correctional institutions, all of the teachers noted that the contents differ across grades, however, the common subjects they learn include Mathematics, English, Amharic, Civics, Environmental Science, etc. From the inmates learning in the formal academic programme, it has been learnt that the most common courses offered are those listed by the teachers. The teachers also explained that though the common subjects are there across grades, the depth of the subjects increases as the grade level increases. For instance, mathematics is offered from Grade 1 to 10 in the correctional institution, but the mathematics offered in Grades 1 and 2 are not the same as the mathematics given in Grade 2 is different in terms of the level of difficulty. Moreover, the teachers mentioned that the content they are teaching in the correctional institution is the same as the contents they have been teaching in the schools outside the correctional institution. However, according to the teachers, some of the contents couldn't be provided as per the standard and as they used to do it in the schools outside. One of the teachers said:

... in Grades 7 and 8, there has to be a laboratory for biology and chemistry courses - there is no such a thing here. So, practical courses are given only theoretically. All in all, almost all courses are not appropriately given because of lack of materials and field observation and most subjects in academic education are not appropriate for the group as they are not designed to be given in such context and for this age group.

In the FAL programmes, contents most probably related to adult life are provided. As reported by facilitators and inmates in the programme, the most common contents the inmates learn about are related to health and agriculture: animal fattening, modern farming, beekeeping and environmental protection. In learning these contents, they first learn letters and numbers along with relevant contents from health, agriculture and other social issues. So, in this programme, literacy and numeracy are integrated with the most relevant tasks of adults. One of the inmates learning in FAL programme said, "...while identifying letters and numbers, we learn about a lot of issues that concern us such as environmental protection, sanitation, modern farming, how to use fertilisers and how to prepare compost". Another inmate indicated how he is learning literacy and numeracy by integrating this with relevant issues. He stated:

We learnt about how to form words by combining different letters, how to calculate numbers starting with small numbers. When we do so, each of the lessons is integrated with our day-to-day activities, such as farming, sanitation, health and other social issues. We learn about agriculture-related issues; farming, beekeeping, and animal fattening, saving from what we have, etc.

The facilitators of FAL programme also reflected similar notions. They said that the non-formal academic programme provided to inmates is the same as FAL provided nationally. According to the facilitators, the programme aims to make the adults functionally literate by teaching them the skills of reading and writing that they will use in their day-to-day lives. So, in offering the programme, the facilitators try to connect each of the letters and numbers with the most common issues of adults. One of the

facilitators explained how he provided FAL in the correctional institution in an integrated manner as;

First I help them identify letters. In so doing, I write the letter and help them associate it with something they already know. I try to ask them what it looks like and they will tell me. That is important to enable them not to forget that letter. Then to help them remember more, I tell them something relevant which starts by that letter. The same technique is used to let them identify numbers. For instance, when I teach them number 1, I ask them what it looks like; they tell me “it looks like a stick”. Then to help them remember, even more, I connect the number to what they know.

## ii. Vocational training programme

According to the information obtained from correctional institution administrators, the vocational training is concerned with training inmates on some skills such as weaving, welding, hairdressing, metal work, brick works, auto mechanics and computer training, etc. The inmates are free to enrol in any of the vocational training. Inmates believed that the programme is important for earning money. As a result of training, especially weaving some of the inmates already started to generate income. One of these inmates explained that he can fulfil his basics and even send some money for his wife and children. He considers his being in the correctional institution for the better.

According to the administrators, this programme is most dependable in empowering inmates as it enables the inmates to get marketable skills. One of the administrators explained that since most crimes, especially theft is committed because of lack of marketable skills; this programme essentially provides inmates with the skills they need to earn money for living. However, both inmates and administrators reported the lack of trained trainers in most of the vocational training programmes. Moreover, the inmates said that compared to the academic programmes, the vocational training has poor coordination and follow up. One of the inmates said:

... if we are lucky, the trainers come after an hour of the scheduled time, and most of the time they may not come after we waited for such a long time. The

communication is poor between trainers and people in correctional administration as the programmes of both sometimes overlap.

In both cases, the administrators feel that the only skill training being appropriately provided to inmates is weaving. According to them, the rest are not smoothly offered to inmates because of lack of trained personnel and lack of materials in the correctional institutions. However, according to one of the administrators, when the trainer teaches about welding, he has to show how to do so and he has to let the inmates demonstrate what they have learnt. Unfortunately, he said, they have no material for training inmates in a way they can be skilled enough.

### iii. Awareness creation and behavioural modification programmes

This category includes training given to inmates without a pre-planned curriculum in order to raise their awareness or improve their behaviour. This does not have particular teachers to provide training but is offered by whoever is concerned. It is the training which concerns all inmates. It includes guidance and counselling, awareness raising training on epidemic diseases and other contemporary issues.

One of the major programmes under this category is guidance and counselling provided to inmates by experts in the area. This training begins when the inmates first reach the correctional institutions. The researcher also observed while inmates are received by counsellors while she was collecting data in one of the correctional institutions. When inmates first come to the correctional institution, the counsellors register basic information regarding inmates and orient them on how to live with fellow inmates and to keep themselves out of violence. Moreover, based on the basic information they obtained from inmates regarding the kind of crime they have committed, the counsellors tell the inmates when they should meet and with whom they should come to the office to get counselling services. In this case, inmates with different crime records are given a schedule to meet counsellors to get advice so as to modify their behaviour. Regarding this, one of the teachers said, "In the guidance and counselling programme inmates are assigned to groups as per the similarity of the crime they have committed and get advice from experts on a weekly basis to learn from their mistakes". Concerning what

they do during the guidance and counselling sessions, one of the inmates explained, “in our counselling training, we are helped to reflect on our crimes and learn about different life skills on how we can manage our behaviour, control our anger and emotions, and additional advice are given to us by professionals”.

In the interviews, teachers made it clear that the counselling programme is advantageous to inmates in two ways. On one hand, they can get life skills on how to stay away from crime in the future and on the other hand, if they modified their behaviour, it will facilitate their release from the correctional institutions earlier than the time they were sentenced to stay. In this case, the progress report made by counsellors on the behaviour of inmates is important for the concerned bodies to grant early release (parole) to inmates.

There are also programmes geared towards raising the awareness of inmates on the epidemic and transmittable diseases and on the latest laws, and rules and procedures concerning inmates. From interviews with the teachers, administrators and inmates, it was learnt that inmates get training on the causes, symptoms and preventative mechanisms of different transmittable diseases such as HIV/AIDS and malaria. Moreover, inmates get training on newly issued legal issues and new rules and regulations of correctional institutions relevant to inmates.

In conclusion, from interviews conducted with administrators, teachers, facilitators and inmates, the programmes being provided to inmates in the correctional institutions include formal and non-formal (FAL) academic programmes, vocational skills training and those concerned with raising awareness and modifying behaviours of inmates. While awareness-raising and counselling programmes are offered to all, others are provided to selected inmates based on their length of stay and interest.

In the following subsection, the rights of inmates with regard to selecting programmes and contents are presented.

#### 5.2.3.2. Decision on the contents/curriculum to be delivered

It is generally agreed that the participation of stakeholders in a certain educational programme is essential. Especially in educational programmes, as they have the major stake, the participation of learners in deciding what to learn is crucial in building their sense of ownership of the programme and in motivating them to participate fully in that programme. So, in the following paragraphs, an attempt was made to summarise the stake inmates have in deciding the contents in their programmes based on the interviews made with inmates and their teachers.

Most of the inmates and teachers interviewed from the formal academic programmes said that the inmates do not have the right to decide on the contents to be provided. The teachers reported that the inmates in the formal programmes are learning according to the curriculum designed for elementary and secondary schools and they are teaching what is in the syllabus. One of the teachers in the formal academic programme stated:

Inmates don't have a say on the contents to be taught like the children in primary and secondary schools. Even though they sometimes ask us to leave subjects such as English and want to learn Amharic and mathematics and even civics more, we cannot do so. To be promoted to the next grades, they have to learn what is included in the curriculum.

The teachers in the formal programme are challenged as the inmates in that programme are not fit to the subjects designed. The teachers complained about the continuous questions the inmates raise with regard to contents provided and the ones they need most. The inmates want to take only selected subjects; however, the teachers are expected to teach all the subjects for each level just like the outside schools. One teacher explained this situation as follows:

We have to teach as per our contact hours each of the subjects we are assigned to as we do in any primary education. The subject they hate or are afraid to learn is English. You can imagine how those of us who teach English are challenged.

They tell us that they are learning to apply what they learn in their life but English is difficult to use. We are still teaching English but in almost all classes I advise them not to consider English as inapplicable or difficult as it is because it helps them at least to support their children at home.

Similarly, the inmates mentioned that they are not involved in selecting contents. According to them, they do not even believe the teachers have the right to make decisions on their own about the contents. One of the inmates in the formal academic programme stated:

The teachers usually worry about covering the contents they have as if there is an external body who monitor their progress, for sure; we don't have any say on the selection of contents. As I said earlier, we come to class and listen to what our teachers tell us and that is it.

The teachers explained that even though the inmates want to learn certain subjects which are relevant and applicable to their lives, teachers cannot do so as they are expected to complete the subjects at hand in a given time. As a result, those teachers who teach subjects not favoured by inmates face challenges while teaching. One of the teachers in the formal academic programme reported:

We cannot teach subjects they [inmates] want and leave others once they are in the regular programme. They tell us they love to learn mathematics, music and arts as these subjects are practical. Yet, we have to go in line with our programmes and it is so challenging to teach those subjects that most of them don't like. It is like forcing them to learn what they don't want to learn. Well... what can we do, it is our work.

There are cases where teachers make amendments in their respective subjects based on the preference of inmates. The inmates said that though limited, a couple of teachers consider their interest in providing the subjects in the correctional institutions. The inmates explained that these teachers are willing to spend more time on the issues they

need most and to provide them with additional support in the form of tutorials. Similarly, two of the teachers in the formal academic programme mentioned that though the condition doesn't allow them to make significant changes to their subjects, as much as possible, they try to make amendments to make the contents and examples relevant to inmates and their lives. One of the teachers stated:

Though the curriculum doesn't allow us, I try my best to make the issues relevant by giving them examples of relevant issues. Moreover, when I give them homework, I don't directly follow the syllabus; rather I give them in a way that can apply to their life.

Another teacher stated that there are subjects and contents that inmates prefer most. He said that even though it is impossible to do whatever they want, he tries his best to provide the contents they want more deeply. He further noted,

...Though there are very limited opportunities to ask inmates about their preferences, they usually prefer to learn mathematics compared to other subjects. As most of them are farmers and need to go to the market to sell something; they are more interested in learning this subject. And others are merchants in their community and they usually tell us to focus on this subject than others, but we can't as all subjects have to be taught based on the schedule. I am a Mathematics teacher, they always tell me that they enjoy my class and ask me to teach them all day long even during other subject classes. That is impossible, but I try to go in depth to help them understand the contents at hand which I didn't do when I was teaching in school.

Unlike the formal academic programme, in the FAL programmes, the contents are selected by the inmates themselves. Both inmates and facilitators of the FAL programme stated that the programme is need-based in terms of the contents to be covered, the delivery mechanisms and the time of learning. One of the facilitators said, "The difference between formal and FAL programmes is that the latter is need-based. The inmates are the ones who select the contents to be covered daily". Another FAL



programme facilitator stated that though the inmates are free to select contents, the facilitators adhere to using the manual prepared for the programme. He said:

All of what is delivered is based on their need. In fact, we have the manual which is assumed to include what most adults want prepared to be implemented across the country, but the adults can select which contents to learn first and the emphasis needed at each. This one has some flexibility in entertaining learners' need. They are the ones who select what to learn daily including the depth....

There are also inmates who expressed the existence of mutual decision making in FAL between facilitators and inmates in selecting contents. The inmates made it clear that though the final decision rests with them, the facilitators help them in showing which content is more relevant to them. One of the inmates said that the facilitators always ask the inmates what they would like to learn and in most cases, they learn what they have chosen. Another inmate in the FGD also mentioned that though most of the time they decide what to learn by themselves, the inmates sometimes are helped by the facilitators to select one content over the other. He stated "... most often we learn what we wanted; however, there are also cases where our facilitators convince us to take some contents which they feel are important for our future life".

#### 5.2.3.2. Inmates' engagement and delivery mechanisms

To effectively teach inmates in such contexts as the prison, the teachers should be passionate and committed, because there are various reasons which could affect the quality of teaching and learning on the side of both teachers and inmate students in such contexts. The teachers should be wise in letting students participate in what to learn and how to learn it. Moreover, making the instruction participatory is appropriate as most inmates are not kids and want to learn what they need and in a way they want it. Though learners of all age groups enjoy and learn more when they are engaged, it is more appropriate to let adults be engaged in their learning. Particularly in settings such as correctional institutions, careful selection of methods of teaching and engaging the inmates in their learning is vital.

When it comes to the engagement of inmates in classrooms, most inmates and teachers stated that inmates are not engaged in the classroom for different reasons. Teachers claimed that even though they know inmates have experiences and want to engage inmates, the time for covering the subjects doesn't allow them to do so. The inmates are also in agreement with what the teachers said. In addition, when teachers have time to let them participate, the engagement is compromised for the reasons like one of the inmates said, "Most of the time the teachers focus on the coverage than the engagement of the students. But when given the chance to participate, inmates are not as such interested to do so despite the engaging nature of topics".

One facilitator of FAL said whatever contents are there to cover a certain subject and whatever the condition of inmates may be, engaging inmates in their learning is important in helping them grasp the intended knowledge and skills. He said, "As teachers, it is a must to use active and engaging methods in the classroom. Engaging students in this situation is more important to increase inmates' concentration as the inmates are emotionally unstable".

The FAL facilitators; however, said though they go to class bearing in mind that more has to come from participants, it is not the case since most of the time most inmates are not willing to actively participate. One of the facilitators said, "As we know one of the principles of adult learning is their active participation, we usually come to class with such expectation. But most of the participants are afraid to speak in front of the class". Another facilitator explains how he encourages inmates to actively take part in the teaching-learning process. He said that he tries to give activities which could let inmates participate actively.

Since the method of teaching used by teachers determines the engagement of the inmates in the classrooms, the inmates and teachers were asked about the methods of teaching used in their classrooms. The majority of inmates and teachers affirmed that though student-centred methods are used in their classrooms, in most cases, the teacher-centred method, particularly lecturing is dominant. One of the inmates learning in the formal academic programme stressed that except that teachers give them the chance for asking questions for a few minutes, most often the teachers take more time

talking. This inmate believes that teachers use this way of delivery as the inmates have no knowledge to contribute to the issues presented. Similarly, another inmate in the formal academic programme also said that teachers use lecturing more often as it is convenient for covering the subject. He stated:

Most of the teachers run for covering the topics and are not as such interested in using participatory methods except the discussion method used sparingly. In fact, we ask questions when there are issues that are unclear and whenever we come across a difficult topic, and they are willing to respond. We most of the time listen to lectures of the teacher and take notes and sometimes we are given class works where we discuss in our arranged peer group. Our teachers teach us for almost the whole period.

The teachers also confirmed that they use lecturing more often than other methods for it is more convenient for introducing new concepts and clarifying theoretical issues. One of the teachers said, "I use lecturing to introduce concepts, revise the previous lesson and clarify points that are not clear. I use group discussion especially when I want my students to share ideas". The female teachers also reported lecturing as the main method they are using in their classrooms followed by group discussions. For them, both lecturing and group discussion methods are not being properly implemented. They both stressed that proper use of any method in correctional institutions is difficult as the inmates are harassing them. One of the teachers said:

When we use the group discussion method, we need to go around, among students to guide and observe them, however, *um...* We cannot do so because they try to punch us and .... (*Looking away at the wall of shame*)... And when we lecture, we are afraid to see the eyes of inmates as they usually do something frustrating (*playing with her hands*).

The teachers said that even when they use the lecture method, they don't dare to have eye contact with the inmates as the inmates might do something that offends them.

As mentioned by both teachers and inmates, the second most frequently used method of teaching is discussion. According to inmates and teachers, there are pre-arranged

academic groups each consisting of five members. Most of the activities inmates are doing in and out of class are given in their respective groups. The group is composed of high, medium and low achievers. The high achiever becomes the chairperson to let students help each other. For instance, the high achiever is expected to help others reach his/her level or at least help to improve their achievement. The inmates are given group discussions and assignments based on this group.

The other method of teaching indicated by teachers and inmates is demonstration. This method is frequently mentioned by functional adult education facilitators and inmates learning in that programme. The facilitators of the programme disclosed that they usually use demonstration in addition to lecturing and discussion. In order to use demonstration, the teachers use drawn pictures of different things on the board. In addition, the facilitators explained that they use methods which are practical and help inmates reflect on their experiences. One of the facilitators reported:

We usually take the experience of learners themselves to teach them about something. We focus on how and what they learn to help them in their current and future situations. After that, we try to align what we deliver with their day to day activities since the programme is geared more towards relevant and practical aspects than theoretical ones. If they are learning about numbers, we draw pictures of things to be counted and let them count for themselves.

According to inmates, there are cases when they present what they have discussed in their groups to the whole class, solve mathematical problems on the board and read pieces of writings from textbooks in English classes.

One of the teachers in the formal academic programme said that the nature of his subject compels him to use various student- centred methods rather than teacher-centred ones. He said:

After showing them important formulae and demonstrated how they can solve a certain problem, I give them questions to practice on the board. They come out one by one and try to solve the problems. I also use discussions and project work, especially when they are learning geometry.

