

The transformative effect of education programmes as perceived by ex-offenders

by

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PHILOSOPHIAE DOCTOR

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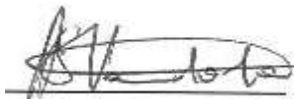
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JULY 2017

RESEARCHER'S DECLARATION

I, **Ntombizanele Gloria Vandala**, (student number 10581040), declare that this thesis, on *The transformative effect of education programmes as perceived by ex-offenders*; which I hereby submit for the degree Philosophiae Doctor in Humanities Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary. All sources cited or quoted in this study are indicated and acknowledged with a comprehensive list of references.



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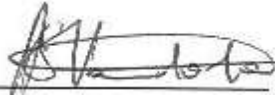
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ETHICAL CLEARANCE STATEMENT

The author, whose name appears on the title of this thesis, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he/she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research*.

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ABSTRACT

This study employed convergent parallel mixed methods design to examine the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services (DCS). The DCS delivers education programmes to incarcerated people in compliance with Section 29 (1) of the Constitution of the Republic of South Africa. The theoretical framework which underpins this study is the Good Lives Model (GLM) of offender rehabilitation. This research was influenced by John Dewey's Pragmatic Paradigm.

Inquiry was conducted in two Regions; Gauteng and KwaZulu Natal. A convergent parallel mixed methods approach was adopted throughout this study. In-depth interviews and questionnaires were utilized as data collection instruments in the research field. Pilot testing of a questionnaire form was conducted to five (5) ex-offenders with demographic characteristics similar to the research sample. A total of fifty-two (52) ex-offenders who attended education programmes in the DCS; forty (40) questionnaires and twelve (12) in-depth interviews) were involved in this study. Both data types; quantitative and qualitative were collected concurrently or parallel and given equal status during data collection (Molina-Azorin & Cameron, 2010, Small, 2011, Creswell, 2013, Creswell & Plano Clark, 2007). Analysis of questionnaires and in-depth interviews data were performed independently. Data integration was performed at design, methods, results and discussion levels (Fetters & Freshwater, 2015, Ivankova, 2015).

The main research findings demonstrate that education programmes promote offender transformation, reduce recidivism rate, improve quality of life, improve literacy levels and a criminal record is a barrier to ex-offenders' employment in communities.

Based on the research findings, this study concludes that education programmes enhance offender transformation, reduce recidivism rate, improve quality of life, improve literacy levels and ex-offenders struggle to secure employment opportunities in communities due to a criminal record.

This study recommends further research on the transformative effect of education programmes in other Regions, the DCS should prioritize implementation of technical, vocational and entrepreneurial education programmes and a policy which facilitates ex-offenders' employment to reduce recidivism rate should be developed. Finally, this study proposes a Student Transformation Model for guiding implementation of education programmes within the South African Department of Correctional Services.

KEY TERMS:

Correctional education, criminogenic needs, education programmes, employment, ex-offender, law-abiding, recidivism, rehabilitation, re-integration, transformation.

LANGUAGE EDITOR'S DECLARATION

I T. HEMBA MTSHALI declare that I edited the thesis "The transformative effect of education programmes as perceived by ex-offenders."

Signature: 

Date: 12 APRIL 2017

DEDICATION

I dedicate this research to my wonderful children, Sakhe and Lulutho Mkosi.

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To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

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LIST OF ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CE	Correctional Education
CV	Curriculum Vitae
DBE	Department of Basic Education
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
FET	Further Education and Training
GED	General Education Diploma
GLM	Good Lives Model
NSFAS	National Student Financial Aid Scheme
YOP	Youth Offender Program
US	United States of America
UK	United Kingdom
UN	United Nations

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1. CHAPTER ONE: AN OVERVIEW OF THE STUDY

1.1 Introduction

This chapter provides an overview of the study by outlining the background, detailed principles of method of investigation and a summarized organization of the study.

1.2 Background

This study was conducted in the Republic of South Africa, focusing on ex-offenders who attended education programmes within the Department of Correctional Services (DCS). The delivery of education programmes to offenders by the DCS is in compliance with *Section 29 (1) of the Constitution of the Republic of South Africa* which stipulates; “Everyone has the right (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible” (RSA, 1996). Based on this notion, in the South African context, basic education is perceived “as an inherent right, a process that is valuable in and of itself and an important component of a full and enjoyable life” (Brazzel *et al*, 2009:17). This constitutional right may not ‘be curtailed by incarceration’ (DCS, 2005:138). Constitutional rights are “the rights accorded to country’s citizens individually or collectively as embodied and entrenched in the constitution of the country” (Morodi, 2001:3). In South Africa, “with the advent of democracy, *equal treatment* was translated into a constitution that guaranteed equality in all spheres of society” (Badat & Sayed, 2014:131).

Offenders’ right to education is also acknowledged internationally (Hawley *et al*, 2013:53). In this instance, offenders’ dignity seems to be respected since offenders are seen as citizens and members of the community who are given an opportunity to change their lives during incarceration period, through correctional education (Warner, 1998:118). Correctional education entails *academic or vocational education (career and technical education)* programmes delivered within *correctional or community* centres to incarcerated people (Rivera, 2016:7).

As a result, there is a perception that provisioning of correctional education programmes could also help with the management of offenders inside correctional centres. For instance, “when inmates are occupied by academic and vocational programs there may be less time and opportunity to get in trouble or to act out in response to boredom” (Tewksbury & Stengel, 2006:22).

In summary; “correctional education is an intricate aspect of the rehabilitative efforts of the correctional system” (Bennett, 2015:21). Despite the fact that correctional education seems to promote offender re-integration and assist in correctional centre management, “educational efforts to help them return to society as productive members have yielded only mixed results” (Patzelt *et al*, 2014:587).

Consequently, in the United States of America (US), two ‘perspectives’ on correctional education exist: “(a) an idealistic/optimistic view stressing its promise and value and (b) a pessimistic reaction to its perceived ineffectiveness” (Ubah & Robinson, 2003:115). For instance, a number of ‘theories’ support the idea that offender ‘rehabilitation’ may be acquired by exposing offenders to education which results to reduced recidivism rate (Ubah & Robinson, 2003:115). On the other hand, the ‘pessimistic reaction’ is believed to be “the anti-thesis of the rehabilitative ideal of correctional education.” For example, ‘proponents’ of this view base their argument on the fact that correctional education ‘does not work.’ As a result, a number of *scholars*, supporting this view, encourage elimination of correctional education programmes under US Department of Corrections (Ubah & Robinson, 2003:120).

Contrary, in the South African context, it seems; Government has an obligation to provide rehabilitation programmes to offenders. Ntho-ntho, (2013:73) concurs that “the Government is bound to establish a society based on democracy and equal citizenship, and to ensure that the fundamental rights and freedoms of all South Africans are protected.” As a result, in the Republic of South Africa, offenders “have a right to force the state to comply with such a duty” (Omar, 2011:19).

To this effect, The White Paper on Corrections in South Africa (2005) acknowledges offenders' right to basic education by declaring, "in order to improve the levels of illiteracy amongst offenders in South Africa, and in particular the youth, the Department places significant emphasis on the provision of literacy classes and basic schooling for offenders." (DCS, 2005:138). Based on this view, an increased number of offenders attend literacy programmes within the DCS since they are unable to "read and write" (Mkosi, 2013:65).

Consequently, the DCS delivers education to offenders, as a rehabilitation programme, in preparation for reintegration in communities. According to the South African perspective; "rehabilitation is achieved through the delivery of key services to offenders; including both correction of the offending behaviour and the development of the human being involved" (DCS, 2005:74). The main purpose "is to transform and correct offenders whilst incarcerated" (Imhabekhai, 2002:6). The word 'transform' is based on "a rehabilitative perspective" that rehabilitation programmes may assist "to change antisocial delinquents into more law-abiding and productive citizens" (Abrams & Hyun, 2009:47). Aligning with this view, the South African Department of Correctional Services' "approach to rehabilitation is based on the conviction that every human being is capable of change and transformation, if offered the opportunity and the necessary resources" (DCS, 2005:22). As a result, Hall & Killackey, (2008:310) affirm that some offenders participate voluntarily in education programmes during incarceration period due to "career or educational aspirations." For instance, the findings in a study conducted within the DCS demonstrate that some offenders who attended education programmes during incarceration period, managed to secure employment opportunities upon release, whilst others are furthering studies with Institutions of Higher Learning within the country (Mkosi, 2013:101). Equally, in a study conducted in the US by Hall & Killackey, (2008:310) some offenders proclaimed:

Nathan, aspires to be a welder.

Randall, aspires to be a welder or cook.

Alvin, aspires to be a cook like his mother and sister.

Jarvis and Jared, wish to take computer courses.

Darren, hopes to open his clothing store.

Based on these findings, it becomes apparent that offender participation in education programmes may be due to 'career goals.' To this effect, Hall & Killacky, (2008:310) affirm that offenders' "goals are attainable through correctional education." However, due to indifference and ignorance of the society on correctional education, some opinions become a stumbling block to achieving correctional education's goals. But, this also depends on the Government through effective implementation of education policies (Munoz, 2009:11).

According to Lahm, (2009:38) offenders who attended college programmes have minimal re-offending rate, but; there is little research conducted on the impact of correctional education programmes on offender misconduct. For instance, in the Republic of South Africa, despite the fact that there is a high crime rate and offender recidivism rate, there is a high lack of research into projects within the country that are attempting to address this situation (Van Wyk, 2014:iv). However, measurement and definition of recidivism differ from study to study. In most cases, the definition of recidivism is based on the "goals and objectives of the study" (Khwela, 2015:407).

For example, in some instances; "recidivism is measured by re-arrest, adjudication, conviction, incarceration and imprisonment. Due to various measures of recidivism, set different criteria for labelling a person a recidivist" (Durose *et al*, 2014:14). For instance, according to Biswalo, (2011:72) a recidivist may be defined as "someone who has been going in and out of custody continuously." Equally, Khwela, (2015:408) defines recidivism as "relapse of somebody after having been charged, sentenced, purportedly corrected, released and who re-offends thereafter." In this instance, it appears; "education and training can reduce the social costs of crime. It is one of the key tools that help to support the rehabilitation of a prisoner and his/her reintegration into society on completion of his/her sentence" (Hawley *et al*, 2013:7). Consistent with this view, Figure 1.1, summarizes the objectives of correctional education.

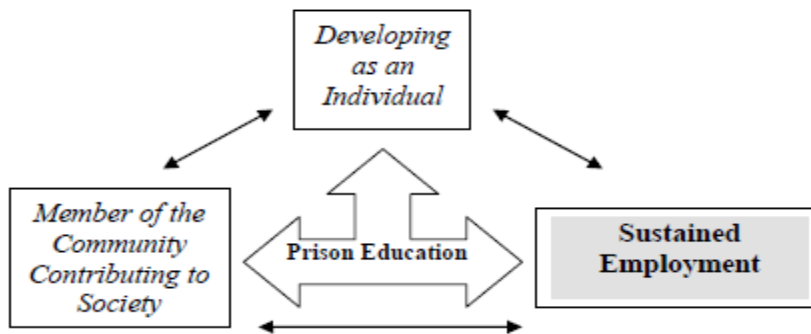


Figure 1.1: The objectives of Correctional Education

(Nahmad-Williams, 2011:36)

The three dimensional objectives of correctional education outlined in Figure 1.1, are based on the premise that:

“... individuals develop interests and attitudes, these in turn will provide the motivation and self-esteem to gain meaningful employment, well rounded individuals, making a success of their lives, will help to shape their communities and will be able to develop successful and sustained personal and social relationships” (Nahmad-Williams, 2011:36).

However, in most cases research outlines the importance of offender participation in education programmes, but little is known from the offenders’ point of view. Therefore, a systematic study based on offenders’ personal experience seems to be necessary (Parsons & Langenbach, 1993:38). As a result, the outcomes of this study may help correctional education management to be informed about the type of education programmes to be implemented for effective offender rehabilitation (Imhabekhai, 2002:8). In addition, it became clear that empirical research which outlines social and economic benefits of correctional education, could inform the public, policy developers and the correctional education managers (Hawley *et al*, 2013:52). Therefore; it is evident, the findings of this study may assist correctional education managers and policy developers within the DCS to take informed decisions on education programmes offered to offenders during incarceration period (Hall & Killacky, 2008:314).

To this effect, McConney *et al*, (2002:126) reiterate:

“.....to what are these data believable (plausible, convincing) for (a) intended users (those implementing of the program, (b) relevant policy makers who may determine the continued and/ or expanded use of the program, and importantly, (c) intended beneficiaries of the program, i.e. those stakeholders on whom the program is most squarely targeted?”

In summary, “there is a need for a stronger evidence based study to inform future policy and practice in this area” (Hawley *et al*, 2013:55).Based on this perspective, the purpose of this study was to investigate the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services.

1.2.1 Models of Correctional Education

Correctional education is organized according to a number of models. These models differ from country to country; in this case, the Republic of South Africa is no exception. For example, research demonstrates that correctional education may be organized according to the self-sufficiency model, the export model, the import model, the mixed model and the contract model (Nowergian Ministry of Education, 2005:19).

1.2.1.1 The Self-sufficiency Model

When utilizing the self-sufficiency model, educators are the Department of Correctional Services' employees. In this instance, the Department of Correctional Services has a sole responsibility for funding education programmes. But, legislation is drawn from both; “Department of Correctional Services and Department of Education.” It is also expected that offenders have the same access to education programmes as other citizens in the communities. Therefore, co-operation between the Department of Correctional Services is necessary (Nowergian Ministry of Education, 2005:19). Denmark is an example of a country which is reported to be implementing the self-sufficiency model. For instance, in Denmark, education and training programmes are offered to offenders by educators who are “employed full-time by the Department of Justice.”

Offenders also have “full access” to internet tuition (Nowergian Ministry of Education, 2005:20). Likewise, the South African Department of Correctional Services seems to be implementing the self-sufficiency Model. For instance, currently, the DCS has employed approximately 462 educators to render education and training programmes to offenders (DCS personnel report, July 2015). But; findings in a study conducted by Mkosi (2013:88) to one correctional centre within the South African Department of Correctional Services reveal that seven educators who are currently presenting classes under the General Education and Training band are employed by the Department of Higher Education and Training. In summary; when practising the self-sufficiency model, funding for education programmes is the responsibility of the Department of Correctional Services.

1.2.1.2 The Export Model

This model gives offenders an opportunity to attend education programmes outside correctional centres. In this instance, funding, curriculum content and design is decided by the country’s Department of Education. This notion is based on the fact that all citizens have equal access to education opportunities in line with the country’s legislations. In summary; when utilizing the export model, offender education takes place outside correctional centres and is provided by educators who are employed by the Department of Education in communities (Nowergian Ministry of Education, 2005:19). For example, Mali and Togo are reported as examples of countries currently implementing the export model due to the fact that, in cases where education programmes are not available inside correctional centres, Juvenile offenders are allowed to attend schools in the communities (Munoz, 2009:22).

1.2.1.3 The Import Model

Similar to the export model, the import model is based on the notion that the design and funding for curriculum content of education programmes offered to offenders is the responsibility of the country’s education system. The objective of this notion is to ensure that education provisioning inside correctional centres is the same as in communities and in line with the country’s education legislations.

However; unlike the export model, the delivery of education programmes to offenders according to the import model takes place inside correctional centres, provided by the same educators who are presenting classes in other schools within communities.

In this instance, the Department of Education does not separate education provisioning taking place in the communities and in correctional centres since delivery of education programmes is the same and conducted by the same educators who work full-time in Public schools (Nowergian Ministry of Education, 2005:19). For instance; in the case of Malawi, the Prison Department established partnership with the Ministry of Education, so that educators from communities should be deployed to correctional centres by the Ministry of Education (Chirwa, 2001:5). This notion seems to be similar to Malaysia, where Prison Department's collaboration with the Ministry of Education resulted to the establishment of 'Integrity Schools.' In these Integrity Schools, young offenders are taught by the same educators who teach in communities (Rafedzi *et al*, 2014:88).

1.2.1.4 The Mixed Model

According to the mixed model, the delivery of education programmes to offenders becomes the responsibility of both; "Department of Correctional Services and Department of Education." Therefore, educators who present classes within the Department of Correctional Services are employed by both the Department of Correctional Services and the Department of Education. But, there should be "a clear division of labour" since responsibility and funding of education programmes lies in two different Departments (Nowergian Ministry of Education, 2005:19). For example, Finland seems to be using The Mixed Model approach. In Finland, educators who are presenting classes to offenders are employed by the Department of Education Institutions. But; in three correctional centres educators are employed by the Ministry of Justice, however; some educators are hired on contracts (Nowergian Ministry of Education, 2005:20).

1.2.1.5 The Contract Model

The contract model gives offenders access to education programmes which are similar to the community schools. Yet; "the education programmes are governed by the laws and regulations pertaining to the Correctional Services."

In this case, funding of education programmes is the responsibility of the Department of Correctional Services. But; “educational services are purchased from various centres of expertise.” In this instance, co-operation between the Department of Correctional Services and the Department of Education aims to improve the quality of education programmes within the correctional centres (Nowergian Ministry of Education, 2005:19). For example, in Sweden, education and training programmes are offered to offenders by “adult education institutions according to the contract model” (Nowergian Ministry of Education, 2005:20). Currently; in Sweden, there is a ‘project’ running in fourteen correctional centres, where education and training programmes are offered by educators employed by “Correction Services, under the Swedish Agency for Flexible Learning” (Nowergian Ministry of Education, 2005:21). Similarly; the UK has a statutory obligation of delivering education programmes to incarcerated people and remand detainees below the age of twenty-one years (Watts, 2010:57). In this instance, the UK seems to be implementing the contract model since offender education lies under the Department for Business Innovation & Skills (DBIS) (Watts, 2010:57). As a result, funding for offender education in all UK correctional centres is a responsibility of “the Prisoners’ Education Trust,” which was founded ‘in 1989’ to support offender education programmes such as *vocational, academic and distance learning* (Watts, 2010:58).

1.2.2 Correctional Education Experience

Correctional education experience is based on the assumption that “through correctional education, inmates should find the motivation to go on in their educational experience, and they may be able to improve their chances of staying out of prison after completing some courses” (Ubah & Robinson, 2003:119). As a result; a study conducted in the DCS, recommended a need for further research to validate experiences of ex-offenders who managed to secure employment on release through correctional education (Mkosi, 2013:101). Therefore, in the context of this study, the term ‘ex-offender’ refers to “those who are no longer incarcerated or serving a sentence” (Varghese, 2012:1013).

Being employed “is identified as a priority for the successful reintegration of offenders” (Scott, 2010:65). Based on this notion, an evidence-based study on ex-offenders’ perceptions on correctional education, is required in the Republic of South Africa to improve the quality of education programmes in correctional centres. To this effect, Ellis *et al* (2008:207) reiterate; enhanced correctional education may be accomplished by increasing research and production of literature. However, the ‘debate’ on the effectiveness of correctional education “continues to divide scholars, policymakers, correctional practitioners, and the general public” (Ubah & Robinson, 2003:126).

But; there is a strong argument that education and training programmes offered to offenders during incarceration period are “an important contribution towards qualifying for the workforce and coping in general as well as towards rehabilitation, so that the inmates can live a crime-free life after serving his or her sentence” (Nowergian Ministry of Education, 2005:22).

Consequently, theories of individual change such as “moral-development theory, social psychological development theory, and opportunity theory” support the perspective that rehabilitation programmes rendered to offenders transform them into law-abiding citizens and reduce the recidivism rate (Ubah & Robinson, 2003:116). Equally, findings in a study conducted by Tewksbury & Stengel, (2006) to students enrolled at the Kentucky State Reformatory in the US, as outlined in Table 1, depict the transformative effect of education programmes.

Table 1.1: Self-reported motivations for programme participation

Reason/Motivation	Academic Program Students	Vocational Program Students	All Students
To feel better about myself	49.1%	20.0%	38.5%
To get a job when I get out	29.1%	53.0%	35.2%
To improve my skills	12.0%	10.0%	10.2
Other reasons	9.8%	17.0%	13.1%

(Tewksbury & Stengel, 2006:19)

As depicted in Table 1.1, a large number of offenders believe that participating in education programmes make them “to feel better about themselves” and will assist in securing employment opportunities upon release.

As mentioned previously, the 'debate' on the effectiveness of correctional education still creates division amongst "scholars, policymakers, correctional practitioners, and the general public" (Ubah & Robinson, 2003:126). As a result, 'the nothing-works' perspective continue to distort "the results of offender-rehabilitation efforts" (Ubah & Robinson, 2003:121). But, "the limited literature available demonstrated that education programs can have a positive effect on inmate behaviour, consequently, leading to reduced infractions as it relates to inmate behaviour" (Hunte, 2010:4).

Equally, there is inadequate research conducted on previously incarcerated people and effectiveness of correctional education programmes in the Republic of South Africa. For instance, there are a number of questions to be answered on the life of ex-offenders such as, "What does correctional education mean to a prisoner student? How does correctional education translate to post-release success?" (Hall & Killacky, 2008:303). However, it is believed; "education is an opportunity for an improved lifestyle" to offenders (Ubah & Robinson, 2003:118). But; currently, "little research has been conducted to specifically identify what the qualities of life are those former inmates who have not returned to the correctional facilities" (Lewis, 2006:293). In addition, due to a high number of offenders released into communities, correctional programmes have become "a critical policy issue." Consequently, "policy makers and practitioners need information about the effectiveness of prison-based programming currently available, and the opportunities and policy targets for improving and expanding effective prison programming" (Lawrence *et al*, 2002:4).

1.3 Problem Statement

The Republic of South Africa is among countries with the highest numbers of incarcerated people in the world (Ngabonziza & Singh, 2012:88). For instance, according to the Media Statement released by the Minister of the South African Department of Correctional Services during the 2013/14 Budget Vote speech on the 27 May 2013, the total number of incarcerated offenders in the DCS "was 152,514; 45,043 of which were remand detainees and 107,471 were sentenced offenders" (DCS, 29 May 2013).

The White Paper on Corrections in South Africa (2005), affirms; “the rate of recidivism is widely believed to be unacceptable high” (DCS, 2005:148). However; currently, empirical data on recidivism rate in the Republic of South Africa is not available, but scholars estimate that it is between 85% and 94% (Ngabonziza & Singh, 2012:88). Moreover; “the measurement of recidivism is an issue on its own right as definitions have varied, ranging from re-arrest through reconviction to incarceration in the case of prisoners” (Graffam *et al*, 2014:352).

For instance, the findings in a study conducted by Muntingh & Ballard, (2012:13) in the DCS reveal; in February 2011, 833 males and 13 female children were incarcerated in correctional centres. As a result, the DCS ensures that during incarceration period, these children receive education “which is in line with the educational system of the general society” for continuity upon release (DCS, 2005:138). Therefore; in the South African Department of Correctional Services, “education is central to rehabilitation” (DCS, 2013/14:9). Consequently, the South African Department of Correctional Services Strategic Plan document stipulates; “from the financial year (April 2013) it will be compulsory for every inmate who does not have a qualification equivalent to Grade 9, to complete Adult Education and Training (AET) level 1 to 4” (DCS, 2013/14-2016/17:6).

In this instance, the DCS hopes by increasing offender literacy levels through education programmes during incarceration period will contribute to successful offender re-integration, reduce recidivism rate, thus; decrease the crime rate in the country. However, at this stage it has not been determined “the exact cause-and-effect relationship between education and recidivism,” but research reports that education decreases offender recidivism rate (O’Neill *et al*, 2007:314). As a result, a number of researchers argue; “lack of education is related to-but does not cause-crime” (Gehring, 2000:198). To this effect, “most people agree that crime is a terrible problem,” therefore one of the responsibilities of correctional centres should be reduction of crime rate. It is hoped; this notion will facilitate offender reintegration in communities (Gehring, 2000:197).

1.4 Rationale

The interest in this study emanates from the researcher's previous study conducted within the South African Department of Correctional Services, where respondents revealed that twelve learners from the field of study were furthering studies with some Institutions of Higher Learning within the country whilst others managed to secure employment (Mkosi, 2013:97). Based on this finding, the researcher recommended in the previous study that “further research should be conducted to investigate experiences of learners who passed Grade 12 within the Correctional Services full-time schools and pursue studies with different tertiary institutions” (Mkosi, 2013:101).

The present study therefore is based on one of the outcomes of the previous study conducted by the researcher. Furthermore, the researcher is currently employed as a policy developer, managing Education Programmes and Services within the South African Department of Correctional Services. The main focus of the researcher's work is to develop policies, align and design education programmes to equip offenders with market related skills in preparation for reintegration in communities.

The researcher's interest in this study is on equipping policy developers, correctional education managers and educators with skills required to understand offenders' life world when amending and reviewing policies. It is hoped; this notion will assist in improving the quality of education programmes designed for offenders within the South African Department of Correctional Services. Literature affirms; education programmes in correctional facilities may equip offenders involved “with the academic instruction, vocational training, cognitive and adequate market related skills needed for reintegration in communities” (Brazzel *et al*, 2009:2).

1.5 Research Questions

The subsequent research questions guided this study for inquiry in the research field:

1.5.1 Main Question

What is the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services?

1.5.2 Sub-questions

- a) To what extent do ex-offenders perceive the transformative effect of education programmes in the South African Department of Correctional Services?
- b) How do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?
- c) Which education programmes do ex-offenders perceive as transformative within the South African Department of Correctional Services?

1.6 Significance of the Study

The researcher anticipates; findings in the present study could:

Assist policy makers and correctional education managers in the DCS to design education programmes which will address offenders' challenges and help them to realize their potential in order to become law abiding citizens and contribute in the country's economy as taxpayers upon release. It has been established; policy developers require data which gives "better understanding of the problem" for programmes and policy development (Tyldum, 2010:11). In addition, research recommends; education programmes that offender learners receive during incarceration period, should be streamlined according to the needs and objectives of the learner in preparation for employment opportunities on their return to communities (Brazzel *et al*, 2009:29).

Help correctional education managers and educators to have a better understanding of offender learners' perspective, subsequently transform teaching and learning strategies within the correctional centres.

Roper, (2005:11) affirms; “the findings can be used to inform the development and strengthening of rehabilitative programmes for sentenced youth.”

- Create awareness about the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. It is believed; “when correctional educators have information about what happens to their students after release, they can gauge whether their methods are successful and how they might better prepare their students for re-entry” (Brazzel *et al*, 2009:39).
- Encourage stakeholders in communities and the public at large to establish partnerships with the Department of Correctional Services in order to enhance education programmes rendered to offenders. To this effect, Brazzel *et al*, (2009:39) stipulate; “community supervision, service providers, educational institutions, and employers should strengthen partnership with different stakeholders in communities” to improve the quality of education programmes in correctional centres.
- Make a significant contribution in the field of education, for example; the researcher anticipates; the outcomes of this study may provide correctional education leadership and managers with an alternative approach to measuring the success of their education programmes (Massemer & Valentine, 2004:87).

1.7 Theoretical Framework

“A theory in educational research helps in understanding events so that one can see them in a new or a different way. A theory may be a metaphor, a model or a framework for understanding or making sense of things which happen in education” (Wellington, 2003:26).

Based on this view, a theoretical framework which underpins this study is the Good Lives Model (GLM) of offender rehabilitation. The Good Lives Model (GLM), was initiated by Ward and Stewart in 2003 “as a strength-based approach to offender rehabilitation” due to its focus on offender’s interest, ability and aspiration (Looman & Abracen, 2013:32).

The GLM therefore “is a strength-based rehabilitation theory that augments the risk, need, and responsivity principles of effective correctional intervention” which focuses on helping offenders in developing and implementing *meaningful life plans* which may help them to desist from crime (Willis *et al*, 2013:3). A strength-based approach seeks ‘constructive and collaborative ways’ to work with offenders but not forgetting to protect the public (Ward & Gannon, 2008:4). Therefore, the Good Lives Model ‘framework’ gives guidance on managing “offender treatment programmes” internationally (Purvis *et al*, 2011:6).” The GLM proposes that the objective of correctional rehabilitation process should be to assist offenders to receive core competencies required for engaging in life activities like being ‘intimate, managing stress, effectively co-ordinate and adjust life goals’ based on current circumstances (Looman & Abracen, 2013:32). In addition, the GLM gives direction to a practitioner to plan interventions which assist offenders to receive skills in order to obtain whatever will be meaningful to them (Azai, 2014:1). Most importantly, it is believed; rehabilitation attempts need to empower offenders with “knowledge, skills, opportunities and resources necessary to satisfy their life values in ways that don’t harm others” (Azai, 2014:1).

Based on this notion, the Good Lives Model approach seems to be appropriate for this study since its objective is to investigate the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. In this instance, the DCS renders education programmes to offenders as one of rehabilitation programmes. Education programmes aim at equipping offenders with knowledge and skills in order to secure employment opportunities on release. Literature affirms; the majority of offenders require “education to improve their post-release opportunities for employment and participation in civil society” (Gorgol & Sponsler, 2011:4). Aligning with the Good Lives Model’s perspective, the researcher anticipates; the outcomes of this study, will also give direction to correctional education managers pertaining to designing appropriate education programmes which will assist offenders to secure employment opportunities upon release.

According to Ward, (2003:17) the Good Lives Model (GLM) is a strength-oriented rehabilitation theory aiming at inmates “with internal and external resources to successfully desist from further offending.” It is believed; ‘the basic underpinnings’ of GLM approach is to reduce recidivism rate by identifying offenders’ risk factors (Ward & Brown, 2004:245). In this instance, the GLM perceives recidivism and criminal behaviour as obstacles which block attaining primary goods (Prescott, 2010:80). In the case of this study, lack of employment skills; offender low literacy levels and high recidivism rate may be perceived as risk factors in the rehabilitation process, therefore, it is hoped; education programmes rendered to offenders in correctional centres will enable them to find employment on release, thus decrease recidivism rate. Hawley *et al*, (2013:54) affirm; “education and training are part of a range of interventions which together form a holistic approach to rehabilitation and collaboration between partners and stakeholders, both within and outside the prison.”

According to the GLM perspective, offenders who participate in well-structured programmes may transform and embrace opportunities; which will help them in their future lives (Ward, 2003:21). Research concurs; “when combined with other rehabilitative programs, education is a powerful factor in reducing recidivism” (Education Services, 2012:1). In this instance, the Good Lives Model appears to be a suitable theoretical approach for this study, due to its positive strength based approach in offender treatment and identification of risk factors as barriers in the “internal and external conditions required for the acquisition of human goods” (Ward & Brown, 2004:244). In summary, the GLM assumes; offending behaviour is a consequence of the manner in which people acquire “primary human goods, which reflect certain states of mind, outcomes, and experiences that are important for all humans and their lives” (Prescott, 2010:80).

According to the GLM perspective, focusing on human goods or goals in offenders reduce identified risk factors (Ward & Gannon, 2008:4). In other words, the GLM assumes that people who lack capabilities to obtain human goods do not think about life “in a reflective manner” (Ward *et al*, 2007:92).

Aligning with this perspective, it appears; offenders who have low literacy levels and lack employment skills may be unable to acquire human goods, thus; result into high levels of crime and offender recidivism rate. Therefore, the GLM seems to be an accurate theoretical approach for this study since it investigates the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. In this instance, the objective of education is to help offenders to obtain; “common life goals in pro-social, non-offending ways, while simultaneously targeting risk reduction” (Prescott, 2010:83). Therefore, the Good Lives Model approach could be incorporated within *treatment modules* in order to target *criminogenic needs*, due to the fact that *risk factors* and *criminogenic needs* are perceived as stumbling blocks in obtaining *primary goods* (Willis *et al*, 2013:3). To construct and translate life goods is based on the acquired “skills and capabilities” (Ward & Brown, 2004:247). In this case, it is assumed; “a good life” becomes conceivable if a person possesses skills to achieve *primary goods* (Ward & Brown, 2004:249).

In essence, the Good Lives Model approach in the treatment of offenders is perceived to help in obtaining “common life goals in pro-social, non-offending ways, while simultaneously targeting risk reduction” (Willis *et al*, 2013:3). The Good Lives Model perspective assumes; offenders just like everyone search “for number of primary human goods” (Yates & Prescott, 2010:1). As a result, Yates & Prescott, (2010:82) outlines eleven Primary Human Goods and Common Life Goals, in Table 1.2.

Table 1.2:GLM Primary Goods and Common Life goals

PRIMARY GOODS	COMMON LIFE GOAL	EXAMPLES OF SECONDARY GOODS
Life (Healthy living and functioning knowledge)	Life: Living and Surviving	Means to achieve this common life goal include such activities as exercising, taking care of one's health, or attempts to survive threats to one's well-being or safety.
Knowledge	Knowledge: Learning and knowing	Means to achieve this common life goal include such activities as attendance at school or training,

PRIMARY GOODS	COMMON LIFE GOAL	EXAMPLES OF SECONDARY GOODS
		participation in treatment, mentoring others, or “teaching children about sex.”
Excellence in Work and Play (including mastery experiences)	Being Good at Work and Play	Means to achieve this common life goal include such activities as excelling in work, sports, or hobbies or endeavouring to be good at one’s job.
Excellence in Agency (autonomy and self-directedness)	Personal Choice and independence	Means to achieve this common life goal include such activities as formulating plans to meet goals, asserting one’s self, or controlling, dominating, or abusing others.
Inner Peace(freedom from emotional turmoil and stress)	Peace of Mind	Means to achieve this common goal include such activities as attempts at reducing emotional distress or stress, exercise or meditation, using alcohol, drugs, or sexual activity to relax or to cope with emotional states.
Relatedness (intimate, romantic, and family relationships)	Relationships and Friendships	Means to achieve this common life goal include such activities as spending time with family or friends, having an intimate/sexual relationship, or being a member of a gang.
Community	Community: Being part of a good	Means to achieve this common life goal include such activities as being part of a group of others with common interests (e.g service clubs, military, volunteer groups, gangs, man/boy love clubs).
Spirituality (finding meaning and purpose in life)	Meaning in life	Means to achieve this common life goal include such activities as participation in religious or spiritual activities(e.g.church, sweat lodge), membership in environmental or social justice groups.