Most of the teachers and facilitators stated that they select certain methods of teaching by themselves without consulting inmate students based on the convenience of the method in delivering the content. In other words, these teachers and facilitators select methods they feel are appropriate to help their students understand better. One of the facilitators of FAL, however, said that though he selects the methods on his own, he selects a method which gives the chance for each individual to participate actively in the teaching-learning process.

In order to know the engagement of students in their classrooms, teachers and inmates were asked to narrate what they usually do from the beginning to the end of one lesson. From the interviews with the teachers, it was learnt that most of the time for learning is taken by teachers. As to teachers, the common activities they undertake in the classroom includes revising the previous lesson, teaching the daily lesson, asking inmates if there are unclear points and summarising the daily lesson. One of the teachers said:

I greet them then I write the date and the topic of that day's lesson on the board. Then I revise the previous lesson. After that I lecture on the daily lesson and give them discussion points which I summarise after their reflection - then my time ends and I go out of class.

The inmate students in the formal academic programme also reported similar activities.

What is done in the classrooms of the non-formal academic programme, FAL, is slightly different when compared to the formal academic programme. The inmates and facilitators of FAL mentioned the use of various methods and different energising mechanisms to engage inmates the case which was not mentioned both by inmates and teachers in the formal academic programme. One of the facilitators described what he usually does in the class as follows:

I greet. Then first I will revise the previous lesson. .... I ask them questions about the last lesson. Then we start to learn the next based on what they selected. Before I start teaching them I ask them what they already know about it. They answer by raising their hands. Then I start teaching them and after some time

when they feel tired I use some energisers to refresh them or give them some class work to discuss with their peers.

This has also been seen during the random classroom observations of both programmes (formal academic and FAL programmes) by the researcher. Though the majority of the activities are similar in both cases, in the FAL classrooms, more engaging activities and methods are most often used. Moreover, the FAL classrooms seem more relaxing for the facilitators as they look happy and free. The researcher didn't see stress and fear on the part of facilitators unlike the case for teachers in the formal academic programmes. The inmate students participate more in this programme as compared to the case in the formal academic programme.

As presented above, regardless of the condition of correctional institutions and inmates' misbehaviour, the relationship between teachers, facilitators, and inmate students is smooth. Regarding the engagement of inmates, it was indicated that the condition doesn't allow in the formal programme since most of the time teachers rush for course coverage. On the other hand, facilitators in the FAL were found to engage inmates more in the classroom. It was also found that the teacher-centred methods of teaching dominate in both formal and FAL programmes though the participatory methods are mentioned more in the latter.

With regard to the interaction between inmates, and teachers and facilitators, most inmates reported that they have good relationships with teachers and facilitators. The inmates said that both the teachers and facilitators understand their condition; treat them well and try their best to provide all that they have in addition to the academic issues. One of the inmates in the formal academic programme commented:

They are treating us well....they do everything they can in their power to make us better. They give us the advice to work hard and study and be hopeful ... to control our emotion and be patient, etc. I am generally happy with our teachers, they are so helpful.

The inmates explain that they have a family-like relationship with their teachers regardless of the stressful situation teachers have to pass through. One of the inmates

said, "Though most of the teachers have a negative image of prisoners when they first come here, they like being with us after some time. We also respect them very much".

Moreover, according to inmates, the teachers are patient enough in treating the inmates regardless of misbehaviours inmates are showing them in the classroom. Inmates made it clear that the teachers are patient and do not even change their behaviour because of the challenging circumstances they are facing from inmates. One of the inmates in the formal academic programme said, "... there are cases when some inmates, because of their emotional disturbance, insult and mistreat our teachers but the teachers are patient. They do understand the condition we are in".

The inmates in the FAL programme appreciate not only the patience of their teachers but also their kindness in such situation. For one of the inmates in the FAL programme, though teachers teaching in the correctional institutions are generally appreciable for working in that situation with patience, it was quite surprising to find somebody who teaches inmates without payment referring to one of the facilitators who used to teach them on a voluntary basis. He said,

I heard that one of the teachers who come to our class to teach us is a volunteer. How can a volunteer teach criminals? He has to be very kind. Above all, the class condition is not comfortable. Most of us don't wash our clothes and body. There is some kind of bad smell. But this man and other teachers come to teach tolerating all these ....

From the views of inmates presented above, it could be said that the inmates are generally appreciative of the behaviour of their teachers and are positive with regard to their relationship with their teachers. They assume that working in such a context as a teacher is challenging and requires teachers to exert extra effort.

The next subsection presents the relevance of the contents to the lives of inmates as reflected by administrators, teachers, facilitators and inmates.

#### **5.2.4. Relevance of contents to inmates' life**

Under this subsection, inmates, facilitators and teachers, and administrators were asked to reflect on the relevance of the contents for the lives of inmates. Before presenting the reflections of inmates, teachers and facilitators on the relevance of education provided in correctional institutions, an attempt was made to see how the teachers and facilitators organise the contents in terms of addressing inmates' needs.

From the interviews with teachers in the formal academic programmes, it was learnt that most make a slight adaptation to the predetermined contents. Those who make slight adaptations do so by changing examples and contents to make them more related to inmates. One of the teachers teaching arts said that though the curriculum is fixed, she tries to adapt some of the issues to fit the needs of inmates. For instance, while teaching music, since most of the songs are for children, the teacher tries to convince the inmates to sing the song in their textbooks and change it to the ones they like when they are not willing to sing. Another teacher in the same programme also said that although contents, schedule and everything is already decided, he tries to contextualise it to the condition of inmates. According to him, the irrelevancies of most of the contents makes the inmates ask many questions which challenge the teachers and in turn affect the interest of inmates to learn. He reported that compared to children, inmates condition is not good with regard to concentration. So as to alleviate these problems and to provide the content in the way the inmates can accept, he tried to make some modifications and make it more convenient to inmates.

Moreover, the teachers in the formal academic programme said that in addition to adapting contents and changing examples, there are cases when they are expected to do practical activities in inconvenient places. A teacher in the formal academic programme teaching sport expressed his belief that his subject is most relevant and liked by inmate students as it is practical and is good for their health. However, as to him, there is no field to practice whatever is indicated in the syllabus. But he explained what he does in such context to overcome the problem as follows:



We don't have a sports field here... I didn't just focus on theory merely because there is no field. Rather I tried to use what I have to let them practice. We usually do some jogging and push up exercises in the classroom. I know it is limited as it is difficult to warm-up and do stretching types of sport in the classroom but better than not practising at all.

In the FAL programme too, the facilitators said that they provide contents most relevant to inmates depending on what inmates want to learn. However, the facilitators reported that though most of the issues concern inmate adults, as the curriculum framework and the FAL manual were prepared for the general public, not specifically for inmates, they are expected to make a minor modification such as changing examples and activities. One of the facilitators said, "As most of the inmates in here are farmers, we focus on farmer-related issues. We invite the expert to teach them the issues then we select related words and numbers to teach them how to read and write".

From the above presentation regarding teachers' and facilitators' role in contextualising contents and examples to the needs of inmates, it was learned that while the majority of teachers in the formal programme make adaptations, few provide content and examples as they are in the textbook. However, the facilitators are free to adapt the contents to inmate needs but make slight changes as most of the contents are already relevant to inmates' needs.

Teachers and inmates reflected different views regarding the relevance of contents delivered for current and future lives of the inmates. By relevance of content for current lives of inmates, it is meant the use and importance of contents delivered for inmates to live a meaningful life in the correctional institutions. The relevance of contents for inmates' future lives could also be judged by their usefulness in making inmates ready to rejoin the society by increasing their knowledge and skill and bringing about behavioural changes. Most of the teachers, facilitators and inmates reported that the contents being provided in the correctional education in an academic programme are relevant to inmates. However, the teachers insisted that to make the curriculum more

relevant it should be adapted to the unique context of prisons and inmates' needs. One of the teachers in the formal academic programme said:

I feel that learning is good for anyone including inmates. But when we see the relevance, it is not at all in line with their needs and it is not comfortable to accomplish most of the activities as the age group and the conditions do not allow us. In fact, this education helps them to continue their education, but the curriculum should be designed in such a ways that it could be more relevant, exciting and easy to implement for these groups of people.

Another teacher also explained that in addition to the irrelevance of contents for the inmates, in particular, most often what is mentioned in the syllabus could not be implemented in the correctional schools as it was initially designed for children outside the correctional institutions. These teachers said that since most of the inmates are adults, they want to learn what they want to know and in a practical way which is impossible in the context of correctional institutions. One of the female teachers, for instance, said:

The inmates need to learn something practical and problem-solving. In fact, there are some younger students who are eager and are enjoying well what is being delivered, but for the majority, it is irrelevant and childish as witnessed by most of my inmate students.

Although some teachers question the relevance of contents to inmate needs, they didn't say it is fully irrelevant and inmates are wasting their time. Because, even those teachers believe that though what inmates learn couldn't be in line with their needs, the inmates who are learning in the institutions could at least get basic literacy skills. Relevance of what inmates learn can be categorised into two themes: addressing their needs while they are in the institutions and their needs in the future, after release.

While most of the participants reflected the relevance of correctional education in terms of both addressing their needs while in the institution and preparing them for the future,

there were also some who believe that it is important only when they are released. Those who believed that correctional education is important for both said that the skills and knowledge inmates acquired can help them make money and give them emotional stability while in the institution and it also enables them to pursue education, lead an improved life, create jobs or be employed when they are released. Regarding this, one of the formal academic teachers said that the knowledge and skills inmates get while they are in the correctional institution help them both for current and future lives. For instance, they can become the person they want to as the knowledge and skill they got helps them to continue their education after release. Similarly, another teacher during FGD said:

Inmates can use what they learn to live a peaceful life in prison, to write letters, read those sent from friends and families and read different notices and even fiction and when needed, to write an application to the concerned office in prison. They also use these skills when they go out. In addition, it helps them have their own ways of getting income.

According to the above participants, education in correctional institutions has a range of importance in easing the life of the inmate in and outside of the institution. As a result of getting education, inmates can acquire functional skills and meaningfully spend their time in the institution. Similarly, another teacher made it clear during an interview that inmates can use the education acquired while in the institution and outside. She said that the inmates can read and write letters, read different notices elsewhere in the institution. In addition, they learn life skills that help them to know how to live with others such as tolerance, accountability to their deeds, even there are some who already are producing different materials and started to get money that may, in turn, help them avoid the probability of reincarceration. Moreover, she noted that it has an advantage in developing awareness of inmates to send their children to school when they are released as they now understand the importance of education.

It is believed that educated parents are more willing to send their children to school as they know the value of education. In line with this, one of the inmates said that he didn't

know the value of education and hence didn't send his children to school but now as a result of the education, he regrets and want to send his children to school and support them in everything they want. Similarly, an inmate from the FAL programme said that he has understood the value of education as a result of being in a correctional institution. He said that he didn't enrol in such programme before as he believed he cannot learn because he is too old. He explained what he gained out of the education in the institution as follows:

I have taken out the old saying adults cannot learn. I have proved it to myself. I was able to read and write in short period of time. If I continue, I can serve in my community and create my own job. I even regretted I didn't send my wife to the programme in the community as her learning is good for the whole family.

The teachers believe that the education and training inmates get during imprisonment can help them acquire the skill of reading and writing, hence rather than asking others to read and write them letters, they can do it themselves. Regarding this, one of the inmates stated, "... being educated helps us to become independent to read and write letters and fill forms without begging others do it for us and letting others know our private issues". Moreover, he noted that through education they can get different lessons to help them control their emotions, know their responsibilities, which in turn help them to live peacefully with their fellow inmates, teachers and other workers in the institution.

Although all of the inmates in the formal academic programme agreed that most of the contents they are learning help them in their current and future life; most believe that it is important more for the future than in the institution. The inmates in the formal academic programme frequently mentioned only two subjects: mathematics and science as the most relevant contents for current as well as for their life after release. Regarding this, one of the inmates stated:

Science is relevant to our current as well as future lives. It talks about our health, nutrition, environmental protection, how to keep our home and surroundings clean, forestations, etc which are important while we are here and especially

when we go back to the society. The same is true for mathematics; we will make use of this skill when we sell our products and calculate money, especially the people cheat us on kilos when we sell what we produce and I won't be cheated again as I got important skills.

Teachers in the formal academic programme also asserted that though inmates are learning all of the subjects in their grades, they usually prefer mathematics and science which they also believe are important for current as well as for their future lives.

On the other hand, inmates in the FAL programme reported that all of the contents provided to them are relevant to their lives as they are the ones who choose what to learn together with their facilitators. One of the facilitators mentioned that they provide a wide range of contents, in line with the needs of inmates which are important for both current and future aspirations of inmates. This facilitator further explained how the contents learnt are relevant. He stated that as much as possible, they make the contents relevant by integrating reading and writing and calculation with the issues of agriculture, health and others. The facilitators are confident that the contents they are teaching are more relevant to the lives of inmates when compared to those in the formal academic programmes.

Inmates also explained the empowerment they got through education. One of the inmates surprisingly explained how he thought learning was impossible and what he got out of learning as follows:

I used to be surprised by people who hold a pen and write something and communicate with that but now I can do that! Oh... I don't see any relevance than this. If you ask me I am reading and writing very long sentences without any one's help and I am no more dependent on others, it helped me a lot and above all to keep my secrets private.

So, being literate helps inmates to become self-reliant in many aspects. For instance, there are inmates who managed to do things on their own by keeping their privacy like the case in the above. Another inmate from the formal academic programme also said that his literacy helped him become self-reliant in such a way that he can write letters

and fill forms by himself and he makes money to fulfil his basics. He said, “I used to give my letters to friends to read for me, now it is history. I am writing letters to concerned bodies perfectly. Moreover, the skills helped me get money to support myself without needing any money for soap and educational materials”. Moreover, one of the inmates stated that there are inmates who became benefited from skills they have acquired by making money. He mentioned that these inmates make money out of filling different forms and applications for other inmates to support themselves.

The inmates also said that the education and training they got helped them to be skilled and make money for themselves and contribute to the development of their country. One of the inmates believes that learning is good on its own, said that he is using the skills he got out of vocational training to make money and pay tax. He said:

... because of the skill we got from vocational training we are getting money and paying tax for the government. In the future, too, I can use the skills I got for running my business well. In whatever way you plan, what you learn is an asset and there is nothing that you lose.

There are also many inmates who do not want to stop once they have the skills of reading, writing and arithmetic but want to pursue education in the future. According to these inmates, education in a correctional institution could serve as a base for their future aspirations. One of the inmates in the formal academic programme said, “... what is more important is to get the chance to reach where my friends reached. I want to pursue my education and get a degree”. Though there are inmates who reported that they want to pursue their education, most teachers reported that most of them are not learning for this purpose. Rather, the teachers said, most inmates want skills of reading and writing and other skills applicable to their lives. The teachers also reported that most of the subjects they are offering are not related to inmates’ lives and difficult for them to understand. One of the teachers said:

I could say that what they are learning is important because it can at least help them read and write and develop their knowledge on some issues, but I don’t

think that inmates are positive to take all the subjects. For instance, my subject is English; they openly tell me that they don't like it.

The teachers believe that even if they are uncomfortable to some subjects, the inmates don't want to disclose it as it affects their parole. Generally, the teachers said that the formal academic programme though has some relevance when it comes to acquiring basic skills and knowledge, a different contextual curriculum should be designed for the people in correctional institutions.

The administrator of one of the correctional institutions reported that the contents they are providing are relevant to the inmates' present and future lives. Elaborating this, the administrator pointed out that most inmates come to correctional institutions for bypassing the law because of poverty. This could be alleviated by providing education and training to inmates on relevant skills that would enable them to generate their own income. He believes that the correctional education and training being provided for inmates is relevant enough to enable inmates to stay away from further crimes. The other administrator disagrees with the above idea as he believes though it could be the case in the FAL, most of the contents in the formal academic programme are not relevant and practicable for most of the inmates as they are prescribed and not organised based on the needs of people in such age and context. Yet, the administrator said, the inmates are happy and thankful to get such opportunity like other citizens. But this doesn't mean what they are getting is relevant.

It is clear from the discussions that there are differences in relevance between the formal and FAL programmes. Although there are subjects important for inmates in the formal academic programme, most of the subjects are not liked by inmates in the programme. One can generally say that the formal academic programme is less relevant compared to the FAL programme. However, even FAL programme itself needs a certain adjustment in terms of making it more relevant to the inmates' and correctional institutions' context.

In the following subsection, an attempt is made to discuss the quality of education provided in prison institutions, taking the views of the study participants.

### **5.2.5. The quality of correctional education: views of teachers and inmates**

Most of the participants stated that though the provision of education in such institutions is encouraging, they doubt that it will enable the inmates to get what they want and be competent. One of the teachers of formal education during focus group discussions reported his disagreement that quality education is being provided in the institutions given the shortage of materials such as teaching aids and lack of support and follow up from concerned bodies. He believes that teachers are committed to offering whatever they have but if it is not supported by administrators, quality education couldn't be provided. This teacher further noted that though there are inmates who can compete with the students in the same grade outside the institution, for most of them, it is difficult. Another teacher in the formal academic programme reflected a similar idea saying that the teachers are trying their best to provide quality education by providing additional support to inmates, though she still believes that their school may not be comparable to other schools as there are various problems. However, she said, "...being in prison has its own advantage. These people will not have reason to drop out or be absent from class...they seriously attend the programme. This has its own significance". According to this participant, various problems affect the quality of what inmates learn, yet being in the institution helps inmates attend the programme seriously besides to the support given by their teachers. Though she believes that education and training in the correctional institution can help inmates continue their education and get employment, she doubts that the provision of education has quality. Similarly, during an individual interview, one of the teachers expressed his doubt on the quality of education being provided to inmates. However, he believes and has practically witnessed that if student commitment is added to teachers' supports, correctional education in its current state can enable inmates to continue their education or create their own jobs upon release.