PRIMARY GOODS	COMMON LIFE GOAL	EXAMPLES OF SECONDARY GOODS
Happiness	Happiness	Means to achieve this common life goal include engaging in activities that provide a sense of satisfaction, fulfilment, pleasure (including sexual pleasure), or purpose or direction in life.
Creativity	Creativity	Means to achieve this common life goal include such activities as artistic pursuits, participation in new or novel activities, pursuing progressively more exciting sexual activity.

(Yates & Prescott, 2010:2)

Aligning with the Good Lives Model primary goods outlined in Table 1.2, the current study seems to fall under the human good of knowledge since it investigates ex-offenders' perceptions who attended education programmes within the South African Department of Correctional Services. In this instance, "The GLM has a twin focus (a) Promoting goods and (b) managing and reducing risk" (Ward *et al*, 2007:92).

The GLM therefore perceives people as active, goal seeking individuals by engaging in a constructive way to find purpose in their lives (Ward & Brown, 2004:247). In this instance, the Good Lives Model "fits in well with a constructive view of offender rehabilitation as it is based on a more positive view of human nature and intrinsic value of human being" (Ward & Brown, 2004:254).

Construed to eleven primary goods and common life goals outlined in Table 1.2, the researcher visualized eleven primary goods for the present study, in Figure 1.2.



Figure 1.2: Visual Model, The Good Lives Model

Eleven primary goods, as visualized in Figure 1.2, guides implementation of offender rehabilitation programmes. In this instance, the Good Lives Model perspective is based on the notion that although offenders “have committed harmful actions” but the implication is; they are not *bad* and *destructive* people (Ward *et al*, 2007:93). In essence, the GLM emphasizes that offender rehabilitation should not take place in an environment where human rights are not appreciated. In this context, offenders’ rights need to be taken into consideration together with other people’s rights when implementing rehabilitation treatment programmes (Ward & Gannon, 2008:6). Similarly, this study is focusing on human rights perspective, since delivery of education programmes to offenders in the DCS is a basic right, in compliance with “Section 29 (1) of the Constitution of the Republic of South Africa.” Hetland *et al* (2007:154) concur; “rights to an education need to be taken seriously in a prison context.” Based on this notion; “the GLM appears to be a healthy ‘human functioning’ and an accurate approach in the transformation of offenders” (Purvis *et al*, 2014:19).

In summary; Ward *et al*, (2007:89) stipulate; a good rehabilitation model must outline treatment styles such as skills and inform practitioners “about the appropriate attitudes to take towards offenders, address the issue of motivation and clarify the role and importance of the therapeutic alliance.” Therefore; the dominant feature of the Good Lives Model is that a criminal behaviour reflects outcomes or manner in which people practice to acquire ‘primary goods’ such as “states of mind, outcomes, and experiences that are important for all humans to have in their lives” (Willis *et al*, 2013:3).

1.8 Organisation of the Study

Chapter 1: An overview of study

This chapter outlines an overview of the study and the features of the research project. The study overview encompasses background which gives highlights of the research topic, rationale and purpose of the study, research questions for enquiry, paradigm, theoretical underpinnings and significance of the study. Models of correctional education and correctional education experience are outlined in the background of this study.

Chapter 2: Literature Review

The objective of this chapter is to discuss different scholars’ views on the research topic. The main focus is to give different opinions in literature, with regard to the transformative effect of education programmes. Contrasting scholars’ views on the transformative effect of education programmes on offenders are also outlined to give a better understanding and background on the study.

Chapter 3: The International and South African, Legal and Policy contexts of Correctional Education

This chapter provides the International and South African legal and policy contexts of correctional education. The objective is to analyse international laws and discuss progress made on the implementation of these laws in the Republic of South Africa.

Chapter 4: Research Methodology

In this chapter, research methodology procedures are discussed in detail. It outlines an in-depth report on the research design, research approach, data collection instruments, sampling, data analysis and data integration, limitations of the study, ethical considerations and validity/trustworthiness.

Chapter 5: Research Findings

The purpose of this chapter is to present and discuss research findings. Research findings from questionnaires and in-depth interviews data sources are presented jointly in line with a convergent parallel mixed methods approach. Subsequently, research findings are compared and contrasted; to determine convergence and divergence between questionnaires and in-depth interviews data sources.

Chapter 6: Conclusions and Recommendations

The conclusions in this study are informed by the findings from both data sources: questionnaires and in-depth interviews as presented and discussed in Chapter 5. Subsequently, recommendations for further research, practice and policy are outlined. Finally, this study proposes a Student Transformation Model to guide implementation of education programmes to offenders within the South African Department of Correctional Services.

2. CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Chapter 1 outlined an overview of the current study. This chapter presents correctional education scholars' views on the transformative effect of education programmes to offenders. Therefore, views of different scholars on the transformative effect of education programmes to offenders will be discussed under the following headings:

- Perceptions on the role of education programmes on offender transformation;
- Impact of education programmes on offender transformation; and
- Some education programmes which seem to promote offender transformation.

2.2 Perceptions on the role of education programmes on offender transformation

“A large body of research has documented the relationship between participation in prison educational programs and reduced rates of recidivism, post release employment and education, and other public cost savings, such as reduced criminal justice costs and reduced reliance on welfare and other public programs” (Borden *et al*, 2012:6).

In this case, it appears; the most important incentive to correctional educators is the possibility of transforming learners (Cantrell, 2013:4). Consequently, a number of scholars believe; correctional education transforms offenders based on the following aspects:

2.2.1 Improve social and economic life in communities

Generally, ‘the profile’ of incarcerated people reflects poverty, illiteracy, and social inadequacy in terms of the social standards (Lockwood *et al*, 2012:382). As a result, ‘education’ has been identified as an instrument of creating future opportunities for offenders during incarceration period (Hunte, 2010:92).

It is believed; offenders who receive education during incarceration period “could be released from prison with a positive attitude and become a productive member of society” (Ubah & Robinson, 2003:118). In this case, the *Good Lives Model (GLM)* perspective is based on the notion that “an individual whose environment offers inadequate social opportunities or who lacks good social skills to attain the good and intimacy with another adult, could instead engage in criminal sexual activity in order to obtain this good” (Ward & Fortune, 2013:37). Therefore, education seems to assist by equipping offenders with skills which will help in securing employment opportunities on release, thus; improve offenders’ quality of life. As a result, a study which outlines “evidence of the economic and social benefits” on correctional education and training may assist in informing the Public and also assist policy and practice to plan correct education programmes in the future (Hawley *et al*, 2013:54). It is assumed; ex-offenders will be prepared for reintegration in communities if correctional education managers can help them to improve their skills, “thus saves money and also improves the quality of life within the community” (Brown, 2011:339). Being employed helps ex-offenders to look after their families, live productively, acquire life skills and boost their self-esteem (Keena & Simmons, 2014:2).

It seems; ex-offenders who lack these skills struggle to become socially responsible members in their communities (Costelloe & Warner, 2014:34). Therefore, the Good Lives Model approach seems to be an appropriate remedy for implementation of education programmes to offenders since “offenders’ personal preference, values and goals and draws upon this understanding to motivate them to lead better lives and equips them with the capabilities and resources to obtain primary goods in socially acceptable ways” (Barnao *et al*, 2015:3). For instance, in Thailand, “the Department of Corrections has attempted and applied various methods whereby is seen as education a key measure and organized within correctional centres in order to improve the offenders’ quality of life; “through general education, vocational training, higher education and informal education through library services, training centres, life skills activities, sports and recreation, arts and drawing and computer” (Phatininnart, 2009:243).

In this case, the Department of Correctional Services ensures that incarcerated people acquire 'market-related skills,' for successful adjustment in communities, and secure employment opportunities which will help in improving their economic status as 'citizens' (Omar, 2011:21).

According to the Good Lives model point of view, "offenders are people like us in that they are actively seeking to achieve their life values through whatever means is available; the difficulty being that their approaches are often counter-productive, ineffective and socially unacceptable" (Ward & Fortune, 2013:35). In reality, ex-offenders need to secure jobs and earn salaries in order to sustain themselves (Lockwood *et al*, 2012:392). The implication is that ex-offenders may have opportunities of securing 'employment' in different 'skill-based industrial sectors' and receive high salaries after receiving "education and specialized skills to meet with job demands prior to release from prison" (Nally *et al*, 2013:65).

According to Brown & Rios, (2014:10) there is correlation "between education and subsequent wages and labour force outcomes" although in most cases this benefit is only associated with offenders who attended college programmes. In this case, it becomes obvious that incarceration alone does not help an offender to turn away from crime, but; education programmes which focus on "offender development and rehabilitation" in order to prepare them for life upon release to communities are essential (Roper, 2005:6). Therefore, offender participation in education programmes during incarceration period improves their social life when they return to communities (O'Reilly, 2014:2). In this case, "education seems to be the only known bridge spanning the chasm between being dysfunctional to being socially acceptable" (Frank *et al*, 2012:33). For instance, the Good Lives Model perspective "posits that individuals obtain primary goods using a variety of concrete means that are referred to as secondary or instrumental goods. Essentially, secondary goods are those activities that people carry out in pursuit of primary goods" (Barnao *et al*, 2015:3).

As a result, offenders who attended education programmes show good behaviour by becoming role models to families and children (Borden *et al*, 2012:7).

For instance, the findings in a study conducted to fifteen sentenced *African Americans* reveal that a number of participants reported “their families as reasons to go to school.” A high percentage of respondents, wanted to be exemplary or become role models to their kids (Schlesinger, 2005:241). Consequently, it was observed that educated offenders are able to assist their children with ‘school-work’, thus gain ‘respect’ and become ‘role models’ (Thomas, 2012:177). Therefore, education seems to be an investment and provides “social and personal benefits” to offenders (Harlow *et al*, 2010:69). For instance, in the South African situation, after the invent of democracy in 1994, “education was called on to address and respond to the needs of all citizens, and to the social and economic development imperatives of the new state” (Badat & Sayed, 2014:127). Based on this notion, research recommends that further studies should investigate “correctional and vocational education impact not only on the former inmate, but also on community and family structure, child development, and community safety” (Lewis, 2006:293).

To this effect, findings in a study conducted at Texas in the US, affirm that offenders released with high education qualifications are likely to be employed and earn a good salary (Fabelo, 2002:109). It appears; correctional education can “save millions of dollars while improving the lives and opportunities of individuals who have served their time and have successfully paid their debt to society” (Bosworth *et al*, 2005:5). In summary; receiving education qualifications and securing employment opportunities seem to give offenders “a sense of belonging and self-worth and is a social role that promotes inclusion, participation and social and economic well-being” (O’Reilly, 2014:1). For instance, it has been documented that Post-secondary correctional education has a potential of increasing ex-offenders’ *economic and social status*, subsequently, reducing an offending behaviour (Palmer, 2012:168). But more studies are still needed to outline ex-offenders’ *quality of life in communities* (Lewis, 2006:293). These studies should focus on how “correctional and vocational education affects employment, family relations, income generated within the community, positive decision-making, and intergenerational mentoring” (Lewis, 2006:293).

2.2.2 Transform offenders into law-abiding citizens

When offenders attend schools in correctional centres, they are exposed to well-structured education programmes in order to prepare them to lead successful lives as law-abiding citizens on release. In this case, it appears; correctional education has a potential of countering rejection of offenders in communities “by preparing the prisoners for active citizenship” (Costelloe & Warner, 2014:31). For example, findings in a study conducted to fifteen detained African-American students reveal that they have “both goal-oriented participants had both short-term goals, such as achieving a High School Equivalency Diploma, avoiding unpleasantness, or pursuing illicit enterprising, as well as long-term goals that included eventual reintegration as functional, productive, independent, and law-abiding citizens” (Schlesinger, 2005:245).

In this case, it becomes obvious; if offenders are transformed into law-abiding citizens in the community, this means that certain standards which are compatible with individual’s lives have been met (van Waters, 1995:81). However, “there is no guarantee that any prisoner will automatically transform into a law-abiding citizen simply by becoming better educated academically or by learning a trade” (Thomas, 2012:178). But; inadequate provision of vocational and educational opportunities may hinder offender reintegration and transforming into law abiding citizens in communities (UNODC, 2012:50). In this instance, it is evident; “the idea that education can imbue the learner with the skills, values and attitudes necessary for active citizenship has come to permeate mainstream educational discourse” (Costelloe & Warner, 2014:30). But, some offenders utilize the opportunity of being learners “as a cover for illicit activities like gambling, selling and exchanging contraband, and other hustles, which resemble the same activities, criminal and otherwise, they may have conducted in the community” (Schlesinger, 2005:243).

However, the study conducted to one hundred and twenty-four offenders in the South Eastern Region of the United States affirms that all offenders attended educational programmes in a well-organized correctional centre, under “an environmental context of control, order, and safety.”

It seems; since these participants attended classes in a safe and well-structured educational programme, they likely tasted “academic success for the first time in their lives” (Messemer & Valentine, 2004:84). In this instance; “education seems to birth the realisation of particular potentials and facilitates the emergence of the true self, a self who has hope for a brighter future” (Van Wyk, 2014:75). Therefore, it appears; correctional education which focuses on; “ideals and practices of transformative learning,” thus; preparing offenders for active citizenship may be appropriate for offenders’ lives before and after returning to communities (Costelloe & Warner, 2014:31).

But; this can only be achieved if the objective of correctional education helps offenders “find societal values meaningful and relevant to them” (Costelloe & Warner, 2014:31). Subsequently; the majority of released offenders may become, ‘law-abiding members of society’ (Bosworth *et al*, 2005:4). In summary; research demonstrates that correctional programmes which transfer market related skills and lower offending behaviour can help offenders to become ‘law-abiding citizens upon release (US Department of Education, 2007:2). Therefore; “society in general benefits when its members are educated and trained to participate in a productive and meaningful way, by supporting the populations who have historically poor outcomes, society truly helps itself” (Curtis *et al*, 2013:48).

2.2.3 Promote public safety

Literature outlines that “policy makers and the general public may view prison educational programming as a waste of tax dollars on an undeserving population, but these programs may offer public safety benefits and future savings in corrections spending” (Duwe & Clark, 2014:455). In this case, it becomes obvious; the main objective of implementing rehabilitation programmes to offenders “should be to increase public safety” (Herbig & Hesselink, 2012:29). Similarly; the purpose of implementing sentences by the South African Department of Correctional Services is to protect the public, promote social responsibility, and prevent recidivism (Roper, 2005:5). Therefore, it appears; reduction of recidivism rate promotes public safety. This view seems to support one of the Good Lives Model perspective which states; “the intention is to make the community safer by persuading individuals who have committed serious crimes to control their offence related cognitions, emotions, and actions” (Ward & Fortune, 2013:30).

This notion is based on the fact that, offenders who participated in education programmes whilst incarcerated seem to enjoy successful lives after release (Miller, 2014:54). Therefore; “having a job is essential in keeping communities safe and preventing the cycle of reconviction” (Johnson, 2013:83). In essence; “averting the perpetuation of increasing recidivist levels, such as those existing today, is undeniably beneficial to all citizens regardless of their political alliances or social reckonings” (Burt, 2014:3). As a result; “the prospects for a crime free and better quality life are enhanced through program success for graduates but there also may be long term returns for communities” (Miller, 2014:54).

Research demonstrates that Public policies in *New York* acknowledge an increased number of ex-offenders joining communities annually, need to be supported for successful reintegration. Subsequently; the support given to offenders lead to “safer and more inclusive communities” (Burt, 2014:24). In this case, education programmes seem to support “security, public safety and rehabilitation in the entire range of Correctional Services” (Steurer *et al*, 2010:41). “Unlike socio-economic rights,” the right to education does not depend on the availability of resources (Ballard, 2011:4). Therefore; opportunities of addressing educational needs of incarcerated people may increase if correctional education managers and policy developers understand challenges pertaining to the “nation’s narrow approach to crime and public safety issues” (Brazzel *et al*, 2009:6). For instance:

“... the Good Lives Model (GLM) is a contemporary theory of offender rehabilitation which focuses as much on the offender as the offense itself. It aims to equip individuals with the resources to live a ‘good life’- one that is meaningful and fulfilling and which does not involve harming others” (Barnao *et al*, 2015:2).

Therefore; if the GLM approach is adopted in the implementation of education programmes to offenders, “it would seem that as with many of society’s ills, for far too long education has been touted as a panacea for tackling crime and criminality” (Costelloe & Warner, 2014:31).

In summary, there is increased evidence that education programmes lower recidivism rate, thus; enhance public safety (Steurer *et al*, 2010:41).

2.2.4 Reduce costs of incarceration

Research portrays that correctional education programmes are “cost-effective when it comes to recidivism, yielding about five dollars an average in cost savings for each dollar spent” (Davis *et al*, 2013:1). To this effect, Literature reveals; recidivism encompasses *human and financial costs*. Pertaining to ‘human costs,’ “crimes committed by recidivists create new victims, and a burden to the families those recidivists leave behind as well as the victims’ families.” This becomes an ‘economic burden’ especially with regard to policies, prosecuting and incarceration (Ngabonziza & Singh, 2012:89). For instance, in the US, “it costs states billions of dollars a year to arrest, prosecute, incarcerate, and treat juvenile offenders.” In this case it seems; investing on crime reducing programmes such as education “can save taxpayers seven to ten dollars for every dollar invested, primarily in the form of reduced spending on prisons” (Greenwood, 2008:185).

Correctional education seems to have a potential of reducing these costs, since many studies continuously affirm that offenders who participate in education whilst incarcerated are less likely to return to correctional centres (Bosworth *et al*, 2005, Lockwood *et al*, 2012, Kim & Clark, 2013). Therefore; “economically speaking, it is in the public’s best interest to invest in all members of society particularly if this investment yields a pro-social, active citizen” (Brazil, 2006:4). For instance, in the Republic of South Africa; “in 2010/11, the average cost of accommodating a prisoner was R259” daily (Institute for Security Studies, 2011:9).

Equally, in the US; “it costs approximately \$30,000 to house an inmate each year.” Therefore, reducing recidivism rate may result in substantial savings for taxpayers (Piotrowski & Lathorp, 2012:685). Taking these exorbitant costs into consideration, it becomes obvious that; “effective strategies to stop prison revolving ‘door’ need to be in place not only to curb the great cost to the community and taxpayers, but also to save hundreds of thousands of victims affected as a result of crime” (Ngabonziza & Singh, 2012:87). Deducing from this view, it is evident that incarceration costs are enormous.

Therefore; “economics will always play a part in an offender’s rehabilitation although the offender’s broader social needs should be the focus of correctional education reform” (Brazil, 2006:4). Consistent with this view, research reveals that costs of incarceration in societies together with the cost of crime, loss of salaries due to incarceration and the cost of welfare grants to families causes a financial burden to the Government (Lockwood *et al*, 2016:2). Subsequently, the findings in a study conducted in US Department of Corrections affirm; “direct costs of re-incarceration were far greater than the costs of providing correctional education.” For example, in a sample of one hundred offenders who attended correctional education, monetary savings were between “\$870,000 to \$970,000” in a period of three years (Davis *et al*, 2013:2).

In this instance, it is argued; “if offender education levels are increased, re-offending rate is reduced when offenders manage to secure employment on release, thus; result in high amounts of monetary savings” (Burt, 2014:8). In addition, offenders who attended correctional education programmes may receive high salaries (Piotrowski & Lathorp, 2012:685). Based on these arguments, it seems; “even small reductions in recidivism can save millions of dollars in costs associated with keeping the recidivist offender in prison for longer periods of time” (Bosworth *et al*, 2005:3).

Although there is high evidence on the benefits of education to offenders, some argue that correctional centres should punish offenders and not waste government money on offender education (Steurer *et al*, 2010:41). As a result, the “pessimistic reaction” on correctional education succeeded through the elimination of Pell Grants to incarcerated people in the US (Ubah & Robinson, 2003:125). However, as an attempt to save taxpayers’ money, some States have adopted Justice Reinvestment (JR) approach “using treatment and diversion programs in order to lower recidivism rates and subsequently lower the population of prisoners in their States.” For example, in Texas, about 241 million dollars, which was earmarked for building new correctional centres, was saved. Consequently, decreased correctional centre population is visible to all States which have adopted Justice Reinvestment approach (Foster, 2014:3).

In summary, due to escalated costs of incarceration resulting from overcrowding and high recidivism rates, it becomes necessary to learn more about post release offender behaviour and ex-offenders' employment opportunities (Lockwood *et al*, 2016:2). "Preventing delinquency prevent the onset of adult criminal careers, thus reduces the burden of crime on its victims and society" (Greenwood, 2008:186).

2.3 The impact of education programmes on offender transformation

A number of educators perceive "education as transformative." "This transformation" becomes important in every teaching-learning environment, more especially in correctional centre 'classrooms.' In this case, it is believed; "the education that offenders receive can mean a difference between the doorway of freedom with a productive future and the revolving door of recidivism" (Cantrell, 2013:2). Based on this view, different scholars' views on the impact of education programmes on offender transformation are outlined, hereunder:

2.3.1 Change behaviour

Literature reveals; the purpose of sentencing is not to punish offenders, but to deal with the causes of the offending behaviour and offender reintegration in communities (Roper, 2005:4). But; an environment which is conducive to rehabilitation and behavioural change and offender "health needs" need to be prioritized (Miller, 2014:46). Based on this notion, it is believed; by improving offender's educational qualifications enhances "self-belief and self-esteem and provides holding in a practical way" (Van Wyk, 2014:75). In this case, correctional education programmes seem to assist in boosting self-confidence and self-worth on offenders. "Experience has taught us that young people and adults who are already alienated from mainstream education need to build confidence and motivation by first addressing educational areas that directly motivate them" (Kett, 2001:64). Consistent with this view, findings in a study conducted by Winterfield *et al*, (2009:6) in the US; affirm that all respondents reported that Post-Secondary education in a correctional centre had boosted their self-esteem. In this case, college attendance seems to lower 'misconduct' more than other education programmes available to offenders (Lahm, 2009:49).

As a result, twenty-three graduates who completed survey questionnaires, in a study conducted at the Central Coast Adult School in California had diverse responses on the impact of correctional education on self-esteem such as:

“I gained self-respect and respect from others as well.

It has made them feel great, I never thought I would actually be taking the GED test.

Going to school here in prison has taught me that if I can do it in here I can also do it when I get out.” (Thomas, 2012:176).

Deducing from the aforementioned responses, it becomes obvious; correctional education programmes help in changing offender behaviour by boosting self-confidence. But; in cases where an offender has behavioural problems at school, he is referred to “solitary confinement” for ninety days. During this period, some offenders end up missing a number of weeks in tuition time (Messemer & Valentine, 2004:84).

The findings in a study conducted by Roper (2005:16) to ex-offenders in the South African Department of Correctional Services reveal that some respondents testified; education and life skills programmes helped them to be in control of their lives, deal with their emotions, gave them knowledge on the manner in which they should live their lives differently and boosted their self-confidence. In this case, it seems; “effective education programs are those that help prisoners with their social skills, artistic development and techniques and strategies to help them deal with their emotions” (Vacca, 2004:297). For instance, in correctional centres “offenders are equipped with skills and capabilities of becoming open minded and abstain from previously held misconceptions of offending behaviour” (Costelloe, 2014:31). Furthermore, it appears; education programmes improve decision making skills and promote pro-social thinking, thus; help in improving offender behaviour and assist in adjustment to correctional centre life (Brazzel *et al*, 2009:17). It is apparent therefore; “the purpose of correctional education should be to provide learning experiences designed not only to address academic and vocational competency but also promote positive changes in inmates’ self-images and aspirations” (Thomas, 2012:178).

In agreement with this view, Salaam, (2013:447) affirms; “education not only equips individuals with the basic skills to enter the labour market but could develop a sense of self-efficacy and accomplishment in released inmates.” Based on this notion; in Ghana, education and training serve as avenues for social mobility to help ex-offenders to get rid of the negative attributes that pose challenges to their reintegration (Addo, 2014:37). Similarly; in Thailand, “the policy of the Department of Corrections” focuses on transforming offenders’ ‘behaviour’ in order to become law-abiding citizens. In this instance, “the educational process is seen as one of the best strategies for achieving these aims” (Phatininnart, 2009:241). This notion is based on the “transformative learning perspective” which emphasizes that any attitudinal, perceptions and worldviews change an offender make, may not just be measurable but could have a lasting effect (Costelloe & Warner, 2014:34). This view also seems to support the Good Lives Model perspective “which focuses on offenders’ personal interests and normative commitments” (Ward & Fortune, 2013:29). For instance, findings in a study conducted by Khulisa, My Path Programmes to ex-offenders in the South African Department of Correctional Services affirm; “education is a tool which prevents re-offending behaviour” (Roper, 2005:15). In essence; correctional education helps in improving offender behaviour whilst incarcerated and increase chances of successful reintegration in communities (Brazzel *et al*, 2009:16).

2.3.2 Increase cognitive skills

According to Thomas, (2012:174) the advantage offenders obtain through participation in education programmes during incarceration period is “intellectual development.” For instance, “The Good Lives Model (GLM), approach” in intervention programmes helps to address “criminogenic needs/dynamic risk factors directly and indirectly through the application of cognitive behavioural techniques and social interventions, which are used to assist the offender in acquiring the necessary competencies to achieve their plan” (Ward & Fortune, 2013:41). As a result, in Thailand; the main objective of rendering ‘education services’ to offenders is to develop:

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

This notion supports one of the GLM perspectives which asserts; “aims of treatment are to equip offenders with the knowledge, skills and competencies to obtain their primary goods in socially acceptable ways, overcome flaws in their good life plans, and to reduce and/or manage their risk of future reoffending” (Barnao *et al*, 2015:4). In this instance, it seems; correctional education programmes focuses on ‘cognitive-behavioural methods,’ to improve “impulse and anger control, values and moral reasoning, interpersonal skills and taking the viewpoint of others, and on identifying and compensating for distortions and errors in thinking” (Rocha *et al*, 2014:226).

Therefore; it becomes evident that education programmes in correctional centres have an advantage over work programmes since *they are overtly transformative*, designed to increase knowledge and cognitive skills of offenders (Wilson *et al*, 2000:364). The Good Lives Model perspective also “supports the development of skills, knowledge and resources for capacity building” (Ward & Fortune, 2013:39). In this case, “speaking, writing, reading and listening, as well as quantitative reasoning, are cognitive skills” (Steurer *et al*, 2010:42). It is believed; “perceived changes in personal and cognitive development” assist offenders to secure employment opportunities on release (Keena & Simmons, 2014:16). However; “people with learning disabilities are characterised as having significant impairment of both cognitive and social functioning” (Kelly, 2014:33). In this instance, “impaired cognitive function” may be the result of *genetic, biological, psychological and social influences* (Rocque *et al*, 2012:307).

Therefore; teachers in correctional centres ‘transform’ learners “into active, aware, and engaged citizens by fostering critical thinking skills, encouraging debate, and applying course lessons to the lives of their students” (Cantrell, 2013:2). However, it is believed; “targeting career attitudes and skills increases positive vocational outcomes and targeting cognitions decreases recidivism” (Varghese, 2013:1015).

According to the GLM, “the overarching good of knowledge can be gained through assisting offenders to understand how their thoughts, feelings, and actions contribute to their offending as part of the understanding offending and cognitive restructuring module” (Ward & Fortune, 2013:41). In this instance, correctional education appears to reduce ‘natural’ obstacles to successful reintegration by enhancing offenders’ *intellectual, cognitive and life skills* (Fabelo, 2002:109). Therefore, it is assumed; “the principles of effective intervention suggest that offenders should be matched with programs that address their specific risk factors” (Rocque *et al*, 2012: 307).

Consistent with the aforementioned view, findings in a study conducted to twenty-nine offenders who finished *Ice House Entrepreneurial education programme* at Mississippi Department of Corrections, affirm that acquiring “knowledge and becoming a lifelong learner” was controllable, and portrayed evidence-based change in mind-set (Keena & Simmons, 2014:14). This study shows the importance of cognitive-based education programmes in increasing offender employment opportunities on release (Keena & Simmons, 2014:16). As a result, offenders with cognitive deficiencies may have trouble in adjusting to social values and expectations (Rocque *et al*, 2012:307). In this instance, education programmes appear to help in keeping offenders busy, avoiding idleness and chances for misbehaviour, increases human capital and improves general cognitive functioning whilst providing specific skills (Brazzel *et al*, 2009:17).

2.3.3 Transfer employment skills

Offender reintegration in society, with the hope of preventing repeating offences, is perceived to be one of the objectives of rehabilitation process (Omar, 2011:19). However, a number of offenders encounter barriers in communities after release, thus making reintegration difficult. “These obstacles arise from problems with internal and external capabilities (e.g. stigma, lack of educational and vocational skills) which impede them from obtaining the things that matter most to them” (Barnao *et al*, 2015:5). For instance, “in society, employment is often considered to be a prerequisite to full membership and inclusion, as a result, it is considered an essential factor in the rehabilitation of offenders and their reintegration in the community” (O’Reilly, 2014:1).

It becomes evident therefore that offenders who are released from correctional centres require jobs in order to be self-sufficient and not to return to crime (Burt, 2014:4). In this instance “employment is a key factor in reducing recidivism and attempts to improve prisoners’ employability are necessary and worthwhile” (Costelloe & Warner, 2014:30). Based on this view, correctional centres offer opportunities to people coming from disadvantaged backgrounds to enhance employment skills in preparation for reintegration to communities (O’Reilly, 2014:4). In summary, getting employed and being educated are required by a number of offenders for reintegration purposes (Listwan *et al*, 2006:21). As a result, offenders require education programmes which do not teach effective reading only but give them sufficient motivation which encourages smooth ‘transition’ into communities after release (Vacca, 2004:297).

But, “correctional education is not exclusively about teaching basic academic and marketable skills. This approach misses the point about citizenship education, which is not only about educating students for citizenship, but also about positioning teachers as role models for good citizenship” (Muth *et al*, 2009:33). Therefore, correctional education goes beyond ‘employability’ and gives prospects for “personal development and transformation” (Hawley *et al*, 2013:11). According to O’Reilly, (2014:8) improving offender employability on release is two-fold: through improving employment skills and by aligning programmes with employment opportunities in their communities. Deducing from this notion, it seems; the main objective of rendering correctional education programmes is “to break the cycle of catch-and-release by providing inmates with more opportunities to develop skills required to succeed in their workplaces and communities” (US Department of Education, 2009:1). To many offenders, being incarcerated ‘open doors’ by giving them opportunities to attend education and training programmes for enhancement of employment opportunities upon release (O’Reilly, 2014:2). Research demonstrates that many offenders require “education to improve their post-release opportunities for employment and participation in civil society” (Gorgol & Sponsler, 2011:4).

But, a high number of ex-offenders return to communities unprepared for employment opportunities, due to a number of reasons, either, by 'not availing themselves' to programmes or services in correctional centres or by being unable to complete the programmes (O'Reilly, 2014:6). Therefore, it appears; correctional education programmes which transfer market related skills and lowers offending behaviour can help offenders to become 'law-abiding citizens' upon release (US Department of Education, 2007:2). As mentioned previously, "the profile of prisoners and ex-offenders can often be characterised by a lack of education, very little skills and poor employment histories" (O'Reilly, 2014:2). In this instance, it becomes obvious; "education has a capacity to form a stepping stone in the pathway towards inclusion of prisoners, who face social exclusion often before they enter the prison as well as after they leave" (Hawley *et al*, 2013:7). For instance, findings in a study conducted to thirty thousand, two hundred and seven ex-offenders who attended correctional education programmes at Texas Department of Corrections in the US, reveal; seventy percent (70%) of them managed to secure jobs during their first year of release from correctional centres (Fabelo, 2002:108). This study's results affirm a significant contribution of correctional education on offender employment upon release.

Furthermore, findings in a study conducted by 'Khulisa, My Path Programmes to ex-offenders in the South African Department of Correctional Services demonstrate; "education is a tool which prevents re-offending behaviour (Roper, 2005:15). Moreover, it equips offenders with skills which help them to take responsibility of their lives (Roper, 2005:16). In the same study, a number of ex-offenders reported expecting to get 'employment' on release, since they received educational and vocational qualifications during incarceration period (Roper, 2005:18). In this case, it becomes clear; offenders who participate in education programmes whilst incarcerated enhance their opportunities of securing employment upon release (Bosworth *et al*, 2005:4).

As specified previously, in the South African context "the purpose of the correctional system is not punishment, but protection of the public, promotion of social responsibility and enhancing of human development in order to prevent repeating offending, or the return to crime" (DCS, 2005:76).

In this instance, education seems to play an important role in the offender rehabilitation process, even making significant contribution to other rehabilitation programmes whilst the offender is incarcerated (Hawley *et al*, 2013:7).

But; research has not yet confirmed that education programmes lead to offender rehabilitation, although it is agreed within the correctional environment that education is important for offender rehabilitation (Parsons & Langenbach, 1993:38), since they are expected to obtain employment opportunities on release (US Department of Education, 2009:5). In this instance, the Good Lives Model perspective “suggests practitioners develop intervention plans (good lives plans), which help offenders acquire the capabilities to achieve personally meaningful goals” (Ward & Fortune, 2013:31).

Similar to South Africa, the US Department of Corrections is protecting the public through incarceration, supervision and rehabilitation of offenders by involving them in “work, programs and treatment services” (US Department of Education, 2007:1). During incarceration period, the US Department of Corrections transforms offenders by providing General Education Diploma in education and Vocational Training programmes. These programmes give offenders skills for gaining employment opportunities; “especially in a lukewarm economy and with an ex-offender label” (Keena & Simmons, 2014:14). For example, findings in the IDOC study conducted at Indiana correctional centre in the US reveal:

“... amongst 306 offenders who had a college education, employment rate was 66.7% in the study period of 2005-2009, employment rate among 3,461 offenders who had a high school diploma or GED was 66.5%, and the employment rate among offenders who had an education below high school was 57.0%” (Lockwood *et al*, 2012:391).

The outcomes of this study affirm that “uneducated or undereducated offenders were likely unemployed after release from prison. If employed, they were unlikely to sustain their employment for a long period” (Nally *et al*, 2013:65). It is evident therefore that correctional centre experience “opens doors” to some offenders, through participation in education programmes, thus increases chances of being employed on release (O’Reilly, 2014:2).

However, “having a criminal record means that many avenues of employment can be closed to ex-offenders, or at the least are extremely difficult to pursue” (O’Reilly, 2014:2). This notion became apparent in a study conducted by F-Dufour & Brassard, (2014) to twenty-nine transformed ex-offenders in Canada, where one respondent testified:

“I applied at X for a job as a forklift operator. They turned me down because I had a criminal record. The job paid 12 bucks an hour. That’s when I understood ... I wasn’t asking for a heap, just a job at 12 bucks an hour, but I had a record” (F-Dufour & Brassard, 2014:10).

This finding demonstrates that having a criminal record may become a barrier to some offenders’ employment prospects. But, securing employment opportunities after release contribute to the reduction of recidivism, coupled with strong family relationship and support (Policy Brief, 2012:1). However, “education does not guarantee employment, as a minimum, a high school diploma is now integral to the post-release success of an ex-offender” (Harrison & Schehr, 2008:43). Instead, getting employed depends on ex-offenders’ flexibility in accepting low trust jobs, at entry level (Varghese, 2013:1030).

As mentioned previously, many studies have affirmed that offender label and a criminal record may become a barrier, especially when offenders are attempting to secure employment opportunities on release (O’Reilly, 2014, Nally *et al*, 2013, Costelloe & Langelid, 2011, Davis *et al*, 2013). In this instance, it appears; offender development is very important in the Department of Correctional Services since this may be regarded as a social obligation. In this case, a correctional centre is changed into “a social institution” and becomes beneficial to incarcerated people (Esposito *et al*, 2014:190). Nowadays, “the low skills levels and histories of school failure among youth entering incarceration poses challenges for the process of schooling inside youth prisons” (Young *et al*, 2010:204).

As a result:

“... in Canada, all correctional programs are skills based allowing time for practice and overlearning. All programs facilitators are specialists in program delivery and are trained on each specific program they deliver and are provided with local and regional oversight to ensure program integrity” (Usher & Swart, 2013:211).

In summary, “ex-offenders’ ability to find and maintain employment is an important concern for both offenders and society because it can be the key to not returning to prison” (Musgrove *et al*, 2012:37). As a result, a number of States in the US establish ‘work-release centres’ which cater for offenders to work whilst still serving in minimum security centres (Harrison & Schehr, 2008:55). For example, other States; ensure that ex-offenders receive a minimum wage of approximately “\$69 from their State Department of Corrections; or \$100-\$500 from the Federal Bureau of Prisons” to help reintegration in communities (Harrison & Schehr, 2008:35). For instance, in Texas and Georgia, ex-offenders receive payment of “\$63 and \$70, respectively.” However, only “unemployed ex-offenders, who are actively searching for jobs, are eligible for this payment. To this effect, about “4,000 released offenders from Texas and Georgia state prisons receive weekly payments” (Harrison & Schehr, 2008:51). This initiative seems to minimize the returning of ex-offenders to correctional centres due to unemployment. Another alternative will be for governments to provide “incentives to employers who are ready to employ released inmates” (Salaam, 2013:448). This view is based on the fact that, “the aim of rehabilitation may be social reintegration or simply the prevention of further offending” (Ward & Fortune, 2013:32).

2.3.4 Lower recidivism rate

As mentioned previously, the definition of the word ‘recidivism’ differs from study to study. For example, Fabelo, (2002:106) defines recidivism as *re-incarceration* of an offender in a correctional centre for a new offense or “for violation of parole conditions.”

Contrary to this view, Ngabonziza & Singh, (2012:91) define recidivism as “a behaviour process or pattern” in which offenders who were previously sentenced in correctional centres ‘or community corrections’ re-offend, and re-admitted to the Department of Correctional Services. In addition, “measurement of recidivism is an issue on its own right as definitions have varied, ranging from re-arrest through reconviction to incarceration in the case of prisoners” (Graffam *et al*, 2014:352). In most cases, it is used to portray success of correctional education (Gehring, 2000:198).

For example, recidivism 'may be measured' on re-arrest of released offenders for a criminal behaviour or re-offending committed within a period of three years of release from correctional centres (Kim & Clark, 2013:198). In summary, it seems; "what constitutes recidivism is subject to varying definitions and methodologies" (Ngabonziza & Singh, 2011:89). But; currently, "there is not a standard classification of recidivism for the purpose of conducting studies" (Ward, 2009:196).

In this instance, education programmes appear to play a significant role of transforming offenders in preparation for re-integration in communities, thus contribute to the reduction of recidivism rate in correctional centres. This view seems to support, the Good Lives Model (GLM) perspective which postulates:

"... both well-being enhancement and risk reduction should guide intervention. An effective way of reducing the risk of recidivism is by assisting offenders to formulate their personal priorities (primary goods or core values) within a good lives plan that translate these abstract values into lifestyles that bestow meaning and purpose to offenders while also lowering their potential for reoffending" (Ward & Fortune, 2013:32).

For instance, the results in a study conducted at *New York State Division of Criminal Justice Services, State Department of Corrections and Community Corrections and Supervision*, affirm; ex-offenders who finished college programmes in correctional centres; had minimal recidivism rates in comparison to those in the 'comparison group' (Kim & Clark, 2013:202). Furthermore, findings in a study undertaken between (2005-2009) in Indiana 'IDOC division', indicated:

"66,7% of the offenders who had a college education had been employed in a variety of job sectors, least ast one quarter in any given year in the study period of 2005-2009, since their initial release in 2005" (Lockwood *et al*, 2012:388).

In summary; the outcomes of the aforementioned study reveal, offenders whose qualifications are low, become prospective recidivists and unemployed upon release (Lockwood *et al*, 2012:391).

Based on this notion, it is evident; “education and training” decreases “the number of incarcerated inmates by reducing the rate of recidivism among those inmates released to return to society” (Lockwood *et al*, 2016:2). In this case, it appears; education can make a significant contribution in the reduction of recidivism rate since it addresses criminogenic needs. Varghese, (2013:1018) asserts; “criminogenic needs are those factors that can influence whether an offender will return to a life of crime and can also be changed through interventions.” Subsequently, research recommends that the ‘primary criminogenic needs’ which must be targeted in offenders are “education, employment, accommodation, drugs and alcohol, mental health, social networks, cognitive skills, and attitudes” (Ngabonziza & Singh, 2012:93).

Subsequently, it seems; increasing offenders’ education levels during incarceration period improves chances of finding employment on release, thus help in curbing an offending behaviour (Winterfield *et al*, 2009:1). For example, findings on offender recidivism rate in a study conducted at Indiana Department of Corrections for a period (2005-2009) reflect:

“... the recidivism rate among 306 offenders who had a college education was 31.0%, the recidivism rate among 3,461 offenders who had a high school diploma or GED was 46.2%, and the recidivism rate among 2,321 offenders who had an education below high school was 55.9%” (Lockwood *et al*, 2012:391).

Deducing from these findings, it appears; offenders’ education levels have “a significant impact on recidivism rate” (Lockwood *et al*, 2012:380).The motivating factor is that educated ex-offenders “have a better access to employment, decreasing the likelihood of crime and recidivism” (Brown & Rios, 2014:13).

But; at this stage it has not been determined “the exact cause-and-effect relationship between education and recidivism,” however; research proves that education decreases offender recidivism rate (O’Neill *et al*, 2007:314). For instance, a study conducted in the US demonstrate that offenders who attended education programmes whilst incarcerated had forty-three percent reduction on recidivism rate than offenders who did not attend (Davis *et al*, 2014:2).

In this case, it is argued; “lack of education is related to-but does not cause-crime” (Gehring, 2000:198). For example, the Good Lives Model perspective is based on the notion that ‘offending’ is “an attempt to obtain primary goods within the context of personal limitations (e.g. lack of knowledge or skills) and environmental disadvantage (e.g. lack of opportunities or resources)” (Barnao *et al*, 2015:3). Consequently, “most people agree; that crime is a terrible problem, that one of the functions of prisons should be to minimize crime, and that released prisoners should be able to live decently in communities after release” (Gehring, 2000:197). Crime results to huge costs and consequences to victims, society, economy, offenders and families.

It becomes evident therefore; correctional centres “have key roles to play in addressing crime and in promoting the rehabilitation of their inmates, thereby reducing the chances that they might re-offend” (Hawley *et al*, 2013:7). In this instance, the GLM approach to offender rehabilitation appears to be ideal since it promotes “offenders’ goals and reducing their risk of reoffending” (Barnao *et al*, 2015:1). In essence, offenders “who attend educational programmes” during incarceration period “are less likely” re-incarcerated (Vacca, 2004:297). In this instance, policy developers believe; the higher the education of offenders, the lower their recidivism rate (Fabelo, 2002:108).

This notion is further affirmed by the findings in a study conducted at Texas Department of Corrections in the US which reveal; offenders with the highest education qualifications obtained employment on release, had higher incomes, thus decreased their chances of returning to correctional centres. In the same study, ‘education achievement’ in correctional centres was linked to eleven percent reduction on recidivism rate over a two-year period of released offenders (Fabelo, 2002:106). This relationship is outlined in Table 2.1.

Table 2.1: Relationship between released offenders' education achievement and recidivism rate in a two-year period

(Education Achievement Score)	(Two-year, Recidivism Rate)
(4.0)	(17%)
(4.0-5.9)	(19%)
(6.0-7.4)	(18%)
(7.5-8.9)	(16%)
(9.0)	(14%)

(Fabelo, 2002:108)

(Research Conducted in the Department of Corrections in Texas, US)

As depicted in Table 2.1, it appears; recidivism rates are lower for those offenders who participated in education during incarceration period (O'Neill *et al*, 2007:317). To this effect, research affirms; offenders with higher education qualifications find stable employment, which makes them less likely to commit crime (Bosworth *et al*, 2005, Lockwood *et al*, 2016, Brown & Rios, 2014, Lockwood *et al*, 2012). Therefore, it appears; the main objective of implementing education programmes is to assist in adjustment back to communities and lower the return rate to correctional centres (McKinney & Cotronea, 2011:175). For example, "an individual lacking the competencies and resources to exert control over his life might attempt to obtain the good of agency through the use of violence" (Barnao *et al*, 2015:3). Consequently, lowering recidivism rates is one of the reasons a number of States in the US, channel resources to education and training in correctional centres (Davis *et al*, 2013:2). In this case, it is assumed; education qualifications offenders obtain in correctional centres will help them to qualify for 'diplomas,' thus secure employment opportunities and stay away from crime on release (Davis *et al*, 2013:2). Deducing from this notion, it appears; offenders with low education qualifications find it difficult to secure jobs on release. Consistent with this assertion, a number of studies demonstrate that uneducated and unemployed ex-offenders are likely to return to correctional centres (Lockwood *et al*, 2012, Brown & Rios, 2014, Kim & Clark, 2013). For example, results in a study conducted at New York Department of Corrections reveal; offenders who did not attend college programmes had "a re-arrest rate of 35.9% that is 3.8 times higher than the return rate (9.5%) of offenders who successfully completed prison-based college programs" (Kim & Clark, 2013:203).

Moreover, the five-year follow-up study conducted at Indiana Department of Corrections, affirm; “employment is the major predictor for recidivism. In other words, offenders who were unemployed would likely become recidivist offenders” (Lockwood *et al*, 2012:390). Therefore, this correlation between “employment and lower recidivism rates” give a strong base of investigating ‘career interventions’ within correctional centres (Musgrove *et al*, 2012:38).

Research reveals; rehabilitation success can be measured by “completion, obtaining employment after release and reduced recidivism” (US Department of Education, 2007:4). In essence, “provision of rehabilitation or correction service delivery focusing on human development and education and training for the youth is key to the prevention of recidivism” (DCS, 2005:163). It is evident therefore that involving offenders in rehabilitation programmes during incarceration period, assists in building a meaningful, crime-free life in their communities on release (Roper, 2005:7). Consistent with the aforementioned view, results in a study conducted from “2005-2009 in Indiana IDOC division” demonstrate that ex-offenders whose education qualifications were high, had lower rate of recidivism and better employment opportunities than those whose education qualifications were low. Another contributing factor is that, offenders who were coming from stable families and had good jobs prior incarceration; lost their jobs and family ties, resulting into difficult reintegration in communities, thus; increased recidivism rate (O’Reilly, 2014:7). In summary, it appears; it is very important for incarcerated people to obtain high education qualifications to minimize a likelihood of coming back to correctional centres when released (Smeets, 2014:67).

2.3.5 Enhance literacy levels

Prioritizing offender literacy requirements in correctional centres, appears to enhance chances of securing employment and to further their studies on release, thus; contributes to the reduction of recidivism rate (Jones *et al*, 2014:1). However, “adults with literacy difficulties may not initially be attracted to formal classes to improve these skills, but may be attracted to classes in health and physical education or the creative arts area” (Kett, 2001:63).

In this case, the right to rehabilitation can also be acknowledged by making reading and writing material, education and electricity accessible in correctional centres (Omar, 2011:23). For example, results in a study conducted in New Zealand, reveal; comprehension reading difficulties predict recidivism, 'seriousness, 'persistence' and continued offending upon release (Rucklidge *et al*, 2009:1277). Therefore "reading remediation is cited as key to preventing future delinquency" (Cole & Cohen, 2013:16).

According to Vacca, (2004:301) ex-offenders find it difficult to secure employment due to inadequate work experience and low literacy levels. For example, "an estimated 70% of adult prisoners in Western Australia have literacy issues to some extent" (Jones, 2014:1). Similarly, the Republic of South Africa is perceived to have a high illiteracy rate amongst ex-offenders and this has been identified as one of the factors which contribute to offending behaviour after release (Roper, 2005:20). In this instance, "literacy and numeracy skills are basic requirements for employment and training of former prisoners" (Addo, 2014:42).

Based on this notion, education programmes are seen as playing a significant role in ensuring that incarcerated learners receive quality education and improve literacy levels during incarceration period. For example, in the US, academic education programmes such as "Mandatory Literacy, Adult Basic Education, General Education Development, and special education" are offered at fifty-eight facilities within the Department of Corrections (US Department of Education, 2007:2).

Consequently; statistical results from the study conducted to offenders who attended a basic skills programme in a Closed Security Prison within the South Eastern Region of the United States, showed a great improvement in reading, math and language (Messemer & Valentine, 2004:84).

Therefore; it is recommended that education programmes should emphasize "practical applications of literacy" so that offenders are able to use the newly acquired skills (Vacca, 2004:302). In this case, it appears; "reading and writing materials are important means of securing the successful rehabilitation of offenders" (Omar, 2011:23).

In the South African situation, “offenders’ human development is improved through literacy, education and skills competency programmes” (DCS, 2013/2014:33). For example, the DCS offers Literacy, Adult Education and Training and Further Education and Training programmes to sentenced offenders (Mkosi, 2013:64). It is believed; offenders entering correctional centres are in need of literacy classes, “communication, and other subjects that will ease their transition into a corrections setting” (Browth, 2005:1). “In this way, literacy is seen as an empowering and powerful tool used to reshape the world in which we live” (Costelloe & Warner, 2014:33). Therefore; literacy classes in correctional centres are prioritized as a basic requirement for other education programmes, to help in improving offender literacy levels and communication skills, thus; assist in preparing offenders for reintegration in communities. As a result, findings in a study conducted to offenders at the Mountain View State Prison, reveal; if offenders’ learning outcomes do not improve by the end of a twelve months period, the possibility is for them to be dropped from a basic skills programme (Messemer & Valentine, 2004:84).

2.4 Some education programmes which seem to promote offender transformation

According to Patzelt *et al*, (2014:615) a number of correctional centres are implementing education programmes which enhance “reintegration into work and society after release.” For instance; nowadays, education programmes form part of correctional programmes which constitute “adult basic education, such as reading and writing, GED courses, and even college level classes” (Cecil *et al*, 2000:207). Since it is believed that education improves the quality of life, thus transform offenders to “become law abiding citizens,” the Department of Correctional Services renders a number of education programmes to incarcerated people, such as “substance abuse programs, behavioural change programs, religious programs, educational or vocational programs, and so on” (Kim & Clark, 2013:196). Due to high costs of incarceration and ‘recidivism rates’, there is a high need for “further empirical research to outline benefits of these types of programs and additional impacts such as cost and recidivism” (Patzelt *et al*, 2014:612). Based on this notion, some education programmes which are perceived to promote offender transformation are outlined below:

2.4.1 Literacy programmes

Research reveals:

“... illiterate or poorly-educated persons are no more dangerous than others, for sure, these people are not delinquents by nature, yet, it’s a fact, the proportion of semi-literate and illiterate individuals is greater in prison than in any other social group” (de Maeyer, 2001:121).

Based on this assertion, a number of incarcerated people in the DCS attend literacy programmes since they cannot read or write (Mkosi, 2013:65). Similarly; in Thailand, “education provision for illiterates aims to provide illiterate inmates with abilities in reading, writing and communicating correctly in Thai language” (Phatininnart, 2009:245). Due to the fact that a high number of ex-offenders have low literacy levels, education and training is utilized “to transform their knowledge, skills, and moral values which will put them in legitimate jobs” (Addo, 2014:37). This notion is affirmed by the findings in a study conducted in the US which clearly indicated that a number of respondents “were significantly below average in reading and relatively average in basic skills” (Curtis *et al*, 2013:47). Consistent with these results, a study conducted in New Zealand identified “poor reading comprehension as predictive of recidivism” (Rucklidge *et al*, 2009:1265).

These findings provided “convincing evidence that learning difficulties are associated with increased involvement in delinquent activities and official contact with the juvenile justice system and may impair juvenile’s ability to reintegrate successfully in society once released from their sentences” (Rucklidge *et al*, 2009:1265).

Likewise; in Nordic countries and Europe, it was discovered that the majority of offenders in correctional centres did not finish basic education (Manger *et al*, 2010:536). However, further ‘research’ is still necessary to investigate the impact of correctional education “on further education attainment” after release from correctional centres” (Ward, 2009:199).

Despite the fact that offenders have differences in learning abilities, the Department of Corrections, just like the Public school system strives to improve offender literacy levels (Mears *et al*, 2014:175).Correctional centres render literacy programmes to offenders in preparation for reintegration in communities. For instance; in Juveniles and Youth Closed Prisons in Turkey, first and second grade literacy courses are one of the programmes offered together with “supportive courses for open elementary education, open high school education and the faculty of open education, computer operation course, garden design course and welding business course” (Ozdemer, 2010:387). In this case, it is believed; the provision of literacy programmes in correctional centres helps in preventing future offending behaviour on release. For example, at Wheatfield Prison, in Ireland, “Basic Education and Literacy work are prioritized,” as a result, access to education which is similar to the one rendered in the community, is ‘provided’ to all incarcerated people (Kett, 2001:63).

2.4.2 Mainstream academic programmes

Receiving an academic qualification in correctional centres is not easy, since the majority of offenders come to school with limited skills, learning difficulties, and behavioural challenges (Sarra & Olcott, 2007:69). For instance in Singapore a high number of youth are admitted in correctional centres facing ‘academic’ challenges (Zhang *et al*, 2009:139).

Based on this notion, the US criminal Justice System plays an important role in delivering formal education programmes to incarcerated people (Mears *et al*, 2014:159). Equally; the South African Department of Correctional Services give offenders an opportunity to participate in formal education programmes such as “Literacy, General Education and Training, Further Education and Training, Higher Education and Training Band and Computer Based Training programmes” (Mkosi, 2013:61). The main reason for targeting academic programmes is to improve offender behaviour. It is argued; when learners’ academic qualifications improve, the “self-esteem would improve and eventually their social behaviours would begin to improve” (Ingalls *et al*, 2011:30).

However, offenders in correctional centres show different capabilities and learning methods. As a result, it takes a long time to some offenders to improve their literacy and numeracy levels, to qualify for General Education Diploma, but, some manage to make a slow progress (Sarra & Olcott, 2007:70). A General Education Diploma (GED) or any certificate equivalent to high school diploma is required for offenders to secure jobs on release (Greenberg *et al*, 2008:27). “The GED is a high school equivalency certificate granted by school districts” in the US (Fabelo, 2002:107).

As a result, Wheatfield Prison in Ireland, exposes young offenders to “Basic Education: Literacy and Numeracy, Health and Physical Education, General Studies, leading to certification where appropriate, and Creative Activities, Including Music, Drama, Art, Pottery and Crafts” (Kett, 2001:64). Similarly, the South African Department of Correctional Services established full-time schools for offenders between 14-18 years to ensure that young offenders are empowered with market related skills in preparation for reintegration in communities (Mkosi, 2013:66). The implication is; “correctional education programs need to align curricula to skill-oriented programs to provide incarcerated offenders with the necessary skills and proficiencies to meet the demand of various job sectors” (Nally *et al*, 2013:66). In this instance, a number of programmes offered to offenders within the Department of Corrections are aimed at addressing these gaps.

However, findings in a study conducted in a youth correctional centre in the US reveal that students reported that “schoolwork in the prison was easier than schoolwork in their outside, which is perhaps one way that the prison school manages the transient and diverse student population” (Young *et al*, 2010:215). The objective is to address offenders’ needs whilst serving their sentences in preparation for reintegration in communities (Biswalo, 2011:78). For example, in a study conducted at New Mexico and Indiana correctional centres, a high number of respondents singled out business courses as being helpful in transforming them, whilst offenders from the Indiana facility mentioned health or wellness and communications courses.

Even respondents from Virginia focus group members viewed computer, humanities and social and behavioural sciences courses as being helpful for offender transformation (Winterfield *et al*, 2009:5). In this case, it appears; correctional centres contribute “to the lifelong learning needs of their inmates who often have limited formal education and skills” (Biswalo, 2011:71). However, ‘overcrowding,’ insufficient budget for employment of teachers and *supplies and equipment* may result to failure of education programmes (Vacca, 2004:300).

To this effect, Anders & Noblit, (2011:91) postulate; offenders perceive academic education as ‘transformative’, thus prepares them for life outside correctional centres. For instance, some offenders who attended Youth Offender Program (YOP) at the North Carolina Workplace and Community Transition, perceived “the process of education itself as transformative across curriculum, where participation in the YOP was about turning’ coals into diamonds.” To this effect, some questionnaire responses in a study conducted to 159 students who had graduated from GED between October 2009 and April 2010 at California Men’s Colony in San Luis Obispo, testified:

“School has opened more doors for me. With a better education, more opportunities arise and chances of success are more likely.

It opened my eyes to the fact that I need to prepare for my future.

It has prepared me for the real world in different ways” (Thomas, 2012:177).

Deducing from the aforementioned responses, it appears; offenders proclaimed about being transformed by the YOP during incarceration period. This notion also became evident from interview responses, in a study conducted to fifty-eight offenders at Kaki Bukit Centre Prison School in Singapore where (24%) of offenders indicated a preference for group discussions, (23%) group projects and assignments, (24%) homework, (18%) projects and assignments, (14%) lectures and (13%) quizzes (Tam *et al*, 2007:136). In the same study, (37%) of offenders reported that they often felt confident about learning at Kaki Bukit Centre, contrary; (57%) of offenders differed from this view (Tam *et al*, 2007:137).

As to the supporting role played by correctional educators, (60%) of offenders reported that educators were easy to get, with the majority revealing that meeting educators occurred during tuition time, and others indicating looking for their educators during toilet breaks. However, (33%) of the offenders reported the unavailability of educators for assistance.

“Whilst (38%) of the offenders revealed that when they encounter challenges in their studies they approach educators “for explanation of difficult concepts, extra lessons and assignments, (9%) reported being helped by counsellors for motivation, whilst (53%) reported turning to their peers in their units for help (Tam *et al*, 2007:140). However; other offender *peers* regard some offenders’ participation in education as detracting from the image the inmate may wish to project” (Schlesinger, 2005:239).

For instance, findings in a study conducted in US correctional centres reveal; offenders reported “how peer pressure exerts a potent force on the adults in the prison, so that some inmates who may start attending classes with educational goals may be influenced to change priorities” (Schlesinger, 2005:238). Consequently, one participant proclaimed:

Ramon: “A lot of people try to look at you negative if you don’t kick it (associate) with them, saying you acting stuck up, or you been broken in by the system. These are jailhouse talk, you been broken in by the system, they brainwashing you. We are up here kicking it; you should be kicking it like us. You got time, you ain’t got just to do that just yet. You got ten years or twenty years, you got time to do. You got plenty of time to do your homework” (Schlesinger, 2005:239).

Despite these distractions, a number of correctional centres offer academic education programmes to ensure that offenders are transformed and equipped with market related skills; in preparation for reintegration to communities. This notion is in line with the Good Lives Model perspective which asserts; “an offender’s conceptualization of what constitutes a good life is understood; future oriented secondary goods can be identified collaboratively which will assist individuals in achieving their desired primary goods” (Ward & Fortune, 2013:40). For example, in Nevada, in the US, school districts teach a number of correctional education programmes “including the 8th grade level in their academics, English as a Second Language (ESL), Life Skills, GED preparation and Vocational high school programme” (Education Services, 2012:1).

However, in some studies, offenders reported experiencing challenges with regard to attending schools within Correctional Services environment.

For example; in a study conducted at Kaki Bukit Centre (KBC) in Singapore, offenders indicated challenges such as:

“... limited choice of subjects (19%), lack of IT and audio-visual resources (19%) and insufficient time to complete syllabus (18%). Other concerns included a lack of academic books (14%) and difficulty relating to what is being taught (12%). Contrary to this assertion, the findings in a study conducted at Edo State Prison in Nigeria reveals that six (8,82%) offenders reported that available materials were adequate for effective provisioning of correctional education programmes (Ihambekhai, 2002:6). But in terms of the learning environment in KBC, offenders indicated a lack of quiet place for studying (31%), a lack of suitable place to study after school hours (29%), and a lack of space for group work (13%)” (Tam *et al*, 2007:140).

Although offenders in correctional centres such as Mexico and Indiana indicated coursework being helpful, they reported that it was insufficient to enable them to qualify for the type of jobs they aspire to secure, therefore; additional coursework was recommended (Winterfield *et al*, 2009:7). Literature reveals; in New York State Prison, individual instruction is the main method of instruction (Sarra & Olcott, 2007:69). But; some correctional centres use *instructional television courses* (Lahm, 2009:48).

However, under Swaziland Department of Correctional Services, very few offenders participate in formal programmes than ‘work related” programmes. Formal programmes are academic in nature, for example, “reading, writing and numeracy,” or finishing primary and secondary education in order to receive a qualification (Biswalo, 2011:74). Contrary, in the South African situation, offender participation in formal education programmes seem to fluctuate due to a number of reasons which are beyond the Department’s control. For example, currently; the DCS does not have sufficient resources to render education programmes to all incarcerated people (Mkosi, 2013:103). This notion is due to the number of offenders participating in education programmes within the South African Department of Correctional Services as depicted in Table 2.2.

Table 2.2: Number of offenders attending education programmes in Adult Education and Training (AET) programmes and Further Education and Training programmes (FET) in DCS from 2009/10 to 2011/12 financial year

Programme	(2009/10)	(2010/11)	(2011/12)
Adult Education and Training	(10309)	(12051)	(11296)
Further Education and Training	(3445)	(4844)	(546)

(DCS, 2013/2014:30)

As depicted in Table 2.2, it appears; the number of offenders attending Adult Education and Training programmes is higher than those attending Further Education and Training programmes in the DCS. In addition, findings in a study conducted in the DCS showed that due to the shortage of human resources for delivery of education programmes, some offenders reported being assisted by peer tutors for tuition. In cases where these offender tutors are not available, tuition is disrupted (Policy Brief, 2012:5). In addressing this situation, research recommends partnership with external stakeholders to offer education and training and give support and information if required (Policy Brief, 2012:6).

Furthermore, the same study recommended that the South African Department of Correctional Services should strive at ensuring that Further Education and Training (FET) is made accessible to female offenders and sufficient resources are supplied for this purpose (Policy Brief, 2012:5).

Likewise, in the US; comparison between State and Federal Prisons showed that very few correctional centres offer educational programmes, due to limited resources and challenges of providing educational programmes to people who will be sentenced for a short period (Brazzel *et al*, 2009:6). Consequently, “due to limited slots in programs, most inmates are released without their education skills deficits being addressed” (US Department of Education, 2007:3). In addition; findings in a study conducted at Mountain View State Prison revealed; time spent in a classroom differs from one offender to another.

It was reported; time spent by offenders in the classrooms varies between 32 and 304 hours (Messemer & Valentine, 2004:84). In this instance, research recommends; correctional education managers should attempt to award incentives for offender participation in education programmes and put emphasis on the importance of General Educational Diploma as a stepping stone in qualifying for “college or professional training” (Brown & Rios, 2014:13). This notion is based on the fact that a number of ex-offenders “resort to criminal activity, at least in part, to a lack of academic education, vocational skills, or both” (Thomas, 2012:174). To this effect; Thailand Department of Corrections, offers general education up to the higher levels with the objective of giving an opportunity to offenders to be able to differentiate between “right or wrong in their daily lives and family living” (Phatininnart, 2009:245). Contrary to this notion; in “Irish prisons, education is provided by Vocational Education Committees (VECs or local education authorities) that also have responsibility for community-based further and adult education.” But, delivery of these programmes is through partnership with the Department of Justice (Kett, 2001:63).

2.4.3 Post-Secondary courses/programmes

In the US, Post-Secondary Courses refer to all education qualifications, vocational or academic, which offenders receive after obtaining General Education Diploma or a high school qualification (Contardo & Tolbert, 2008:3). These qualifications are similar to those offered in the communities (Bosworth *et al*, 2005:5). “Post-secondary education is found to be the most effective prison education program available for recidivism reduction” (Van Gundy *et al*, 2013:198). However, these courses will not delete the existence of ‘a criminal record’ but can assist offenders to be more marketable for job opportunities on release (Duwe & Clark, 2014:475). This view is affirmed by the findings in a study conducted to fifteen detained African American males in the US, where one of the participants proclaimed:

Serenity: “Once you have that diploma, that something everybody should want, you know, because, I mean, it’s helpful. When you get out, you want to get a good job, you know. You don’t want to do things you did that caused you to get here, you know, so having that diploma is a first step in changing, you know, doing something different and better, doing something good” (Schlesinger, 2005:240).

The above proclamation clearly depicts that some offenders perceive education as an important venture for 'change.' For example, research demonstrates that offenders who receive Post-Secondary qualifications are successful in securing stable employment opportunities on release (Bosworth *et al*, 2005:4). As a result, findings in a study conducted by Brown & Rios, (2014:10) reflect correlation between "post-incarceration education and improved labour outcomes." These findings focused only on participants who obtained "non-compulsory education, particularly a college degree." Consistent with this notion, findings in a study which determined the impact of correctional centre-based College programme at New York Department of Corrections portray that offenders who finished college programmes in correctional centres had lower recidivism rates as compared to the "comparison group" (Kim & Clark, 2013:202).

For example, a study conducted between 2007 and 2008 on released offenders at Minnesota correctional centres in the US, reveals; offenders who completed Post-Secondary courses in correctional centres "had lower rates of recidivism than their comparison group counterparts for all four measures" (Duwe & Clark, 2014:468).

Due to the fact that research 'constantly' report effectiveness of correctional centre-based college programmes in 'reducing recidivism,' there may be a possibility that these outcomes are 'overestimated' (Kim & Clark, 2013:198). But; findings in a study conducted by Winterfield *et al* (2009:6), strongly affirm that offenders in all sites 'personally' indicated the desire to remain in Post-Secondary Courses in order to stay away from correctional centre conflicts. In this instance, it becomes evident that Post-Secondary education programmes are perceived as being helpful in transforming offenders for successful life on release. Consequently; findings in a study conducted to male offenders at Virginia, Indiana and Mexico correctional facilities, found Post-Secondary Education courses to be "helpful, interesting and valuable" (Winterfield *et al*, 2009:5).

This notion is also affirmed by findings in a study conducted to ex-offenders at Minnesota correctional centres; which demonstrate; after obtaining Post-secondary qualifications during incarceration period, sixty percent of them managed to secure employment within a period of two years after release, as compared to fifty percent in other groups (Duwe & Clark, 2014:468). Moreover, it appears; 'Open University courses' help in addressing challenges within correctional centres. As a result, some correctional officials who 'perceived' "the course as a soft option," observed 'changes' in offenders' behaviour and how it transformed the whole correctional centre atmosphere (Schuller, 2012:31). It becomes evident therefore; that increasing the number of Post-Secondary courses in correctional centres in line with employment prospects is beneficial (Duwe & Clark, 2014:475). Consequently, 'Community colleges' form partnership with correctional centres to offer 'vocational and degree' requirements to incarcerated people (Palmer, 2012:165).