The educational administrator of one of the correctional institutions also believes that given the condition of the institution and the characteristics of inmates, providing quality education is difficult if not impossible. He further said:



Most inmates do not consider education as their own agenda and they usually come to class with our influence and they need sensitisation every time which may affect the quality. Besides the school is not attractive and there is a lack of teaching aids, the classes and chairs are not comfortable. The other factor which makes it difficult for us to maintain quality is time. In our school class starts at 8:00 in the morning; but as there are head counting and exchange of guards before that, the inmates come to class late. So, the students do not learn what they are supposed to as expected. Though these factors affect the quality, the education we are providing might help inmates for getting employment and continuing education.

Similarly, inmates made clear that they are getting ample theoretical knowledge but they lack practice as they do not have the facilities. One of the inmates reported:

What the teachers are delivering theoretically is more than enough. However, I have a doubt with regard to applying what we learnt.... I have the plan of continuing my education to university level and if I work hard, the education I am getting now is enough to take me to that destination. But compared to the school, I am afraid I may need to exert more effort.

Although most participants doubt on it, there are few who are sure that the quality of education offered in correctional institutions is enough to enable inmates to continue their education and get employment. The participants who are in this category also believe that there are problems; however, for them, these wouldn't affect the quality of education in the institutions as such. One of the teachers stated that teachers in the correctional institutions are committed and are willing to give what they have if inmates work hard; he believes they can overcome the problems of lack of laboratories and the like to be competent. Another teacher also reflected a similar idea. He stated:

Though there are different problems which would affect the quality of education in this institution, there are some strong sides that you can find which would compensate the existing shortages. For instance, we don't have enough teaching

aids, science kits, real life experience etc, however, this problem can be compensated as most students here learn willingly so as to reach somewhere and we teachers are working hard to help them.

For these teachers, though there are problems, there are also strong sides which can fill the gaps created by the shortage of facilities. So, they argued that since the problems can be compensated, the quality of education in the correctional institutions may not be affected.

Similarly, another teacher in the formal academic programme didn't deny the existence of problems in the institution, yet he believes that the quality is ok as the curriculum is similar to other schools, and teachers are experienced and committed. Moreover, he added, most inmates who want to continue their education after release are also hard workers. Inmates also agree with the above idea that they frequently mentioned teachers' commitments and treatment as the forces which pushed them to continue education and as indicators of quality in the provision of education. In this connection, one of the inmates said:

The education we are getting here is by no means less than what is given in other schools outside of prison. Our teachers are committed and have a positive attitude for us. Even though we don't have full educational materials, such as laboratories, the teachers are doing everything they can to help us understand. If we are competing for a certain job with a student of the same education level, why not, we can be employed. For me, the education quality is comparable to what is there outside this institution.

Similarly, another inmate quoting one famous saying 'you can take a horse to the river but you cannot force him to drink' stated that the inmates are provided with the opportunity to learn by the government and the teachers are willing to help, the rest depends on the commitments of the individual inmates. According to him, the education quality they are getting now is good; yet needs hard work from the side of inmates. He believes that if inmates exert a little effort to what is being offered, it goes without saying that they can be whatever they want to be.

Inmates in the FAL programme see the quality in terms of helping them know about and solving their daily problems. One of the inmates in such programme reported that they learn reading and writing and calculations integrated with the issues they know most. This has been confirmed by the facilitators of the programme. One of the facilitators stated that the intention of the programme is to help inmates learn important knowledge, skills applicable to their lives, not directly for employment or for continuing education. In explaining the importance of the integrated programme in improving the lives of inmates, one of the facilitators said:

Since most of them are farmers, they could be informed on how to increase their productivity. They need to sell their products and to do so; they have to know how to communicate using technologies like phone. Literacy could help them in this regard. Using such technologies for exchanging info saves their time and helps them compare prices to sell their products with the best price the market can offer.

Both inmates and facilitators of FAL programme in the correctional institution see the quality of education and training they are getting in terms of its relevance and applicability of the skills in the day-to-day lives of inmates.

There are also few who say that ensuring the quality of education in the correctional institutions is impossible. For these participants, there are various problems which affect the quality of education in the correctional education (see section 5.2.6 for detail). For this group of respondents, since there are many problems, quality education is unthinkable in prisons. One of the teachers in the formal academic programme, listed the indicators which affect the quality of education in the correctional institution as follows:

When we talk about quality education, both the academic and practical issues of a certain subject should be given in an integrated and in a well-organised manner. But in our context, practical issues are almost zero. Inmates are only provided with theoretical part of the course. Even the academic wing is not given

well because of lack of laboratory, lack of textbooks and library and constraints related to head counts, students' waste of learning hour.

Similarly, another teacher was even surprised when asked about the existence of quality education in correctional institutions. In his words:

Quality [*Surprised*]? How can one talk about quality in this context? There are a number of issues that need to be fulfilled to bring about quality education. We need resources to effectively provide education, besides students are not well and ready to grasp what we give them. They are after all in the prison! All of these things together will not make our education quality and help inmates to pursue education or get employed when they are released.

From the aforementioned presentation regarding the quality of education participants' responses were categorised into three: those who argue there is quality education, those who believe there is no quality and those in-between - believe that if effort from inmates is added quality could be achieved (unsure or in doubt). Although very few of the participants reflected extreme views, most of the participants are not sure if the education being provided is quality enough to enable inmates to continue education or get employed.

Those who are in-between and those who believe quality education as impossible mentioned a number of factors which affect the quality of education in the institutions (see section 5.2.6 below for more on challenges). On the other hand, those who believe there is quality education in correctional institutions mentioned a number of qualities in the institutions which can compensate and fill in the gap affecting quality in the correctional institutions which include teachers' treatments and commitments, inmates' willingness and commitments, absence of dropout and absenteeism on the part of inmates.

In the following subsection, which is the last part of data analysis, an attempt is made to present views of the participants on challenges which made the provision of education difficult in the selected prisons.

## **5.2.6. Challenges in correctional education provision**

From the interviews conducted with inmates, facilitators and teachers, and administrators, the challenges were coded and thematically categorised into five: procedures of the institution, inmates' behaviour, lack of resources and facilities, the curriculum and lack of monitoring and evaluation. These challenges are discussed as follows.

### **5.2.6.1. Challenges related to procedures of correctional institution**

Teachers in the formal academic programme pointed out that head counting and relative visits are the problems they are facing with regard to procedures of correctional institutions. The teachers explained that because of counting, the students do not come to class on time and relative visits made inmates to frequently interrupt classes. According to the teachers, this created a problem in teaching and learning process as these make inmates miss lessons and learn below expected time. For instance, inmates might be called while learning if a relative comes to visit. What is worse is the way students leave the class when they are called. One of the teachers in the formal academic programme explained his surprise that the inmate students go out in the middle of class without even asking the teacher for permission.

The teachers also mentioned that instructional time is spent during head counting and exchange of guards. The teachers further explained that because of checking the presence of inmates and replacement of guards who spent the night there with the ones in the morning shift, there is no first period. And, this together with the academic time spent during relative visit makes the inmates learn less than the time expected and the teachers are made not to cover the contents they are supposed to in the given time.

The teachers also said that the checking procedure of the correctional institutions is so tedious that they stopped bringing supportive teaching aids as they are frequently suspected by the guards. One of the participants who is a biology teacher said, "I used to bring with me various kinds of real materials to show my students but God knows

how much I suffered when I bring such materials". As a result of tight and boring process of checking every morning, this teacher stopped bringing materials.

The inmates also pointed out problems they are facing in line with the institutional procedure. One of the problems frequently mentioned by most inmates is prison work. While those in the formal academic programme say the work clashes with their tutorial and take up their time for studying and doing homework, those in the FAL programme mentioned that their classes clash with it. One of the inmates in the formal programme reported that the overlap of prison work time and tutorial programme affected their education as they have very little time for reading what they have learnt and doing assignments. Similarly, another inmate in the same programme stated that even if teachers are eager and willing to help us, the time for tutorial programmes overlaps with prison works.

For those learning in the FAL programme, although head counting doesn't affect their classes, relative visits clashes with their learning time since their classes are in the afternoon. Due to this, one of the inmates in this programme expressed his concern that inmates might be learning below they are expected to. He said that the FAL programme is supposed to be for three days per week and two hours each, however, actually they are learning only one day per week for two hours.

From the above reflections of the participants, challenges related to the procedures of the correctional institutions affected the education provisions in the setting.

#### 5.2.6.2. Challenges related to inmates' behaviour

As can be learnt from the interviews conducted with the participants, this challenge is facing the teachers. Issues teachers mentioned under this category include unwillingness of inmates to do things as ordered, lack of safety, harassment on female teachers, and inmates' wastage of time during breaks.

One of the teachers in the formal academic programme during the group interview said that the inmates don't do what the teachers order them to do. This teacher mentioned

the reluctance of inmates to do assignments and refusal to take note from lectures as some of the challenges teachers face when they teach. Another indicator of their disobedience for teachers is a delay to enter class after breaks. One of the teachers in the formal academic programme explained that the inmates refuse to enter class after a break and the teachers are afraid to force or reprimand them. This teacher further noted that in the correctional institutions, there are no disciplinary actions from the part of teachers when inmate students do not do homework and when they misbehave as it is believed that the inmates are matured enough to direct themselves. Other teachers also confirmed that they cannot take measures against inmates who don't obey them but for these teachers, the reason is not that they are adults but because they are afraid to take measures as they think inmates might revenge them. One of the teachers explained, "The people in the administration always ask us if there are students who misbehave in the class, but we don't report as mostly we are afraid they may revenge us".

According to the teachers, let alone taking disciplinary actions on inmates for not doing something, they are afraid to enter and move around the class. Though this fear was also reported by the male teachers, the problem is even worse for females. The female teachers explained that even they frequently face harassment from inmates. One of the female teachers during FGD stated, "We cannot move in the class to check if students are doing their class works. Even when we teach we see different attempts of harassment from inmates, they stare at us, they blink their eyes, etc. so you feel so... it is so challenging". All female teachers reflected that generally working in the correctional institution is uncomfortable both in and outside of classes. One of the female teachers further explained how working in such institution as a female is difficult. She said:

Our burden is heavier than that of male teachers. We are afraid to move from our class to principals' office alone; we cannot come any time to provide additional support to our students. Giving class work and moving around to see how students are doing is unthinkable. We usually go out together in a group as moving alone as a female is dangerous in the correctional institutions.

Another female teacher also confirms that the correctional institution is not safe especially for women. However, she said, inmates misbehaviour emanated from the emotional instability. In her words:

We are not safe. Yet inmates have their own reason. They are emotionally unstable. As a result, there are those who silently cry, there are also some who insult us and threaten to kill us by passing their finger on their neck... imagine, this happens in the middle of teaching. So ...um... we are not free, you know (*she bent her head and was playing with her fingers*). But, you also feel sorry for these people.

The teachers, both males and females, reported that they are not free and safe to do what is appropriate as a result of the condition of inmates. The teachers stated that since inmates are emotionally disturbed and are in feelings of hopelessness, they can do anything to hurt if they try to report to the concerned body about their misbehaviour. Besides, all misbehaviours are not intentional, as some noted.

Another issue mentioned by teachers and administrators is inmates' lack of interest to learn. Teachers reported that a number of inmates do not enrol in the programme for learning rather benefit from the rewards of learning, parole. They do not consider learning as relevant to themselves. The teachers said that especially the first few months are challenging until they start to use what they learn in their everyday routine and convinced learning is important. Similarly, one of the administrators said that since most of the inmates are illiterate and do not know the importance of education, they were forced to incentivise inmates who participate in the education and training offered in a correctional institution. One of the administrators explained that though they have to learn for their own good, the administration tries to attract inmates to participate in correctional education programmes by mechanisms such as parole.

In the above subsection, participants made clear that the inmates' misbehaviour and disobedience are the main challenges in correctional institutions. From the presented views of participants, it was made clear that inmates' disobedience has been



manifested by wasting time during the break, rejecting orders from teachers and showing less concern towards education and training.

#### 5.2.6.3. Challenges related to resources and facilities

The participants of the study reported various problems related to resources and facilities which directly and indirectly affect the teaching and learning in the institutions.

Both teachers and inmates in both formal and FAL programmes reported serious shortages of education materials in the institutions. The teachers in the formal education programme mentioned the presence of a shortage of educational materials such as textbooks. They stated that the inmates face a shortage of textbooks and are forced to rely on teachers as a source of knowledge. Inmates also added that although they need to read more on what is covered and complete homework by reading textbooks, the shortage affected them from doing so. Shortage of chairs in the classroom is another challenge reported by both inmates and teachers. As to the inmates, since they don't have sufficient chair in the classrooms, they are forced to use the available chairs which according to them are uncomfortable. One of the inmates even said that three to five inmates are compelled to sit on a chair prepared for two which is not convenient to take notes and to attentively follow the lesson.

Moreover, formal teachers and inmates reported the unavailability of laboratories. This has been reported in both of the studied institutions. Especially, teachers expressed concern that the inmates might not be competent with the students outside as they don't have laboratories. Similarly, all the research participants reported the problem with regard to the library. Only one of the institutions has a library even though the time of service for it is limited and most of the books are fictions and are outdated. Stating the role libraries should play for studying, one of the inmates reported that inmates are forced to study in their cells as the time for library service is very short. Inmates and teachers also reported the inexistence of field for sports exercise.

In addition, teachers, facilitators and inmates generally believed that their schools and the classrooms are dirty and unattractive. According to one of the inmates, the crowdedness of classrooms and lack of water to take shower make their classes

unattractive. He said, “There are up to 50 students in the classroom, it is overcrowded. What is worse is that we are not taking showers as needed and, um ... you know...the smell is not good. We are always coughing as a result.” Teachers also felt the same about the attractiveness of the classrooms in the correctional institutions which they believe is dangerous for them and inmates. One of the teachers explained the condition as “...the classes are full of dust which exposes inmates to many transmittable diseases. .... we can see the inmates struggling with fleas in classrooms. We, teachers, are also facing the same problem in the class.”

As can be learnt from the challenges mentioned under this category, most of the problems facing the institutions are related to an inadequate budget and lack of prioritising. While the problems with regard to chairs, library, laboratory, and attractiveness of classes could be addressed by allotting sufficient budget, challenges with regard to textbooks, sports field and the like happened as a result of the minimal attention given to education in prisons compared to other schools.

#### 5.2.6.4. Challenges related to the curriculum

Under this subsection, an attempt is made to present the participants’ views on the challenges related to curriculum and the time of learning. Under the curriculum, challenges in relation to the nature of contents and their practicability, their mode of delivery, teachers’ treatment of inmates are discussed.

During both the focus group discussion and individual interview, teachers in the formal academic programme boldly noted that the formal curriculum is not appropriate for the inmates in the correctional institutions. While some mention its inappropriateness in terms of applicability of most of the contents, others expressed it in terms of difficulty to provide such curriculum given the nature of students and the lack of important materials in such context.

Those who believe that the contents are inapplicable argue that adults want to use the skills they have acquired immediately which is impossible in such context as the contents are not relevant and they don’t let them practice on certain issues concerning their lives. The teachers clearly put that they teach inmates like they used to teach

children as they need to cover content needed to be covered in each subject. One of the teachers said, "... they ask us to repeat...even skip some contents which we can't as we are expected to cover all contents in the given time". From this, it can be seen that the inmates want to focus on limited contents relevant to their lives rather than being loaded with irrelevant contents in the curriculum.

The teachers also made it clear that the inmates are not fast in grasping what they are provided with like children and they seem not interested in the contents which in turn made teachers not to complete the subjects in their allotted time. One of the teachers noted, "Inmates start yawning and even fall asleep while we are teaching and they want to be given break now and then which is impossible as we have to cover the subjects". Besides, teachers reported that the lack of facilities such as laboratory, science kit and proper teaching aids, made the implementation of the curriculum worse in the correctional institutions. One of the teachers complained, "We cannot implement what is on the curriculum properly as these people are older and the condition they are in is different". This means inmates are learning based on the curriculum prepared for younger students which are supposed to be provided in the schools. However, inmates are in the correctional institutions and they are older which together made it difficult to apply or even demonstrate what is covered theoretically as inmates are not free to move around and see how things work and there is a lack of facilities in the correctional schools.

Inmates have also some reservations as to the contents and the way their teachers treat them. One of the inmates in the formal academic programme stated, "apart from science, Amharic and Mathematics, other subjects are not as such relevant to our lives and we always ask our teachers to focus on those but they don't listen to us." This inmate further explained that the teachers treat them like children. Another inmate also reflected the same notion that they are being treated like children. In his words, "Sometimes, there are teachers who don't know our age and want to treat us as if we are kids".

As can be learnt from the above presentation, there is a problem in balancing what is to be provided and the need of inmates. On the one hand, the curriculum is not

implemented in the way it should be and on the other, the inmates are not happy as most of the contents are not relevant and as the inmates are not given the respect they deserve as adults.

Contrary to the formal academic programme, both the formal teachers and FAL facilitators believe that the functional literacy programme is more appropriate to inmates. The participants mentioned the flexibility of schedule, the relevance of contents and the orientation of the people who teach in those programmes as indicators for the appropriateness of the programme. Moreover, from interviewed inmates who are learning in the functional programme, no one mentioned the problem with regard to contents and the way it is delivered. However, both the facilitators and inmates reported the lack of facilities to make the contents more applicable to the lives of inmates. One of the facilitators said, “We usually discuss issues that need practice. The education provision in general lack practicability and applicability given the condition”.