However, literature reveals; funding for college programmes and Post-Secondary courses is a challenge within the Department of Correctional Services. For instance, in the South African situation; "funding for post schooling endeavours are the responsibility of the offenders although the Department assists inmates to apply for study bursaries" (Herbig & Hesselink, 2012:34). These bursaries are awarded by the National Student Financial Aid Scheme (NSFAS) (Mkosi, 2013:68).

Equally; in US Department of Corrections, "Post-Secondary education classes are primarily paid for by individual inmates or their families" (Davis *et al*, 2013:3). In addition, an incentive; "a Lump Sum Award policy" where offenders who complete 'associate's degrees' during incarceration period, receive a reduction of four months in sentences is implemented. In cases, where offenders complete a 'bachelor's degree,' sentences are reduced with six months (Contardo & Tolbert, 2008:10). Contrary to this notion, in Thailand; "the Department of Corrections has provided a partial support of scholarship to the inmates, after which they will earn a degree equivalent to the general degree at bachelor's level" (Phatininnart, 2009:245).

In this instance, it appears; in Thailand Post-Secondary College programmes are offered to assist offenders who are interested in furthering studies up to the 'bachelor's degree level' (Phatininnart, 2009:245). This notion supports the GLM perspective that "the primary good of knowledge might be met through attending university" (Willis *et al*, 2014:60). Despite the fact that correctional centre-based college programmes appear to assist in reducing 'recidivism', the question still remains as to whether it can be effective in alleviating the crime rate (Kim & Clark, 2013:203). This notion is based on the fact that; other offenders "see the equivalency diploma and an education as a viable alternative to further criminal activity and subsequent repeat incarceration upon release" (Schlesinger, 2005:240). But research recommends; "college courses should also be career-oriented so that former offenders can obtain employment in a career field that remains in demand now and for the foreseeable future" (Piotrowski & Lathorp, 2012:687). In addition; it is advised that 'political and contextual shape' should be taken into consideration when developing Post-Secondary programmes (Palmer, 2012:168).

In summary; research shows that offenders, who obtain Post-Secondary qualifications during incarceration period, increase their employment opportunities upon release (Duwe & Clark, 2014:474). As a result, findings in a study conducted by Meyer *et al* (2010:165),

"from 2008-2009, in 38 correctional centres across five states in the US reveal; site programme 'co-ordinators' observed changes in participants such as reduced behavioural problems and detention, improved ability to abide by behavioural norms in the classroom, high levels of confidence, motivation, self-discipline, and maturity, improved self-image and grooming, improved communication skills and willingness to engage in thoughtful conversations etc."

2.4.4 Vocational education programmes

Vocational education programmes prepare offenders for employment upon release from correctional centres (Greenberg *et al*, 2008:28). This type of education is vital to equip offenders with market related skills in order to secure employment opportunities on release, thus; reduce recidivism rate (Harrison & Schehr, 2008:43).

For instance, in Thailand, vocational education programme is provided to help incarcerated learners acquire some knowledge and occupational skills prior to being released from correctional centres (Phatininnart, 2009:246). Likewise; Wheatfield Prison, in Ireland give incarcerated learners an opportunity to register in different “vocational qualifications that are interlinked and can be used as a stepping stone for further study” (Kett, 2001:66). However, there are some scholars who are sceptical about the impact of ‘vocational programmes’ on offenders by rejecting “the claim that they significantly affect recidivism.” These scholars “do not believe that there is any significant correlation between employment status and criminal behaviour” (Harrison & Schehr, 2008:40). In addition; these scholars believe that vocational education programmes do not target “personal and cognitive factors necessary to adapt to environmental changes” (Keena & Simmons, 2014:2). But; research demonstrates that training in vocational and professional subjects may assist in improving offender employability, which is perceived to be a “key factor” in reducing offending behaviour (Hawley *et al*, 2013:9). This notion is based on the fact that “the job market is evolving drastically, and the need for relevant job skill development is crucial for competitive employment after release” (Curtis *et al*, 2013:46).

However, findings in a study conducted in the Republic of South Africa reveal; although ex-offenders received skills through matriculation, vocational training, diploma and degree, they struggle to get employment on release (Roper, 2005:32). Likewise; in the US, about two thirds of offenders are returning to correctional centres when released as a result of inadequate marketable skills and a criminal record which makes it very difficult for them to find employment (US Department of Education, 2009:1). However, in the Republic of Uzbekistan Correctional Services; incarcerated females participate in Vocational Educational programmes to encourage self-sufficiency upon release. As a result; Figure 2.1 depicts an example of fabric manufactured by incarcerated females through a Vocational training course in the Republic of Uzbekistan.



Figure 2.1: An example of fabric manufactured by incarcerated females in the Republic of Uzbekistan
(Zaichenko, 2014:22)

Therefore, it is significant that “ex-offenders have marketable skills or trades to make them valuable to employers.” In this instance, “learning a vocation such as carpentry or plumbing provides the ex-offender with a sense of self-worth and purpose in the workplace” (Harrison & Schehr, 2008:57). For instance, Swaziland Department of Correctional Services focuses on the development and rehabilitation of offenders as the main objective to ensure that offenders receive education and training to acquire “academic, social and technically oriented vocational skills as well as the establishment of a learning culture and the promotion of work ethics” (Biswalo, 2011:73). Similarly; *the* “Irish Prison Service” provides *training and workshops* which provide “structured activities in welding, joinery, catering, construction, general engineering and electronics” and prepare offenders for employment opportunities in the near future (O’Reilly, 2014:4).

It is presumed; offenders who attended vocational education programmes are more successful after release. They have more chances of getting employment, stay successfully in half way houses, and chances of their parole conditions being revoked are minimal (Lahm, 2009:41). Similarly; findings in a study conducted on incarcerated women in the DCS reveal; vocational programmes are offered to offenders. However, researchers observed; “hairdressing is a key vocational training programme in the women’s section,” but, welding and carpentry are also offered in some correctional centres (Policy Brief, 2012:4). Subsequently, some women reported to have an interest in courses such as “small business development, financial management and bookkeeping, entrepreneurship, catering, motor mechanics, carpentry, bricklaying, photography, and interior decorating” (Policy Brief, 2012:4).

The findings in a study conducted by Greenberg *et al* (2008:31) affirm; offenders who attended vocational training whilst incarcerated have higher “average prose and document literacy” than those who did not attend vocational training. As a result, offenders who finish general vocational training programmes have a lower rate of recidivism (US Department of Education, 2007:1). But; some ex-offenders in South Africa reported having difficulty in acquiring tools for trades they qualified for whilst incarcerated in correctional centres, due to the fact that their families could not afford them (Roper, 2005:17).

Similarly, findings in a study conducted in Swaziland, reveal; although offenders received *practical skills*, such as “business management and business start u skills” they could not implement them upon release in communities (Biswalo, 2011:76). Contrary to this notion, in Nigeria ex-offenders who have completed ‘vocational’ programmes “do have access to microcredit loans with which to start their own business upon release.” But; these loans are insufficient to start businesses; as a result, beneficiaries utilize them for other things (Salaam, 2013:449). Despite these reported challenges, it is still evident; “correctional education and vocational training programs” play a significant role in increasing employment prospects, thus; decrease ‘recidivism rate amongst ex-offenders (Lockwood *et al*, 2012:382).

2.4.5 Mandatory education programmes

In some instances, a mandatory education is linked with numerous incentives such as “parole consideration, time off sentences, stipend or wages for attendance and penalties for non-attendance” (Harlow *et al*, 2010:86). Contrary to this notion, in the South African Department of Correctional Services, mandatory education is for offenders who do not have Adult Education Level 4 or any qualification equivalent to Grade 9 does not have incentives or penalties attached to it. For instance, it is stipulated in the Department’s Strategic Plan document; with effect from the 1st April 2013, “it will be compulsory for all offenders who do not have a qualification equivalent to Grade 9, to finish Adult Education and Training (AET) Level 1 to 4” (DCS, 2013/14-2016/17:6). The objective of this initiative improve offender literacy levels in preparation for reintegration in communities.

Similarly, the US Department of Corrections implements a mandatory literacy programme to offenders. In the US, “Mandatory Literacy program is a 150-hour literacy training program required by law for all inmates with two or more years remaining on their sentence who score below a ninth grade reading level or higher” (US Department of Education, 2007:2). In this instance, in the majority of States, offenders who do not hold a General Education Diploma (GED) or did not graduate from high school are compelled to attend education programmes (McKinney & Cotronea, 2011:188). But; some offenders utilize “the role of a student as a cover for illicit activities like gambling, selling and exchanging contraband, and other hustles, which resemble the same activities, criminal and otherwise, they may have conducted in the community” (Schlesinger, 2005:243).

In the US, some States implement mandatory education programmes, as “a mandatory incentive system” which requires offenders to attend school for a minimum number of months if they do not have specific reading levels or a high school diploma or a General Education Diploma (Steurer *et al*, 2010:41). For example, a number of States implement *mandatory education laws* “which require correctional education courses for offenders who score below a certain level on standardized tests” (Bosworth *et al*, 2005:2).

At least twenty-six states' legislation compels attendance "until a set level of achievement is reached" (Bosworth *et al*, 2005:2). Similarly, "since 1994, all New York prisoners under the age of 21 are mandated to be enrolled in an academic education program until they attain a General Education Diploma (GED)." In this instance, a number of offenders who would not have enrolled in education programmes attend in order to receive "time off their sentence, better assignments and other rewards during incarceration" (Harlow *et al*, 2010:90). But; in Indiana unlike other States, "there are no mandatory requirements for enrolment in and completion of education programmes." Instead, an "incentive system for participation and completion" of education programmes is implemented as outlined in Table 2.3 (Steurer *et al*, 2010:42).

Table 2.3:State of Indiana (DOC Education Incentive system)

Programmes	Credits or time earned
Literacy and life skills programmes	Six (6 months)
General Education Diploma (GED)	Six (6 months)
Careers or Technical Programmes	Six (6 months)
Diploma (High School)	One (1 year)
Degrees (Associate)	One (1 year)
Degrees (Bachelors)	Two (2 years)

(Steurer *et al*, 2010:42)

Similar to the US, Netherlands has a mandatory education system which compels all schools to implement "1,040 hours of education per year." In compliance to this law, the Netherlands Department of Correctional Services implements mandatory education plan, known as "one juvenile, one plan" to all juveniles. The implementation of this plan includes treatment and an individual education plan. During the implementation process, the appointed staff members monitor the programme regularly and make adjustments where necessary (Smeets, 2014:70). Therefore, it appears; 'mandatory education system' can assist in making education programmes accessible to all incarcerated people within correctional centres, thus; enhance offender literacy levels and equip them with market related skills required for reintegration in communities.

But; the majority of offenders do not grab this opportunity due to lack of motivation (Halperin et al, 2012:9). Contrary; in Omaha correctional centre, under Nebraska Department of Correctional Services, “participation in education is not mandatory for offenders; they can earn credit for participation, which will benefit them toward early release” (Hunte, 2010:2).

2.4.6 Entrepreneurial education programmes

“Research has shown that in comparison to other education programmes, entrepreneurship is necessary for ‘career path’, due to the fact that it gives students ‘knowledge’ about business opportunities” (Patzelt *et al*, 2014:589). As a result, some business schools partner with correctional centres in order to make entrepreneurship education accessible to offenders (Keena & Simmons, 2014:4). In this case, it is hoped; “entrepreneurship education, which is directed toward the creation of businesses, might be utilized for even greater levels of success” (Lockwood *et al*, 2006:4). Subsequently, entrepreneurial education programmes can assist offenders to become self-sufficient on release, by starting their own businesses, earn income, thus; contribute to the reduction of recidivism rate in correctional centres. However; due to the multitude of hurdles encountered by ex-offenders, correctional education managers stress that entrepreneurial education should not emphasize vocational training only, but should promote “personal and cognitive development” of offenders (Keena & Simmons, 2014:13). In this instance, it appears; entrepreneurship education may assist ex-offenders to think about being successful and beyond employment skills. For instance, a number of offenders struggle to be employed due to the fact that “companies use background checks to exclude ex-offenders from employment opportunities.” Although the main objective is protecting communities and organizations to lose out financially, “legal restrictions result in labelling and consequent black listing ex-offenders on the job market” (Harrison & Schehr, 2008:45). Despite the fact that entrepreneurial education programmes have been successful in correctional centres, very little research has been conducted on this subject (Keena & Simmons, 2014:2). For instance, the results in a study conducted to offenders who completed “Iceburg House Entrepreneurship programme” in the Department of Corrections in Mississippi, show that a number of respondents testified that the programme helped them to be employed (Keena & Simmons, 2014:2).

In the same study, a high number of respondents reported that entrepreneurship education does not require one to have big ideas, entrepreneurs can identify opportunities in “their own backyard” (Keena & Simmons, 2014:8). For instance, in the case of Nigeria, although ex-offenders who obtained vocational qualifications receive some assistance to start their own businesses, “the income generated is not always guaranteed, compared to the steady, regular monthly salary available from white-collar jobs” (Salaam, 2013:442).

For example, findings in a study conducted at Minnesota, Ohio and Maryland in the US, demonstrate:

“... twenty-three of the respondents, sixty-eight percent, indicated that they intended to start legitimate business in the future. Nineteen of these, fifty-eight percent, had taken previous courses in prison that they believed would help them achieve this goal” (Lockwood *et al*, 2016:11).

These entrepreneurship courses were presented by an offender who is highly experienced in entrepreneurship, by utilizing “textbooks and educational material” received from Institutions of Higher Learning (Lockwood *et al*, 2016:5). Moreover, findings in a multiple case study conducted in Europe reveal; offenders who attend entrepreneurship education appreciate this opportunity. For example, one participant testified:

Parker: As long as I was attending the courses and working on my idea, it was as if I was not locked up (It allowed me) to beam myself away from prison with the idea. This has been very good, and therefore I did not want to stop working on my idea (in the course) (Patzelt *et al*, 2014:607).

This assertion depicts that attending entrepreneurial education programmes in correctional centres boosts self-worth and keeps offenders busy during incarceration period. As a result, in some correctional centres in Thailand, ‘teaching’ lessons are presented “by well-behaved knowledgeable” offenders, who are granted approval to ‘teach’ in correctional centres (Phatininnart, 2009:242).

2.4.7 Computer Based Training programmes

The use of Computer Based Training programmes is gradually increasing in correctional centres. But, “access to live internet by inmate students and the use of internet based instruction is limited” (Davis *et al*, 2013:1). For instance, findings in a study conducted by Young *et al* (2010:211) reveal; one educator reported that he would love to use computers for teaching youth offenders had it not been the fact that ‘internet surfing’ is not allowed in correctional centres. Subsequently, in a number of correctional centres, “multimedia experiences offered by online courses and critical to the nature of offender learners is lacking in this one-way delivery mode” (Borden *et al*, 2012:24). This becomes a challenge since “higher education students cannot work effectively without modern technologies, and the largest barrier to offender learning is the digital divide” (Watts, 2010:61). Contrary to this view, in Norway correctional centres, computer competence is incorporated in all subjects or learning areas of curriculum such as reading, oral and written expression, mathematics, and digital competence. In this instance, computer use is perceived as a right to every learner. Therefore; every learner in Norway, including offenders have internet access which is also a requirement for assessment purposes (Pettit, 2012:102).

Computer Based Training equips offenders with market related skills; in preparation for reintegration in communities. As a result “computers, with their ‘searching’ function have come to be regarded as libraries enabling instant access to a wide spectrum of information resources” (Watts, 2010:61). For instance, in Thailand, offenders who have no interest in pursuing academic education may choose “short-term training on computer courses, vocational short courses, out-of-school Boy Scout and Young Cross, arts, music sports, etc.” (Phatininnart, 2009:242). Consistent with the aforementioned report, findings in a study conducted to incarcerated women in the South African Department of Correctional Services reveal that one offender “expressed her appreciation for the skills she acquired in practical programmes, such as computer literacy and sewing” (Policy Brief, 2012:5). However; due to the fact that offenders live in a security environment, chances of being exposed to internet are minimal; they are rarely exposed to technology instruction (Harlow *et al*, 2010:84).

For instance, findings in a study conducted in the Department of Corrections in the US disclose that “although the use of computers for instructional purposes is common, 39 states use desktops for Computer Education, and 17 states use Laptops-Internet access and use of Internet-based instruction is limited.” In the same study, it was discovered; “in 30 states, only teachers and vocational instructors have any access to internet technology” (Davis *et al*, 2013:3). It was further reported; in 24 States offenders are given access to ‘Microsoft Office Certification’ in Vocational or Computer Based Training Education programmes, due to the demand of computer skills in the job market (Davis *et al*, 2013:3). But it seems, “access to computers and storage media varies widely and is dependent on the culture within each prison” (Watts, 2010:61). As a result; findings in a study conducted in a youth correctional centre in the US, reveal; “computers for use by youth were in short supply. For example, in one room there was no computer” (Young *et al*, 2010:211).

2.4.8 Life skills programmes

Cecil *et al*, (2000:208) postulate; “life skills programs are designed to address skill deficiencies that might hinder the attempts of offenders to function successfully in everyday life.” For example, in Nigeria “the farm centers, subsidiary farms and market gardens are agricultural prison camps and/or agricultural extension schemes, set up solely to train prisoners in agricultural based vocations” (Salaam, 2013:441). The objective of this initiative is to address skills shortage due to the fact that it is believed that a high number of ex-offenders are unable to secure employment opportunities in stable jobs on release due to low educational levels and skills (Salaam, 2013:446). However, it should be noted; some life skills programmes which also focus on ‘cognitive skills’ are not education related hence offered by psychologists for counselling purposes (Cecil *et al*, 2000:210).

But, “through their professional expertise and training, counselors/career psychologists could offer inmates an opportunity to make educational and vocational choices that will allow them utilize their maximum potential in the fittest environment” (Salaam, 2013:448).

To this effect; Omar, (2011:20) re-iterates; offender rehabilitation programmes should transfer “hard skills, life skills” and other important prospects which are difficult to attain as individuals. Based on this notion, “life skills components; have been added to academic curriculums offered to offenders” (Cecil *et al*, 2000:207). For example, in Thailand, “education for life skills development” is offered to assist offenders with adjustment within correctional centres and on release in communities. The main focus is on “training in various religious doctrines, non-formal education Boy Scout and Red Cross, arts, recreation, and sports” (Phatininnart, 2009:246).

In this case, “personal skills, such as time management, presentation and team working,” which are required by employers just like education and training skills which seem to be minimal amongst ex-offenders are transferred (O’Reilly, 2014:7). For instance, in Nigeria, ‘contractors’ enter correctional centres to employ offenders in order to work in “construction sites and/or for horticulture purposes” (Salaam, 2013:442). It is believed; a combination of “vocational and career guidance for inmates will help them to develop their skills, identify what career would be best for them, and point them in the direction of employers who will be more understanding of their past” (Salaam, 2013:448). For example; outcomes in a study conducted by Curtis *et al* (2013:47), show that the sample of offenders studied “measured 70% in basic skills” thus confirmed; “this population did have a successful, albeit relative, measure of basic life skills.” In the case of Omaha correctional centre under Nebraska Department of Correctional Services (NDCS), life skills training courses such as cognitive thinking, work attitudes and behaviours, building relationships, leadership and team building & HIV/AIDS are offered (Hunte, 2010:13). Subsequently, the most interesting observation in a study conducted at the centre reveal; “inmates who engaged in life skills training courses consistently had a higher average number of violations at all levels than all the inmates combined” (Hunte, 2010:65).

2.4.9 Art education programmes

Art education is very popular in correctional centres for security reasons since it keeps offenders busy and occupied (Clements, 2004:173).

Furthermore, art programmes are “intended to enhance self-actualisation and reintegration” (Jovanic, 2011:81). For example, it is believed; creative arts develop the mind and boosts self-confidence, especially to those offenders with low self-esteem problems (Clements, 2004:172). Just like everyone, a number of offenders need to be creative and would like to be creative through art work. In this instance, art education programmes provide such platform (Johnson, 2008:106). For example, the artwork portrayed under Figure 2.2, was drawn by an offender artist; “on the interior of a vacant county jail in Indiana” (Johnson, 2008:108).



Figure 2.2:An example of one of the drawings made by men on the interior of a vacant county jail in Indiana

(Johnson, 2008:110)

Due to the creative artwork of offenders, as shown in Figure 2.2, correctional art education programmes are supported by a number of professionals such as, *researchers, teachers, artists, therapists, counsellors and administrators* (Johnson, 2008:102). It is believed; offender participation in art education programmes helps students reformulate their ideas about education and their identity (Williams, 2008:125).

In addition, offender art work may be exposed in communities. For instance, offender art work could be displayed at public places such as “museums, galleries and other venues for the public to enjoy” (Johnson, 2008:106).

As a result, “arts-based projects have a long and successful history in working with offenders” (Henley *et al*, 2012:499). Consequently, the most common art education programmes in correctional centres are drama/theatre and music:

2.4.9.1 Drama/theatre

To a number of offenders, participating in art education programmes seems to remove negative thoughts they acquired before incarceration (Tett *et al*, 2012:183). For example; results in a study conducted at Mthatha Medium B within the South African Department of Correctional Services demonstrate that a number of participants in a music project “see education as a tool for lifelong learning, something that will benefit them in the future” (Twani, 2011:256).

Research also affirms; “through drama, creative writing and other exercises the prisoners learn to build trust and communication skills, first with each other and then with their families” (Schuller, 2012:30). For instance, it is believed; drama creates “moments of contact, socialization and mutual understanding,” promotes offender involvement and re-assures them that they can do constructive things in life (Okhakhu & Evawoma-Enuku, 2011:527). Based on this notion, it seems; offender interactions during drama lessons boost their self-esteem. As a result, in a study conducted by Henley *et al* (2012:510), one participant testified; the confidence he gained through art education programme helped him to register for a vocational course, something he could not do prior to his participation in this programme. This view is affirmed by findings in a study conducted in three correctional centres in Scotland where a number of young participants testified after an arts intervention programme; it has assisted them to see their strengths which will open other doors in the future (Tett *et al*, 2012:178).

According to Okhakhu & Evawoma-Enuku, (2011:527) drama in correctional centres promote contacts, social life and make offenders to understand each other since they are given an opportunity to demonstrate that they can do something good and positive with their lives. In this instance, it seems; art education programmes “encourage self-direction, respect and management in a voluntary capacity, which underpins realistic transformation” (Clements, 2004:177).

For example, literature demonstrates; theatre may be used as a strong socio-cultural and political instrument in improving education in correctional centres (Okhakhu & Evawoma-Enuku, 2011:525). Consistent with this notion, the results in a study conducted to young offenders in three correctional centres in Scotland reveal; one participant testified:

“Working with people that trusted you and were decent and positive help to bring back self- esteem and made you ‘proud to be really able to do it’ (Tett *et al*, 2012:179).

Furthermore, findings in a study conducted to “young offenders” who were involved in *Nee Vic Borderlines Theatre programme* in England reveal; arts improve behaviour, relationship with families and reduce re-offending rate (Johnson & Turner, 2007:192). Moreover, art education programmes such as theatre seem to have a potential of reducing stress levels to offenders, thus; eliminate violent and aggressive behaviour (Williams, 2008:125).

2.4.9.2 Music

Art programmes are perceived as a welcoming, ‘safe’ manner for youth offenders who have negativity pertaining education, based on their “negative experiences” acquired during their pre-incarceration school attendance days (Anderson & Overy, 2010:47). For instance, literature reveals; art programme, like music; helps offenders to see themselves as musicians rather than as ‘offenders’ (Anderson & Overy, 2010:48).

To this effect, findings in a study conducted at Mthatha Medium B correctional centre within the South African Department of Correctional Services reveal; after participating in a music project “offenders for their part began to use their knowledge as performing musicians to exercise the power of their acquisition of music skills, life skills, self-confidence, organisational skills and problem solving skills” (Twani, 2011:209).

In addition, it is believed; “the experience of participating in a group music or art project thus not only is a potentially enriching one, but it can also present a vital opportunity for prisoners to develop social and personal skills that they can utilize once they are released from prison” (Anderson & Overy, 2010:48). Consistent with this view, findings in a study conducted within South African Department of Correctional Services, at Mthatha Medium B correctional centre, reveals; after participating in a music project, “a sense of comradeship was developed that had not existed before through people from many different educational levels and social backgrounds working together” (Twani, 2011:235). Deducing from this view, it seems; music plays a significant role in improving social relationships amongst offenders. To this effect, literature affirms; “not only does the programme teach the inmates about classical music, but the experience also teaches them about commitment, confidence and teamwork” (Warfield, 2010:109). For instance, findings in a study conducted by Anderson & Overy, (2010) to young offenders who participated in a pottery art programme at “Her Majesty’s Young Offender Institution in Scotland” reveal; one participant testified:

S.J: It’s all about teamwork, really. Cause we had a job making (cylinders) and people were putting words in them and other people was having to paint them. So, basically we all had to work together to get it done (Anderson & Overy, 2010:55).

Aligning with the aforementioned assertion, artwork seems to promote teamwork and improve relationships to offenders. For instance, research demonstrates; music as an art education programme plays an important role in the rehabilitation of female offenders within the Department of Correctional Services.

As a result, survey results in a study “funded in 2001 by the National Art Foundation,” in Juvenile correctional centres in the US, show that female offenders receive art programmes more than male offenders (Williams, 2008:113). For example, the most popular art programmes offered to female offenders at IOWA correctional centre are “visual art, storytelling, music, journaling, and support groups with incarcerated abused women” (Williams & Taylor, 2004:48).

To this effect, a number of respondents who were interviewed about music at IOWA correctional centre for women testified:

Music-in so many ways and in so many forms allow me to feel, allowed me to grow, and allows escape, laughter, tears, exercise, relaxation, stimulation, and dream.

It is a gift however it comes and always makes me feel real (Williams & Taylor, 2004:48).

Moreover, results in a study conducted to females who participated in orchestra education programmes at the Hiland Mountain correctional centre in Alaska demonstrate; “learning to play a stringent instrument and playing orchestra allow prisoners to learn a skill they can use when they re-enter society” (Warfield, 2010:104). Consistent with this notion, a number of women testified how participation in a music project “made them feel normal again.” In this instance; “they attributed to the calming effect that the music had, but also of how the project facilitator treated them” (Henley *et al*, 2012:508). But; some offenders have negative opinions on rehabilitation programmes due to the attitude portrayed by some educators during this process. For instance, in a study conducted in youth correctional centre in the US, one participant ‘Bruce’ reported; “since his teachers think he’s a criminal, they also view him as not worth helping and therefore he does not receive the rehabilitative and educative services to which he is entitled” (Young *et al*, 2010:213).

However, it seems; music give female offenders self-worth and competence due to meeting different people outside correctional centres and family members who come to watch their performance in concerts (Warfield, 2010:109). Based on the aforementioned view, it appears; “a creative and critical education steeped in the arts and humanities may well be a better rehabilitative tool than a psychologically based cognitive or dumbed down basic skills programme” (Clements, 2004:174). As a result, it is believed; participation in a music group helps in boosting offenders’ confidence and self-esteem.

For instance, findings in a study conducted by Anderson & Overy, (2010:61) affirm; results on *Rosenberg Scale* reflected a high 'self-esteem' of 8.47% to a group of offenders who participated in a music group than those who participated in other art education group. Consistent with this view, Warfield, (2010:108) asserts; offenders who were participating in an orchestra music programme developed "a love of music, successful performance skills on string instruments, broadened musical awareness and an opportunity to express new emotions." In essence; research demonstrates that music plays a significant role in enhancing communication, literacy skills and inter-personal relationships to most offenders (Anderson & Overy, 2010, Henley *et al*, 2012, Warfield, 2010). For example, it is argued; participation in art projects assist in building a "learning culture and encouraged the improvement of verbal and written literacy skills through the use of positive pedagogical approaches" (Tett *et al*, 2012:171). Consistent with this notion, in a study conducted at Her Majesty's Young Offender Institution at Polmont in Scotland, participants proclaimed:

M.D: At the start I was kind of shy and stuff but I started talking to people.
(Anderson & Overy, 2010:55).

I think it helps me. It cheers me up and that. It gets me out of my cell. I know that by doing that (education) it could help me when I get out as well (Anderson & Overy, 2010:56).

In summary, it appears; "playing music in a group is also an activity that takes trust, communication and a sense of humour, giving prisoners the opportunity to interact socially" (Anderson & Overy, 2010:48). This notion supports the Good Lives Model perspective which asserts; "the primary good of community might be met through belonging to and participation in a sports or cultural group" (Willis *et al*, 2014:60). As a result, outcomes in a study conducted to offenders who participated in *Good Vibrations Project on Javanese Music* in the UK, affirm; an increased self-confidence and self-belief was observed amongst offenders who participated in this project (Henley *et al*, 2012:508).

2.5 Library programmes

“Libraries are seen as a key element in raising literacy levels and supporting prisoner education programmes which are ultimately aimed at rehabilitation and reintegration” (Vacarrino & Comrie, 2010:170). In this instance, correctional centre libraries must ‘address’ offender research and reading material needs which are in line with the institutions’ policies, in order to keep in touch with the developments taking place in communities, improve; “vocational skills, provide educational material, support rehabilitation, provide reading materials for personal enrichment or recreation, and provide information on re-entering the community after parole” (Conrad, 2012:409).

Based on this notion, it seems; libraries support “educational, cultural, recreational, informational and rehabilitative needs” of incarcerated people (Vacarrino & Comrie, 2010:170). However, a number of teachers in correctional centres ‘report’ a high shortage of “resources and funding means using older and outdated textbooks and course materials and non-existent or inadequate libraries” (Van Gundy *et al*, 2013:191). In addressing this shortage of resources, “a self-care unit in Whanganui, New Zealand” started ‘partnership’ with the public library to give offenders access to library books through arranged visits (Vacarrino & Comrie, 2010:170). In this instance, “reading as an activity can bring tremendous benefits to inmates, including helpful ways to use their time, rehabilitation, education, and helping with the transition back to the outside world” (Conrad, 2012:411). In summary, it appears; correctional centre libraries are an important tool of assisting in the offender rehabilitation process and their return to communities as law-abiding citizens (Vacarrino & Comrie, 2010:170). But; librarians should not take it for granted that offenders’ “reading levels” are the same; library material should cater for all literacy levels (Conrad, 2012:414). In this instance; “a welcoming, physical library layout with abundant magazines and illustrated books helps cater for individuals who struggle with literacy” (Vacarrino & Comrie, 2010:170).

2.6 Conclusion

The focus of this chapter was to discuss various scholars' views on the transformative effect of education programmes on offenders.

However, additional education received during incarceration period:

“is not a guarantee that an inmate will not re-offend, it is nonetheless the case that its absence increases the risk and reduces the chances of quality reintegration of the prisoner after leaving the institution”(Jovanic,2011:80).

3. CHAPTER 3: THE INTERNATIONAL AND SOUTH AFRICAN LEGAL AND POLICY CONTEXTS OF CORRECTIONAL EDUCATION

3.1 Introduction

Chapter 2 focused on correctional education scholars' views pertaining to the transformative effect of education programmes. This chapter outlines the International and South African legal and policy contexts of correctional education (CE). Correctional education has been in operation "for several hundred years" with the objective of socialization of offenders to curb offending behaviour. For instance; in Norway during the eighteen hundreds, correctional education legislations were formulated in order to ensure that young offenders are able to finish their 'schooling.' As a result, through the implementation of 1969 Education Act all correctional centres were mandated to facilitate education and training programmes to offenders (Nowergian Ministry of Education and research, 2005:9).

Equally, Austin MacCormick started correctional education in the United States of America in 1930, concurrently with the correctional education Association (CEA) (Young & Mattucci, 2006:28). Although this initiative later slowed down, it was revived in the nineteen sixty's (Coley & Barton, 2006:5). The objective was not to promote "punitive education, but instead an education that frees the individual" thus; help a person to make a living (de Maeyer, 2001:127). This notion is based on the fact that a high number of offenders are arrested with limited "basic skills or job training" (Hall & Killacky, 2008:301).

Similarly; in the Republic of South Africa, correctional education has been in operation for a long period. For example; during the Apartheid era, despite the fact that offender education was not co-ordinated, offenders studied on their own through Distance Education (Goyer, 2004:79). After 1994, the focus shifted to implementation of rehabilitation programmes to all incarcerated people (DCS, 2005:16). Consequently; correctional education, as one of rehabilitation tools was formalized and prioritized. For instance, offender education was declared as a priority number one in the Strategic Service Delivery Focus Areas for 2014/15 financial year within the South African Department of Correctional Services.

Nowadays, correctional education “has become an increasingly important topic on the agenda of international organisations, mainly focused on the rights of persons detained in correctional settings in the continuum of lifelong learning” (de Koning & Striedinger, 2009:292). It is argued, a person may not be disadvantaged or ‘excluded’ from education due to the type of crime or misconduct (de Maeyer, 2001:128). Society suffers when offenders commit crime, but it will be worse if offenders could return with no employment skills (Coley & Barton, 2006:4). Despite the fact that correctional education is surrounded by many ‘ambiguities,’ its importance is acknowledged world-wide (de Maeyer, 2001:123). There is a strong argument that “a failure to attend progressively to this will result in continued economic and social isolation” of ex-offenders (Jovanic, 2011:80). Lack of employment skills, ‘criminal record’ and no livelihood could result to a number of ex-offenders who re-offend (Klein & Tolbert, 2007:284). In eliminating these barriers, different education programmes which ‘cater’ for offenders’ needs have been implemented, with no major results so far (Jovanic, 2011:80). However, what is important; is to provide developmental ‘opportunities’ such as academic and vocational education in order to remedy this situation (Bhatti, 2010:32). As a result, non-implementation of correctional education programmes may have legal consequences. Based on this notion, a number of scholars outline legal and policy contexts of correctional education under the following principles:

3.2 A Human Right

Education has been regarded as “a human right” after a “Universal Declaration of Human Rights” was adopted in 1948. Therefore, ‘literacy’ is inclusive (Eldred *et al*, 2014:658). Equally; a mandate for implementation of correctional education by different countries world-wide is drawn from International Laws, Conventions and Standards. These legislations give guidance and directions to be followed by all countries pertaining to implementation of education programmes to incarcerated people. In this instance, all countries have to respond by incorporating these laws in their individual countries’ legislations for compliance purposes, thus protect offenders’ rights. Therefore, “a right to education” for incarcerated people should be included in all legislations, especially, in the country’s Constitution (Munoz, 2009:24).

In the South African situation, during the reign of the Apartheid System, offenders' rights were not a matter of debate since incarcerated people "were subjected to gross violations of human rights such as hard labour for both common and political prisoners" (Morodi, 2001:1). But; after the advent of democracy in 1994, offenders' rights are recognized under Section 35 of the Constitution (Act 108, 1996). In this instance, the South African Constitution seems to cater for everyone "by giving constitutional recognition of prisoners' rights" (Morodi, 2001:1). Based on this notion, offenders are perceived as citizens in the Republic of South Africa, therefore, may not be denied some Constitutional rights.

However, the public still believe that incarcerated people deserve punishment and should not benefit from "natural rights" due to the fact that they lost this opportunity by committing crime whilst they were in communities (Morodi, 2001:2). But, "these are not the rights that can be changed every now and again to suit public or political opinion. They are stable and constant and provide protection to all persons when they find themselves in vulnerable situations" (Muntingh, 2006:5).

According to Omar, (2011:19) a right is an entitlement which may be 'enforced' by a number of offenders through legal actions. As a result, internationally, offenders are given access to education, as one of rehabilitation programmes whilst incarcerated, in preparation for reintegration in communities (Morodi, 2001:9). The South African Department of Correctional Services acknowledges and gives recognition to offender education as a basic human right in different legislations. For example, The White Paper on Corrections in South Africa stipulates:

"The constitutional imperative for schooling is not a right that is curtailed by incarceration, and between the Department of Education and the Department of Correctional Services, literacy, schooling and basic adult education are priorities" (DCS, 2005:138).

It is evident therefore that whilst offenders serve their sentences in the Republic of South Africa, a right to basic education cannot be limited or 'curtailed' thus; all offenders keep this right.

In legal terms, this is called “a residuum principle” which is vital to offenders’ rights (Muntingh, 2006:4). This notion is based on the fact that a Constitution is a Supreme law in the country.

However; the DCS acknowledges that not all types of offending behaviours can be corrected. But, there is a strong belief that a great impact on offender rehabilitation could be visible through the delivery of “basic academic education and vocational training” programmes (DCS, 2005:127). It is believed; inadequate education may result to a criminal behaviour and ‘poverty.’ Therefore; education programmes facilitate rehabilitation process by equipping offenders with skills; in order to secure jobs, thus become law-abiding citizens upon release (Wade, 2007:27). In this instance, education as one of rehabilitation programmes; seem to facilitate offender reintegration in society, thus; contributes to crime reduction (Omar, 2011:20).

In summary; equipping offenders with “knowledge, skills and competences” facilitate re-integration in communities (Hawley *et al*, 2013:10). For example, it is argued; rehabilitation programmes should give offenders “hard skills, life skills and opportunities” which they may not achieve on their own (Omar, 2011:20). Based on this notion, the South African Department of Correctional Services delivers education programmes as one of rehabilitation tools to incarcerated people and as a “Constitutional imperative.”

In summary, international conventions and recommendations, proposes that offenders should have equal right to education as other people in communities (Hawley *et al*, 2013:9). This view emanates from the United Nations Universal Declaration of Human Rights, 1948, article 26, which declares:

“Everyone has the right to education.”

“Education shall be directed to the full development of human personality and the strengthening of respect for human rights and fundamental freedoms” (UN Universal Declaration of Human rights, 1948, Article 26).

In compliance with the aforementioned declaration, *UN Standard Minimum rules for the Treatment of Prisoners*, which was accepted “in a Congress on the prevention of crime and the treatment of offenders, *held in Geneva in 1955*” Rule 77, stipulates:

“Provision shall be made for further education for all prisoners capable of profiting thereby, including religious instruction in the countries where it is possible” (UN Standard Minimum rules for the Treatment of Prisoners, 1955, rule 77).

Deducing from these international legislations, it seems; correctional education is a human right. The issue of ‘human rights’ is acknowledged internationally in order to prevent citizens from being abused (Vorhaus, 2014:168). These laws are directed mainly “to governments, requiring compliance and enforcement, and are largely taken up with avoiding what is terrible for people rather than with achieving what is best for them” (Vorhaus, 2014:169). Subsequently; different countries respond by developing legislations which comply with international laws. For example; “education in Norway is an entitlement, so everyone is deserving of a chance at educational achievement. This philosophy is good for society and very good for the individual.” The objective is to make education available to all incarcerated people, thus; receive employment opportunities on release, own houses, start families and become role models as parents to their children (Pettit, 2012:74).

In May 2015, “UN Standard Minimum rules for the Treatment of offenders” were reviewed and renamed as the Mandela rules. In the reviewed version, offender education falls under Rule 104, which asserts:

“Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterate prisoners and of young prisoners shall be compulsory and special attention shall be paid to it by the prison administration” (The Mandela rules, 2015, rule 104).

It is evident therefore that the new version accommodates both 'illiterate' and 'young' offenders for compulsory education. In this instance; it becomes obvious that the right to education may be enforced in compliance with this rule. Therefore, there is a strong argument about education as being "a human right," based on the notion that it promotes "personal, social, or economic good-employment prospects, for reintegration into society" (Vorhaus, 2014:162).

Moreover, it is believed; correctional education improves lives, both of the person and communities. In this case; "education can secure good jobs, good wages, social status, social mobility and national development" (Halvorsen, 1990:343). For instance, England and Wales passed the Prison Service Order 4205; which resulted to increased implementation of "education and training programmes" in correctional centres within the last four years (Vorhaus, 2014:164). In this instance, it seems; "prisons are working increasingly towards relationship building and individualisation of sentences, and a career pattern for those convicted" (Ripley, 1993:9).

Although "human rights are universal," some rights, unlike the right to education, do not apply to all human beings. For instance, currently; offenders do not have "a right to vote in England and Wales" (Vorhaus, 2014:169). But; offender education is perceived as a human right by the UN, although this seems to be far from being "a universal reality" (de Maeyer, 2001:117). By declaring education as a right, it means; "education is regarded as something that is necessary for all human beings at all times in all societies and that the state is responsible for fulfilling or making it possible to fulfil this right for everyone" (Halvorsen, 1990:341). In this instance; the UN Universal Declaration of Human Rights, changes education from being perceived as "punishment to rehabilitation and constructive use of time" (Vacarrino & Comrie, 2010:170). Due to this notion; "universality of human rights" research in 'norms,' international comparison of correctional education becomes very important so that countries should learn from one another (Munoz, 2009:6). For instance, currently; Brazil is perceived as one of the countries with "progressive legislations" on offender education. As a result, in 1984; Brazil "passed a comprehensive reform in the prison system" to declare that all correctional centres must have a *Technical Classificatory Board*.

This law also acknowledges offenders' rights to "health care, education, social assistance, work and revenue" (De Sae Silva, 2009:191). Similarly; the Republic of Malawi recognizes education as a human right in the Constitution, under Section 25:

"All persons are entitled to education" (Republic of Malawi, 2006).

Deducing from this notion, correctional education in the Republic of Malawi seems to be a human right since the Constitution caters for 'all persons.' To this effect, Kapindu, (2013:132) affirms; demanding offenders' right to education in courts in the Republic of Malawi, Legal Practitioners should "interpret the right to education under Section 25 since it includes "entitlement of every person in the country." Similarly; Norwegian Government implements offender education on the notion of 'rights' (Norwegian Ministry of Education and research, 2005:14). As a result, "everyone in Norway is entitled to primary and lower-secondary schooling." Based on this notion, in Norway, offenders have a right to "primary and lower-secondary schooling and to special education" (Norwegian Ministry of Education and Research, 2005:12). In summary; offenders in Norway are not exempted to the right to education. (Norwegian Ministry of Education and Research, 2005:12).

Likewise; Denmark entrench offenders' right to education in different legislations. Subsequently, in Denmark; offenders are given equal rights to education just like everyone (Norwegian Ministry of Education and Research, 2005:20). Just like Norway and Denmark, in Finland; the legislations which are aligned to the country's Constitution 'regulate' offenders' right to education. As a result; everyone in Finland "is granted equal opportunities in education." The objective of education policies in Finland is to ensure that 'everyone' including offenders receive education "beyond basic instruction." (Norwegian Ministry of Education and Research, 2005:20). Contrary to "other Nordic countries" such as Norway, Denmark and Finland, in Sweden; education has been delivered to offenders with low literacy levels, but offenders "lost the right to education and training pursuant to education legislation" since 1990 (Norwegian Ministry of Education and Research, 2005:20).

This action by the Swedish Government seems to contravene international legislations; since offenders are entitled to the right to education just like every citizen in the country.

In the Republic of South Africa, offenders' 'right to education' is "included within the context of s29 of the South African Constitution in that, the right is afforded to everyone" (SAHRC, 1999/2000:367). For instance, *Section 29 (1) of the Constitution* stipulates:

Everyone has the right-

- (a) "To a basic education, including adult basic education, and
- (b) To further education, which the state, through reasonable measures, must make progressively available and accessible" (RSA, 1996).

Deducing from this view, it becomes evident that in South Africa; basic education is a human right. In this instance, "human rights refer to those rights that all people are or should be entitled to regardless of race, gender for example, right to fair trial in a court of law, education and access to medical care and religion" (Morodi, 2001:3). Based on this view, offenders seem to have an entitlement to education in the Republic of South Africa. To this effect; Vorhaus, (2014:168) affirms; "a human right is not something whose status is dependent on some cost-benefit calculation, but stands secure and independent of any assessment of the consequences or benefits that might attach to the possession of the right itself." In other words, offenders retain the *right to a basic education* in South Africa. It is argued; "curtailment of freedom of movement" is necessary for incarceration whilst "curtailment of education" is unnecessary (Vorhaus, 2014:169). Moreover, offenders' rights are not compared to the type of crimes or the crime rate in the country. Offenders are awarded these rights in Chapter 2, of the Constitution of the Republic of South Africa (Muntingh, 2006:5). Therefore, it seems; no circumstance or situation may take away an offenders' right to basic education in the Republic of South Africa. It is argued:

"A human right is to be forfeited, if at all, only on condition that, this what is required by respect for an overriding moral concern or on the occasion of conduct that merits treatment over and above what is entailment by imprisonment" (Vorhaus, 2014:169).

It is evident therefore that incarceration alone results to infringement of offenders' dignity (Omar, 2011:22). For instance, other jurisdictions perceive "human dignity" as one of the rights whereas "in other jurisdictions" it is regarded as one of the principles (McCrudden, 2008:675). In the South African context, 'human dignity' is perceived as a human right under Section 10 of the Bill of Rights in the Constitution, which stipulates:

"Everyone has inherent dignity and the right to have their dignity respected and protected" (RSA, 1996, Section 10).

In this case, offenders seem to be included in the right to human dignity since it refers to 'everyone.' It is argued; *limitations to the education* delivery to offenders may be done in instances where they are not regarded "as citizens, members of society, or whole persons" (Costelloe & Warner, 2014:178). Therefore; in the South African context, since offenders are perceived as 'citizens' and members of society during incarceration period, education seems to restore human dignity, equips offenders with market related skills for life upon release and help them to desist from crime (Morodi, 2001:9). It is argued; incarceration without providing opportunities to offenders such as rehabilitation 'programmes' appears "to be a demoralising and dehumanising experience, which may result in treatment that is degrading" (Omar, 2011:22). In summary; "this concept of dignity has long been incorporated in some legal systems in the private law context as the basis for providing protection of dignity in the sense of status reputation and privileges" (McCrudden, 2008:657). Therefore; providing education to offenders as *a human right*, seems to "act as a protection against the deed and the misuse of power of the state upon individuals" (Morodi, 2001:3).

3.3 Access

Access to education is guaranteed to everyone by the UN Human Rights Declaration, article 26, which stipulates:

"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 Human Rights Declaration, 1948, Article 26).

Aligning with the “UN Declaration of Human Rights, article 26,” UN Standard Minimum Rules for the Treatment of Prisoners (1955), give illiterate and young offenders access to education programmes. For instance, rule 77, declares:

“The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by administration” (UN Standard Minimum Rules for Treatment of offenders, 1955, rule 77).

Deducing from this notion, this international legislation mandates all countries to give illiterate or young offenders access to education; through free and compulsory programmes. Consequently, a number of countries complied with this declaration; by developing legislations which will ensure that young and illiterate offenders are given access to education programmes. For instance, in Serbia, Article 111 of the legislation asserts; correctional administrators can approve additional education programmes for incarcerated people; however, expenses are paid by offenders (Jovanic, 2011:80). It became evident; in the “Serbian Department of Prisons,” many offenders “do not have the elementary basics of literacy or functional literacy.” In this instance, obtaining a qualification and finishing ‘high school’ assist offenders to stay away from crime (Jovanic, 2011:80). To this effect; the latest legislation on correctional education in Serbia indicated that offenders have “a right to primary and secondary education, which should be organised under the general regulations of the institution” (Jovanic, 2011:79). However, the high shortage of *skilled* personnel and educators makes it very difficult to implement education programmes to all incarcerated people. Just like other countries, the shortage of staff in Serbia is addressed by utilizing “volunteers, students, professors and teachers from local schools and universities” (Jovanic, 2011:80).

Similarly; Brazilian Government gave offenders access to education in 2004 until 2006, through a ‘project’ called Educating Freedom. The main objective of this initiative was to give offenders *access to education*. This initiative was started through partnership with *the Ministry of Education and the Ministry of Justice* (De Sae Silva, 2009:187).

In addition, in 2007 the Brazilian Government “Civil Office of the President” passed a *draft bill* with the objective of reducing offenders’ sentences for participation in education programmes. This *draft bill* focused on ‘Reward for Certification,’ for example; “if an inmate graduates in Basic, Secondary, or Higher Education while serving sentence, she or he will receive a bonus of one-third of the studied hours already accumulated in the final calculation of sentence reduction credits.” In this instance, the objective of *the draft bill* was to boost offenders’ “self-esteem and, consequently, to their peaceful reintegration into society” (De Sae Silva, 2009:202). Subsequently, providing offenders access to education programmes in order for *policymakers and the general public* to understand the impact of correctional education to offenders’ “lives and communities” (Klein & Tolbert, 2007:284).

In compliance with *UN Minimum Standards for the Treatment of Offenders*, “Rules for the Protection of Juveniles Deprived of their Liberty,” were drafted in 1999. The objective of these rules was to give Juvenile offenders access to education and recreation.

For instance, Rule 42, stipulates:

“Every Juvenile of Compulsory School age has the right to education suited to his or her needs and designed to prepare him or her for return to society” (UN Rules for the Protection of Juveniles Deprived of Liberty, 1999, Rule, 42).

In this instance, “governments are under obligation to make public education accessible to all young persons” (Vorhaus, 2014:164). As a result, numerous countries responded by making education programmes accessible to Juvenile Offenders. For instance, in Australia, all correctional centres comply with *human rights and conventions* by giving access to education “as a basic human right” (Hopkins & Farley, 2015:39). Likewise, the Republic of Malawi declares education of offenders compulsory under Chapter 3, Principle (f) of the Constitution which stipulates:

“To provide adequate resources to the education sector and devise programmes in order to:

Eliminate illiteracy in Malawi

Make education compulsory and free to all citizens” (Republic of Malawi, 2006).

Based on this view, it seems; offenders in the Republic of Malawi have a right to “compulsory and free” education just like “all citizens.” This notion is affirmed by Kapindu, (2013:132) who recommends that Legal Practitioners who argue on behalf of offenders for “the right to free and compulsory education in the Republic of Malawi” may base the argument in court under directive principle (f) Chapter 3 of the Constitution. As a result, the “Prison Department” in Malawi started “Sekolah Integriti” in partnership with the “Ministry of Education at Kajang Prison in Sengolar.” The objective of this partnership is to give Juvenile offenders access to education through which qualified educators are deployed by the “Ministry of Education.” As a result, currently; there are “two reformatory schools” for Juvenile offenders younger than fifteen and eighteen years. These two ‘reformatory schools’ are under the Ministry of Gender for Juveniles under the age of fifteen and eighteen (Chirwa, 2001:5). The main focus of these schools is the rehabilitation of Juvenile offenders through “vocational training and academic education, and gardening work” (Chirwa, 2001:6).

Equally; *Malaysian Prison Department* give Juvenile offenders access to education by providing *formal education* through partnership with the “Ministry of Education.” In terms of this collaboration, educators will be deployed to correctional centres for teaching of youth offenders, especially those younger than twenty-one years old. To this effect, *the Malaysian Ministry of Education* established eight *Integrity Schools* for Juvenile offenders “in 2008” with the objective of providing “education and skills to Juvenile offenders” (Rafedzi *et al*, 2014:88). Table 3.1, depicts the distribution of these eight schools in Malaysia.

Table 3.1: Integrity Schools for Juvenile Offenders in Malaysia

NO	ZONE	LOCATION
1	<i>Northern zone</i>	<i>Integrity School Sungai Petani, Kedah</i>
2	<i>Central zone</i>	<i>Integrity School Kajang, Selangor</i>
3	<i>Eastern zone</i>	<i>Integrity School Marang, Terengganu</i>
4	<i>Southern zone</i>	<i>Integrity School Kluang, Johor</i>
5		<i>Henry Gurney School, Telok Mas, Melaka</i>
6	<i>Sabah zone</i>	<i>Integrity School Kota Kinabalu, Sabah</i>
7		<i>Henry Gurney School, Keningau, Sabah</i>
8	<i>Sarawak zone</i>	<i>Integrity School Kuching, Sarawak</i>

(Rafedzi *et al*, 2014:88)

It is evident; offenders “of compulsory school age” may be denied access to education in rare circumstances, and this may be regarded as a *breach of law* (Vorhaus, 2014:164). However, *compulsory education* fails in correctional centres if offenders are forced to attend education programmes without any motivation. Therefore, research recommends that offenders should be encouraged rather than compelled in attending education programmes (Vorhaus, 2014:167). Consistent with this view, US Department of Corrections implement education programmes through strategic partnerships with State *Department of Education, detention agency staff reviewed federal and state law* (Geib *et al*, 2011:9). As a result, a number of States offer free education to offenders, especially “primary and secondary schooling and vocational training” (Munoz, 2009:19). But, juveniles’ access to education cannot be guaranteed due to inadequate resources (Munoz, 2009:23). For example, Connecticut invests in “staff and partnerships,” subsequently, provides Juvenile offenders free education (Geib *et al*, 2011:9). Conversely, other countries give offenders access to education through an incentive system. For instance, countries like, *Algeria, the Dominican Republic, Gautemal, Mauritius, Peru, Poland and Tunisia* are taking into consideration “time spent in education programmes for parole or conditional release.”

Consequently, in countries like *Peru and Tunisia*, participation in education programmes results to sentence reduction (Munoz, 2009:20). In this case, it becomes obvious; providing “accessible, available, adaptable and acceptable education” to young offenders is very important in a correctional setting (Munoz, 2009:6). To this effect, research indicates; offender education “is a key component for decreasing recidivism and providing opportunities toward productive adulthood” (Macomber *et al*, 2010:223). Therefore, providing offenders “access to education and training” should be prioritized by the Department of Correctional Services. *Politicians together with policy makers* should ensure that offenders’ rights to education are acknowledged (Hawley *et al*, 2013:10). Consequently, *Rules for the Protection of Juveniles Deprived of their Liberty*, were drafted in 1999. Rule 38, give access to well-resourced libraries as follows:

“Every facility should provide access to a library adequately stocked with instructional and recreational books” (*Juveniles Deprived of their Liberty*, 1999, Rule 38).

It becomes evident; Juvenile offenders should be given access to libraries during incarceration period. As mentioned previously, libraries play a significant role in supporting education programmes in correctional centres, due to the fact that a number of offenders are detained illiterate. This notion is due to a high number of illiterate parents, educators who are not giving support or being ridiculed by peers at school (Bhatti, 2010:33). In agreement with this notion, National Adult Literacy Survey conducted in the US, in 1999, affirms; ‘literacy levels’ of offenders are below the *US population as a whole* (Coley & Barton, 2006:9).

As a result, different countries, internationally; give offenders access to reading material. For instance, England and Wales, give offenders an opportunity to participate “in cultural activities and education” for full personality development (Vorhaus, 2014:164). Similarly; in Malaysia, young offenders are given access to library programmes through *Prison Regulations 2000* (Rafedzi *et al*, 2014:86). It is believed; “the knowledge obtained” may assist upon release.

In this instance, Malaysian Prison Department give young offenders access to library programmes in conjunction with *academic programmes* such as *3M recovery classes, STPM classes, PMR classes, Pre-SPM classes, SPM classes and Diploma classes* (Rafedzi *et al*, 2014:85). In this instance, literature recommends; 'education' should be regarded as a core of rehabilitation programmes to incarcerated "children and youth" (Macomber *et al*, 2010:248). Consequently, The Mandela Rules (2015) become inclusive and encompass all *categories* of offenders with regard to giving incarcerated people access to libraries:

For example, Rule 64 stipulates:

"Every prison shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it" (The Mandela Rules, 2015, Rule 104).

Deducing from this view, libraries should also support provisioning of education programmes in correctional centres, for continuity and reintegration purposes. For instance, in Norway; offenders are given access to education programmes which are similar to the community. But; these education programmes are regulated by the Department of Correctional Services' legislations. The Norwegian Department of Correctional Services is also responsible for funding education programmes (Nowergian Ministry of Education and Research, 2005:19). As a result, "education and training is provided at 34 of 47 prisons, and follow up classes have been established at ten sites in the country" (Nowergian Ministry of Education and Research, 2005:11). In this instance, it seems; correctional education may assist in closing education gaps of incarcerated people (Munoz, 2009:8).

Similarly, the South African Department of Correctional Services give offenders "access to education programmes" with the objective of improving literacy levels in preparation for re-integration in communities. For instance, *Correctional Services Act 111 of 1998, Section 41*, stipulates:

"Sentenced offenders who are illiterate or children must be compelled to take part in the educational programmes offered in terms of subsection (1)" (DCS 1998, Section 41).

Deducing from the aforementioned policy stipulation, the South African Department of Correctional Services is compelled to ensure that all incarcerated children; are given access to education programmes, in compliance to international legislations. The objective is to improve literacy levels and equip them with the skills required for reintegration in communities. So far; this policy stipulation is not effected into a policy for implementation. However, this is an urgent matter due to the escalating numbers of incarcerated children in South Africa. As a result, Table 3.2, depicts the number of un-sentenced, sentenced children, juveniles and young offenders' in the South African Department of Correctional Services.

Table 3.2:DCS population of children, juveniles, youth, adults & elderly

Inmates	Children (14 to <18 years)			Juveniles (18 to 20 years)			Youth, Adults and elderly (21 and older)			Grand Total	% against all inmates
	Female	Males	Total	Females	Males	Total	Females	Males	Total		
Remand Detainees	5	94	99	87	4376	4463	945	36366	37311	41873	26.28
Other unsentenced	0	1	1	0	38	38	15	450	465	504	0.32
Sentenced	3	184	187	103	4023	4126	2946	109695	112641	116954	73.4
Total	8	279	287	190	8437	8627	3906	146511	150417	159331	100
%	0.01	0.18	0.18	0.12	5.30	5.41	2.45	91.95	94.41	100.00	
Others: State Patients, Involuntary Mental Health Care Users and the Deportation Group											
<i>Table 1 Annual average for 2015/16 based on the daily unlock</i>											

(DCS 2015/16:4)

As depicted in Table 3.2, currently; there is a high number of children, juveniles and youth offenders who are still school going age, incarcerated in the South African Department of Correctional Services. Based on this notion the DCS encourages all children and young offenders to participate in education programmes by ensuring that delivery of education to offenders is free to all incarcerated people up to Grade 12. But; offenders who are furthering studies with independent Colleges or Universities are responsible for payment of their tuition fees (Policy Brief, 2012:5).

As a result, some offenders receive help from family members whilst others receive funding from the *National Student Financial Aid Scheme* (Mkosi, 2013:68). In essence, the DCS strives to acknowledge offenders' right to education by giving all incarcerated people access to different education programmes.

For instance, Correctional Services Act 111, 1998, Section 41 declares:

“The Department must provide or give access to a full range of programmes and activities, including needs-based programmes, as is practicable to meet the educational and training needs of sentenced offenders” (DCS, 1998, Section 41).

In this instance, education programmes such as *high school, career and technical, and postsecondary* provides offenders with “skills and knowledge” for successful life upon release (Meyer & Randel, 2013:224). Despite the fact that; the DCS tries hard to “implement prisoners' right to education” inadequate educators and other resources seem to be a barrier in achieving this dream (SAHRC, 1999, 2000:374).

As a result; findings in a study conducted by Muntingh & Ballard, (2012:22) reveal; in a number of correctional centres within the DCS, with the exception of *Pretoria, Escourt and King Williams' Town*, children are not given access to education programmes. This finding seems to be in contravention with the Correctional Services Act 111, 1998, Section 19, which stipulates:

“Every inmate who is a child and is subject to compulsory education must attend and have access to such educational programmes.”

“Where practicable, all children who are inmates not subject to compulsory education must be allowed access to educational programmes” (DCS, 1998, Section 19).

In addition; attending education programmes includes children under Community Corrections who are supposed to be given access to education programmes (Muntingh, 2006:45) and children under Remand Detention of “compulsory school-going age” who should also be given access to education programmes (Muntingh, 2006:43). Consistent with this notion, Correctional Services Act 111 of 1998, Section 69 (1) stipulates:

“A child who is subject to community corrections in terms of Section 52(1) (q), may be required to attend educational programmes whether or not he or she is otherwise subject to compulsory education” (DCS 1998, Section 69 (1)).

Currently; Policy on Social Reintegration for offenders (2008) in the DCS seems not to be giving only children access to education programmes, Juveniles and youth offenders are also encouraged to attend education programmes. For instance, youth offenders between ages 14-18 years are given access to Further Education and Training programmes to attend full-time schools, Grade 10-12 (Mkosi, 2013:66).

As a result, currently; the DCS has fourteen full-time schools for youth offenders nationally, to equip them with market related skills in preparation for reintegration in communities. Literature recommends; “education significance should be highlighted to curb re-offending behaviour” (Rafedzi *et al*, 2014:86). Consistent with this view, on the 27th February 2012; the DCS made a submission in the Government Gazette for an amendment of Section 10, to Correctional Services Act 111 of 1998, which makes attendance of education programmes compulsory to all youth offenders up to the age of 25 years, as follows:

“All sentenced offenders who have not obtained the ninth grade as contemplated in section 3(1) of the South African Schools Act, 1996 (Act No. 84 of 1996), must attend educational programmes until such offender reaches the age of 25 years or the ninth grade or adult education and training level 4, as registered in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008), whichever occurs first” (Government Gazette, No 35032, 2012:7).

Deducing from this notion, this initiative aims at giving young offenders access to education programmes in preparation for employment opportunities upon release. Consistent with this view, *The White Paper on Corrections in South Africa(2005)* asserts:

“Young offenders fall into a category of people who, even after serving a lengthy sentence, still have a chance to make something of their lives. Provision of rehabilitation/correction service delivery focusing on human development and education and training for the youth is key to the prevention of recidivism” (DCS, 2005:163).

Consequently, the DCS seems to prioritize delivery of education and training to young offenders. In addition; in compliance with *Section 41(2) (a) of the Correctional Services Act 111* which stipulates; “all sentenced offenders who are illiterate” are given access to education programmes. As a result, currently; approximately ninety-seven correctional centres are ‘registered’ with the *Department of Higher Education and Training*, as Adult Education and Training as examinations centres in the South African Department of Correctional Services (Mkosi, 2013:66). This initiative aims at ensuring that all incarcerated people, including adult offenders; have an opportunity of improving literacy levels in preparation for reintegration in communities. This view seems to corroborate Omar, (2011:23) in that; “reading and writing” skills enhance offender rehabilitation process. Based on this notion, literacy may be perceived as a ‘civil right’ on its own. “Civil rights are composed of skills and actions necessary for political and civil involvement. Voting and protesting are commonly viewed as civil rights, but reading and writing are also activities crucial for civic involvement, specifically the ability to read and write critically” (Winn & Behizadeh, 2011:149). As a result; in Norway education is regarded as a ‘civil right’ to everyone; including offenders. This is determined by Norwegian law as well as international conventions and recommendations (Roth & Manger, 2014:209).

Therefore; literacy may not be separated from delivery of education programmes to offenders. Equally; “education is a civil right, especially learning to read and write critically, for students to both interrogate written texts and disseminate their own writings” (Winn & Behizadeh, 2011:149). It is argued; educational programmes *indirectly encourage* offenders to access reading material connected to their studies from the library (Rafedzi *et al*, 2014:85). Therefore; “if literacy acquisition” is perceived as a *civil right* “administrators, teachers, and researchers must provide students access to hybrid literate practices, which then allow students to be successful on tests and challenge narrow definitions of literacy that perpetuate the discourse of deficiency” (Winn & Behizadeh, 2011:151). To this effect; in England, “literacy learning is referred to as basic skills or functional skills” subsequently; in the field of correctional education, may be equivalent to ‘employability’ and ‘up-skilling’ of offenders (Costelloe & Warner, 2014:177).

Based on this view, the South African Department of Correctional Services aligns with the International Laws by acknowledging literacy as a right under, Correctional Services Act 111, 1998, Section 18 which stipulates:

“Every inmate must be allowed access to available reading material of his or her choice, unless such material constitutes a security risk or is not conducive to his or her rehabilitation.”

“Such reading material may be drawn from a library in the correctional centre or may be sent to the inmate from outside the correctional centre in a manner prescribed by regulation” (DCS 1998, Section 18).

As mentioned previously, the South African Department of Correctional Services give offenders who are unable to *read and write* access to literacy programmes in partnership with the “Department of Basic Education,” through “*Kha Ri Gude Mass Literacy Campaign*” (Mkosi, 2013:64). The objective of this collaboration is to improve offender literacy levels during incarceration period, in preparation for reintegration in communities. In addition; the DCS is in a process of establishing well-resourced School Libraries and Information Services in partnership with the Department of Basic Education in line with the National Guidelines for School Library and Information Services (2012). These School Libraries are attached to full-time schools, in order to give young offenders access to reading material which is aligned to school curriculum. This notion seems to corroborate Rafedzi *et al* (2014:84), who asserts; in order to obtain ‘transformation’ of offenders, “access and use of information” is required, more particularly for “education and training.” Therefore, it appears; libraries in correctional centres are very significant for supporting *education and training programmes*.

3.4 Equity

In many countries, offenders seem to have equal rights to education just like other citizens. To this effect, *The United Nations “Universal Declaration of Human Rights, 1948, article 1”* declares:

“All human beings are born free and equal in dignity and rights” (UN Declaration of Human Rights, 1948, Article 1).

Based on this notion, offenders seem to be “equal in dignity and rights” with ‘everyone’ since they are ‘human beings.’ Therefore; they seem to have an entitlement to equal education opportunities just like other citizens in order to protect their dignity. In this case, education “can also help to instil a sense among prisoner learners that they remain a part of the wider community and to remind them that they will also be part of society after their release” (Hawley *et al*, 2013:11). Subsequently, the UN Nations Standard Minimum Rules for Treatment of Offenders, 1955, stipulates:

“So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty” (UN Standard Minimum Rules for Treatment of offenders, 1955, Rule 77).

It seems; the objective of the aforementioned rule is to ensure that offenders receive the same standard of education as provided in communities, for continuation and proper placement on release. To this effect; Munoz, (2009:25) reiterates; “education programmes should be integrated with the public system so as to allow for continuation of education upon release.” This notion is also stipulated under Rule 104 in the Mandela Rules (2015), as follows:

“So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty” (The Mandela Rules, 2015, Rule 104).

Consequently; various countries comply with this rule in order to ensure that ‘equity’ in education is acknowledged. For instance; “in England and Wales” offenders keep a number of *fundamental rights* but some *civil rights* may be curtailed by *Act of Parliament* (Vorhaus, 2014:164). Equally; Malaysia established Integrity Schools for Juvenile offenders in 2008, also supporting “the UNESCO slogan, Education for all” (Rafedzi *et al*, 2014:88). In this instance, it appears; offenders are given equal opportunities to education in Malaysia, just like other citizens. Consistent with “UN Standard Minimum Rules for the Treatment of Prisoners” (1955), “Rules for the Protection of Juveniles Deprived of their Liberty, 1999, Rule 42,” declares:

“Diplomas or educational certificates awarded to juveniles while in detention should not indicate in any way that the juvenile has been institutionalized” (Rules for the Protection of Juveniles Deprived of their Liberty, 1999, Rule 42).

In this instance, it seems; the objective of this declaration is to ensure that Juvenile offenders receive equal standard of education during incarceration period in order to receive equal employment opportunities with their peers upon release. It is stipulated; certificates awarded to offenders whilst incarcerated should be similar to their peers in communities, in order not to be disadvantaged when applying for jobs in communities. Therefore; correctional education may be regarded as “a tool of change,” due to its contribution to offender recidivism rate and re-integration in communities (Munoz, 2009:4). To this effect; “United Nations Standard Minimum Rules for the Administration of Juvenile Justice” which was passed in Beijing in 2006, declares:

“Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society.”