#### 5.2.6.5. Challenges related to monitoring and evaluation

The challenges with regard to monitoring and evaluation of educational programmes in correctional institutions are the focus of this subsection. The concerned bodies responsible for education and training in the correctional institutions are the *woreda (district)* and city administration education offices and the regional commission for correctional centres to which the ICBM offices in the correctional institutions belong. It was learnt from the administrators that although the schools are found in the correctional institutions and the student inmates are selected by the ICBM offices of the institutions, the main body responsible for the schools in the institutions and what is going on in them are the *woreda [district]* education offices and city administration education offices. So, there is direct contact between the correctional schools and the people in the district as well as city administration education offices such as supervisors and experts. As it was learnt from the principals of both schools in the correctional institutions, the *woreda [district]* and city administration offices are expected to hire teachers, provide materials and facilities, follow-up programme and provide training when appropriate. Although most of these are being done by the concerned offices in

the *woreda* and city administration education offices, there is a problem of closely following up the programme and taking actions with regard to fulfilling facilities.

According to the teachers and inmates, the offices responsible are not following up what is going on in correctional schools at the expected level. One of the teachers believed that if these offices had followed up the schools, the schools in the correctional institutions wouldn't have a serious shortage of materials and facilities which are greatly affecting the quality of education provided. He further mentioned:

...city and *woreda* [*district*] education offices are the ones which allocate budget, provide necessary materials and guidance to improve the provision of education. But they are not as such close to see how we are doing and what we need so as to improve our education. Even they usually demand we have to provide quality education, but the question is how? In fact, people from city education office come and try to follow our work and give us training on identified gaps with other school teachers in the *woreda* [*district*] but for us, it is not enough. This school is poor and need more attention, unlike many other schools.

Teachers complained that schools in the correctional institutions are not given equal attention by concerned bodies like other schools in the community. One of the teachers explained that whenever training are there, the people in the office forget to call teachers from the correctional institutions to participate in the programme. This has been asserted by the principals. One of the teachers, who is also the principal of one of the schools in the institutions, said that rather than coming here and observing what the school is doing, they call her to their office. Similarly, one of the teachers who worked for more than two years in the institution expressed her belief that the people in the offices are afraid to come and see what is going on in the correctional schools. She said, "From my long time experience, I did not see the responsible education offices representative visiting the institution. Yet, they are the ones most responsible for the well being of this school." The other teacher reported that the supervisor assigned is coming but he has no significant contribution except giving support on methods of teaching, portfolio preparation and other issues. However, he said, their major problem

in the school is complex and needs the intervention of higher officials who can fulfil materials and facilities.

Other teachers and inmates reported that the problem doesn't stop on the lack of follow up, but offices don't take measures on issues they are told to. One of the inmates said that they are told by the principal and teachers that most of their questions could be answered by people in the woreda education office as they are the ones with the power and capacity but he said, "they [*people from woreda and city administration education offices*] don't usually visit us and are not responsive to our questions we reported to the supervisor."

In relation to monitoring and evaluation, as seen above, the participants reflected that the *woreda* and city education offices are not closely following up the education programmes in the correctional institutions and taking measures to improve the condition of the schools thereof.

This chapter dealt with the presentation of data collected from the participants (teachers, administrators, facilitators and inmates). It specifically addresses the issues of correctional education provision in terms of objectives, curricular directions, activities and delivery mechanisms. An attempt was also made to present participant views regarding the relevance and quality of correctional education, and the school administrators and teachers' views of working in correctional institutions. At last, the challenges encountered in the provision of correctional education in the selected correctional institutions were presented.

From the findings presented regarding the motive behind inmates' enrollment in educational programmes, four motives were identified: personal advancement, social motives, avoiding boredom and fulfilling parole requirements. Most of the motives initiating inmates were found to match with motives behind delivering correctional education by the institutions. With regard to the motives of those teachers, facilitators and administrators working in the correctional institutions, except administrators and facilitators in the FAL programme, all teachers in the formal academic programme came to work there without their knowledge and interest. Participants were also made to

reflect on the differences between working in correctional institutions and outside institutions. The differences emerged to be on target groups, availability and accessibility of resources and facilities, and teachers' autonomy. Regarding the programmes provided, it was found that academic, vocational and awareness raising and those concerned with modifying inmates' behaviours were identified. In relation to the relevance of the correctional education programmes, when compared to the formal, FAL programme was found to be more relevant to inmates' lives. However, the quality of education in correctional institutions was questioned by participants due to the various challenges faced by the institutions.

The following section presents the discussion of the findings and the conclusions as regards their implications for correctional education in Ethiopia.

### **5.3. DISCUSSION OF THE FINDINGS REGARDING THE EDUCATION PRACTICES IN CORRECTIONAL INSTITUTIONS IN ANRS, ETHIOPIA**

In the previous section, data analysis, detailed views of educational providers and the beneficiaries, the inmates, were presented as the findings of the study. From their views, various themes which indicated the practices of correctional education in such institutions had emerged. The themes emerged included: the motives for providing and participating in correctional education from providers' and beneficiaries' side respectively; the motivation of teachers and administrators to work in correctional institutions; types of programmes and contents provided; the relevance of the programmes and contents; the quality of the correctional programmes and their delivery; and the challenges faced in the provision of correctional education.

This section provides a discussion of the findings. In doing so, the findings are compared here with the findings from the literature review as presented in Chapter 2 of this study. This discussion sought to further fulfil the particular research aim for the empirical investigation as stated in Chapter 1 (see section 1.6).

### **5.3.1. Objectives of correctional education: comparing inmates' and institutional motives**

As has been discussed in the literature review of this study, Chapter 2, the purpose of correctional education has evolved over time in accordance with the purpose of incarceration (cf. Behan 2007:158; Messemer 2011:94). As indicated in Chapter Two (see section 2.3) in recent years, a number of countries shifted their philosophy from punishing to rehabilitating inmates by providing different rehabilitative programmes. This shift is also true in Ethiopia (see section 3.3). From the findings regarding the institutional objectives in providing correctional education, it was concluded that the institutions which used to be known for punishing inmates are these days geared towards correcting and rehabilitating inmates by providing education and training. This could be seen from the different rehabilitative programmes being provided in the correctional institutions (see subsection 5.2.3.1), and from the naming of institutions and individuals in the institutions: from prisons and prisoners to correctional institutions and inmates respectively. This shows that the intent of the correctional institutions in Ethiopia these days is in line with those in other parts of the world as correcting inmates' behaviour, providing the necessary skills to them are emphasised more than punishing them for what they did.

The motives that initiate inmates to learn were found to be similar with what inmates indicated as opportunities they got in correctional institutions. Hence, these were presented as motives. The motives that initiated inmates to learn found to match with the objectives of providing education to inmates by the institutions (see 5.2.1). Accordingly, personal advancement, social reasons, and avoiding boredoms were motives for both inmates and institutions to enrol and provide education respectively. On the other hand, parole was another motive found to initiate inmates to learn. Since correctional institutions use attendance as a means of incentivising participation in educational programmes, some inmates were found to be initiated to participate in using this opportunity.



From this finding, it was learnt that the motives that initiated inmates and providers for offering education to inmates do match on most of the issues. Though parole as a motive for learning was mentioned explicitly by inmates, it was learned that the providers implicitly knew that some inmates come to class for that purpose. Accordingly, most of the motives that make inmates enrol in prison education as found in this study were similar with what other studies identified (cf. Behan 2014: 22; Costelloe in Manger et al. 2009:29; Greenberg et al. 2007:47; Roth & Manger 2014:216; Quan-Baffour & Zawada 2012:78; Skaalvik, Finbak, & Pettersen in Manger et al. 2010:536).

### **5.3.2. Motivation of teachers and administrators working in correctional education**

As revealed in this study, individuals working in correctional institutions came to work there intentionally and accidentally. Though for different reasons, all of administrators and facilitators of FAL found to work there intentionally. That is to say, the administrators were aware of working in prisons before they start to work. They were both assigned to correctional institutions as a promotion with a higher salary. Similarly, FAL facilitators, both hired professionals and the inmate tutor have also joined the correctional education intentionally. Their intent to teach in correctional institutions emanated from their desire to share their knowledge and skills, and help inmates change. They chose to work with inmates with no exceptional benefit but to get satisfaction. Though both the administrators and FAL facilitators intentionally joined correctional institutions, the reasons for both are different. While the administrators had a monetary advantage, the facilitators' motives are more of psychological, mental satisfaction out of seeing inmates change. Unlike administrators and facilitators of FAL, all of the teachers reported that they were placed, transferred or promoted to such institutions without their consent (see section 5.2.2.1). Other studies have also reported similar results (cf. Bhatti 2010:33; Wright 2005:19).

With regard to benefits they gained out of working in correctional institutions, while administrators and facilitators found to benefit, the teachers didn't. The administrators benefited from working in correctional institutions as they develop their skills in terms of handling difficult situations which they have got from working in correctional institutions.

As a result, while facilitators and administrators are positive working with inmates, the majority of the teachers in the formal programme explained their dissatisfaction of working in the prison schools compared to the schools outside. From the findings, it could be learnt that individuals who are aware and ready to work somewhere, are better in terms of working there smoothly than those who are assigned without their knowledge. Accordingly, it is not surprising to find frustration and unhappiness on the part of teachers who were assigned to work where they initially didn't expect to work. On the other hand, it could be said that the administrators and facilitators who intentionally joined the institutions are positive towards their work and try their best to get used to the settings even if the settings are not to the extent they expected. Because from the outset, they were ready to work there and hence, do everything they can to help inmates rehabilitate. Apart from readiness from the beginning, if we take teachers and facilitators for comparison purpose, there is another reason which makes teachers in the formal programme unhappy compared to FAL facilitators who enjoy working there. This might be because of the rigidity of the curriculum and skill gap of teachers in facilitating adult learning (see sections 5.2.2.2. and 5.2.6.4). While in the case of the formal academic programmes, the teachers are trained for teaching children, and the curriculum is designed for the same, in the FAL programme, the inmates are learning what is appropriate for their age, and most of the facilitators have training for teaching adults. So, it could be the case that teachers are not as such ready to help inmates and not satisfied with what and how they are delivering.

Since prisons are different from ordinary schools, first teachers might face difficulty to get used to a different culture if they are not informed about working there before hand. Second, if what they teach is not relevant and if they are not trained on how to deal with the target groups they are supposed to teach, the problem becomes severe. Researchers argued that teachers should not only be informed of working in prisons, but also they should get appropriate training for working there (cf. Bhatti 2010:31; Brazzell et al. 2009:31; McAleese 2012:33; Onyango 2013:40).

So far, discussion of findings regarding the motives that initiated the inmates and objectives behind the provision of correctional education by institutions was made. Moreover, an attempt was made to discuss the motive behind those working in the correctional institutions and how they found working in such setting compared to others they were previously working in. In the following subsection, the discussion is made about curricular directions.

### **5.3.3. Curricular directions: programmes and contents, engagement and delivery mechanisms**

#### **5.3.3.1. Programmes and contents delivered to inmates in correctional institutions**

Learning programmes identified by the current study were similar to what has been found out from literature (see section 2.5.2). Particularly, the learning programmes in this study were thematically categorised into three domains: academic programmes, vocational training and those concerned with creating awareness of behaviour and modifying the behaviour of inmates. Similarly, this study found that the major instructional programmes in correctional institutions sampled for this study are academic which includes formal and FAL programmes. This could be because Ethiopia was working very hard to achieve Education For All (EFA) goals while the researcher was collecting data. This move made pressure on the correctional institutions too which made the institutions focus on enabling inmates acquire basic skills. Moreover, since most of the inmates were illiterate, both types of the academic programmes were ideal in addressing this problem. Nevertheless, the education and training programmes found in the institutions under study align with international experiences and those legally stipulated to be given to Ethiopian inmates (see sections 2.5.2. and 3.4.).

In terms of the contents of educational programmes in correctional institutions, it was found that the programmes being provided in the institutions are limited in their scope in addressing diverse issues. As such, inmates were forced to select one of the existing programmes in the institutions. In this study, it was revealed that though there are education and training programmes in correctional institutions, they are limited in type and are not tailored to the needs of inmates (see section 5.2.3.1 & 5.2.3.2). This shows

that the institutions were merely focusing on access than providing need-based education and training for all. However, the findings of the literature review show that the contents in the correctional institutions need to be diversified and concerned with various issues that could help inmates become competent in various areas (cf. Warner 2007: 172; Ültanır & Ültanır 2010: 11). Moreover, Ubuntu, a theoretical framework guiding this study, promotes comprehensive education which can develop human characteristics (see section 1.2).

In view of all that has been mentioned so far, it could be said that the findings of this study are somewhat in contrast to what the literature in the field and philosophy guiding this research recommend in two ways. First, the curriculum, especially in the formal academic programme, is directly taken from primary and secondary schools, and hence it is not in line with what most of the learners need, as adults and as inmates. Second, the contents provided in correctional institutions are not diversified enough to develop inmates' competence in various issues surrounding their lives.

The existing programmes found in the correctional institutions under study are somewhat similar in their contents with programmes provided outside which is in line with the international and national legislative documents in such a way that the programmes provided are similar to the education and training programmes outside the correctional institutions. These legislative documents (see sections 2.5.2 for international & 3.3 for Ethiopian) argued that education programmes in correctional institutions should be similar to the educational provisions outside so as to enable inmates to continue their education or find a job after release. Though making educational programmes similar to those in ordinary educational institutions outside prisons is a positive move in Ethiopia and elsewhere, there is also a legal backup to make such educational programmes be adapted to the needs and special conditions of prisoners for the programmes to be more relevant and effective. This could be done (detail presented in chapter six) by identifying individual needs of inmates and designing programmes that can address their needs which as well go in line with the programmes being provided in other institutions.

In the aforementioned subsection, discussion of findings related to programmes and contents provided in the correctional institutions was made. Next, the findings regarding the decision of participants in selecting programmes and contents are discussed.

#### 5.3.3.2. Decision-making on the content to be delivered

It was found in this study that inmates have no say in the contents they were learning. Except in the case of FAL, most of the contents provided to inmates are not selected by the inmates themselves as has been revealed in this study (see section 5.2.3.2). In other words, the findings of this research revealed that most of the contents in the programmes are not need-based. However, different studies advocate the consideration of needs and the importance of participation of beneficiaries in selecting educational programmes and contents. Particularly, studies show that special care should be taken in designing a certain educational programme if the participants are adults (see section 2.3.5). Although the concept of adulthood and the relevant age and stages is a debatable issue, it is possible to assume that most of the inmates in correctional institutions are adults at least by age in the Ethiopian context. Thus, due to their maturity, age and experiences, adults enjoy an educational programme in which they are part of. Hence, the issue of involving them in selecting what they need to learn is crucial. Moreover, since these people are in a unique setting, they need a programme that can address their challenges while in the setting. Accordingly, providing them with a curriculum already prepared for others alone will not be fair and may not address their unique needs. In addition to enabling inmates to get relevant education and training, letting them decide learning contents also helps teachers as inmates develop a sense of ownership.

As depicted in this study, the curriculum implemented in the formal academic programme for inmates is similar to the one prepared for primary and secondary schools outside. Hence, inmates are neglected from selecting the contents they want as they are learning using the curriculum prepared for those younger than most of the inmates and in a different context. Studies, however, show that there is a huge difference between the needs of the two groups of learners (see section 2.5.3).

Collectively seen, the issue of aligning educational programmes with the needs of individuals in correctional institutions is important not only because the inmates are adults but also they are in unique conditions and need the programmes for the life in and outside the institutions. Hence, it is important to involve inmates in deciding what they want to learn if correcting them is sought. Otherwise, the little money and resources being used for the education of inmates are wastage as it is being spent on something irrelevant and of little significance to inmates.

In this subsection, an attempt was made to discuss findings regarding the involvement of inmates in deciding the contents they were learning. In the following subsection, discussion of the findings regarding the inmates' engagement in the process of instruction and the instructional methods used to deliver instruction is made.

#### 5.3.3.3. Inmates' engagement and delivery mechanisms in classrooms

This subsection discusses the teaching-learning activities, methods used and interaction between teachers and inmates. While inmates' engagement is concerned with the activities they do during teaching and learning, delivery mechanisms are the means teachers use during teaching and learning. In discussing the activities and methods, looking into the relationship between teachers and inmates is indispensable. In section 2.5.4, it was clearly put that the use of participatory methods with engaging topics not only motivates learners to learn but also sustains inmates' interest until the end of a certain educational programme.

In line with engagement and delivery mechanisms, one of the concerns of this study was to see how much time is allotted for student activities during each period and what methods the teachers use to deliver the contents. With regard to time used for inmate activities, it was found that inmates have little or no time for reflections and activities. This means, most of the time of instruction is devoted to instruction by the teachers. Regarding methods of teaching used by the teachers, it was found that teacher-centred methods are more often used where lectures take the lion's share particularly in the

formal programmes (see section 5.2.3.3). This could be because of two reasons. One could be that teachers do not have appropriate training for approaching inmates and actively engaging with them. The other reason might be related to the nature of the curriculum itself. The teachers were found concerned more about the coverage of the curriculum than actively engaging the inmates. This, in turn, is caused by the system the teachers have been accustomed to. Since the formal academic programme curriculum is similar to those in the primary and secondary schools, teachers are expected to cover the syllabus in time like those in the schools outside. Hence, the teachers do not worry about the needs of inmates or the issue of engaging inmates rather they give priority for coverage as the responsible education office evaluates their effectiveness in terms of schedule in the syllabus. From the literature reviewed (see section 2.5.4), however, it was learnt that the methods that best suit adult learners include group discussions, case studies, field projects, etc. Thus, the finding of this research is conflicting seen against literature in the area (cf. Knowles s.a: 49; Ültanır & Ültanır 2010:11).

Another pertinent element for inmates' learning is the relationship between students and teachers. In terms of the teacher-inmates relationship, it was found that inmates and teachers have good relationships with each other. Similar findings were obtained in this regard by literature in the area (See section 2.5.4). The existence of a mutual relationship between students and teachers is vital in teaching and learning process. It is even very important in settings such as prisons. In such context, the teacher should understand the condition of inmates and be tolerant of the different behaviours inmates show. That is to say, teachers, in addition to sharing their professional knowledge and experiences to inmates, need to understand the condition and feelings of the inmates. In this research, both teachers and inmates express the relationship between one another as a family-like relationship. Though the condition and the procedure of the setting do not allow the teachers to be close as in other schools, it has been found that their relationship is smooth (see section 5.2.3.3). It is the belief of the researcher that inmates learn respect from their teachers. As the teachers understand their circumstances, treat them well and try their best to provide all, inmates also act in a way teachers want them to. At least the inmates may not misbehave at normal

circumstances as a result. From what has been found, it is possible to say that teachers' treatment and encouragement along with advice they provide to inmates on the importance of learning for their current as well as future lives, make the inmates be respectful to their teachers. The assumption of Ubuntu, too, promotes being caring, humble and understanding to fellow human beings (cf. Le Roux 2000:43). Moreover, according to the philosophy of African Humanism/Ubuntu, the wellbeing of every individual depends on the wellbeing of another as collective good of the society is the guiding principle (cf. Quan-Baffour & Zawada 2012:74). So, as responsible bodies for rehabilitating and behaving inmates, teachers should be as good as possible to produce good and caring citizens who in turn can contribute to the wellbeing of the society.

In the last few paragraphs an attempt was made to discuss findings related to inmates' engagement, methods of instruction and the relationship between teachers and inmates. The finding related to the relevance of the contents provided to inmates is discussed below.

#### **5.3.4. Relevance of the curriculum contents to inmates' life**

As was argued in sections 2.5.2, 2.5.3 and 2.5.5 of this thesis, the criterion for a relevant curriculum for education in correctional institutions is whether the contents provided are in line with the needs of inmates. Thus, the relevance of an educational programme could be met if the educational programme is tailored to the needs of inmates. As indicated in the above sections (see sections 5.2.3.1& 5.2.3.2) while presenting findings regarding the curriculum contents and their selection decision, it was found that inmates are not actively involved in deciding what to learn. So it is clear that the needs of inmates are not considered from the outset. The formal academic programme in correctional institutions is the direct copy of what is being provided in primary and secondary schools. The finding further showed that especially in the formal academic program, except slight adaptation made by teachers, most of what is delivered is what is in the curriculum prepared for students younger than most inmates (see section 5.2.4). As a result, according to reflections of teachers, the contents in the formal academic programme were found to be less relevant to the needs of inmates,



except for subjects such as mathematics, science, music and arts (see section 5.2.4). As can be seen from findings, although the inmates are happy to get the opportunity to learn as it helps them in various ways for their current as well as future lives, only limited subjects were found to be relevant to the formal academic programme. This is apparently because these subjects are applicable to their lives and understandable by the inmates. This finding is in contrast to what literature show with regard to relevance of contents (see section 2.5.3 & 2.5.5). Moreover, the finding obtained from the formal academic program is not consistent with the theoretical framework guiding this study, Ubuntu. According to the assumption of Ubuntu, the contents delivered to individuals should be tailored to the real needs of the individuals and the society at large (cf. Vender 2004:58).

On the other hand, as it was designed based on the needs of adults in the general population, though not inmates in particular, the contents provided in the FAL programme were found to be more relevant and applicable to the lives of inmates compared to the formal academic programme. From the reflections of teachers in the formal academic programme, it was found that FAL is more relevant to inmates than the formal academic programme. This might be because, as most of the inmates in the correctional institutions are older in age, letting them enrol in the adult literacy is more appropriate than convincing them to learn the curriculum prepared for young students. The other might be because FAL is more need-based, as at least it raises issues concerning adults, than the formal academic programme. Above all, in addition to the curriculum, teachers might not be capable of delivering contents in the curriculum in a way inmates want in the case of the formal as compared to the way facilitators in FAL programme do. Taking these issues into considerations, even if it also needs improvement to be more relevant and responsive to the needs of inmates, contents in the FAL programme were found to be more relevant than the contents in the formal academic programme.

The findings also showed that there were a considerable number of inmates who argued that the formal academic programme is relevant. The inmates' argument on the relevance of contents in the formal curriculum might have emanated from the fact that

most are illiterate and hence, are thankful for the chance in that context. This might also be because most inmates do not expect the presence of educational opportunities in such context (see section 5.2.1.1). As most inmates expect punishment from the correctional institutions, they are positive and appreciative for services such as education regardless of its quality or relevance. For these inmates, the formal academic programme in its current form is relevant, not because it really is but because it is out of their expectation and hence, they are thankful.

In the above subsection, findings related to the relevance of contents provided to inmates were discussed. In the following section, an attempt is made to discuss the findings obtained related to the quality of provision of education in the correctional institutions under study.

#### **5.3.5. Quality of correctional education: views of teachers and inmates**

Regarding the quality of correctional education in helping inmates pursue education, create their own job or get employed, the finding of this research indicates that there are doubts on the side of most of the participants (see section 5.2.4). Although there were few participants of this study who strongly believe that the quality of the education and training inmates are getting in the correctional institutions will make them equally competent as the individuals who studied in other schools outside the correctional institutions, most do not agree that there is quality education in the correctional institutions. Those who doubt the quality of correctional education and training mention lack of facilities and lack of support from concerned officers as factors responsible for the low quality of education in the institutions (see sections 2.5.6 in chapter two and 5.2.6 for more on the challenges).

In this study, it was found out (see section 5.2.6.1.) that some of the problems occur as a result of the procedure of the institution and lack of attention for education from concerned bodies. For instance, there is no trust and mutual respect between guards and teachers as the former look over the teachers for whatever they carry to the classroom which made teachers not to bring any additional materials for their inmate

students (see section 5.2.6.1). Previous studies have reported the existence of such problems between teachers and other officers in correctional institutions (cf. Brazzell et al. 2009:32; McAleese 2012:30).

Another factor found out in this study (see section 5.2.6.2) affecting the quality of education is inmates' waste of learning time in the name of parent visits and head counts. The inmates might be called by parents while in class and go out in the middle. Moreover, every morning inmates need to be counted when the exchanges of guards are made which sometimes takes the learning time of inmates. As found out from the literature review (see section 2.5.5), it could be said that this problem emanated from the dual purposes of correctional institutions. Prisons these days should not only control inmates but also arrange ways they should be corrected, through services like education. However, from the views of participants (see section 5.2.6) and the observation made by the researcher, it is possible to say that correctional institutions are more concerned about controlling inmates than correctional issues and hence, more for controlling and security issues than correcting inmates. Under subsection 5.2.6.1 it was clearly shown that the procedure of institutions strongly affects the quality of teaching and learning by taking instructional time, by discouraging teachers from bringing teaching aids, among others. This has been confirmed by researchers (cf. Brazzell et al. 2009:24; McAleese 2012:119). Hence, it could be said that challenges identified in this study (see section 5.2.6) such as school unattractiveness, lack of materials such as textbooks, teaching aids, chairs, absence of laboratories, and low connection between theory and practice emanated from the secondary role of education and training resulted in provisioning of low quality education in the correctional institutions studied in this research.

In the aforementioned section an attempt was made to discuss the quality of education in correctional institutions. Next, findings regarding factors affecting the effective provisioning of correctional education in the selected institutions are discussed briefly.

### **5.3.6. Challenges in correctional education provision**

As presented in chapter two (see section 2.5.6), prisons face various challenges in the provision of education and training. One of the challenges found in this study was related to the procedures of correctional institutions (see section 5.2.6.1). In this study, participants reported that prison procedures and protocol cause a mess in the teaching learning process by taking up the time allotted for teaching learning as inmates are expected to see their relatives and they have to come to class after head counting every morning. Moreover, the procedure hinders teachers from making decisions autonomously on what to bring inside for their students and to take measures on students who come late or who interrupt classes. So it is an additional burden teachers are expected to endure to do their works as they cannot arrange a time for visitors and force students to attend their class while relatives are waiting.

The other challenges reported by teachers in this study in relation to inmates' behaviour include disobedience to do things as ordered, lack of safety, harassment on female teachers, and inmates' wastage of time during breaks (see section 5.2.6.2). It has been learnt from the study that disobedience of inmates and wastage of instructional time were faced by both male and female teachers. Teachers further explained that inmates do not do what they are told to do and do not respect the time of class during breaks. From this finding, it is logical to say that inmates might not be interested in what they are learning and merely come to class for attendance. Moreover, it is also possible to deduce that most inmates may feel hopeless as they may doubt they are going to apply what they learnt there. As presented in section 5.2.6.2, female teacher participants were found to be afraid of being harassed in the class while teaching. As a result, their movement is limited in the institution and they reported they do not use methods of teaching appropriately as they are afraid to move among inmates in the class (see section 5.2.3.3). Teachers also believed that harassment and threatening behaviour of inmates happened as a result of emotional disturbance and hopelessness.

Lack of resources and facilities to facilitate teaching and learning is another category of challenges identified in this research. Under this category, shortage of chairs, textbooks

and lack of and at times underutilization of library, teaching aids, sports field and laboratory, and problems related to the attractiveness of classes were found to be the main problems affecting the quality provision of correctional education (see section 5.2.6.3 above). Findings of various studies go in line with what was found out in this study (cf. Barringer-Brown 2015:51; Diseth et al. 2008:209). From the participants' reflections in this study (see section 5.2.6.3), it is possible to say that most of the problems facing the institutions occurred as a result of shortage of budget allocated to prison education and lack of attention and priority from concerned bodies. The researcher of this study has also found (see sections 5.2.6.3 & 5.2.6.5) that a sufficient budget is not allotted to education in correctional institutions as concerned bodies are not giving the attention education deserves which in turn resulted in a shortage of various facilities which contributed to the low quality of education in correctional institutions.

In relation to curriculum, it was found that the formal curriculum is not appropriate for the people in the correctional institutions in terms of applicability of the contents to inmates' life (see sections 5.2.5 & 5.2.6.4). As most of the inmates are adults, they seek need-based education and want to actively participate in the teaching-learning process. However, it was found that in the formal academic programme inmates learn a prescribed curriculum designed for students most often younger than the inmates (5.2.3.1a). This finding contradicts with what scholars argue as the curriculum for such age should be as discussed in section 2.5.2 of literature review (cf. Derbyshire, O'Rlordan, & Phillips in Warner 2007:176; Gehring in Moeller et al. 2004:43). The researcher of this study believes that rather than trying to implement irrelevant curriculum as it is, it is possible to design a curriculum which is need-based and relevant to inmates by considering their condition and at the same time go in line with the standards of education provided outside. Doing so not only helps inmates to get relevant education and training but also enables them to pursue education or get employment as per their level of education.

Moreover, in this study, it was found that inmates in the formal academic programme, have only one curriculum to adhere to which is opposite when seen against literature in the area that argues for a diversified and need-based curriculum to satisfy the needs of learners (see section 2.5.2). It was also found that inmates are not interested and hence, not fast in grasping the contents in the formal academic programme (see section 5.2.6). One of the reasons behind this might be the curriculum itself as it was not designed based on their needs both as inmates and adults.

It was also found that correctional institutions are facing problems related to monitoring and evaluation of education and training programmes. Education and training in correctional institutions of the study area were given with the coordination of the *woreda* [*district*] and city administration education offices and the regional commission for correctional centres which is represented by ICBM offices of the two institutions. The immediate responsible body for schools in the correctional institutions was supposed to be inmate behaviour modification and correction office in each of the correctional institutions. However, it was found that the role of offices was merely limited to following up whether inmates are attending classes and are eligible for parole (see section 5.2.6.5). The offices literally select inmates for education and training, follow up if inmates are attending and use attendance to identify inmates eligible for parole. It was found out that most of what happened in the schools are the responsibility of the district and city administration education offices (see section 5.2.7.5 above). Among the roles expected of these offices are hiring teachers and facilitators; fulfilling resources needed for the schools, and following up and evaluating if quality education is being provided. However, it was found that these offices do not give attention to correctional schools when compared to other schools outside in terms of fulfilling facilities and materials, and continuously following up and developing teachers' capacity (see section 5.2.6.5). This is so because those people in charge in those offices merely assume the provision of education as a privilege to the inmates and do not worry about fulfilling the facilities or developing the capacity of teachers for quality education. Moreover, those in charge in education offices are either afraid or are tired of passing the routines of security

procedures to enter correctional institutions to monitor and evaluate the teaching-learning process.

#### **5.4. SUMMARY**

This chapter presented the findings and discussed them against other findings in the literature. The major findings are summarised as follows. With regard to objectives of correctional institutions for providing education for inmates, personal advancement, social reasons, and avoiding boredom on the part of inmates were found out. The programmes provided for inmates were found to include academic programmes (formal and FAL), vocational training and those concerned with creating awareness and modifying the behaviour of inmates. In relation to inmates' engagement and delivery mechanisms used while teaching and learning, the study revealed that inmates have little or no time for reflections and activities as most of the time is taken by the teachers to teach and the methods most often used were teacher –centred.

This study also investigated the opportunities and challenges in the provision of correctional education. The benefits found out on the part of inmates were personal advancement, social development, avoiding boredom and getting the chance for parole. Although teachers in the formal academic programme mentioned no benefits, getting the chance to share, change people and developing skills of handling hardships were some of the benefits identified by FAL facilitators and administrators. With regard to challenges correctional institutions face in providing education and training, prison procedure, inmate misbehaviours, lack of resources and facilities, curriculum irrelevance and problems in monitoring and evaluation were found to be the major challenges. As a result of these factors, the quality of education and training in the correctional institutions were found to be low.

This study has also examined how the administrators, teachers and facilitators view working in the correctional institutions for which contradictory findings were obtained. While the facilitators and the administrators who intentionally joined the institutions were happy and like working there, the teachers in the formal academic programme who

were initially assigned without their consent viewed working there as frustrating and full of challenges.

## **5.5. CONCLUDING REMARKS**

Although education and training are being provided in correctional institutions of Ethiopia, from the discussion made so far, it is possible to conclude that many interventions are needed to provide quality education and training. Most of the issues indicated that Ethiopia is on the right track with regard to education and training of those convicted of various crimes. However, a lot is yet to be done.

In the next chapter, an attempt is made to present the summary, major conclusions and recommendations from data to further improve the quality of prison education in Ethiopia. In doing so, ideal interventions and structural adjustments are recommended based on the data collected from the participants.



## **CHAPTER 6: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **6.1. INTRODUCTION**

The main purpose of this study was to investigate the practices of prison education in selected prisons of ANRS, Ethiopia. The researcher was initiated to conduct this research to contribute both theoretically and practically. As the area of prison education is not well researched in Ethiopian context, and as it can serve as a basis for further researches in the area, this study is intended to develop general statements that guide the practice of prison education. Another motive behind conducting research in this area was curiosity. In this regard, this study is aimed at seeing if the trend and practice of prison education in Ethiopia is comparable to international trends and learning institutions outside (see section 1.6). In so doing, it identifies the gaps in the provision of prison education and makes recommendations to the concerned bodies on the mechanisms to be followed to improve the practice thereof (see section 1.4 on rationales). In order to achieve this purpose, seven research questions were posed (see section 1.5).

In order to answer the first two research questions, a literature review was used as a data (see chapter two and three for more and justification for doing so in section 4.5.2). The rest of research questions were addressed through empirical investigation. In so doing, the research was guided by constructivist paradigm (see section 4.2.1). The study followed qualitative approach and employed constructivist grounded theory as a strategy (see section 4.3.1 & 4.3.2). Purposive sampling technique was employed to select 30 participants from the two correctional institutions (Bahir Dar and Dangila) (see section 4.5.1). Data were collected through one-to-one interview; focus group discussion and observation (see section 4.5.2). To analyse data collected through different instruments, constant comparative data analysis was followed where the researcher was continuously engaged in collecting data while continuously coding and categorising similar codes together to themes until saturation was reached (see section 4.5.3.). In the preceding chapter, findings were presented in a narrative form (see section 5.2) and an attempt was made to discuss them (see section 5.3).

In the previous chapter, the major findings and discussion were presented. The current chapter presents a summary of the findings, conclusions, and recommendations. It begins with the presentation of summary the findings followed by the conclusion drawn based on the major findings. Then, recommendations to improve the practice of prison education are made based on the gaps found out. At last, it provides possible research area for further investigation to improve the status of prison education in Ethiopia. The summary of research findings is presented below.

## **6.2. SUMMARY OF RESEARCH FINDINGS**

From the reviewed literature, various findings were obtained. From the diverse definitions reviewed, it was understood that prison education is any kind of education given to inmates in order to ease their life in and outside of prisons (see section 2.2). With regard to beginning of education in prisons, even though the reviewed literature failed to get the exact date, it is possible to say that prison education in its current form was started with the beginning of prison system at international level (see section 2.3). Regarding the development of prison education in Ethiopia, the reviewed literature indicated that though there were informal educational practices earlier, education with a legal backup was started in 1957 (see section 3.4). From the reviewed literature, it was also learnt that while prison education at international level has a long history and has been well-researched, the beginning of prison education in Ethiopia is a recent phenomenon yet to be investigated.