“Such education should be provided outside the detention facility in community schools wherever possible and, in any case, by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty” (UN Standard Minimum Rules for Administration of Juvenile Justice, 2006, Rule 38).

In this instance, it becomes evident; in terms of legislation; education received by Juvenile offenders should be of equal standard with the one offered to their peers in communities. As a result, Juvenile offenders may attend community schools and taught by qualified educators for continuation purposes. In summary, it appears; education is for ‘everyone’ both for incarcerated people and those in communities, “especially those who had limited opportunities before” (Warner, 2007:174). In terms of equal rights in education, “gender equity” is also emphasized, to ensure that female offenders are provided the same standard of education programmes as their male counterparts, to access ‘equal’ employment opportunities upon release.

For instance, in Norway; a high number of female offenders attend education programmes. As a result, in comparison with male offenders, currently; more than a third of female offenders are attending education and training programmes (Nowergian Ministry of Education and Research, 2005:11). Despite the fact that female offenders should be given equal opportunities as male offenders, individual needs should also be taken into consideration when designing their education programmes. To this effect; Ellis *et al* (2008:201), affirm; “services and programming should be based on women’s individual circumstances and needs. Programs and services should be gender sensitive and should provide parity with men’s prisons, but be women centred.” This notion is in line with UN Standard Minimum Rules for Treatment of offenders, 1955, Rule 69, which stipulates:

“As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a programme of treatment shall be prepared for him in the light of the knowledge obtained about his individual needs, his capacities and dispositions” (UN Standard Minimum Rules for Treatment of offenders, 1955, Rule 69).

Therefore; adherence to International Laws pertaining to implementation of education programmes to all incarcerated people is very crucial (Munoz, 2009:25). As a result, the US provides high quality education to incarcerated people in response to legal obligations. This is done through acquisition of resources and partnerships (Geib *et al*, 2011:9).Consequently; various education programmes are available to a large number of offenders across the country (Coley & Barton, 2006:14). Consistent with this view, Table 3.3 outlines percentages of correctional centres offering education programmes in the US during 2000 fiscal year.

Table 3.3 :Percentage of US Prisons offering various education programmes, 2000

Education programmes offered	Percentage of prisons offering education programmes in US (2000).			
	All	Federal	State	Private
Any program	89%	92%	90%	80%
Adult basic	76%	89%	80%	56%
Adult secondary	80%	90%	83%	65%
Vocational training	54%	86%	55%	41%
College coursework	29%	74%	26%	25%
Special education	37%	55%	39%	20%
Study release	11%	6%	8%	27%

(Coley & Barton, 2006:14)

As depicted in Table 3.3, ‘high percentages’ of education programmes are implemented in State, Federal and Private correctional centres in the US. In addition, to give offenders equal opportunities to education programmes; just like other citizens, in a number of ‘States’ education is funded by Government (Munoz, 2009:20). In this instance, it becomes clear; “education is not, as such, punishment, or a necessary implication of punishment, and its justification, therefore; is quite separate from any justification of punishment per se” (Vorhaus, 2014:167). As a result, in Norway the ‘content’ of education programmes rendered to offenders is the same as the one offered in communities; with equal *skills and qualifications* (Norwegian Ministry of Education and Research, 2005:10). Therefore, all schools in the Norwegian Department of Correctional Services offer the same curriculum as other schools in the communities (Norwegian Ministry of Education and Research, 2005).

Equally, in South Africa; all education programmes rendered to offenders are ‘integrated’ to the country’s education system, in compliance to the *UN Standard Minimum rules for the Treatment of Prisoners, Rule 77(2)*. Research also emphasizes the importance of integration of offender education to the Public Education System (Policy Brief, 2012, SAHRC, 1999/2000).

To this effect, Mkosi, (2013:62) affirms; “all educational programmes in the DCS are integrated and aligned with the education system of the country.” As a result, The White Paper on Corrections in South Africa (2005) declares:

“International instruments indicate that education in a correctional environment must be in line with the educational system of the general society, and provision must be made for the continuity of the educational activity of people incarcerated in prison, and for those who are released on parole” (DCS, 2005:137).

Based on this notion, the South African Department of Correctional Services delivers education programmes to incarcerated people through partnership with *the Department of Basic Education and the Department of Higher Education and Training* for alignment of programmes and services. Subsequently, all full-time schools in the DCS are registered with the Department of Basic Education (DoBE) and the Adult Education and Training centres are accredited as examination centres by the Department of Higher Education and Training (DHET). This notion seems to corroborate findings in a study conducted by Mkosi, (2013:88) within the DCS which demonstrate; seven educators who teach at the full-time school are employed by the Department of Higher Education and Training. In addition; in order to strengthen partnership and outline areas of co-operation, recently; the South African Department of Correctional Services signed a Memorandum of Understanding (MOU) with the Department of Basic Education. This initiative is in compliance with the White Paper on Corrections in South Africa which stipulates:

“The relationship between the DCS and the community, community based organisations, NGOs and faith-based organisations are inherent to the successful achievement of the rehabilitation and reintegration of offenders” (DCS, 2005:177).

Moreover, the objective is to ensure that education programmes in the DCS are aligned with National Legislations for proper placement of offenders on release in education institutions within communities. As a result, the DCS implements all education policies as mandated by both DBE and DHET legislations.

For example, learners in the DCS write the same examination as other full-time schools and Adult Education and Training Centres within the country. This notion supports Correctional Services Act 111 of 1998, Section 42 which declares:

“Such programmes may be prescribed by regulation” (DCS 1998, Section 42).

Consequently, findings in a research conducted in the Department of Correctional Services full-time school reveal; the school is registered with the Department of Basic Education and subject advisors visit continuously for monitoring of curriculum implementation and examination processes (Mkosi, 2013:95). The objective of this initiative is to ensure that offenders receive “equal standard of education” as other learners in community schools.

In addition; the DCS gives recognition to “gender equity” through delivery of programmes to female offenders. For instance, the Correctional Services Act 111, 1998, Section 41(b), declares:

“Programmes must be responsive to special needs of women and they must ensure that women are not disadvantaged” (DCS, 1998, Section 41(b)).

This notion seems to corroborate The White Paper on Corrections in South Africa (2005), which stipulates:

“It is important that development opportunities offered to women enable them to take their place in the formal economy of South Africa and to be financially independent” (DCS, 2005:164).

As mentioned previously, the DCS gives recognition to female offenders’ rights through *development programmes*, therefore; strives to ensure that females in correctional centres have access to equal development opportunities as their male counterparts:

“Development refers to all those services aimed at the development of competency through the provision of social development and consciousness, vocational and technical training, recreation, sports and opportunities for education that will enable offenders to easily reintegrate in communities and function as productive citizens” (DCS, 2005:133).

Based on this notion, education is one of development programmes within the Department of Correctional Services, which aims at equipping all offenders with knowledge and skills in preparation for reintegration in communities. However, findings in a study conducted in some female correctional centres, within the DCS reveal; “while resource constraints affect all South African prisoners, women seem to be even further disadvantaged as they are afforded even fewer educational and training opportunities than their male counterparts” (Policy Brief, 2012:3). This finding appears to be in violation of female offenders’ right to education, thus; portrays levels of inequality pertaining to delivery of education programmes to offenders within the DCS. The White Paper on Corrections in South Africa (2005) acknowledges this ‘inequity’ by declaring:

“Training facilities offered to female offenders have historically tended to be less well - resourced due to the number of female offenders” (DCS, 2005:164).

But; the justification based on the number of female offenders seems not to appeal legally, since it is in violation of “equality right.” For instance, *Section 9 of the Constitution of the Republic of South Africa (1996)*, stipulates:

“Everyone is equal before the law and has the right to equal protection and the benefit of the law” (RSA 1996, Section 9).

Due to the fact that the aforementioned right refers to ‘everyone’; female offenders are included. Therefore, it seems; this Constitutional right “needs to be taken into consideration when designing education programmes” for offenders within the DCS. It is argued; incarceration must deprive freedom only. To simplify, an incarcerated person does not forfeit “the right to health care or the right to vote” (Muntingh, 2006:4).

In summary; the South African Department of Correctional Services, should cater for female offenders, in that education programmes should address female offenders’ needs (Policy Brief, 2012:6). Consequently, all offenders will receive “intellectual development” which is an essential benefit for attending education programmes (Thomas, 2013:174).

3.5 Policy Implications

All countries are expected to comply with the international laws by declaring education as a human right to offenders, subsequently; this should be incorporated into legislations which are translated into policies for implementation. For instance, *Declaration of Human rights Article 26*, stipulates; “the right to education while the Covenant states further that the state is the main actor responsible for maintaining this right” (Halvorsen, 1990:341). Since education is perceived as *a human right by international agreement*; non-compliance is regarded as “violation of international law,” in this case, governments have to take ‘responsibility’ (Vorhaus, 2014:168). Based on this view, it seems; the approach which all countries should follow is by declaring offenders’ “right to education as a human right” (Vorhaus, 2014:162). To this effect, research affirms; “education and skills development, in particular, are vital to a child’s rehabilitation and reintegration into society upon release” (UNODC, 2012:106).

Subsequently, a number of countries acknowledge offenders’ right to education in individual country’s legislations, in compliance with international laws. For example; *in England and Wales* “the rights of Juveniles in detention are subject to the Rules for the Protection of Juveniles Deprived of their Liberty, adopted by the UNGA Resolution 45/111, rule 38” (Vorhaus, 2014:164). Likewise; in Serbia “equal opportunities policies” give “guaranteed rights for all citizens in any community” (Jovanic, 2011:79).

Similar to England, Wales and Serbia, a number of States in the US are in a process of developing education policies for incarcerated people, but; other States have progressed, whilst some are still trying to build on what happened in the past (Munoz, 2009:21). For instance, currently; there is no legislation ‘framework’ which assigns funding education for remand detainees’ ‘services’ in Connecticut (Geib *et al*, 2011:9). However, other countries like *Cote d’Ivoire* and *Mali* provide legislation for education delivery in correctional centres. For example, in Mali; education programmes which are similar in curriculum to community institutions are available at *Capital city*.

Similarly, in Togo; in cases where there are no educational programmes offered within correctional centres, Juvenile offenders are allowed to attend in community schools (Munoz, 2009:22).

It is clear; the international perspective pertaining to the development of education policies for incarcerated people portrays that some countries have made great strides in this area. For instance, findings in *a study conducted by Education International members on education policy delivery in correctional centres* are outlined in Table 3.4.

**Table 3.4: Unions rating of government policy and provision of education in correctional settings:
Union count by region**

COUNTRY	RATINGS		
	High	Medium	Low
North America	Nil	Nil	3
Latin America	1	3	1
Europe	2	14	3
Asia-Pacific	Nil	5	1
Africa	Nil	Nil	5

(de koning & Striedinger, 2009:299)

As depicted in Table 3.4, education policy delivery ratings in correctional centres in Africa and North America seems to be low. Both continents received ‘Nil’ ratings for policy delivery under high and medium. Only two continents; Europe and Latin America received ratings for high policy delivery in correctional centres; (2) and (1) ratings respectively. An overall picture is that ratings on education policy delivery across continents seem to be medium.

However, individual countries’ ratings portray a different picture. For instance, “in countries such as Canada and United States in North America,” ratings on education policy delivery in correctional centres seem to be low. Consistently, in African countries such as the Republic of Congo, Gabon, the Gambia, Somalia and Uganda, delivery of education policy in correctional centres is rated as low. Similarly; in Europe countries such as Cyprus, Georgia and Italy, education policy delivery in correctional centres is rated as low.

Equally; Latin America's education policy delivery in correctional centres in countries such as Chile is rated as low, as well as Malaysia in Asia (de Koning & Striedinger, 2009:299).

Deducing from these ratings, it is evident; a number of countries internationally should strive to comply with international laws pertaining to education policy delivery in correctional centres. This is a bad picture, taking into consideration that international laws declare education as a human right. For instance, Africa seems to be in a critical position in terms of ratings. Therefore, there is an urgent need for compliance with international laws and agreements pertaining to provision of education policy to incarcerated people.

As a result, the South African Department of Correctional Services ensures that policies are aligned with international laws and standards. For instance, currently; the DCS is implementing Formal Education Policy (2007), for provisioning of education programmes to offenders in correctional centres. Behan, (2005:201) concurs; all Governments, internationally, should develop offender education policies which address the following principles, amongst others:

- Offenders are given "access to education," including "classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities" (Behan, 2005:201).
- Offender education needs to be similar to one offered to their peers in communities, giving offenders different "learning opportunities."
- Offender education should be holistic in approach, focusing on "social, economic and cultural context."
- Correctional System Managers should play a support provision of education programmes and offenders should be encouraged to attend education programmes.
- Education should be given the same "status as work." Therefore, offenders should not be disadvantaged in finances by participating in education programmes.
- Offenders who have problems with reading and writing should be given assistance.

- Offenders should be given ‘access’ to well-resourced libraries.
- Offenders may be given opportunities to attend education programmes in communities, if this is feasible and in instances where these programmes are not offered inside correctional centres.
- Funding for “equipment and teaching staff” which is required for education delivery should be provided in correctional centres.

Consequently, the DCS has made great strides in developing legislations, which align with international laws and standards for delivery of education programmes within correctional centres. For instance, Formal Education Policy (2007) stipulates:

“Offenders are not excluded from this right” (DCS, 2007:5).

In this instance, it seems; the DCS Formal Education policy aligns with international laws by acknowledging education as “a human right” to offenders, thus, “is regarded as an essential component of the reconstruction, development and transformation of the South African society” (DCS, 2007:5). Despite this great progress in offender education, there is still a pressing need for taking drastic steps in the development of offender education policies to translate other areas of offender education into policies, especially those which align with international laws and *Correctional Services Act 111, as amended (2004)*. Some areas which are highlighted in the *Correctional Services Act 111, as amended in (2004)*; seem not to have been implemented, thus, need to be taken into consideration by Policy Developers when reviewing current Formal Education Policy (2007) within the DCS:

3.5.1 Compulsory education

The Formal Education Policy (2007), which is currently in use within the DCS, seems not to be aligned with *Section 41(6) of Correctional Services Act 111, as amended (2004)* which mandates provision of compulsory programmes to offenders. Although the Department submitted this amendment to the Government Gazette in 2012, the notion of compulsory education has not yet been translated into a policy.

Therefore, it seems; offender education policy developers within the DCS, if feasible; need to effect this change in the next Formal Education Policy review process.

3.5.2 Education delivery under Community Corrections and Remand Detention

Correctional Services Act 111, 1998, Section 69 (1), mandates the DCS to give all children under Community Corrections access to education “subject to compulsory education or not” to attend education programmes. Currently, it seems; there is no education policy in place in this area. Similarly, research reports that although children in some correctional centres within the DCS are given access to education programmes, this notion has not yet been implemented in a number of correctional centres (Muntingh, 2006). As reported earlier on, currently; the Policy on Social Reintegration for offenders (2008) seems not to cover delivery of education to offenders under Community Corrections. Based on this notion, it seems; there is a need for offender education policy for uniform implementation of education programmes for school-going age children, as stipulated under Correctional Services Act 111 (1998).

However, The White Paper on Remand Detention Management in South Africa (2014: paragraph 5.2.16), stipulates:

“Every RD who is a child must have access to and be encouraged to attend educational programmes and must be provided with social work services, religious care, recreational programmes and psychological services” (DCS, 2014, paragraph 5.2.16).

In this instance, the delivery of education programmes to school going children under Remand Detention complies with *Section 69 of the Correctional Services Act 111 (1998)*. But currently; the policy which effects this notion for implementation is still at consultation stage since Remand Detention Branch is still new in the DCS.

3.5.3 Gender equity in the implementation of offender education

As mentioned previously, the DCS legislation acknowledges that “development programmes should respond to female offenders’ needs” (DCS, 2005:119). But reports on research conducted within the DCS reflect; female offenders are provided with fewer education programmes than their male counterparts within the South African Department of Correctional Services (Muntingh, 2006). This report seems to contravene female offenders’ right to equality. In this instance, it has been discovered that the current Formal Education Policy (2007) seems not to address “gender equity” for provisioning of education programmes to offenders in its objectives and principles. Therefore, Education policy developers should take this matter into consideration during the next policy review phase; to ensure that female offenders are provided with education programmes which are similar to their male counterparts but *addresses female offenders’ needs*.

3.6 Conclusion

Deducing from the aforementioned discussion, it is evident; ‘internationally’ education is delivered to offenders, as a human right, in compliance with international laws, in order to prepare offenders for a job market upon release. In this instance, it is very important for offenders “to exercise their rights to education” during incarceration period to prepare them for successful reintegration in communities (Nowergian Ministry of Education and Research, 2005:19). In summary; “successful reintegration into society means finding a job and relating well within society” (Hall & Killacky, 2008:308). In this case, it appears; offenders’ right to education should be acknowledged internationally. As mentioned previously, there is no legislation which permits “forfeiture of this right; and more essentially, forfeiture is not necessitated by the fact of incarceration” (Munoz, 2009:9). Consistent with this view, “criminologists and lawmakers” agree; “crime prevention through education is a viable means for diminishing juvenile delinquency.” Therefore, it seems; a combination of “academic and counselling services” in offender rehabilitation process may yield great results (Mincey *et al*, 2008:9). Based on this notion, it seems; the outcomes of this study may assist to strengthen this view, due to its focus on offenders who were the beneficiaries of education programmes in correctional centres.

As noted previously, there is little research on offenders' 'experience, thus; "results to a number of questions about the life of the prisoner student to be answered" (Hall & Killacky, 2008:303). The subsequent chapter outlines methodology in the present study.

4. CHAPTER 4: METHODOLOGY

4.1 Introduction

In chapter 3, the International and South African legal and policy contexts of correctional education are discussed in depth. This chapter outlines methodology utilized during data collection, analysis, integration, interpretation and reporting stages in the current study.

This research was conducted to ex-offenders who attended education programmes for a period of two to five years during incarceration period in two Regions (Gauteng, and KwaZulu Natal) within the South African Department of Correctional Services. These two Regions were selected from a total of six Regions within the Department of Correctional Services (Western Cape, Free State/Northern Cape, Eastern Cape and Limpopo/ Mpumalanga/North West) due to convenience and cost effectiveness to the researcher. For example, currently; the researcher stays in Gauteng, therefore; data collection process seemed to be convenient and cost effective. KwaZulu Natal Region is closer to Gauteng unlike other Regions. Moreover, in comparison with Gauteng Region which is predominantly urban, KwaZulu Natal Region is predominantly rural. Based on this notion, the researcher assumed; the outcomes of the current study will be based on balanced opinions pertaining to the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. Consequently, the researcher utilized the following methodology during data collection, data analysis, interpretation and reporting stages:

4.2 Research Paradigm

A paradigm is defined as beliefs, practices, or worldviews which influence researchers (Sefotho, 2014:3). In this instance, the researcher has to reflect and be aware of the lens through which data will be handled and interpreted (Arend *et al*, 2013:156). Consistent with this view, the research philosophical stance for the current study is John Dewey's pragmatic paradigm.

A pragmatist focuses on “characteristics approaches to inquiry” instead of adopting post-positivism, constructivism and epistemological world views (Morgan, 2014:5). John Dewey applied *pragmatic principles consistently* “developing his philosophy and in the practice of educating children” (Johnson & Onwuegbuzie, 2004:17). According to pragmatic paradigm; “knowledge is not about an abstract relationship between the knower and the known, instead, there is an active process of inquiry that creates a continual back-and-forth movement between beliefs and actions” (Morgan, 2014:5). Therefore, pragmatism appears to have a different view from abstract philosophical thinking such as ontology and epistemology as a form of social action (Morgan, 2014:5). It differs from other paradigms:

“... which focus on aspects or beliefs about fundamental aspects of reality which gives rise to a particular world-view, address fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about method” (Creswell *et al*, 2010:47).

But, some scholars have a different view about integration of two data types, thus argue; “the two paradigms are so different that any reconciliation between them is bound to destroy the epistemological foundations of each” (Steckler *et al*, 1992:4).

Contrary, pragmatists are *informed by both quantitative and qualitative data*. “Pragmatism advances multiple pluralistic approaches to knowing, using “what works,” a focus on the research questions as important with all types of methods to follow to answer the questions, and rejection of a forced choice between post positivism and constructivism” (Molina-Azorin & Cameron, 2010:97). For example, “positivism and its successor post-positivism are closely identified with quantitative research and constructivism with qualitative research, making neither particularly suitable for mixed methods research” (Hall, 2012:2). Therefore, pragmatism “includes both qualitative and quantitative research methods, allowing for one approach to inform the other” (Lowery, 2014:12).

Subsequently, pragmatic paradigm is regarded as a third choice which combines both Qualitative and Quantitative designs (Teddlie & Tashakkori, 2009:15). In summary, pragmatic paradigm entails:

- Elimination of “traditional dualisms” for example “rationalism vs. empiricism, realism vs. antirealism, free will vs. determinism, Platonic appearance vs. reality, facts vs. values, and subjectivism vs. objectivism and generally prefers more moderate and common sense versions of philosophical dualisms based on how well they work in solving problems” (Teddlie & Tashakkori, 2009:15).
- Acknowledgement of “the existence and importance of the natural or physical world as well as the emergent social and psychological world that includes language, culture, human institutions, and subjective thoughts.”
- Assigning “high regard for the reality of and influence of the inner world of human experience in action.”
- Seeing “knowledge as being both constructed and based on the reality of the world we experience and live in.”
- Location of “historically popular epistemic distinction between subject and external object with the naturalistic and process-oriented organism-environment transaction.”
- Certification of “fallibilism (current beliefs and research conclusions are rarely, if ever, viewed as perfect, certain, or absolute)” (Johnson & Onwuegbuzie, 2004:18).

Consequently; a number of mixed methods scholars, adopt pragmatist paradigm due to interest in “both quantitative and qualitative data” (Teddlie & Tashakkori, 2009:4). Based on this notion, pragmatist paradigm appears to be suitable in this study since the *researcher* utilized *questionnaires*, *in-depth interviews* and *narrative inquiry* to collect data in the research field. In this case, it is recommended; mixed methods researchers should adopt pragmatism as a “philosophical worldview” when conducting research (Creswell, 2008, Johnson & Onwuegbuzie, 2004, Creswell & Plano Clark, 2007). When a researcher adopts a pragmatic paradigm, any research design such as qualitative, quantitative or mixed methods may be utilized depending on the available knowledge, data or resources (Biddle & Schafft, 2014:4).

In this instance, mixed methodologists adopt a *philosophy* which attempts to combine “insights provided by qualitative and quantitative research into a workable solution” (Johnson & Onwuegbuzie, 2004:16). Furthermore, mixed methodologists may use any research method, which suits best the research problem. In essence, pragmatists have a freedom of using any method, technique or procedure associated with either qualitative or quantitative research design (Sancho, 2014, Creswell & Plano Clark, 2007).

In this instance, “pragmatism offers an epistemological justification (i.e via pragmatic epistemic values or standards) and logic (i.e use the combination of methods and ideas that helps one best frame, address, and provide tentative answers to one’s research question(s) for mixing approaches and methods” (Johnson *et al*, 2007:125). The researcher therefore, assumed; use of pragmatic paradigm in the current study will assist in acquiring credible research findings on the transformative effect of education programmes as perceived by ex-offenders within the DCS; by using both qualitative and quantitative data collection instruments. In essence;

“rather than limiting method according to epistemology, pragmatists are more concerned with informing stakeholders and policy makers by using whatever type of data or method best answers evaluation questions” (McConney *et al*, 2002:122).

Consequently; mixed methods researchers work “primarily within the pragmatists paradigm and interested in both narrative and numeric data in their analysis.” (Teddlie & Tashakkori, 2009:4). As a result, Johnson *et al* (2007:113), locate mixed methods enquiry “between the extremes Plato (quantitative research) and the Sophists (qualitative research), with mixed research attempting to respect fully the wisdom of both of these viewpoints while also seeking a workable middle solution for many (research) problems of interest.” However, it is recommended; when researchers adopt pragmatic paradigm, it should be related to a theory or model and an evidence-based intervention (Glasgow & Riley, 2013:238).

Deducing from this view, a pragmatic approach seems to be appropriate for this study due to its focus on an evidenced based intervention programme (offender education) and use of a strength-based theory, the Good Lives Model, as its underpinnings. Glasgow & Riley, (2013:238) concur that the pragmatic paradigm should be associated with an evidence-based intervention or policy. It is believed, pragmatic approach facilitates programme implementation and quality improvement (Glasgow & Riley, 2013:237). As result, pragmatic paradigm is viewed as the 'key' paradigm for mixed methods design (Johnson *et al*, 2007:113). In essence, "a major tenet of pragmatism is that quantitative and qualitative methods are compatible" (Molina-Azorin & Cameron, 2010:97). Equally, this study employed convergent parallel mixed methods design due to the researcher's interest in both quantitative and qualitative data in understanding the problem under study.

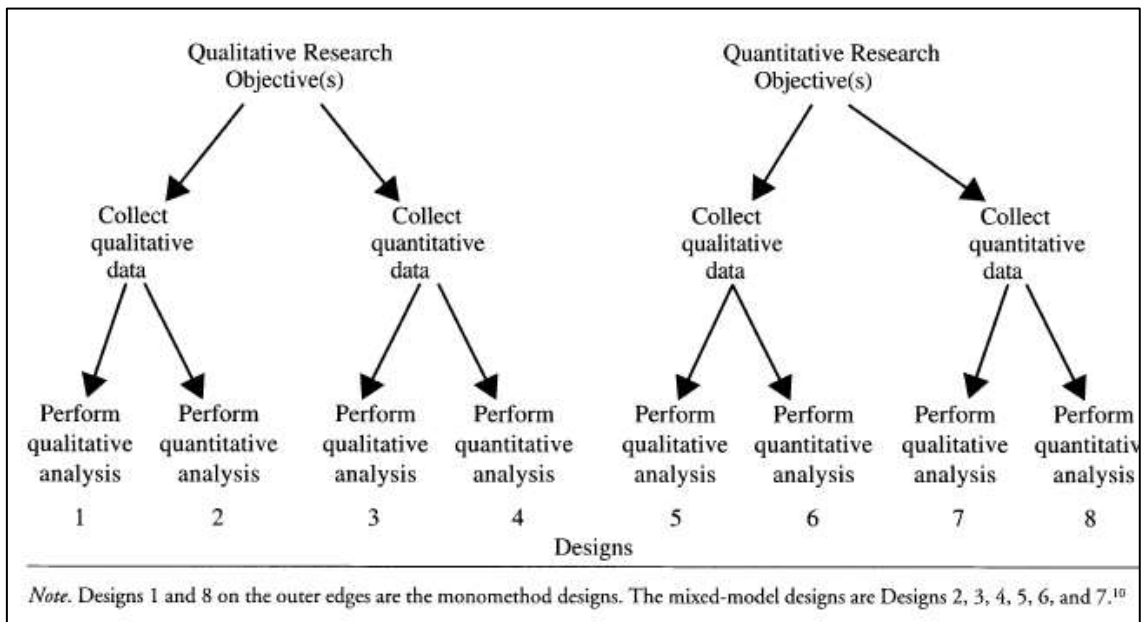
In summary:

"Since the convergent design involves collecting, analysing, and merging quantitative and qualitative data and results at one time, it can raise issues regarding the philosophical assumptions behind the research. Instead of trying to 'mix' different paradigms, researchers who use this design work from a paradigm such as pragmatism to provide an "umbrella" paradigm to the research study." (Creswell & Plano Clark, 2011:78)

4.3 Research Design

In the current study, the researcher utilized mixed methods design. According to Pluye & Hong, (2014:30) mixed methods design has been utilized in programme evaluation studies "since the 1980s," but its publication started during the 21st 'century.' However; processes of mixed methods study differ according to design type. Consequently, Johnson & Onwuegbuzie (2004), depict different mixed methods models in Figure 4.1.

Figure 4.1: Monomethod and Mixed Methods Model designs



(Johnson & Onwuegbuzie, 2004:21)

Construed to mixed methods illustration in Figure 4.1, mixed methods *design* seems to be suitable in the present study due to the researcher's interest in both qualitative and quantitative data when conducting research on the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. Mixed methods design is conceptualized by different scholars, as:

- “The class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2004:17).
- “Involves collecting both quantitative and qualitative data (in response to quantitative and qualitative research questions), the merging, linking, or combining of the two sources of data, and then conducting research as a single study or a longitudinal project with multiple phases” (Creswell & Garrett, 2008:322).
- “A research approach in which a researcher or team of researchers integrates (a) qualitative and quantitative research questions, (b) qualitative research methods and quantitative research designs, (c) techniques for collecting and analysing qualitative and quantitative data, and (d) qualitative findings and quantitative results” (Pluye & Hong, 2007:30).

- “A study which involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given priority, and involve the integration of the data at one or more stages in the process of research” (Creswell *et al*, 2003:165).
- “Involves collecting, analysing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same phenomenon” (Onwuegbuzie & Leech, 2006:474).
- “(The combined use of quantitative and qualitative methods in the same study) is becoming increasingly popular approach in the discipline fields of Sociology, Education and health Sciences.” (Molina-Azorin & Cameron, 2010:95).
- “An intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). It recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results” (Johnson *et al*, 2007:129).

Construed to aforementioned definitions, mixed methods design seems to be an appropriate choice for this study, due to the researcher’s interest in both quantitative and qualitative data; for better understanding of the phenomenon under study and give accurate answers to the research questions. For instance, in the current study, the researcher utilized questionnaires, in-depth interviews and narrative inquiry as data collection instruments. Research affirms that in mixed methods design data is integrated, linked and embedded into “two strands.”

In this case, both qualitative and quantitative data which responds to; “research questions” is integrated, connected, embedded, or merged through concurrent or sequential data collection methods (Creswell, 2014:217). However, the mixed methods design purpose “is not to replace Qualitative or Quantitative design but to draw strengths and lessen weaknesses applicable to these designs in a single study” (Johnson & Onwuegbuzie, 2004, Onwuegbuzie & Johnson 2006). This notion seems to corroborate Ozden, (2015:336) who asserts; mixed methods design is used to avoid hurdles of utilizing “quantitative or qualitative approaches alone, and to find a comprehensive answer to the research question.”

Subsequently; in the current study, the researcher linked, connected and merged both quantitative and qualitative data in answering research questions. But, research recommends that in mixed methods design, much focus should be given to “time ordering of the qualitative and quantitative phases,” whether it is sequential or concurrent (Johnson & Onwuegbuzie, 2004:19). This view supports mixed methods research method approaches by Johnson & Onwuegbuzie (2004), as depicted in Figure 4.2.

Figure 4.2:Types of designs in Mixed Methods studies

		Time Order Decision	
		Concurrent	Sequential
Paradigm Emphasis Decision	Equal Status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
	Dominant Status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

Note. “qual” stands for qualitative, “quan” stands for quantitative, “+” stands for concurrent, “→” stands for sequential, capital letters denote high priority or weight, and lower case letters denote lower priority or weight.¹¹

(Johnson & Onwuegbuzie, 2004:22)

As outlined in Figure 4.2, mixed methods researchers may adopt either sequential or concurrent research method approach when collecting data. In this instance, emphasis may be “given to both quantitative and qualitative data “equal status” or it may be on either qualitative or quantitative data “dominant status” (Johnson & Onwuegbuzie, 2004:22). In summary, “qualitative dominant design, symbolized as QUAL+quan:

“... would fit for qualitative or mixed methods researchers who believe it is important to include quantitative data and approaches into their otherwise qualitative research projects whilst quantitative dominant mixed methods research, symbolized as QUAN+qual research, would fit quantitative or mixed methods researchers who believe it is important to include qualitative data and approaches into their otherwise quantitative research projects” (Johnson *et al*, 2007:124).

Aligning with the aforementioned stipulation, the researcher gave both quantitative and qualitative data equal status for credible results to research questions. According to Johnson *et al*, (2007:123) “researchers who give equal status to both designs believe that qualitative and quantitative data and approaches will add insights as one considers most, if not all, research questions.” Fielding, (2012:131) postulates; “the most common mixed methods design combines survey and interview data.” In the current study, the researcher combined questionnaires, in-depth interviews and narrative inquiry as data collection instruments, when collecting data in the research field. Consequently, a plethora of scholars affirm that mixed methods design entails mixing of the data from different research methods in a single study (Creswell, 2008, Schwanenberger & Ahearn, 2013, Fielding, 2012, Johnson & Onwuegbuzie, 2004, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). But, it should be noted, “a study’s design often reflects the assumptions of a researcher about the best approach to explore a research question” (Wheeldon, 2011:100). As a result; in the current study, the researcher assumed; mixed methods design is suitable since the intention was to utilize data collection instruments from both data types (quantitative and qualitative) when gathering data in the research field.

Furthermore, the researcher utilized mixed methods design due to “its strength of drawing on both qualitative and quantitative research; minimizing the limitations of both approaches” (Creswell, 2014:218). Deducing from this view, mixed methods design seems to be appropriate in the present study since it investigates the transformative effect of education programmes as perceived by ex-offenders in the DCS.

In this instance, the researcher anticipates that the outcomes of this study, acquired through triangulation and comparison of findings from different sources, will assist in improving the quality of education programmes designed for offender rehabilitation process in the DCS. This phenomenon is known as *treatment integrity* (Collins *et al*, 2006, Leech & Onwuegbuzie, 2010). According to Leech & Onwuegbuzie, (2010:63) “treatment integrity involves the mixing of quantitative and qualitative techniques for the rationale of assessing the fidelity of interventions, programs or treatment.” Consistent with this view, Creswell, (2014:218) hypothesize; mixed methods design assists in obtaining “a better understanding the need for and impact of education programmes as an intervention program through collecting both quantitative and qualitative data over time.”