The reviewed literature regarding the motives behind providing education to prisoners showed that it ranges from legal to moral justifications (see sections 2.4 for motives & 2.5.1. for reasons or objectives). Accordingly, in addition to respecting their rights, prisoners are provided with education to help them get essential skills to prevent them from committing further crimes. With regard to curricular directions in prison education, the literature reviewed on an international perspective revealed that inmates are provided with various types of education based on their needs which are geared towards their overall development (see sections 2.5.2 & 2.5.3). Given the age and the condition of individuals in prisons, the literature reviewed showed that the use of

activities and methods that actively involve inmates in the teaching learning is crucial (see section 2.5.4). Based on literature reviewed with regard to relevance and quality of prison education, it was found that these issues were compromised as a result of various challenges affecting the relevance and quality of prison education (see section 2.5.5) including lack of trained personnel to rehabilitate inmates, prison procedures, lack of resources and facilities, low participation of inmates, and transfer of inmates to other institutions (see section 2.5.6).

On the other hand, empirically obtained findings are also discussed below. As the researcher tried to mention while introducing this chapter, research questions 1 and 2 were answered through literature review (see section 4.5.2). Hence, the empirical data was used to answer research questions 3 to 7(see section 1.5). However, since the seventh sub question is about the recommendation, it is answered under the recommendation section for further actions (see section 6.4 below).

The third research question is: What does correctional education provision look like in the study area, in terms of objectives, curricular directions, activities and delivery mechanisms? Hence, it deals with the objective, contents and activities as well as delivery mechanisms of prison education in the two institutions. With regard to the objectives of the provision of education for inmates, it was found out that personal advancement, social reasons, and avoiding boredom were the objectives (see section 5.2.1). The programmes provided for inmates were found to include academic programmes (formal and FAL), vocational training and those focusing on creating awareness and modifying the behaviour of inmates (see section 5.2.3.1). With regard to activities and delivery mechanisms, it was found out that inmates have little or no time for reflections and activities and the methods most often used by teachers especially in the formal academic programmes were teacher-centred where lecture takes the lion's share (see section 5.2.3.3).

The fourth research question reads: What are the opportunities provided and challenges encountered in the provisioning of correctional education in the study area? This question addresses the benefits gained and the challenges faced while providing education in prisons. The benefits or objectives behind learning for inmates were found

to be developing themselves personally, socially, and its value in terms of avoiding boredom and getting the chance for parole, while personal advancement concerned with enabling inmates to read and write is the major one (see section 5.2.1). On the part of facilitators and administrators, the opportunities were found to be getting the chance to share, change people and developing skills of handling hardships (5.2.2). Prison procedure, inmate misbehaviours, lack of resources and facilities, curriculum irrelevance and problems in monitoring and evaluation were the major challenges found to affect the provision of correctional education in the sample correctional institutions (see section 5.2.6).

The fifth research question was: what are the views of school administrators, teachers and inmates regarding the quality of correctional education in the study area? Concerning this, the finding showed that the correctional education provided in the study area is of low relevance and quality because of the challenges mentioned above (see sections 5.2.4, 5.2.5 & 5.2.6).

Contradictory findings were obtained with regard to the sixth question: How do the school administrators and teachers view working in correctional institutions? While the facilitators and the administrators who intentionally joined the institutions were found to be happy and like working there, the teachers who were initially assigned without their consent in the formal academic programme viewed working there as frustrating and full of challenges (see section 5.2.2.).

In the following section, conclusions drawn from the findings obtained are presented.

### **6.3 RESEARCH CONCLUSIONS**

With regard to international trends in providing correctional education in terms of objectives, curricular directions, activities and delivery mechanisms, it was learnt that the objectives range from enabling inmates to read and write to providing them with the chance for lifelong learning. Inmates are also provided with various contents based on their needs which are geared towards their overall development. While learning, inmates engage in different activities which show that methods of teaching used actively

involve inmates in the teaching learning. This reveals that education of prisoners is considered as equal and important as the education of other citizens outside prisons. Based on this, it is possible to conclude that prisoners are privileged to develop themselves in any way they like while in prison and to enable them to stay away from committing further crimes.

In relation to how prison education evolved in Ethiopia, the very limited literature revealed that it was started in 1957 with the issuance of criminal law. Based on this, it is possible to deduce that prison education is relatively a recent phenomenon in Ethiopia and its history and practice have not been explored well yet. Regarding correctional education provision in terms of objectives, curricular directions, activities and delivery mechanisms, though the objectives of the provision of prison education are for inmates' personal and social development, and avoiding boredom, the programmes are not diversified enough to accommodate the needs of all inmates. In addition, inmates have not been actively involved in the teaching learning as the teaching methods mostly used were teacher-centred. From this, one can conclude that the scope of education and training in the prisons and the ways in which they are delivered are not diverse and inclusive to entertain various needs of inmates compared to the international trends and what African Humanism/Ubuntu promotes.

Investigating the opportunities and challenges encountered in the provisioning of correctional education in the study area was the other purpose of the study. While teachers mention none, the inmates, facilitators, as well as administrators, listed some benefits they gained out of prison education as opportunities. Various challenges affecting the provision of education in prisons were also identified. Based on this, it is possible to conclude that though prison education provides opportunities for both beneficiaries and providers, there are a number of challenges which affect its provision. Moreover, it could be said that there are inevitable dangers that are especially faced by female teachers while providing such services to inmates. This condition in the correctional institutions goes against the African values that promote love, togetherness or collective well-being.

In relation to the fifth research question: What are the views of school administrators, teachers and inmates regarding the quality of correctional education in the study area, it was found out that correctional education provided in the study area is of low relevance and quality. So, it could be concluded that inmates in the selected correctional institutions are getting education and training that is not in line with their needs and lower in standard compared to international practices, learning institutions outside and what is promoted by Ubuntu.

The sixth research question was: How do the school administrators and teachers view working in correctional institutions? Except for few, working in a correctional institution is viewed as frustrating by the majority of participants. From this finding, we can say that adequate attention is not given to the selection while recruiting and following up of those who work there which, in addition to other factors, contributed to the low quality of education in prisons.

From this finding, in general, it is possible to deduce that the limited number and scope of the programmes provided in the prisons, unequipped and unhappy teachers; irrelevant curriculum together with a number of challenges related to inmate behaviour, prison procedures and resources and facilities highly affected the provision of education in the setting. With all these shortcomings, the investigation of the provision of education in the selected prisons shows that the practice needs serious further interventions.

The following section suggests mechanisms to improve education provisions in correctional institutions. In doing so, the views of teachers, facilitators, and inmates are used to answer the seventh research question: What recommendations could be made in terms of future directions for providing quality correctional education, the monitoring thereof and support to institutions working with correctional institutions?

#### **6.4. RECOMMENDATIONS**

Under this section, recommendations are forwarded based on the findings. The recommendations are presented logically from regional to the community level.

### **6.4.1. Recommendation for Government of ANRS**

#### 6.4.1.1. Allocating adequate budget

The regional government should recognise education provided in correctional institutions and allocate adequate budget for the institutions. The budget allotted can be used to fulfil educational resources. Moreover, the budget could be used to build more classrooms to accommodate the number of inmates and enable teachers to provide quality education using facilities needed.

### **6.4.2. Recommendations for ANRS Education Bureau**

#### 6.4.2.1. Recognition

The regional education bureau should give increased focus for education in the correctional institutions. It should give equal attention to the schools in such institutions as schools outside in terms of recruiting and professionally developing teachers in the institutions.

#### 6.4.2.2. Programme diversification

Though there are programmes already being given in the institutions targeted in the study, the education programmes need to be made relevant and other programmes need be opened depending on the needs of inmates to widen their chances to support themselves both inside and upon release. In this regard, more programmes related to skills development should be opened. Moreover, to make smooth correction of inmates possible, inmates should be provided with broader ethical and legal education while they are in the institutions. These programmes could be integrated together or given separately. In so doing, those who want to join the existing programmes identified in this study (see section 5.2.1) may join and those with different needs could also be accommodated. This is based on the justification that some inmates misbehave (cut class in the name of relative visits; waste learning time during breaks, etc) because they are not interested in the programmes but are attending classes for other reasons. So, programmes which are more practical, related to previous experiences and needs of

inmates should be opened. This could be done by curriculum experts in the regional education bureau.

#### 6.4.2.3. Teacher recruitment and incentives

The Amhara National Regional State Education Bureau, as well as woreda and city administration offices should be open when they recruit, transfer or promote teachers to correctional institutions. This has a great advantage for both teachers and correctional institutions as it makes these teachers join the work willingly and with the mental readiness that may later bring a positive impact on the process of rehabilitating inmates, and thereby enhance the effectiveness and efficiency of the prison institutions on the other. In this regard, to attract potential professionals, teaching in correctional institutions should be accompanied with an incentive by education bureau through additional payment and/or reward. Moreover, teachers who worked in the correctional institutions for some period could be incentivised through getting priority for further education.

#### 6.4.2.4. Curriculum adjustment

Relevant curriculum should be designed for inmates. Although what inmates learn in the correctional institutions should basically be aligned with what is being provided in other learning institutions, there should be some adjustments to the existing formal academic curriculum to align with the reality in the institutions. The education bureau should think about adjusting the existing curriculum to the needs of inmates and contextual realities of the institutions. This is to enable inmates who want to basically learn what other students are learning in primary and secondary schools to pursue their education or want to get employed having reached a certain grade. In this regard, the curriculum experts in the regional education bureau could make slight adjustments to the formal curriculum so as to smoothen its implementation in the correctional settings.



### **6.4.3. Recommendation for ANRS Justice Bureau**

#### **6.4.3.1. Incentivize inmates' participation in education**

This bureau should have clear guideline regarding incentivising inmates using different benefits for participating in various educational programmes. This could be done through improving the existing parole system and by providing teaching material supports such as exercise books and pen for those who cannot afford it. This bureau through its experts could work with education bureau on how to provide legal education issues together with other programmes offered in the correctional institutions.

### **6.4.4. Recommendations for woreda (district) and city administration education office**

#### **6.4.4.1. Allocating sufficient resources and providing support**

These offices should avail resources and materials needed for schools in correctional institutions as others in the community. These offices should work towards fulfilling textbooks for inmates. They should also improve the support with regard to improving professional quality and competence of teachers.

#### **6.4.4.2. Monitoring and evaluation**

These offices should follow up the teaching learning as well as the teachers. In doing so, in addition to checking whether teaching learning is going well, it could monitor and see various gaps which should be corrected in time. For instance, through monitoring and evaluation, the office can understand the strengths and weaknesses of teachers and instructions to take remedial actions. Moreover, shortcomings with regard to the attractiveness of classrooms, attendance of students and others related to the availability of resources could also be addressed through the process of monitoring and evaluation.

#### **6.4.5. Recommendation for the surrounding community**

##### **6.4.5.1. Awareness regarding prisoners and prisons**

The community should be made aware of the fact that crime is a social phenomenon that anyone can face in life. The community should understand that inmates, ones imprisoned, will not remain criminals throughout rather they could be corrected and become members of the society. Moreover, the community should see correctional institutions as learning organisations where inmates are trained on various issues rather than as prisons where they are detained and tortured. Hence, the community should take part and support every action of the institutions through CTIAs and develop positive attitudes towards those released from the correctional institutions.

#### **6.4.6. Recommendations for regional commission for correctional centres and correctional institutions administration**

##### **6.4.6.1. Fulfilling resources and facilities**

The correctional institution administration should properly utilize the budget allocated so that the budget could fairly be allocated for fulfilling resources and facilities for schools in the correctional institutions. Together with others concerned, the correctional institutions' administration should take the lead in supporting and facilitating the building of more classes, making the schools safe and attractive, fulfilling chairs, establishing laboratory and preparing ICT rooms.

#### **6.4.7. Recommendations for all concerned bodies identified above**

##### **6.4.7.1. Establish teacher training- capacity development centre**

Teachers should be trained to teach in correctional institutions. First of all, as recommended above, teachers should be recruited willingly based on their consent. After joining the institutions, the recruited teachers should get appropriate awareness and skill training that can enable them to work smoothly in the correctional institutions. If

not given orientation and training, merely teaching for many years in a different setting may not guarantee the effectiveness of teachers due to unique features of prison institutions. The same should work for facilitators. Both professional and inmate facilitators should get appropriate training on the rules and regulations, methods, and related issues to help them effectively work in the institutions. For this purpose, the Amhara National Regional State Education Bureau, woreda and city administration offices and the commission for correctional centres together should establish a centre with a focal person in the correctional institutions or in education Bureau which can provide induction training for newly recruited teachers, facilitators and other workers by inviting experts from the institution or university or colleges. Moreover, the focal person is responsible to follow up their works and continuously work to develop their capacity being with other institutions such as Bahir Dar University. This centre could provide training for teachers on rules and procedures of correctional institutions, life skills, engaging methods of teaching based on adult learning principles, inspiring teachers on how teaching inmates is rewarding, arranging experience sharing events etc. Particularly, enhancing teachers' skills of using active methods and making lively classes is crucial. Those inmates who come to class for avoiding boredom and those attending for parole would be very much attracted to learn which in turn build the motivation of teachers and make the later stay longer on the job. This centre could serve as a bridge among education bureau and offices, commission for correctional centres, and other schools and learning institutions which work with the correctional institutions by providing training and conducting research in the area. This centre could also serve as a resource centre where different model works could be collected and disseminated to correctional institutions across the country. This centre generally works for the improvement of the quality of teaching-learning in the correctional institutions. As a result, it also is responsible for coordinating partnerships, writing proposals or projects to enhance teachers' capacity, fulfil materials and facilities.

#### 6.4.7.2. Partnership for fulfilling resources and facilities

There are serious lack and/or shortages of facilities such as laboratory, library, computer, and teaching aids. Besides, there are problems with regard to educational

materials for inmates such as exercise books, pen, etc. Moreover, there are problems with regard to enhancing the capacity of teachers. The regional Education Bureau, Justice Bureau, the Regional Commission for Correctional Centres as well as the Woreda and City administration should work together to fulfil materials and facilities to schools in correctional institutions. In this regard, it is recommended, these offices together should have partnerships with higher learning institutions and schools, to alleviate shortages in resources and facilities. Particularly in various public higher learning institutions, there are various resources and facilities which are considered as old and no more in use and different aids prepared by students as part of projects works which could still be important for the schools in the institutions. The procedures to be followed in the process of the partnerships could be done by the focal person of the centre mentioned above. These five major bodies should further establish partner with labour and social affairs offices, organisations working on prisoners' rights, religious institutions, and researchers in the area. These five concerned bodies should have a common forum where they can discuss issues concerning prisoners and on the ways of correcting them. This forum should also be formed by the centre to be established.

#### 6.4.7.3. Establishing community, teacher, inmate association (CTIA) for active community participation in correctional institution affairs

This association could be formed comprising religious people and the elderly representing community, some teachers and inmate students. The association together with correctional administration could check how inmates are learning and make amendments together with the concerned officers in the correctional institutions. It also arranges a clear time for relative visits, instruction and work. This association could also be used as a means of promoting what is being done in the institution to the society to smoothen corrected inmates reintegration after release.

## **6.5. AVENUES FOR FURTHER RESEARCH**

- Deep investigation needs to be made to see what ex-offenders make of the skills and knowledge they got from the correctional institutions in Ethiopian contexts. This helps to devise ways for connecting correctional institutions and potential employers.
- Research should be conducted on the practice and challenges of female inmates' education in correctional institutions.

## **6.6. LIMITATIONS OF THE STUDY**

The primary limitation of this study was that it focused only on academic programmes in two correctional institutions. A research with a wider scope should be conducted to give a comprehensive picture of the practice of correctional education in Ethiopia.

In addition to those related to the scope of the study, there were limitations that affected the researcher from getting sufficient information which resulted from the nature of the setting of the research. The first limitation was related to the reluctance of the inmates to speak freely. Although the researcher explained the purpose of the study and got their consent, some of them were uneasy to freely talk. As a result, it is assumed that some valuable information was withheld by some of the participants. The second was related to the fear and anxiety the setting has created on the researcher. Given the fear of safety on the part of the researcher based on rumours and warnings from administrators that inmates might misbehave in some way, the researcher was anxious throughout the data collection process. In addition, the movement of the researcher was not free in and around classes in the institutions which may have limited her to get the whole picture of the settings. The other limitation emanated from the methodology followed by the research. This study is qualitative in nature guided by constructivist paradigm. Two limitations might have happened as a result. First, the researcher was part of the research serving as an active player in meaning construction with the participants which inevitably make her subjective. Similarly, the research instruments such as the focus group interview guides were not piloted like the case in quantitative

research which might have affected their validity. Further research on the issue may be needed by using a methodology that minimises limitations raised in this research.

## **6.7. CONCLUDING REMARKS**

This is a distance based learning programme. I have developed personal skills of organising myself by setting deadlines on my own. I also learnt that paper works such as dissertations need continuous day-to-day minimal engagement than full engagement for a short period of time with a number of discontinuities.

I have personally developed my skills of qualitative research as I have practically gone through each process with ups and downs taking me to the final stage.