In this instance, the South African Department of Correctional Services utilizes education as an intervention programme to incarcerated people in preparation for reintegration in communities. Therefore; the researcher assumes; mixed methods design will give “depth of qualitative understanding with the reach of quantitative techniques” in this study (Fielding, 2012:124). Aligning with this notion, mixed methods design seems to be the right choice of research design in the present study since it investigates the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services.

Subsequently, the researcher anticipates; mixed methods design will give a better understanding of the impact of education programmes to offender rehabilitation process within the DCS. This notion seems to be consistent with Creswell, (2014:218) who recommends use of “quantitative and qualitative data in determining the extent of changes needed for a marginalized group.” Similarly; this study focuses on the *voiceless* and *marginalized* people; ex-offenders. Therefore, the researcher anticipates; mixed methods design will give a better understanding of the situation, thus help in coming up with credible outcomes based on empirical research. Creswell & Plano Clark, (2007:7) re-iterate; “by mixing the datasets, the researcher provides a better understanding of the problem than if either dataset had been used alone.”

Aligning with this view, Johnson & Onwuegbuzie, (2004:19) postulate; “if findings are corroborated across different approaches then greater confidence can be held in the singular conclusion accordingly.” However, it should be noted; research findings become important to those who have to respond to them (Glasgow & Riley, 2013:238). Based on these arguments, the researcher anticipates; the outcomes of this study will assist educators, education managers and policy developers in the DCS to improve the quality of education programmes implemented for offender rehabilitation process. Bennett, (2015:71) concurs; “there is much to learn from the perspectives of ex-offenders who participated in correctional educational programs, especially regarding what was effective and what was not.” To this effect; Onwuegbuzie & Johnson, (2006:48) argue; “a unique feature” of mixed methods studies is that individual study focuses on “practical questions *and* a variety of *perspectives* in order to give researchers’ in-depth understanding of the phenomenon under investigation.”

However, Johnson & Onwuegbuzie, (2004:15) recommend that researchers should consider taking “non-purist or compatibilist or mixed methods position” which seems to be suitable in combining research designs which are appropriate in *answering research questions*.

4.4 Research Approach

In the present study, the researcher used a convergent parallel Mixed Method approach during data collection, analysis, interpretation and reporting stages. When utilizing a convergent parallel mixed methods approach, a researcher:

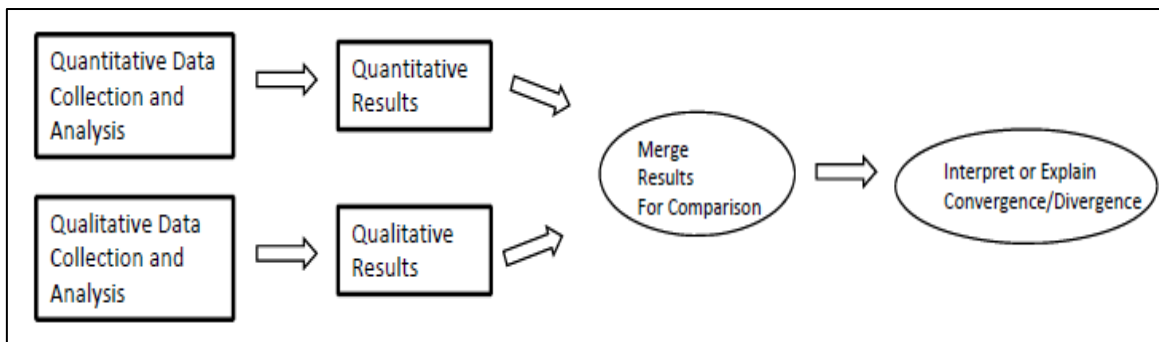
- “Collects both quantitative and qualitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirm each other” (Creswell, 2014:219).
- “Collects both quantitative and quantitative data in parallel, usually at the same time and with respect to the same research question(s). The researcher gives equal weight to the two types of data and strives for triangulation, with the hope that analyses of both data sets lead to similar conclusions about the phenomenon under investigation” (Leedy & Ormrod, 2013:260).

- “Gives quantitative and qualitative data equal weight; data collection and data analysis are performed contemporaneously” (Huang *et al*, 2014:443).
- “Uses quantitative and qualitative approaches simultaneously in the development of their study. Generally, parallel phase studies consist of studying the problem in an integrated manner from the quantitative and qualitative approaches” (Ponce & Pagan-Maldonado, 2015:117).
- “Uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, keeps the strands independent during analysis, and mixes the results during researcher’s overall interpretation of data” (Creswell & Plano Clark, 2011:410).

Deducing from the aforementioned scholars’ perspectives, it seems; the objective of utilizing convergent parallel mixed methods design is to combine “quantitative and qualitative data” in answering similar research questions, thus; address study objectives. This view is affirmed by Creswell & Plano Clark, (2011:78) who asserts; in convergent design “the researcher collects both quantitative data and qualitative data about the topic of interest.” Consequently, in the present study; the researcher gave both quantitative and qualitative data equal weight to answer the same research questions. Creswell *et al*, (2011:8) acquiesce that in convergent design, a researcher may “collect both quantitative correlational data as well as qualitative individual or group interview data and combine the two to best understand participants’ experiences. Equally, the researcher gave both quantitative and qualitative data “equal weight” during data collection process, analysed separately and compared findings in order to have a better understanding on the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. This notion seems to corroborate Creswell & Plano Clark, (2011:65) who hypothesize; “the two methods may have an equal priority so that both play an equally important role in addressing the research problem.”

According to Creswell & Plano Clark, (2011:76) convergent parallel design comprise of three variants; “the parallel-database, the data transformation and the data validation.” Consequently, Creswell (2013) outlines steps in conducting Convergent Parallel Mixed methods design, in Figure 4.3.

Figure 4.3: Processes of Convergent Parallel Mixed Methods Approach



(Creswell, 2013:40)

Construed to processes of a convergent parallel mixed methods approach, outlined in Figure 4.3, the researcher utilized quantitative and qualitative research instruments concurrently or parallel when collecting data, in order to connect, make comparison, merge and come up with concrete research findings. For instance, numerous researchers accentuate that in convergent parallel design “quantitative and qualitative findings” are “compared and contrasted” to answer the research questions (Huang *et al*, 2014, Creswell *et al*, 2003, Collins, 2006, Ivankova, 2015, Hesse-Biber, 2010). As a result, the researcher assumed; use of convergent parallel mixed methods design in the current study will assist in coming up with accurate results through comparing and merging of data during data collection, analysis, interpretation and reporting stages.

Therefore; in “convergent parallel mixed methods design, both qualitative and quantitative data provide different types of information-often detailed views of participants qualitatively and scores on instruments quantitatively-and together they yield results that should be the same” (Creswell, 2014:219). In this instance, Pluye & Hong, (2014:30) re-iterate; “simultaneous use of both qualitative and quantitative data” gives a ‘better’ understanding of a ‘phenomenon’ under study.

Deducing from this view, the researcher assumed; concurrent use of qualitative and quantitative data in the present study will assist in triangulating and comparing research findings from both data sources (questionnaires and in-depth interviews) thus; give a better understanding of the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services.

To this effect; Creswell & Plano Clark, (2011:77) accentuate that researchers may use convergent parallel mixed methods design when the objective is “to triangulate the methods by directly comparing and contrasting quantitative statistical with qualitative findings for corroboration and validation purposes.”

4.5 Pilot Testing

Pilot testing of a questionnaire form was conducted to five (5) ex-offenders with demographic characteristics similar to the research sample prior to data collection phase. This process is known as “instrument fidelity” (Collins *et al*, 2006, Leech & Onwuegbuzie, 2010). In this case; researchers may conduct *instrument fidelity* with the objective of maximizing “the appropriateness and/or utility of the instruments used in the study whether quantitative or qualitative” (Collins *et al*, 2006:77). Consistent with this view, Leech & Onwuegbuzie, (2010:62) postulate; *instrument fidelity* is “procedures used by researchers to maximize appropriateness and/or utility of the quantitative and/or qualitative instrument used in the study.” Based on this notion, the researcher conducted *instrument fidelity* through pilot testing of a questionnaire form in order to determine *appropriateness* of the research tool prior to data collection process.

During this process, the researcher sought assistance from one of the Non-Governmental Organizations working with ex-offenders in communities, to request a database of ex-offenders. This database assisted in identifying five ex-offenders who attended education programmes for a period of two to five years during incarceration period in the DCS for pilot testing purposes.

This pilot testing was performed to test relevance of the questions in the questionnaire form which was designed by the researcher through international benchmarking within the field of correctional education. Creswell & Plano Clark, (2007:115) concur that a researcher “selects an instrument to use or develops an instrument.”

Consequently, the researcher conducted pilot testing on the developed open-ended questionnaire form to promote data accuracy during collection stage. According to Pettit, (2012:37) by not starting with pilot testing, researchers may administer long or not easily understood questions by participants. Aligning with this view, pilot testing of a questionnaire form in the present study was conducted to five ex-offenders with demographic characteristics similar to the research sample to determine “correct interpretation” of questions in a questionnaire form before actual data collection. Kumar, (2012:156) concurs; a questionnaire form may be pre-tested or piloted prior to actual data collection. The objective is to “test the intelligibility of the questionnaire form” (Ozden, 2015:339). In this instance, research recommends that a questionnaire form should be tested to a group of people similar to the research sample. The objective is not data collection but to identify challenges which the identified participants may experience to understand or interpret prior to actual data collection (Kumar, 2012, Pettit, 2012).

Based on this notion, in the current study, the researcher conducted pre-testing or pilot testing of a questionnaire form to five ex-offenders with demographics similar to research sample in order to identify challenges with regard to “understanding and interpretation” of the questions by participants in the questionnaire form prior data collection phase. Subsequently, the researcher transcribed all participants’ responses question by question, analysed them in order to compare and identify similar challenges in respondents’ responses. As a result, some questions where there was a duplication of participants’ responses in the questionnaire form were amended or rephrased. In this instance, all five respondents in the Pilot study appeared to misinterpret the identified questions, thus; interpretation seemed to be inaccurate. Wilkinson, (2003:46) acquiesces that piloting is particularly important to ensure respondents don’t misunderstand the questions you have asked.

Subsequently; the researcher had to amend or rephrase some questions on the questionnaire form in order to be specific on the identified questions, thus; avoid misinterpretation or misunderstanding of questions by participants during data collection stage. This notion seems to corroborate Collins *et al*, (2006:77) who postulate; “a researcher might conduct a pilot study either to assess the appropriateness and/or utility of existing instruments with a view to making modifications, where needed, or creating and improving a new instrument.” In addition, pilot testing of a questionnaire form also helps in clarifying a number of questions which may create confusion during data collection phase (Pettit, 2012:37).

In summary; conducting pilot testing of a questionnaire form prior to actual data collection in the present study minimized confusion and misunderstanding of questions by participants during data collection phase.

4.6 Sampling

Mixed methods *sampling* entails mixing both *qualitative* and *quantitative* procedures to respond appropriately to *research questions* (Teddlie & Yu, 2007:77). Consequently; in the present study, the researcher utilized quantitative and qualitative techniques in order to enrich data. This phenomenon is known as *participant enrichment* (Onwuegbuzie & Leech, 2010, Collins *et al*, 2006). Participant enrichment; refers to “mixing of qualitative and quantitative techniques for the rationale of optimizing the sample” (Leech & Onwuegbuzie, 2010:62). According to Collins *et al*, (2006:76) participant enrichment could be done by *increasing participants* in a study. However, sample size in Mixed Methods studies depends on the design type, which may result to smaller or bigger samples (Teddlie & Yu, 2007, Onwuegbuzie & Collins, 2007). In this instance, research recommends that mixed methodologists may take into consideration other aspects such as *research objective and research question(s)* when deciding sample size in their studies (Onwuegbuzie & Collins, 2007:288). Subsequently, Onwuegbuzie & Collins, (2007:291) conceptualized *seven steps* which may serve as guidelines to *mixed methods sampling process*, in Figure 4.4.

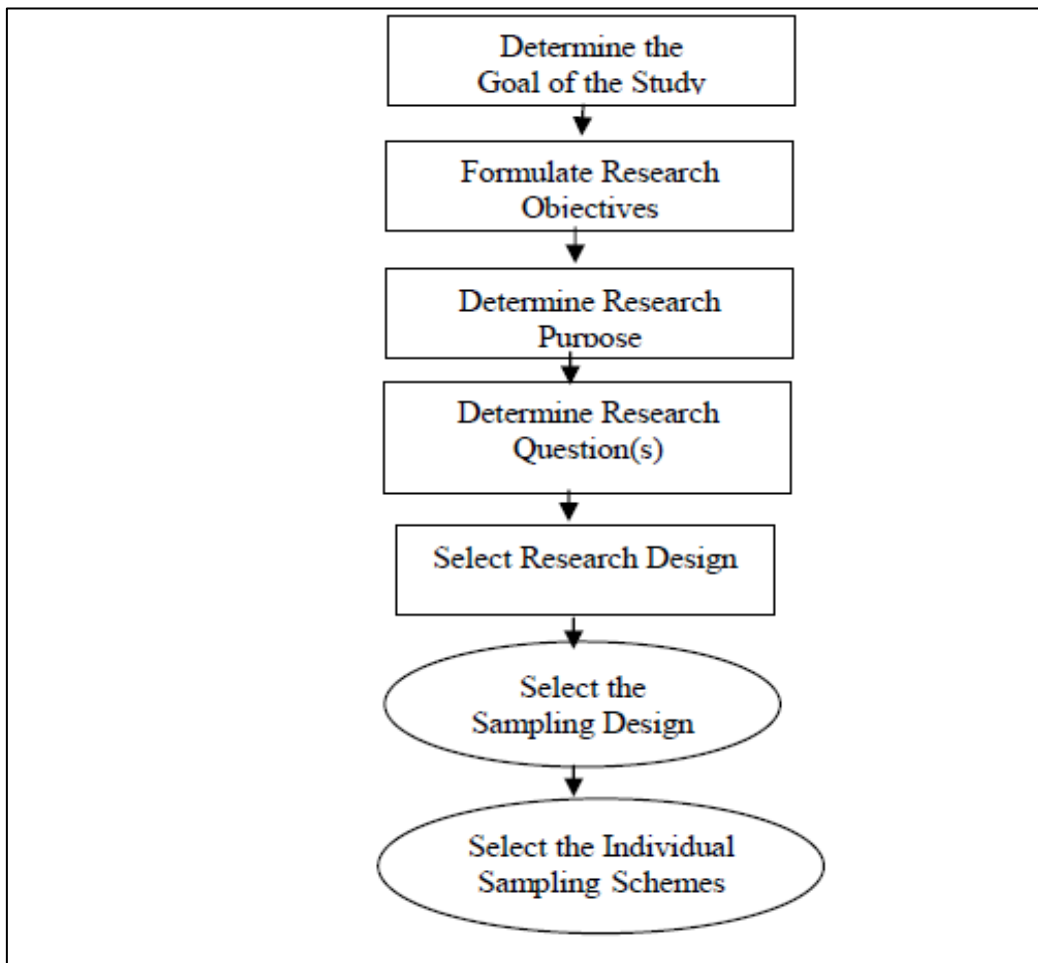


Figure 4.4:Steps in the Mixed Methods sampling process

(Onwuegbuzie & Collins, 2007:291)

Aligning with *mixed methods sampling processes outlined in Figure 4.4*; purposive sampling was utilized in the current study to select ex-offenders who attended education programmes for a period of two to five years during incarceration period within the South African Department of Correctional Services. During this process, twelve (12) ex-offenders who attended education programmes for a period of two to five years during incarceration period within the DCS were identified for in-depth interviews sessions and forty (40) ex-offenders for questionnaires completion sessions. In this instance, the researcher assumed; the identified sample would be in a position to respond appropriately to research questions, thus; provide credible research findings.

This notion seems to be consistent with Teddlie & Yu, (2007:98) who asserts; “when purposive sampling decisions are made, researchers should know the characteristics of other contexts to which they want to transfer their results.” As a result; when using purposive sampling, researchers identify participants according to their level of information (Gulati & Taneja, 2013, Teddlie & Yu, 2007, Onwuegbuzie *et al*, 2007, Hesse-Biber, 2010). Based on this view, the researcher assumed; ex-offenders who attended education programmes for a period of two to five years within the South African Department of Correctional Services will give accurate answers to research questions.

In this instance, Lichtman, (2006:130) postulates; what needs to be considered is that research participants have experience and expertise on the research topic. In the current study, the researcher had also taken into consideration gender representation when selecting research participants from databases for both questionnaires completion and in-depth interview sessions (Creswell & Plano Clark, 2007:112). The researcher assumed; this notion will help in extracting balanced opinions on the transformative effect of education programmes from both female and male ex-offenders.

However, during selection process; it became a challenge to obtain equal representation of both genders as envisaged, due to few female correctional centres within the South African Department of Correctional Services. To this effect, Mokoele, (2016:87) affirms; “the majority of South African prisoners are poor male adults, 18 years and older, whose poverty is often compounded by racial discrimination.” As a result, participants’ representation in the current study became predominantly male ex-offenders. This assertion is evident in Table 4.1, which depicts figures of gender representation *per gender category* within the South African Department of Correctional Services.

Table 4.1: Average number of inmates per gender category in correctional facilities per financial years

The following table represents the average numbers of inmates in DCS correctional facilities.	Un-sentenced inmates			Sentenced offenders			Average inmate population		
	Females	Males	Total	Females	Males	Total	Females	Males	Total
2010/11	963	46 794	47 757	2 625	110 714	112 934	3 588	157 508	161 096
2011/12	1 030	44 868	45 898	2 735	110 309	113 044	3 765	155 177	158 942
2012/13	988	44 742	45 730	2 392	102 486	104 878	3 380	150 608	153 968
2013/14	1 005	43 853	44 858	2 490	105 206	107 696	3 495	149 058	152 553
2014/15	1 048	41 029	42 077	2 867	112 197	115 064	3 915	153 226	157 141
2015/16	1 053	41 327	42 380	3 052	113 899	116 951	4 105	155 226	159 331

(DCS, 2015/16:31)

As depicted in Table 4.1, the number of female offenders in the South African Department of Correctional Services is lower, compared to male offenders. As mentioned previously, it became a challenge to find equal representation of participants per gender category in the current study. As a result, out of fifty two (52) participants in the current study, only seven (7) participants are females.

Young & Mattucci, (2006:129) concur that females in correctional centres are few, as a result a number of “studies that examine the effectiveness of vocational programming overlook women’s experiences.” As noted earlier on, *sample* size in mixed methods design depends “on the research strand and question from a small number” (Teddlie & Yu, 2007:86). For example, in the current study, the researcher utilized a convergent parallel mixed methods approach when conducting research. According to Onwuegbuzie & Johnson, (2006:56) when researchers use concurrent mixed methods design, may integrate data acquired from a *bigger* sample of quantitative data with a smaller sample of qualitative data. Based on this notion, in the present study, data collected through in-depth interviews from a sample of twelve (12) participants was integrated with data collected through questionnaires from a separate sample of forty (40) participants. To this effect, Onwuegbuzie & Collins (2007) conceptualized “*Two-dimensional Mixed Methods Sampling Model*,” in Figure 4.5.

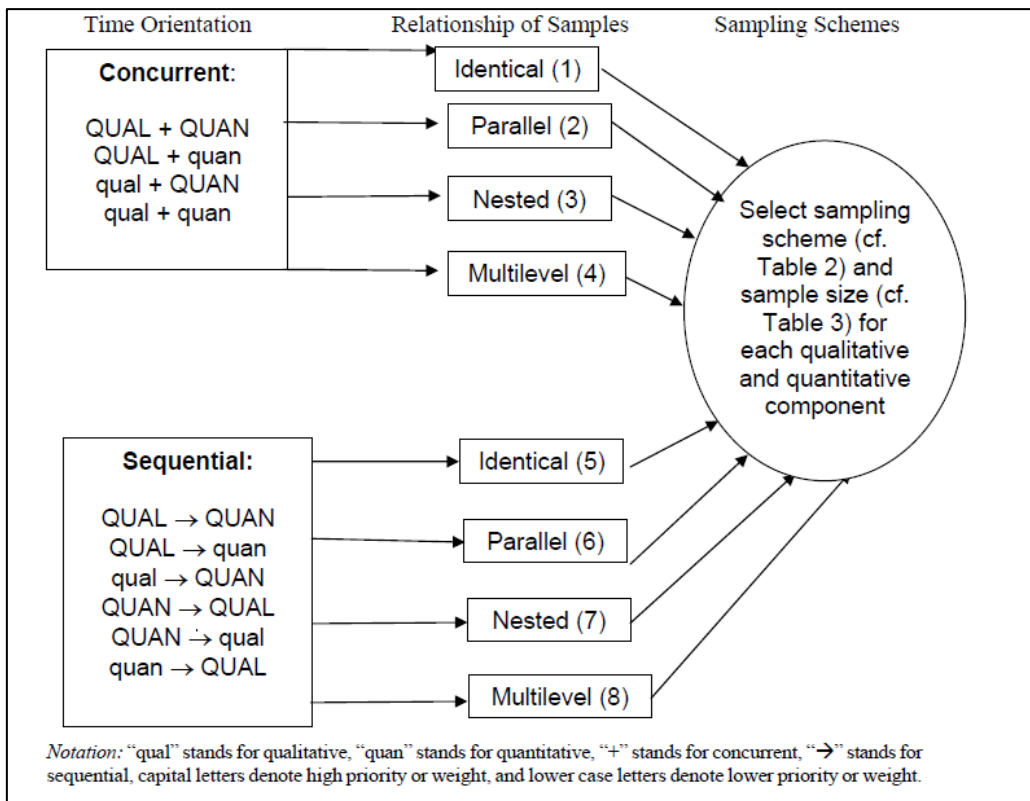


Figure 4.5: Two-dimensional mixed methods model providing a typology of mixed methods sampling designs

(Onwuegbuzie & Collins, 2007:294)

According to Leech & Onwuegbuzie, (2010:63) these two 'criteria' outlined in Figure 4.5; "*time orientation and sample relationship, result to eight sampling designs* which mixed methodologists may utilize in conducting research: (1) Concurrent-identical (2) Concurrent-parallel (3) Concurrent-nested (4) Concurrent-multilevel (5) Sequential-identical (6) Sequential-parallel (7) Sequential-nested (8) Sequential-multilevel." Contrary, Teddlie & Yu (2007:78) conceptualized *four sampling techniques* in mixed methods: "(1) *Probability Sampling* (2) *Purposive sampling* (3) *Convenience Sampling* (4) *Mixed Methods Sampling*."

Construed to both sampling designs conceptualized by (Leech & Onwuegbuzie, 2010, Teddlie & Yu, 2007), the present study seems to fall under concurrent-parallel design (2); utilizing purposive sampling, due to the fact that "both qualitative and quantitative data" were given equal status or weight and parallel relationship during data collection stage (see Figure 4.5).

According to Onwuegbuzie & Collins (2007:292) “a parallel relationship specifies that the samples for the qualitative and quantitative components of the research are different but are drawn from the same population of interest.” Likewise, in the present study, *samples* for in-depth interviews and questionnaires completion were separate, but; selected from *the same population of interest*, ex-offenders who attended education programmes for a period of two to five years within the South African Department of Correctional Services. Therefore, “purposive sampling is designed to generate a sample that will address research questions” (Teddlie & Yu, 2007:84).

This sampling procedure seems to be consistent with Convergent Parallel Mixed Methods design sampling process. For example, Onwuegbuzie & Collins, (2007:294) agree; Design 2 in Figure 4.5 “involves a concurrent design using parallel samples for the qualitative and quantitative component of the study.” In this instance, some scholars accentuate that smaller sample of participants may be selected from the *bigger group* of participants or from a new selection of participants (Onwuegbuzie & Johnson, 2006, Collins *et al*, 2006).

In summary, the present study used a convergent parallel mixed methods sampling procedure by selecting *a smaller sample of twelve (12) participants for in-depth interviews, parallel to a bigger group of forty (40) participants identified for questionnaires completion.*

Consequently, purposive sampling assisted in selecting information rich ex-offenders who attended education programmes for a period of two to five years, thus; supplied adequate data on the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. As a result; Devers & Frankel, (2000:264) recommend that researchers may design a concrete sample which is capable of answering research questions, identify research sites, and secure research participants for the study. In essence, purposive sampling enhances understanding of selected participants’ experiences in order to develop theories or concepts.

Through purposive sampling, researchers select information rich participants who will be able to give answers to research questions (Devers & Frankel, 2000, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). Subsequently, the researcher identified suitable participants who assisted in acquiring rich data, thus; helped to generate concrete research findings in the present study. As a result; through purposive sampling, the researcher managed to acquire information rich participants who provided adequate data and responded appropriately to research questions.

In summary; a total of fifty-two (52) ex-offenders who attended education programmes for a period of two to five years in the DCS were involved in this study. Data were collected in two Regions (Gauteng and KwaZulu Natal) out of six Regions within the South African Department of Correctional Services. Research affirms; in a convergent parallel mixed methods approach, “data for the qualitative data collection will be smaller than that for the quantitative collection” (Creswell, 2014:222).

Based on this notion, the researcher collected in-depth interviews data from a smaller number of research participants (**twelve ex-offenders**) than in questionnaires data (**forty ex-offenders**). Subsequently, in the current study, a small *sample* of in-depth interviews participants was compared with a bigger sample of questionnaire participants. Creswell, (2014:222) reiterates; “comparison between the two databases and the more they are similar, the better the comparison.”

Therefore, it becomes obvious; qualitative data can give “policymakers a sense of the effects of policies in real world beyond government” (Fielding, 2012:127). Equally, it is anticipated; findings in the current study will give policy developers in the South African Department of Correctional Services “a sense on the effects” of education programmes to ex-offenders in communities. Subsequently, demographic characteristics of ex-offenders who participated in the current study are outlined in Table 4.2.

Table 4.2: Participants' Demographic Characteristics

DATA SOURCE	REGION			AGE	GENDER	
	Gauteng	KwaZulu Natal	Total	Category	M	F
Questionnaires	20	20	40	6-35	13	Nil
				36-55	22	3
				56-65	2	Nil
In-depth interviews	6	6	12	6-35	Nil	2
				36-55	8	2
				56-65	Nil	Nil
Total	26	26	52		45	7

Finally, the researcher assumes; use of convergent parallel mixed methods design, by comparing participants' perceptions collected through different data collection instruments, helped in coming up with accurate interpretation of the offenders' perceptions on the transformative effect of education programmes within the South African Department of Correctional Services.

4.7 Procedures

The researcher obtained databases of ex-offenders who attended education programmes for a period of two to five years in the DCS during incarceration period from Managers Education and Training at identified Management Areas, Community Corrections Offices and Non-Governmental organizations working with ex-offenders in communities. The researcher also contacted two Directorates responsible for offender re-integration in communities at the South African Department of Correctional Services National Head Office to request databases of Organizations working with ex-offenders in communities. The objective was to engage with the Non-Governmental Organizations directly in order to identify correct participants for this study. After receiving databases, the researcher classified the organizations working with ex-offenders as follows:

- Non-Governmental Organizations;
- Half-way houses;
- Community Corrections Offices;
- Managers education and training offices; and
- Institutions of Higher Learning.

The objective of utilizing the aforementioned criteria for identification of participants was to ensure that a variety of participants are identified from different sectors in the communities in order to acquire different and balanced findings in this study.

4.8 Data Collection Instruments

As mentioned previously, the researcher utilized mixed methods design in order to combine “qualitative and quantitative data collection and analysis techniques” (Pluye & Hong, 2014:34). In this case, “mixed methodologists present an alternative to the QUAN and QUAL traditions by advocating the use of whatever methodological tools are required to answer the research questions under study” (Teddlie & Tashakkori, 2009:7). Subsequently, the researcher utilized the following data collection instruments during collecting collection stage:

4.8.1 Questionnaires

According to Nkunda, (2010:2) ‘surveys and questionnaires,’ may be utilized as data collection instruments. In most cases, questionnaires are utilized to collect facts “about people’s beliefs, feelings, experiences in certain jobs, service offered, activities and so on” (Nkunda, 2010:2). Based on this view, the researcher used questionnaires as data collection instruments in this study since it focuses on ex-offenders’ perceptions on the transformative effect of education programmes within the South African Department of Correctional Services (see Annexure A). What is important about questionnaires is flexibility, by giving participants an opportunity to respond in different ways to questions (Nkunda, 2010:2). In addition; in the case of sensitive questions, questionnaires help in obtaining accurate data from research participants (Kumar, 2012:148).

Similarly, this study dealt with questions which may be perceived as being 'sensitive' since participants were previously incarcerated people. In this instance, the researcher anticipated that questionnaires in this study would assist in acquiring accurate data when research participants respond to sensitive questions, due to the fact that; participants' identities would not be disclosed when completing questionnaire forms. To this effect; Somekh & Lewin, (2006:220) recommend that researchers should take into consideration ethical issues such as 'anonymity and confidentiality' when designing questionnaires, 'depending on the sensitive nature of the questions.' Consequently, the researcher notified all participants during questionnaires completion sessions that names were not required in the questionnaire forms.

As noted previously, this study may be perceived as being sensitive since it investigates perceptions of participants who were previously incarcerated in the DCS. Therefore; the researcher forethought that some of the questions asked during in-depth interviews may be perceived as being sensitive by participants, consequently; may be reluctant to respond or give skewed data. Based on this notion, the researcher assumed; use of questionnaires in this study would help in obtaining credible data from research participants. In addition, in most cases one had to ask questions which may be perceived as being personal. This phenomenon may be perceived as being offensive by some participants. Therefore, it was very important for the researcher to be aware of these issues in advance since if ignored, could result to questionnaires not being completed and returned (Kumar, 2012:156).

Nkunda, (2010:2) indicates; in some instances researchers utilize questionnaires to monitor and assess impact. "Impact or outcome evaluation is one of the most widely practised types of evaluation." The objective is the assessment of impact pertaining to the introduction of a 'programme or policy' (Kumar, 2012:337). Similarly, the researcher anticipated; use of questionnaires in the present study would assist in monitoring and evaluating the impact of education programmes on the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services.

Therefore, the researcher assumes; the outcomes of this study will enable educators, policy developers and education managers to plan and develop new education programmes that will facilitate offender transformation in the DCS.

To this effect; Creswell & Plano Clark, (2007:13) acquiesce that “audiences such as policy makers, practitioners, and others in applied areas need multiple forms of evidence to document and inform the research problems.”

Various researchers concur that questions on a questionnaire form may be open-ended or closed (Wilkinson, 2003, Mertens, 2011, Ivankova, 2015). It is believed; open-ended questions give respondents an opportunity to write their opinions, whilst closed questions need respondents to select a correct answer from a list of categories (Wilkinson, 2003:44). In summary; open ended questions “allow respondents to write either positive or negative responses based in the type of questions” (Nkunda, 2010:2). Subsequently, the questionnaire comprised of the following domains:

- Section A: Demographics.
- Section B: Education history in DCS.
- Section C: Education programmes attended in DCS.
- Section D: Current employment status.
- Section E: Perceptions on transforming offender through education programmes.

Therefore; closed questions on the questionnaire form were prepared for collecting quantitative data collection and open-ended questions for collecting qualitative data collection. This notion seems to be congruent with Collins, (2006:84) who stipulates; “questionnaires that extract both quantitative and qualitative data may be subjected to concurrent mixed analysis.” As a result, researchers frequently use open-ended questions on a questionnaire since they allow respondents to respond freely (Somekh & Lewin, 2006:220). Equally, in the present study, the researcher used convergent design which permits the researcher to include; “both- closed and open-ended questions on a questionnaire and the results from the open-ended questions are used to confirm or validate the results from the closed-ended questions” (Creswell & Plano Clark, 2011:81).

Consequently, the researcher confirmed quantitative findings (closed questions) with qualitative findings (open-ended questions) when presenting results in the present study. Therefore; it is recommended questionnaires which collect facts, attitudes and beliefs should have a combination of questions (Somekh & Lewin, 2006:220). Aligning with this view, in the present study, the researcher used “a combination of open-ended and closed questions” on a questionnaire form due to the fact that; this study investigates the transformative effect of education programmes as perceived by ex-offenders in the DCS. In summary; use of open-ended questions assisted in giving respondents flexibility when answering questions, thus helped the researcher to acquire vast amounts of data. On the other hand, closed questions required research participants to select from an identified list of categories, thus enabled the researcher to obtain relevant data.

According to McClue, (2002:1) questionnaires are useful instruments in measuring “attitudes, facts or values held by individuals.” They may be utilized, especially when data is collected from a big number of research participants (Wilkinson, 2003:42). As a result, use of questionnaires in the present study helped in collecting data from a big number of participants (40), thus helped in ensuring data authenticity. Wellington, (2003:106) affirms; data collected through questionnaires could be richer and more truthful than the one collected through face to face interviews. It is believed, questionnaires are utilized when researchers are interested in studying ‘particular groups, or people in a particular problem’ with the objective of generalizing or making comparisons for development purposes based on their responses.

Similarly; in the current study, the researcher utilized questionnaires to a group of offenders who attended education programmes for a period of two to five years in the DCS in order to make comparison with in-depth interviews findings for programme enhancement purposes. The researcher therefore anticipates; findings in the current study will help in designing new education programmes intended for offender development within the DCS. To this effect; Caracelli & Greene, (1993:195) agree; “in evaluation, quantitative methods frequently play the leading role in assessing program outcomes, while qualitative methods are chosen for the supporting role of examining program processes.