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## ANNEXURES

### Annex A: University of South Africa Letter of Clearance

 COLLEGE OF EDUCATION <b>UNISA</b> 2015-05-22 Office of the Executive Dean REVIEW COMMITTEE
<b>COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE</b> 13 May 2015
<b>Ref#: 2015/05/13/49025198/10/MC</b> Student #: Mrs GG Kabeta Student Number#: 49025198

Dear Mrs Kabeta,

**Decision: Approved**

**Researcher**

Mrs GG Kabeta  
Tel: +251 582 205931/+251 918 599161  
[genetgelana@yahoo.com](mailto:genetgelana@yahoo.com)

**Supervisor**

Prof SG Pretorius  
Department of Educational Leadership and Management  
College of Education  
Tel: +2712 460 0969/+27 82 444 5244  
[pretosg@unisa.ac.za](mailto:pretosg@unisa.ac.za)

**Proposal:** Assessing the practices of prison education in selected prisons of Amhara National Regional State, Ethiopia

**Qualification:** D Ed in Comparative and International Education

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

**For full approval:** The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CEDU ERC on 13 May 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.



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Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
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Open Rubric

*An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

**Note:**

*The reference number **2015/05/13/49025198/10/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
[mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za)



**Prof VI McKay**  
**ACTING EXECUTIVE DEAN**



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## ***Annex B: Request for permission to conduct research***

Title: Assessing the Practices of prison Education in Selected prison Institutions of Amhara National Regional State, Ethiopia

Researcher: Mrs. Genet Gelana Kabeta  
Pretorius

Supervisor's: Professor SG

Cell phone: 0918599161  
82 444 52 44

Phone: 27 12 429 4670/27

E-mail: genetgelana@yahoo.com

E-mail: pretosg@unisa.ac.za

To: Amhara National Regional State Commission for correctional centres inmate correction and behaviour modification case team leader

Telephone number: 0918717608

Dear Mr. Yazie,

### **Request for Permission to Conduct Research at Bahir Dar and Dangila Correctional Institutions**

I, Genet Gelana Kabeta, am doing research with S G, Pretorius a Professor in the Department of Educational Leadership and Management towards a D Ed. Comparative and International Education at the University of South Africa. We are inviting you to participate in a study entitled "Assessing the Practices of prison Education in Selected prisons of Amhara National Regional State, Ethiopia."

The aim of the study is to investigate the practices of education in Bahir Dar and Dangila prison institutions.

Among many correctional institutions under your office administration, Bahir Dar and Dangila prison institution has been selected.



The study will entail deep investigation of the practice of prison education in the study area. To this end, in-depth interview (one-to-one and FGD), observation (classroom) and document analysis were selected as tools for data collection from inmates, teachers, facilitators and administrators.

The benefits of this study are helping teachers identify their gaps with regard to teaching inmates; identifying educational programmes that suit to the unique needs and culture of Ethiopian correctional institution; give information for the education office and funding agencies that are working together with the institutions and suggest a model for the provision of quality correctional education in Ethiopia

No anticipated risks except the fact that the participants are prisoners, non- English speaker and some are illiterate. To minimize the risk, if in case any, the researcher will use anonymous names of research participants. To resolve language problem, the interview will be made in Amharic (Official and regional language) and will be confirmed being with the participants before it is translated to English. Moreover, to resolve problems related to language and illiteracy, the informed consent will be translated to Amharic and will be read to the participants to win their agreement.

Yours sincerely

Genet Gelana Kabeta,

A PhD student, University of South Africa



## Annex C: Permission Letter from Bahir Dar Correctional Institution

  
በኮሌጅ ስርዓት ስርዓት  
የዲግሪ ስርዓት ስርዓት  
የዲግሪ ስርዓት ስርዓት  
Date 31/03/2015

To Genet Gelana Kabeta


Cell phone: 0918599161  
E-mail: genetgelana@yahoo.com

**Subject: Granting permission to collect data and access documents from our institution**

Dear Genet Gelana Kabeta,

It is recalled that you have asked us letter of permission to collect data from inmates, teachers, administrators in our correctional institution and access related documents for your DEd Degree research entitled "Assessing the practices of prison education in selected prisons of Amhara National Regional State, Ethiopia".

Based on our communication with the Amhara National regional State prison commission behaviour modification and correction of prisoners case team leader and understanding that your research focused on the education practice in our correctional institution and aimed at developing appropriate model for our context, we have permitted you to collect data from the inmates, teacher and administrators in our case team and access data such as Inmates' works, inmate attendance, manuals, textbooks and reports regarding correctional education in our institution.

Yours sincerely  




Bahir Dar behaviour modification and correction of prisoners' case team leader

**Annex D: Permission Letter from Dangila Correctional Institution**



Date 19/05/2015

To Genet Gelana Kabeta

Cell phone: +251918599161

E-mail: genetgelana@yahoo.com

**Subject: Granting permission to access documents from our institution**

Dear Genet Gelana Kabeta,

Indicating that you are conducting research entitled "Assessing the practices of prison education in selected prisons of Amhara National Regional State, Ethiopia" for your DEd degree from University of South Africa, you have requested us to write letter of permission for accessing documents relevant to your study from our institution.

Based on our communication with the Amhara National Regional State prison commission Behaviour Modification and Correction of Prisoners Case Team Leader and understanding that your research focuses on the education practice in our correctional institution, we have permitted you to access documents such as Inmates' works, inmate attendance, manuals, textbooks and reports regarding correctional education in our institution.

Yours sincerely



  
አጥናቱ ካለ እምኔ  
የማረጋገጫ ዋና የሥራ  
ሂደት አስተባባሪ

Dangila Behaviour Modification and Correction of Prisoners' Case Team Leader

### ***Annex E: Guiding Focus Group Discussion Items for Inmates***

1. What is your motivation in participating in the education programme of this institution?
2. What learning contents are delivered to inmates in your correctional institute?
3. What is your role in selecting contents?
4. Do you have a say in the contents to be delivered?
5. Do you believe the contents you are learning help you with your current needs and future life? If yes, why? If not, why?
6. What is your relationship with your teachers?
7. What kinds of methods do teachers use?
8. How do you explain the education and training benefits you get during imprisonment?
9. What challenges are you facing regarding teaching learning and general education provision?
10. Do you think the quality of education you are getting can help you for employment or continue your education after release?
11. What do you think should be improved for effective provision of education in correctional institutions?

(Amharic Translation of Annex E)

**አባሪ ሠ፡ የጋራ ወይይት ቃስ መጠይቅ መሪ ጥያቄዎች ስታራሚዎች**

1. በማረሚያ ቤት ትምህርት ፕሮግራም ላይ ለመማመር ምን አነሳሳህ/ለምን ትማራለህ/ሽ?
2. በማረሚያ ቤቱ ስታራሚዎች የሚሰጠው ትምህርት ይዘት ምንድን ነው?
3. የትምህርት ይዘቱን በመምረጥ ሂደት የናንተ ሚና ምንድን ነው?
4. የሚቀርብላችሁ የትምህርት ይዘትን በተመለከተ እናንተ የምትሉት ነጋር አለ?
5. የምትማሩት የትምህርት ይዘት የአሁንና የወደፊት ፍላጎታችሁን ከማሟላት አንጻር ይረዳናል ብላችሁ ታስባላችሁ? ለምን?
6. ከመምህራኖቻችሁ ጋር ያላችሁ ግንኙነት ምን ይመስላል?
7. መምህራኖች ሲያስተምሩ ምን ምን ስነ-ዘዴዎችን ይጠቀማሉ?
8. በማረሚያ ቤት ውስጥ እያሉ የሚገኙትን የትምህርትና ስልጠና ጥቅሞች እንዴት ይገልጹታል?
9. በአጠቃላይ በትምህርቱና በክፍል ውስጥ መማር ማስተማር ወቅት የሚያጋጥማችሁ ችግሮች ምን ምን ናቸው?
10. አሁን በማረሚያ ቤቱ እየተሰጠ ያለው የትምህርት ጥራት ለወደፊት ስራ ለማግኘት ወይም ትምህርትዎን ለማስቀጠል የሚስችልዎ ይመስልዎታል?
11. የማረሚያ ቤት ትምህርትን ጥራት ለማሻሻልና የትምህርቱንም አሰጣጥ የታሳካ ለማድረግ ምን ምን ማሻሻል ያለበት ይመስልዎታል?

## ***Annex F. Guiding Focus Group Discussion Items for Teachers and Facilitators***

1. What is your motivation in teaching in this institution?
2. What do you think is the importance of provision of correctional education?
3. What education programmes are being provided for inmates in the institution
4. What contents are delivered to inmates in your correctional institute?
5. Do inmates have a say in the learning contents to be delivered?
6. How do you organise the learning contents in terms of inmate needs
7. Do you believe the contents you are teaching match with the needs and future lives of inmates? If yes, why? If not, why?
8. What kinds of methods do you use? How do you select them?
9. What are the education and training benefits inmates get during imprisonment?
10. What challenges are you facing while providing education to inmates?
11. Do you think the quality of education inmates are getting can help them for employment or continue their education?
12. How is the provision of education monitored? Can you tell me the procedure?
13. How do you explain your experience of teaching in the correctional institute in terms of benefits, experiences, etc
14. How do you compare working in prison with that of schools in the community, outside the prison?
15. What do you think should be improved for effective provision of education in correctional institutions?

(Amharic Translation of Annex F)

**አባሪ ረ: የጋራ ውይይት ቃስ መጠይቅ መሪ ጥያቄዎች ስመምህራንና ስሕመቻች**

1. በማረሚያ ቤት ትምህርት ፕሮግራም ላይ ለማስተማር ምን አነሳሳህ/ለምን ትማራለህ/ሸ?
2. በማረሚያ ቤት የሚሰጥ ትምህርት ምን ምን ጥቅም አለው ብለው ያስባሉ ነው?
3. በማረሚያ ቤቱ የሚሰጡት የትምህርት ፕሮግራሞች ምን ምን ናቸው?
4. በማረሚያ ቤቱ የሚሰጡት ትምህርቶች ይዘቶች ምን ምን ቻቸው?
5. የትምህርት ይዘቱን በመምረጥ ሂደት የታራሚዎች ሚና ምንድን ነው?
6. የትምህርት ይዘቱን ከታራሚዎች ፍላጎት አንጻር እንዴት ታቀናጃላችሁ?
7. የምታስተምሩት የትምህርት ይዘት ከታራሚዎች ፍላጎትና የወደፊት ሕይወት ጋር አብሮ ይሄዳል ብላችሁ ታስባላችሁ? ለምን?
8. በምታስተምሩበት ወቅት ምን ምን ስነ-ዘዴዎችን ትጠቀማላችሁ? እንዴት መረጣችኋቸው?
9. ታራሚዎች በማረሚያ ቤት ውስጥ እያሉ የሚገኙትን የትምህርትና ስልጠና ጥቅሞች እንዴት ይገልጹታል?
10. በአጠቃላይ በትምህርቱና በክፍል ውስጥ መማር ማስተማር ወቅት የሚያጋጥሟችሁ ችግሮች ምን ምን ናቸው?
11. አሁን በማረሚያ ቤቱ እየተሰጠ ያለው የትምህርት ጥራት ታራሚዎችን ወደፊት ስራ ለማግኘት ወይም ትምህርታቸውን ለመቀጠል የሚሰችላቸው ይመስልዎታል?
12. የትምህርት አሰጣጡ ክትትል ይደረግበታል? በምን መልኩ እንዲሁም በማን እንደሆነ ቢገልጹልኝ?
13. በማረሚያ ቤት ውስጥ በማስተማር ሂደት ያገኙትን ልምድ፣ ጥቅሞችና የመሳሰሉትን ቢገልጹልኝ?
14. በማረሚያ ቤት ውስጥ እና ከማረሚያ ቤት ውጪ ማስተማር ያላቸውን ተመሳሳይነት እና ልዩነቶች ቢያወዳድሩልኝ?
15. የማረሚያ ቤት ትምህርትን ጥራት ለማሻሻልና የትምህርቱንም አሰጣጥ የታሳካ ለማድረግ ምን ምን ማሻሻል ያለበት ይመስልዎታል?

**Annex G: Schedule for Interview (One to One and Focus Group) and Observation**

<b>No.</b>	<b>Activity</b>	<b>Bahir Dar</b>	<b>Dangila</b>	<b>Remark</b>
1.	First general observation	13 April 2015	27 April 2015	
2.	Interview with administrators	15 April 2015	30 April 2015	
3.	Interview with teachers and facilitators	16-17 April 2015	1 May 2015	
4.	Focus group discussions with teachers and facilitators	17 April 2015	4 May 2015	
5.	Interview with inmates	20 -21 April 2015	6-7 May 2015	
6.	Focus group discussions with inmates	21 April 2015	8 May 2015	
7.	Classroom Observation	Between 13 and 21 April 2015	Between 27 April and 7 May 2015	In random classes

*(Amharic Translation of Annex G)*

አባሪ ስ: የጋራ ውይይት፤ የተናጥል ቃለ መጠይቅ እና የምልከታ የጊዜ ሰሌዳ

ተ.ቁ	ዝርዝር	ባህር ዳር	ዳንግላ	ምርመራ
1.	የመጀመሪያ አጠቃላይ ምልከታ	ሚያዝያ 5 2007 ዓ.ም	ሚያዝያ 19 2007 ዓ.ም	
2.	ቃለ መጠይቅ ከቁልፍ ሰዎች ጋር	ሚያዝያ 6-7 2007 ዓ.ም	ሚያዝያ 20-21 2007 ዓ.ም	
3.	ቃለ መጠይቅ ከአስተዳዳሪዎች ጋር	ሚያዝያ 7 2007 ዓ.ም	ሚያዝያ 22 2007 ዓ.ም	
4.	ቃለ መጠይቅ ከመምህራንና አመቻቾች ጋር	ሚያዝያ 8-9 2007 ዓ.ም	ሚያዝያ 22 2007 ዓ.ም	
5.	የጋራ ቃለ መጠይቅ ከመምህራንና አመቻቾች ጋር	ሚያዝያ 9 2007 ዓ.ም	ሚያዝያ 23 2007 ዓ.ም	
6.	ቃለ መጠይቅ ከታሪሚዎች ጋር	ሚያዝያ 12-13 2007 ዓ.ም	ሚያዝያ 26 2007 ዓ.ም	
7.	የጋራ ቃለ መጠይቅ ከታሪሚዎች ጋር	ሚያዝያ 13 2007 ዓ.ም	ሚያዝያ 28-29 2007 ዓ.ም	
8.	የክፍል ምልከታ	በሚያዝያ 5 እና 13 2007 ዓ.ም መካከል	በሚያዝያ 19 እና 29 2007 ዓ.ም መካከል	በአንዳንድ ክፍሎች



## ***Annex H: Observation Guide***

### **Learner-Centred Activities**

- Use various methods which facilitate individual learning
- Let students be engaged using participatory methods than lecturing for most of the time

### **Personalizing Instruction**

- Use different techniques depending on the students being taught
- Let each student work at his/her own rate regardless of the amount of time it takes him/her to learn a new concept.
- Encourage cooperation among students
- Use different materials with different students.

### **Relating to Experience**

- Learning episodes to take into account students' prior experiences.
- Encourage students to ask questions about the nature of their society.
- Organise adult learning episodes according to the problems that students encounter in everyday life.
- Help students relate new learning to their prior experiences.
- Teach units about problems of everyday living.

### **Participation in the Learning Process**

- Allow students to participate
- Arrange the classroom so that it is easy for students to interact
- Allow students to participate in making decisions about the topics that will be covered in class.
- Let students identify their own problems that need to be solved.

### **Interaction**

- Positive interaction among inmates
- Inmates' cooperation with each other in classes
- Strong relationship and mutual respect between inmates and teachers

### ***Annex I: Guiding Interview Items for School Administrators***

1. How long have you been working in correctional institutions?
2. How did you get involved with the work?
3. What is your motivation in working in this institution?
4. Are the teachers and other employees oriented to work with inmates?
5. What do you think is the importance of provision of correctional education?
6. What education programmes are being provided for inmates in the institution?
7. What contents are delivered to inmates in your correctional institute?
8. How are the contents selected? Who is involved?
9. What is the role of inmates in selecting contents?
10. Do inmates have a say in the contents to be delivered?
11. How are contents organised in terms of inmate needs?
12. Do you believe the contents inmates are learning match with the needs and future lives of inmates? If yes, why? If not, why?
13. How do you explain the learning benefits inmates get during imprisonment?
14. What training/education opportunities do inmates get?
15. What challenges are you facing while providing education to inmates?
16. Do you think the education inmates get can help them for their current and future lives? How?
17. Do you think the quality of education inmates are getting can help them for employment or continue their education?
18. How is the provision of education monitored? Can you tell me the procedure?
19. How do you evaluate the role of monitoring in the improvement of correctional education?
20. How do you explain your experience of working in the correctional institute in terms of benefit, experience, etc
21. How do you compare working in correctional institute with that of outside?
22. What do you think should be improved for effective provision of education in correctional institutions in terms of material supply, teacher competence and training, content, classroom facility, library, timing of learning, etc?
23. How do you think should monitoring be improved?
24. What do you recommend about how correctional institutions could get support from institutions working on /with correctional institutions?
25. What other points do you have as recommendations to improve the provision of correctional education?

(Amharic Translation of Annex J)

አባሪ ተ፡ ከአስተዳዳሪዎች ጋር የሚደረግ ቃለ መጠይቅ መሪ ጥያቄዎች

1. በማረሚያ ቤት ለምን ያህል ጊዜ ሰሩ?
2. በማረሚያ ቤት እንዴት ሊሰሩ ቻሉ/ የሰሩውን ዕድል እንዴት አገኙት?
3. በማረሚያ ቤት ውስጥ ለመስራት ምን አነሳሳህ/ለምን ትማራለህ/ሽ?
4. ለመምህራንና ሌሎች ሰራተኞች ወደ ማረሚያ ቤት ለስራ ሲመደቡ ስራ ከመጀመራቸው በፊት ከታራሚዎች ጋር እንዴት እንደሚሰሩ አስፈላጊው የትውውቅ ፕሮግራም ተዘጅቶላቸዋል?
5. ለታራሚዎች የሚሰጥ ትምህርት ምን ምን ጥቅም አለው ብለው ያስባሉ ነው?
6. በማረሚያ ቤቱ ለታራሚዎች የሚሰጡት የትምህርት ፕሮግራሞች ምን ምን ናቸው?
7. በማረሚያ ቤቱ ለታራሚዎች የሚሰጡት የትምህርቶች ይዘቶች ምን ምን ናቸው?
8. ይዘቶቹ እንዴት ይመረጣሉ ይዘቶቹን በመምረጥ ሂደት ማን ማን ይካተታል?
9. የትምህርት ይዘቱን በመምረጥ ሂደት የታራሚዎች ሚና ምንድን ነው?
10. በሚሰጡት የትምህርት ይዘቶች ዙሪያ ታራሚዎች የሚያሳልፉት ውሳኔ አለ?
11. የትምህርት ይዘቱን ከታራሚዎች ፍላጎት አንጻር እንዴት ታቀናጃላችሁ?
12. የምታስተምሩት የትምህርት ይዘት ከታራሚዎች ፍላጎትና የወደፊት ሕይወት ጋር አብሮ ይሄዳል ብላችሁ ታስባላችሁ? ለምን?
13. ታራሚዎች በማረሚያ ቤት ውስጥ እያሉ የሚገኙትን የትምህርትና ስለጠና ጥቅሞች እንዴት ይገልጹታል?
14. ትምህርትና ስለጠናን በተመለከተ ታራሚዎች በማረሚያ ቤት ውስጥ ምን ምን ጥሩ አጋጣሚዎች አላቸው ብለው ያስባሉ?
15. በአጠቃላይ በትምህርቱ አሰጣጥ ዙሪያ የሚያጋጥሟችሁ ችግሮች ምን ምን ናቸው?
16. ለታራሚዎች የሚሰጠው ትምህርት ለታራሚዎች ፍላጎትና የወደፊት ሕይወት ጠቃሚ ነው ብላችሁ ታስባላችሁ? ለምን?
17. አሁን በማረሚያ ቤቱ እየተሰጠ ያለው የትምህርት ጥራት ታራሚዎችን ወደፊት ስራ ለማግኘት ወይም ትምህርታቸውን ለመቀጠል የሚስችላቸው ይመስልዎታል?
18. የትምህርት አሰጣጡ ክትትል ይደረግበታል? በምን መልኩ እንዲሁም በማን እንደሆነ ቢገልጹልኝ?
19. ክትትል ለትምህርት አሰጣጥ መሻሻል የሚጫወተውን ሚና እንዴት ይገመግሙታል ?
20. በማረሚያ ቤት ውስጥ እያገኙ ያሉትን ልምድ፤ ጥቅሞችና የመሳሰሉትን እንዴት ይገልጹታል?
21. በማረሚያ ቤት ውስጥ እና ከማረሚያ ቤት ውጪ መስራት ያላቸውን ተመሳሳይነት እና ልዩነቶች ቢያወዳድሩልኝ?

22. የማረሚያ ቤት ትምህርትን ጥራት ለማሻሻልና የትምህርቱንም አሰጣጥ የታሳካ ለማድረግ ምን ምን ማሻሻል ያለበት ይመስልዎታል? ከግብአት አቅርቦት፤ ከመምህራን ብቃት፤ ይዘት፤ የክፍል ቁሳቁሶችን ከማሟላት፤ ከቤተመጻሕፍት፤ ከመማር ማስተማር ሰዓት እንዲሁም ሌሎች ጉዳዮች አንጻር ምን ማሻሻል አለበት ይላሉ?
23. ከክትትል አንጻር ምን ማሻሻል አለበት ይላሉ?
24. የማረሚያ ቤቶች በዘርፉ ከሚሰሩ ሌሎች ድርጅቶችና ተቋማት እርዳታ እንዲያገኙ ምን መደረግ አለበት ይላሉ?
25. የማረሚያ ቤቱን ትምህርት ማሻሻል ለሌላ ለወደፊት ማሻሻል አለበት የሚሉትን ቢነግሩኝ?

## ***Annex J: Guiding Interview Items for Teachers and Facilitators***

1. How long have you been teaching in correctional institutions?
2. How did you get involved with correctional education
3. What is your motivation in teaching in this institution?
4. Are you oriented to work with inmates before you start working?
5. What do you think is the importance of provision of correctional education?
6. What education programmes are being provided for inmates in the institution
7. What contents are delivered to inmates in your correctional institute?
8. How are the contents selected? Who is involved?
9. What is the role of inmates in selecting contents?
10. Do inmates have a say in the contents to be delivered?
11. How do you organise the contents in terms of inmate needs
12. Do you believe the contents you are teaching match with the needs and future lives of inmates? If yes, why? If not, why?
13. How do you explain the engagement of inmates in the classroom?
14. What kind of activities do you provide in the class while teaching?
15. Can you explain the activities you accomplish in the class from beginning to end a lesson?
16. What kinds of methods do you use? How do you select them?
17. How do you explain the learning benefits inmates get during and after imprisonment?
18. What training/education opportunities do inmates get?
19. What challenges are you facing while providing education to inmates?
20. Do you think the education inmates get can help them for their current and future lives? How?
21. Do you think the quality of education inmates are getting can help them for employment or continue their education?
22. How is the provision of education monitored? Can you tell me the procedure?
23. How do you evaluate the role of monitoring in the improvement of correctional education?

24. How do you explain your experience of teaching in the correctional institute in terms of benefits, experiences, etc
25. How do you compare working in prison with that of outside?
26. What do you think should be improved for effective provision of education in correctional institutions? In terms of material supply, teacher competence and training, content, classroom facility, library, timing of learning, etc
27. How do you think should monitoring be improved?
28. What do you recommend about how correctional institutions could get support from institutions working on /with correctional institutions?
29. What other points do you have as recommendations to improve the provision of correctional education?

(Translation of Annex K)

አባሪ ቸ: ከአስተማሪዎችና አመቻቾች ጋር የሚደረግ ቃለ መጠይቅ መሪ ጥያቄዎች

1. በማረሚያ ቤት ለምን ያህል ጊዜ አስተማሩ?
2. በማረሚያ ቤት አንዴት ሊያስተሩ ቻሉ/ የስራውን ዕድል እንዴት አገኙት?
3. በማረሚያ ቤት ውስጥ ለመስራት ምን አነሳሳህ?
4. እርስዎ ወደ ማረሚያ ቤት ለስራ ሲመደቡ ስራ ከመጀመርዎ በፊት ከታራሚዎች ጋር እንዴት እንደሚሰሩ አስፈላጊው የትውውቅ ፕሮግራም ተዘጋጅቷል?
5. ለታራሚዎች የሚሰጥ ትምህርት ምን ምን ጥቅም አለው ብለው ያስባሉ ነው?
6. በማረሚያ ቤቱ ለታራሚዎች የሚሰጡት የትምህርት ፕሮግራሞች ምን ምን ናቸው?
7. በማረሚያ ቤቱ ለታራሚዎች የሚሰጡት ትምህርቶች ይዘቶች ምን ምን ናቸው?
8. ይዘቶቹ እንዴት ይመረጣሉ ይዘቶቹን በመምረጥ ሂደት ማን ማን ይካተታል?
9. የትምህርት ይዘቱን በመምረጥ ሂደት የታራሚዎች ሚና ምንድን ነው?
10. በሚሰጡት የትምህርት ይዘቶች ዙሪያ ታራሚዎች የሚያሳልፉት ውሳኔ አለ?
11. የትምህርት ይዘቱን ከታራሚዎች ፍላጎት አንጻር እንዴት ታቀናጃላችሁ?
12. የምታስተምሩት የትምህርት ይዘት ከታራሚዎች ፍላጎትና የወደፊት ሕይወት ጋር አብሮ ይሄዳል ብላችሁ ታስባላችሁ? ለምን?
13. በክፍል ውስጥ የተማሪዎችን የክፍል ተሳትፎ እንዴት ይገልጹታል?
14. በክፍል ውስጥ ሲያስተምሩ ምን ምን ስራዎችን ተማሪዎች እንዲሰሩ ያደርጋሉ?
15. ከመጀመሪያ እስከ መጨረሻ በአንድ ክፍል ውስጥ ገብተው የሚሰሯቸውን ስራዎች ቢተርኩልኝ?
16. በምታስተምሩበት ወቅት ምን ምን ስነ-ዘዴዎችን ትጠቀማላችሁ? እንዴት መረጣችኋቸው?
17. ታራሚዎች በማረሚያ ቤት ውስጥ እያሉ የሚገኙትን የትምህርትና ስልጠና ጥቅሞች እንዴት ይገልጹታል?
18. ትምህርትና ስልጠናን በተመለከተ ታራሚዎች በማረሚያ ቤት ውስጥ ምን ምን ጥሩ አጋጣሚዎች አላቸው ብለው ያስባሉ?
19. በአጠቃላይ በትምህርቱ አሰጣጥ ዙሪያ የሚያጋጥማችሁ ችግሮች ምን ምን ናቸው?
20. ለታራሚዎች የሚሰጠው ትምህርት ለታራሚዎች ፍላጎትና የወደፊት ሕይወት ጠቃሚ ነው ብላችሁ ታስባላችሁ? ለምን?
21. አሁን በማረሚያ ቤቱ እየተሰጠ ያለው የትምህርት ጥራት ታራሚዎችን ወደፊት ስራ ለማግኘት ወይም ትምህርታቸውን ለመቀጠል የሚሰችላቸው ይመስልዎታል?
22. የትምህርት አሰጣጡ ክትትል ይደረግበታል? በምን መልኩ እንዲሁም በማን እንደሆነ ቢገልጹልኝ?
23. ክትትል ለትምህርት አሰጣጥ መሻሻል የሚጫወተውን ሚና እንዴት ይገመግሙታል?

- 24. በማረሚያ ቤት ውስጥ እያገኙ ያሉትን ልምድ፣ ጥቅሞችና የመሳሰሉትን እንዴት ይገልጹታል?
- 25. በማረሚያ ቤት ውስጥ እና ከማረሚያ ቤት ውጪ መስራት ያላቸውን ተመሳሳይነት እና ልዩነቶች ቢያወዳድሩልኝ?
- 26. የማረሚያ ቤት ትምህርትን ጥራት ለማሻሻልና የትምህርቱንም አሰጣጥ የታሳካ ለማድረግ ምን ምን ማሻሻል ያለበት ይመስልዎታል? ከግብአት አቅርቦት፣ ከመምህራን ብቃት፣ ይዘት፣ የክፍል ቁሳቁሶችን ከማሟላት፣ ከቤተመጻሕፍት፣ ከመማር ማስተማር ሰዓት እንዲሁም ሌሎች ጉዳዮች አንጻር ምን ማሻሻል አለበት ይላሉ?
- 27. ከክትትል አንጻር ምን ማሻሻል አለበት ይላሉ?
- 28. የማረሚያ ቤቶች በዘርፉ ከሚሰሩ ሌሎች ድርጅቶችና ተቋማት እርዳታ እንዲያገኙ ምን መደረግ አለበት ይላሉ?
- 29. የማረሚያ ቤቱን ትምህርት መሻሻል ለሌላ ለወደፊት መሻሻል አለበት የሚሉትን ቢነግሩኝ



### ***Annex K: Guiding Interview Items for Inmates***

1. How long have you been in correctional institutions?
2. How did you get involved in correctional education?
3. What is your motivation in participating in the education programme of this institution?
4. What do you think is the importance of education for you?
5. What education programmes are being provided for inmates in the institution?
6. What contents are delivered to inmates in your correctional institute?
7. How are the contents selected? Who is involved?
8. What is your role in selecting contents?
9. Do you have a say in the contents to be delivered?
10. Do you believe the contents you are learning help you with your current needs and future life? If yes, why? If not, why?
11. What is your relationship with your teachers?
12. How do you explain your engagement in the classroom?
13. What kind of activities do you accomplish in the class while learning?
14. What kinds of methods do teachers use?
15. How do you explain the education and training benefits you get during imprisonment?
16. What training/education opportunities do you get?
17. What challenges are you facing regarding teaching learning and general education provision?
18. Do you think the education you are getting can help you for your current and future life? How?
19. Do you think the quality of education you are getting can help you for employment or continue your education?
20. Are you involved in the monitoring and evaluation of education?
21. Have you seen any improvement in the quality of education provision as a result of monitoring and evaluation?

22. What do you think should be improved for effective provision of education in correctional institutions? In terms of material supply, teacher competence and training, content, classroom facility, library, timing of learning, etc...
23. How do you think should monitoring be improved?
24. What do you recommend about how correctional institutions could get support from institutions working on /with correctional institutions?
25. What other points do you have as recommendations to improve the provision of correctional education?

(Translation of Annex L)

አባሪ ገ፡ ከአስተማሪዎችና አመቻቾች ጋር የሚደረግ ቃለ መጠይቅ መሪ ጥያቄዎች

1. በማረሚያ ቤት ለምን ያህል ጊዜ ቆዩ?
2. በማረሚያ ቤት ትምህርት አንዴት ሊሳተፉ ቻሉ?
3. በማረሚያ ቤት ትምህርት ለመሳተፍ ምን አነሳሳህ?
4. ትምህርቱን ለምን ይማራሉ?
5. በማረሚያ ቤቱ ለእናንተ የሚሰጡት የትምህርት ፕሮግራሞች ምን ምን ናቸው?
6. በማረሚያ ቤቱ ለእናንተ የሚሰጡት ትምህርቶች ይዘቶች ምን ምን ናቸው?
7. ይዘቶቹ እንዴት ይመረጣሉ ይዘቶቹን በመምረጥ ሂደት ማን ማን ይካተታል?
8. የትምህርት ይዘቱን በመምረጥ ሂደት የእናንተ የታራሚዎች ሚና ምንድን ነው?
9. በሚሰጡት የትምህርት ይዘቶች ዙሪያ እናንተ የምታሳልፉት ውሳኔ አለ?
10. የትምህርት ይዘቱን ከታራሚዎች ፍላጎት አንጻር እንዴት ታቀናጃላችሁ?
11. የምትማሩት የትምህርት ይዘት ከእናንተ ፍላጎትና የወደፊት ሕይወት ጋር አብሮ ይሄዳል ብላችሁ ታስባላችሁ? ለምን?
12. በክፍል ውስጥ የእናንተ የክፍል ተሳትፎ ምን ይመስላል?
13. በክፍል ውስጥ ስትማሩ ምን ምን ስራዎችን ስራዎችን/እነቅስቃሴዎችን ታደርጋላችሁ?
14. መምህራን እናንተን ለመስተማር ምን ምን ስነ-ዘዴዎችን ይጠቀማሉ? እንዴት መረጧቸው?
15. ታራሚዎች በማረሚያ ቤት ውስጥ እያሉ የሚገኙትን የትምህርትና ስልጠና ጥቅሞች እንዴት ይገልጹታል?
16. ትምህርትና ስልጠናን በተመለከተ እናንተ በማረሚያ ቤት ውስጥ ምን ምን ጥሩ አጋጣሚዎች አለን ብለው ያስባሉ?
17. በአጠቃላይ በትምህርቱ አሰጣጥ ዙሪያ ወይም በክፍል ውስጥ ስትማሩ የሚያጋጥማችሁ ችግሮች ምን ምን ናቸው?
18. ለእናንተ የሚሰጠው ትምህርት ፍላጎታችሁን ለማሟላትና የወደፊት ለሕይወታችሁ ጠቃሚ ነው ብላችሁ ታስባላችሁ? ለምን?
19. አሁን በማረሚያ ቤቱ እየተሰጠ ያለው የትምህርት ጥራት ወደፊት ስራ ለማግኘት ወይም ትምህርታችሁን ለመቀጠል የሚሰችላችሁ ይመስልዎታል?
20. የትምህርት አሰጣጡን ክትትል ለማድረግና ለመገምገም ሂደት ይሳተፋሉ? በምን መልኩ እንዲሁም በማን እንደሆነ ቢገልጹልኝ?
21. በክትትልና ግምገማው የታዩ ለውጦችና መሻሻሎች አሉ ?ለምሳሌ ?
22. የማረሚያ ቤት ትምህርትን ጥራት ለማሻሻልና የትምህርቱንም አሰጣጥ የታሳካ ለማድረግ ምን ምን ማሻሻል ያለበት ይመስልዎታል? ከግብአት አቅርቦት፤ ከመምህራን ብቃት፤ ይዘት፤የክፍል ቁሳቁሶችን ከማሟላት፤ ከቤተመጻሕፍት፤ ከመማር ማስተማር ሰዓት እንዲሁም ሌሎች ጉዳዮች አንጻር ምን መሻሻል አለበት ይላሉ?
23. ከክትትል አንጻር ምን መሻሻል አለበት ይላሉ?
24. የማረሚያ ቤቶች በዘርፉ ከሚሰሩ ሌሎች ድርጅቶችና ተቋማት እርዳታ እንዲያገኙ ምን መደረግ አለበት ይላሉ?
25. የማረሚያ ቤቱን ትምህርት መሻሻል ለሌላ ለወደፊት መሻሻል አለበት የሚሉትን ቢነግሩኝ?

## **Annex L: A Professional Declaration as a Language Editor**

I, the undersigned, declare that I have edited the language of Genet Gelana Kabeta's dissertation entitled "Assessing the Practices of Prison Education in Selected Prisons of Amhara National Regional State, Ethiopia" and she has revised the language of the dissertation based on my feedback.

Sincerely;



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