4.8.2 In-depth interviews

The researcher utilized in-depth interviews in the present study as one of data collection instruments. In-depth interviews were conducted parallel to questionnaires completion in the research field. Pluye & Hong, (2014:33) affirm; some researchers conduct “QUAL interviews with a sample of cases with complementary QUANT and QUAL data.” This process assisted in comparing, connecting and merging QUANT and QUAL data. According to Kumar, (2012:160) “two characteristics of in-depth interviewing: involves ‘face-to-face’ repeated “interaction between the researcher and his/her informants(s)”; and to “understand the latter’s perspectives.” Based on this view, the researcher prepared an interview protocol, in order to seek ex-offenders’ perceptions on the transformative effect of education programmes, through 60-90 minutes ‘face to face’ in-depth interviews sessions (see Annexure B). The prepared interview protocol allowed respondents to respond to closed questions by giving short responses and open-ended questions; assisted respondents to expand on responses or narrate stories based on their experiences of attending education programmes within the South African Department of Correctional Services. The subsequent domains were covered by the questions on the interview protocol:

- Motivation to study in the DCS.
- Education programmes attended in the DCS.
- Perceptions on the transformative effect of education programmes.
- Experiences on attending education programmes in the DCS.
- Qualifications obtained in the DCS.
- Skills obtained in the DCS.
- Recommended education programmes in the DCS.
- Current employment status.
- Quality of life after attending education programmes in the DCS.

Subsequently, in-depth interviews appeared to be suitable as data collection instruments in this study since they prolonged time spent with participants in the research field, thus; helped in extracting vast amount of data.

Moreover, in-depth interviews seemed to help in giving a better understanding of ex-offenders' perceptions on the transformative effect of education programmes within the South African Department of Correctional Services.

4.8.3 Narrative inquiry

Kumar, (2012:161) postulates; "narratives are a very powerful method of data collection for situations which are sensitive in nature." Equally, this study may be perceived as "sensitive in nature" due to its focus on previously incarcerated people within the DCS. Therefore, narrative inquiry was conducted concurrently with in-depth interviews in the research field. The researcher, utilized probes in order to trigger participants to narrate stories or expand based on the transformative effect of education programmes within the DCS, during in-depth interviews sessions. In this case, narrative inquiry seemed to be an appropriate data collection instrument in this study since it assisted in extracting adequate data from research participants, thus; helped in obtaining ex-offenders' perceptions on the transformative effect of education programmes within the DCS.

In addition, the researcher assumed; use of narrative inquiry as a research instrument in this study would give research participants more opportunity to elaborate on their perceptions on the transformative effect of education programmes. Bell, (2003:97) posits; "narrative and story-telling are often used interchangeable referring to different practises such as childhood recollections, fables and scientific explanations." Aligning with this notion, the researcher used probes and open-ended questions in order to trigger research participants to elaborate and narrate their experiences on the transformative effect of education programmes in the DCS. According to Clough, (2002:8) narrative inquiry is a useful data collection instrument since it makes the strange familiar by opening another view of life. For instance, in most cases, in an interview data; participants frequently narrate the experiences or events of everyday life. In this instance, participants "reconstruct their stories to convey a specific perspective of an event" (Bailey, 2002:581). Equally; the researcher triggered participants during in-depth interviews sessions in order to narrate stories based on their perceptions on the transformative effect of education programmes within the South African Department of Correctional Services.

In this instance, the researcher assumed; use of narrative inquiry in this study will assist in giving a better perspective and understanding of ex-offenders' 'strange' world. Subsequently, narrative enquiry assisted in obtaining sufficient data "from real events in order to speak in the heart of social consciousness, thus; providing the protection of the research participants without stripping away the rawness of real happenings" (Clough, 2002:8).

4.9 Data Collection

In the current study, the researcher utilized a convergent parallel mixed methods approach during data collection stage to obtain in-depth understanding of ex-offenders' perceptions on the transformative effect of education programmes in the DCS. According to Creswell *et al*, (2003:172) when researchers utilize a convergent parallel mixed methods approach, during data collection stage "both qualitative and quantitative" data is given *equal weight*. Consistent with this notion, Molina-Azorin & Cameron, (2010:98) assert; "regarding priority, mixed methods researchers can give equal priority to both quantitative and qualitative research, or emphasize more on qualitative or quantitative parts."

Consequently, numerous researchers concur that both data types are given equal status during data collection stage in convergent parallel mixed methods design (Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). To this effect, Steckler *et al*, (1992:4) assert; "when both methods are used equally, often the results from each approach are used to cross-validate the study findings."

Consequently; Creswell & Plano Clark, (2011:77) acquiesce that convergent parallel mixed methods design may be utilized "when the researcher wants to triangulate the methods by directly comparing and contrasting quantitative statistical with qualitative findings for corroboration and validation purposes." For instance; whilst in the research field, the researcher had an opportunity of making comparison between data collected through questionnaires with data collected through in-depth interviews. This process is known as embedding or merging of data.

“Embedding may involve any combination of connecting, building, or merging, but the hallmark is recurrently linking qualitative data collection to quantitative data collection at multiple points” (Fetters *et al*, 2013:2141).

For example, while waiting for the next participant for in-depth interviews, the researcher had an opportunity of starting with data analysis process on some of the completed questionnaires. Consequently, the researcher managed to identify some similar concepts from “both quantitative and qualitative data” whilst still in the research field. For instance, the researcher conducted the process of questionnaires completion parallel to in-depth interviews sessions, whilst narrative inquiry was performed concurrently with in-depth interviews sessions in the research field. In this case, both quantitative and qualitative data collection was conducted within “one phase of the research study” (Creswell *et al*, 2003, Fetters *et al*, 2007, Leedy & Ormond, 2013, Collins, 2006).

To this effect, Creswell & Plano Clark, (2011:77) hypothesize that researchers may utilize convergent design when there is “limited time for collecting data and must collect both types of data in one visit to the field.” Equally, the researcher had ‘limited time’ allotted to finalize data collection process in the current study. For instance, in convergent parallel mixed methods design “data collection occurs parallel and analysis for integration begins well after the collection process has proceeded or has been completed” (Fetters *et al*, 2013:2137). The visual model of giving equal status to different data sets during ‘data collection’ phase is outlined in Figure 4.6.



Figure 4.6: Visual Model where qualitative and quantitative methods are used equally and in parallel
(Steckler *et al*, 1992:5)

Construed to the visual model depicted in Figure 4.6, the researcher collected quantitative and qualitative data parallel to each other in one phase.

Creswell, (2003:185) concurs; mixed methods design researchers may collect *different data sets (quantitative and qualitative)* simultaneously in order to give “a study with the advantages of both quantitative and qualitative data.” Based on this notion, the researcher collected data through questionnaire forms by distributing them personally to participants in each Region. According to Wilkinson, (2003:46) distribution of questionnaires vary, one may hand out questionnaires personally after a meeting or event since this may increase response rate.

Alternatively, one may utilize a personal contact since it promotes co-operation (Wilkinson, 2003:49). For instance, in the present study, the researcher utilized a personal contact in order to make an arrangement for distribution of questionnaires in a neutral venue. “A personal contact often encourages co-operation” (Wilkinson, 2003:46). Consequently; in the current study, the required number of participants gathered for each session, to complete questionnaires in the same venue. However, distribution and completion of questionnaires took place in different sessions since the required number of participants could not be gathered simultaneously.

As a result, the researcher had to travel several times to the research field in each Region for data collection purposes. Ultimately, data were collected through questionnaires from forty participants. In this instance, the researcher was able to distribute questionnaire forms personally, thus avoiding another person to have access to raw data. Therefore; being able to hand out questionnaires in person, particularly to a captive audience after a meeting or other event, may maximise your response rate (Wilkinson, 2003:46). As mentioned previously, questionnaires in this study had a combination of closed and open-ended questions, thus; helped in collecting “both quantitative and qualitative data” with one data collection instrument.

Subsequently, data collection through questionnaires and in-depth interviews were conducted parallel to each other in the research field. In this instance, the researcher collected qualitative data through in-depth interviews to twelve participants. This notion seems to be consistent with Creswell, (2014:222) who asserts that in convergent design:

“... the data for the qualitative data collection will be smaller than that for the quantitative data collection. This is because the intent of data collection for qualitative data is to locate and obtain information from a small sample in order to gather extensive information from this sample; whereas in quantitative research, a large N is needed in order to conduct meaningful statistical tests.”

During in-depth interviews sessions, the researcher used open-ended questions whilst interacting with research participants in the research field. According to Kumar, (2012:160) in-depth interviews require frequent and more time spent with the research participants, therefore, it is presumed; an understanding between the researchers and participants will be promoted, and this will lead to acquiring more data. In this instance, the researcher managed to spend approximately 60-90 minutes in one interview session with each participant, thus; assisted in obtaining adequate data. Consistent with this view, Rossman & Rallis, (2003:77) assert; in in-depth interviews “people often tell more than they know they are telling, and the researcher often learns more than she wishes.”

But, it is recommended; when researchers utilize open ended questions, they should be sure about the topic in order for the research participants to respond appropriately (Roulston, 2010:13). Subsequently, the researcher prepared an interview protocol, with prepared open-ended questions which served as a guide until the end of interview sessions. This notion seems to corroborate Wellington, (2003:78) who asserts; open- ended questions may be utilized when a researcher encourages interviewees to express opinions or views.

In this instance, the researcher also utilized probes to promote participants' participation, in order to elaborate and narrate stories based on experiences. Subsequently, numerous participants managed to narrate stories based on individual experiences pertaining to the transformative effect of education programmes within the South African Department of Correctional Services. According to Arend *et al*, (2013:158) open-ended questions are suitable in facilitating participants' narratives. In order to acquire rich data from research participants, the researcher used probes to elicit participants' narratives.

When using probes; researchers use “participant’s own words to generate questions that elicit further description” (Roulston, 2010:13). It is believed; “eliciting stories has the virtue of indexicality, of anchoring people’s accounts to events that have actually happened” (Hollway & Jefferson, 2000:307). Therefore, Narrative inquiry helps in understanding experiences (Clandinin & Connelly, 2000:20). Moreover, narrative inquiry allows participants to tell stories without following prepared interview questions (Lichtman, 2006:8). It is believed; “the stories that people tell are the vehicles through which human experiences are studied” (Lal *et al*, 2012:6). As a result, through narrative inquiry the researcher managed to acquire vast amount of data and managed to have a better understanding of the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. During this process, the researcher utilized an audio-recorder. An approval to use an audio-recorder during in-depth interview sessions was included in the consent forms issued to all participants, prior participation in this study. Each participant had to grant permission for use of an audio-recorder during in-depth interview session. It is believed; an audio-recorder retain the natural language as verbatim and gives an interviewer an opportunity to keep an eye contact and observe body language whilst conducting interviews (Wellington, 2003:86). Furthermore; use of audio recorder helps in ensuring that data is captured and retrieved accurately whilst the interviewer is focusing on the interviewee and taking notes (Hove & Anda, 2005:8). As a result; in the current study, the researcher managed to write field notes during in-depth interview sessions. Field notes together with data collected through an audio-recorder were transcribed during data analysis stage. However, it transpired in the research field that some participants were comfortable responding to interview questions in their mother tongue ‘isiZulu.’ Subsequently, the researcher had to translate these responses to English and also requested services of someone whose mother tongue is isiZulu to verify accuracy of translations.

4.10 Data Analysis

According to Teddlie & Tashakkori, (2009:7) “mixed methods data analysis involves the integration of statistical and thematic data analytic techniques plus other strategies unique to MM.”

Consequently, Tashakkori & Teddlie (2003:375) conceptualized “seven stage model of mixed methods data analysis process” (see Table 4.3). It is recommended; mixed methods researchers may use these stages as a guide when performing data analysis. However, “while these stages are somewhat sequential, they are not linear.” In this instance, “a researcher may undergo only two of these steps” (Tashakkori & Teddlie 2003:373). This notion is due to the fact that “mixed analysis can be design-based, wherein the analysis is linked directly to the mixed research design for the study” (Combs & Onwuegbuzie, 2010:5). As a result, some of the stages proposed by Tashakkori & Teddlie, (2003) in Table 4.3, may not be applicable to the current study.

Table 4.3: Mixed Methods Data Analysis Stages

STAGE	DEFINITION
1. Data reduction	Reducing quantitative data (e.g. descriptive statistics, exploratory factor analysis) and qualitative data (e.g. exploratory thematic analysis, memoing).
2. Data display	Reducing quantitative data (e.g. tables, graphs) and qualitative data (e.g. matrices, charts, graphs, networks, lists, rubrics, Venn diagrams).
3. Data transformation	Qualitizing and/or quantizing data (e.g. possible use of effect size, exploratory factor analysis).
4. Data correlation	Correlating quantitative data with qualitized data.
5. Data consolidation	Combining both data types to create new or consolidated variables or data sets.
6. Data Comparison	Comparing data from different sources.
7. Data integration	Integrating all data into coherent whole or two separate sets (i.e. quantitative and qualitative) of coherent wholes).

(Tashakkori & Teddlie, 2003:375)

In the present study, the researcher used *Convergent Qual Synthesis* as data analysis technique. *Convergent QUAL synthesis or analysis* “addresses research questions such as what, how and why” (Pluye & Hong, 2014:38). Based on this view, Convergent QUAL synthesis appeared to be an appropriate data analysis technique in this study due to its focus on “what, how and why” research questions.

Consequently, qualitative and quantitative findings are presented and discussed under similar research questions; in the present study (Benken *et al*, 2015, Marsh *et al*, 2013). To this effect, Onwuegbuzie & Leech, (2006:475) postulate; “research questions in mixed methods studies are vitally important because they, in large part, dictate the type of research design used, the sample size and sampling scheme employed, and the type of instruments administered as well as the data analysis techniques.” Subsequently, steps in mixed methods data analysis, are depicted in Figure 4.7.

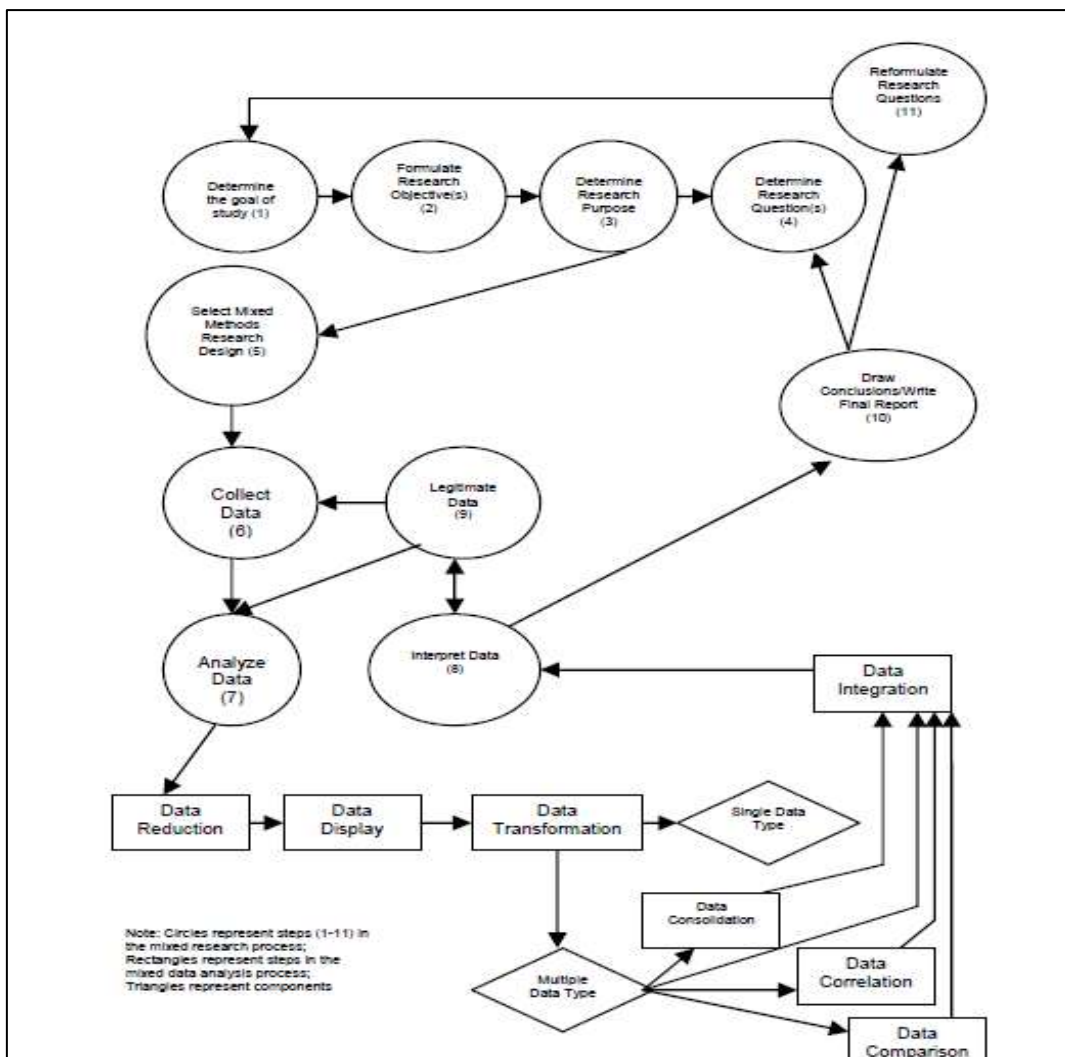


Figure 4.7:Steps in Mixed Methods data analysis

(Onwuegbuzie & Leech, 2006:492)

Construed to mixed methods data analysis steps outlined in Figure 4.7, the researcher analysed data collected through questionnaires, separate from data gathered through in-depth interviews.

This notion seems to be consistent with Creswell & Plano Clark, (2011:77) who postulate; in convergent parallel design “the researcher analyses the two data sets separately and independently from each other using typical quantitative and qualitative analytic procedures.” Consequently, Onwuegbuzie & Johnson, (2006:48) acquiesce; in “parallel mixed methods designs,” two data sets are analysed independently. To this effect, Caracelli & Greene, (1993:204) argue; “arguments for convergent validity of findings from different methods are stronger when such independence can be claimed.” Based on this notion, the researcher analysed and typed data collected from the two data sources (questionnaires and in-depth interviews) separately, through Microsoft Word Office, trying to extract codes and themes. “Coding is the process of grouping evidence and labelling ideas so that they reflect increasingly broader perspectives” (Creswell & Plano Clark, 2011:208).

A plethora of researchers support the notion that in convergent parallel mixed methods design, analysis of different data types is performed independently; afterwards data comparison is conducted to determine *convergence* (Caracelli & Greene, 1993, Ozden 2015, Creswell & Garrett, 2008, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). Subsequently, the researcher made *comparison* of data acquired through questionnaires, in-depth interviews and field notes in order to identify similar concepts for layout and proper reporting purposes. This approach is called *side by side comparison* (Creswell, 2014:222).

However, the researcher had to *transform* some qualitative data for direct comparison with quantitative data (Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). For example, the researcher had to convert some participants’ responses into counts for direct comparison with quantitative data. In summary; in the current study, some participants’ responses were transformed into numeric values, which were further converted into percentages for direct data comparison due to unequal data bases (Creswell & Plano Clark, 2011:231). This phenomenon is known as ‘quantitizing’ (Onwuegbuzie & Dickson, 2008:210, Creswell & Plano Clark, 2011).

According to Creswell & Plano Clark, (2011:213) data transformation entails “transforming qualitative data into quantitative data (i.e., quantizing qualitative data) or vice versa (i.e., qualitzing quantitative data). This view seems to corroborate Creswell, (2003:187) who stipulates; “in the concurrent designs, the analysis requires some data transformation so as to integrate and compare dissimilar databases.” Subsequently, the researcher *Thematic QUAL Synthesis or Analysis* in outlining data for reporting purposes. Thematic QUAL Analysis addresses “any QUAL review questions.” It is performed “by going back and forth from textual data to themes” (Pluye & Hong, 2014:39). Based on this view, Thematic QUAL Analysis appeared to be suitable in this study since the researcher utilized themes from both questionnaires and in-depth interviews data when outlining research findings. This stage is called *data reduction* in mixed methods studies (Tashakkori & Teddlie, 2003:375).

As a follow up, the researcher ensured that data collected through in-depth interviews, field notes and questionnaires is located, arranged and kept properly in context during data analysis stage (Devers & Frenkel, 2000:269). In this instance; regardless of the data collection method, it is required that data should be captured and arranged in a method which is suitable for analysis (Devers & Frankel, 2000:268). In the current study, this process was done by merging both data sets:

“Merging step may include directly comparing the separate results or transforming results to facilitate relating the two data types during additional analysis” (Creswell & Plano Clark, 2011:78).

In summary; *merging or consolidation* is;

“the joint review of both data types to create new or *consolidated variables or data sets*, which can be expressed in either quantitative or qualitative form corroborate Onwuegbuzie” (Caracelli & Greene, 1993:197).

This contention seems to & Leech (2006:491) who hypothesize that “both quantitative and qualitative data are combined to create new or *consolidated variables of data sets*.”

Subsequently, the present study had independent sets of thirteen emergent themes from in-depth interviews data and twelve emergent themes from questionnaires data which were merged into a resultant set of fifteen themes.

According to Wilkinson, (2003:81) the process of categorising and coding data has traditionally been a manual process of transcribing an interview and literally cutting and pasting it into categories or chunks, however, this has become possible to perform this form of analysis using a computer. Equally, the researcher utilized different font colours in order to highlight different themes in the acquired data. Pluye & Hong, (2014:39) acquiesce that researchers may perform “thematic analysis in three ways, depending on the review question and background knowledge: inductive (theory–building approach: themes derived from data), deductive approach, predefined themes, data assigned to themes, and themes supported by data or revised with data, and new themes derived from data.” The objective of this process is to structure data in line with the identified themes. Therefore; data analysis entails review of material, generate some codes, and ultimately come up with some themes (Lichtman, 2006:31). This process may be done deductively or inductively. For example, when utilizing inductive approach, one begins by collecting adequate data, goes through it to see if one can find some many examples of a particular thing such as a concept or theme. As one collects and simultaneously looks at the data, one begins to move to more general statements or ideas based on the specifics found in the data (Lichtman, 2006:33). Therefore, “an inductive approach moves from the specific to the general and builds to a conclusion” (Lichtman, 2006:33). In this instance, the researcher starts by collecting data in the research field and identify concepts and categories (Backman & Kyngas, 1999:148). As mentioned previously; in the present study, the researcher approached data analysis inductively by identifying concepts and themes after vast amounts of data were collected through in-depth interviews, narrative inquiry, field notes and questionnaires from the research field. However, it is argued; researchers who adopt a pragmatic approach to research may use an abductive approach.

When utilizing an abductive approach; researchers “do not rely on deductive reasoning and general premises to reach specific conclusion, or inductive approach that seek general conclusions based on specific premises, pragmatism allows for a more flexible abductive approach” (Wheeldon, 2010:88). An abductive approach to research is a methodological ‘reasoning’ which gives scholars flexibility to formulate new theories and ideas (Patakorpi, 2007:171). As a result, researchers who use mixed methods design predominantly adopt ‘pragmatic approach’ in the study, “selecting either an explicitly pragmatic justification for their work or pragmatically selecting a worldview based on what difference it makes to do so” (Biddle & Shaft, 2014:7). However, in the current study, the researcher approached data analysis inductively; through identifying patterns of language to generate themes through coding (Rossman & Rallis, 2003:284). This action seems to be congruent with some scholars’ views that coding is a process of data analysis in which text is arranged and organized to identify common themes or concepts (Lichtman, 2006, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011, Hesse-Biber, 2010).

However, methods of coding differ depending on the researcher’s style or what works better (Rossman & Rallis, 2003:286). It is evident therefore; “in order to provide some structure and meaning to data, it must be coded or cleaned in some way” (Wilkinson, 2003:79). In order to achieve this, a researcher has “to move farther from the data as given in the language used and further in those data, to grab more of the subtleties of experience” (Sandelowski & Barroso, 2003:913). Coded data therefore may be analysed manually or by utilizing a computer programme (Kumar, 2012:276). Consequently, in the present study, data acquired through different sources (questionnaires and in-depth interviews) were arranged side by side through joint display in charts and tables and research findings reported through narratives (weaving). Kumar, (2012:277) postulates; researchers have three methods of reporting research findings, by narrating an event or episode, identifying themes from data and using quotes.

4.11 Data Integration

Data integration is the core of mixed methods design since the objective of combining methods is to acquire data from different ‘sources’ (Fielding, 2012:129).

As a result, mixed methods researchers deliberately “integrate or combine quantitative and qualitative data rather than keeping them separate” (Creswell, 2011:5). A number of researchers assert that data integration stage depends on the design type. For instance, data integration may start at *study design level* through “exploratory sequential, explanatory sequential and convergent” (Fetters *et al*, 2007, Creswell *et al*, 2003, Feldon & Kafai, 2007, Creswell & Plano Clark, 2007, Miller *et al*, 2013, Creswell & Plano Clark, 2011). Subsequently, Fetters *et al* (2013:2136), recommend integration levels in mixed methods studies which may be utilized by researchers, in Table 4.4.

Table 4.4: Levels of Integration in Mixed Methods Research

Integration level	Approaches
Design	<p>Basic Designs</p> <ul style="list-style-type: none"> • Exploratory sequential • Explanatory sequential • Convergent <p>Advanced framework</p> <ul style="list-style-type: none"> • Multistage • Intervention • Case study • Participatory-Community-based participatory research, and transformative
Methods	<ul style="list-style-type: none"> • Connecting • Building • Merging • Embedding
Interpretation and reporting	<ul style="list-style-type: none"> • Narrative-Weaving, contiguous and staged • Data transformation • Joint display

(Fetters *et al*, 2013:2136)

The objective of data integration in convergent design is “to merge the phases in order that the quantitative and qualitative results can be compared” (Fetters *et al*, 2013:2136). But, it is recommended; researchers should give “due attention to integration at the design, method, interpretation and reporting levels to enhance the quality of mixed methods” (Fetters *et al*, 2013:2151).

Therefore, “mixed methods researchers needs to design a study with a clear understanding of the stage or stages at which the data will be integrated and the form this integration will take” (Creswell *et al*, 2003:176). Aligning with this view, data integration stages and types in the current study are outlined in Table 4.5.

Table 4.5:Data integration stages in the current study

<i>INTEGRATION STAGE</i>	<i>TYPE OF INTEGRATION</i>
<i>Design level</i>	<i>Convergent</i>
<i>Sample</i>	<i>Connecting sampling frame</i>
<i>Data Collection</i>	<i>Integration through methods</i> <i>Merging</i>
<i>Data Analysis</i>	<i>Side by side comparison</i> <i>Data transformation</i> <i>Merging</i>
<i>Interpretation</i>	<i>Joint Display</i> <i>Confirmation</i>
<i>Reporting</i>	<i>Narrative (Weaving approach)</i>

As outlined in Table 4.5, “data integration stages” in the current study occurred at *design level, data collection, analysis, and interpretation and reporting stages* (Fetters & Freshwater, 2015, Ivankova, 2015, Creswell & Plano Clark, 2011). According to Fetters *et al* (2013:2137), “in a convergent design (sometimes referred to as a concurrent design), the qualitative and quantitative data are collected and analysed during a similar timeframe.” Similarly; this study utilized convergent parallel mixed methods design, therefore; quantitative and qualitative data were collected *at similar timeframes and analysis performed independently* (Creswell & Plano Clark, 2011:78). Moreover, data integration may occur by connecting quantitative and qualitative data “through the sampling frame.”

For instance, in a case where a *single study* combines a *survey and qualitative interviews*. In this instance, “connecting can occur through sampling regardless of whether the design is explanatory sequential or convergent” (Fetters *et al*, 2013:2139).

Likewise; in the current study, data integration was performed *through* parallel sample databases of questionnaires (40) and in-depth interviews (12) in one study. According to Fetters *et al*, (2013:2141) data integration at methods level differs based on the design utilized to conduct research. For instance, “connecting follows naturally in sequential designs, while merging can occur in any design.” As a result, data integration strategy during data collection phase may be done by using “open-ended questions on a quantitative survey instrument” (Creswell *et al*, 2003:175). It is believed; qualitative data plays an important role in gaining user’s perspectives on experiences (Feldon & Kafai, 2007:7). This type of integration is known as *integration through methods or embedding*. In this instance; “qualitative and quantitative data” are collected concurrently” (Fetters *et al*, 2013, Creswell *et al*, 2007). Therefore, these data sets (quantitative and qualitative) are “collected and integrated in a single instrument” (Creswell *et al*, 2007:175). Similarly; in the present study, questionnaire forms comprised of closed and open-ended questions. For instance; quantitative and qualitative data were collected concurrently, with one data collection instrument; a questionnaire form. Consequently, qualitative findings acquired through questionnaires and in-depth interviews were also utilized to confirm quantitative findings (Creswell & Plano Clark, 2011:81). Therefore, when using “integration through methods,” both data types are collected simultaneously, subsequently, merged (Creswell *et al*, 2013:2149). However, *data integration needs a clear rationale and a considered research design* (Fielding, 2012:134). As a result, Creswell *et al* (2003), recommends that mixed methods researchers should consider using a Decision Matrix of data collection, in Table 4.6:

Table 4.6:Decision Matrix for Determining a Mixed Methods design

Implementation	Priority	Integration stage	Theoretical perspective
No sequence Concurrent	Equal	Data Collection Data Analysis	Explicit
Sequential-Qualitative first	Qualitative	Data Analysis Data Interpretation	Explicit Implicit
Sequential-Quantitative first	Quantitative	Some Combination	Implicit

(Creswell *et al*, 2003:171)

It is evident in Table 4.6; using mixed methods design without data integration “cuts short its full potential and limits the breadth and depth of possible outcomes” (McManamny *et al*, 2014:13). Based on this view, in the current study, the researcher utilized *Qual-Thematic Synthesis* as data integration technique during data analysis stage. To this effect, Pluye & Hong, (2014:38) asserts; “the most common data transformation technique is QUAL Thematic Synthesis.” In this instance, it seems; data integration is very important in mixed methods design. This notion is based on the fact that “integration of qualitative and quantitative data maximizes the strength and minimizes the weaknesses of each type of data” (Creswell *et al*, 2011:5). In summary; “the juxtaposition of QUAL and QUAN methods without integration of the data collections, analyses, or results is not MM” (Pluye & Hong, 2014:33). Consequently, Fielding, (2012:124) accentuates that data integration “has three principal purposes; illustration, convergent validation (triangulation), and the development of analytic density or richness.”

In the current study, the researcher conducted data integration “through comparison of quantitative and qualitative data during data analysis stage.” However, data from questionnaires and in-depth interviews sources “were analysed independently, and then compared” (Fielding, 2012, Kerrigan, 2014, Creswell, 2014, Pluye & Hong, 2014, Fetters *et al*, 2013). In summary; in mixed methods design, two or more databases are merged and transformed to come up with authentic research findings (Mcnammy *et al*, 2014, Kington *et al*, 2011). In this instance, “mixing methods puts the findings from different methods into dialogue” (Fielding, 2012:128). Based on this notion, the researcher used Qual Thematic Synthesis in the current study, to come up with concrete research findings by ‘merging’ data from two sources. As indicated previously, merging or embedding entails “combining the qualitative data in the form of texts or images with the quantitative data in the form of numeric information” (Creswell *et al*, 2011:5). According to Creswell, (2008:553) data is merged in two ways: firstly, through side by side comparison. Alternatively; the researcher start by reporting statistical data, followed by qualitative data to “confirm or disconfirm statistical results,” or start with qualitative data and thereafter follow with quantitative data.

In the present study, the researcher merged data collected through questionnaires with data collected through in-depth interviews through side by side comparison and data transformation during data analysis stage. In this instance, Fetters *et al* (2013:2140), hypothesize; “integration through merging of data occurs when researchers bring the two databases together for analysis and for comparison.” Based on this view, the researcher merged data through *side by side comparison*, by comparing both quantitative and qualitative databases during data collection and by bringing ‘together’ data collected from different sources during data analysis stage. This notion seems to corroborate Creswell, (2014:223) who postulates; “during data analysis stage, two databases can be merged by changing qualitative codes or themes into quantitative variables and then combining the two quantitative databases, a procedure called data transformation.” As mentioned previously, in the present study, the researcher performed data integration during data analysis stage through *data transformation*.

The frequently utilized methods of data transformation in mixed methods is *quantitizing* and *qualitizing* data (Onwuegbuzie & Dickinson, 2008:210). “Data transformation occurs when researchers use procedures to either quantify QUAL data or qualify QUAN data” (Pluye & Hong, 2014:33). In the case of *quantitizing* data, the researcher transforms qualitative data into numerical values or codes for analysis (Kumar, 2012, Fetters *et al*, 2013, Caracelli & Greene, 1993, Ivankova 2015, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). For example; ‘themes’ which emerge in “qualitative interview data could be transformed into counts or ratings; subsequently; compared to the quantitative survey data” (Hanson *et al*, 2005:227). The objective is to compare qualitative data directly with statistical results (Creswell, 2008:564). For instance; in the current study, the researcher transformed into numeric values participants’ responses to qualitative themes e.g. (a) Theme:literacy levels: improved, no improved; (b) Theme: employment status:employed, self-employed; unemployed) for comparison with quantitative data (Creswell & Plano Clark, 2011:81). As mentioned previously, due to unequal sample databases, the researcher further transformed numeric values of both data sets (quantitative and qualitative) into percentages for direct comparison (Creswell & Plano Clark, 2011:231).

This notion seems to corroborate Jovchelovitch & Bauer, (2007:1) who assert; “an event or problem under study can be described and classified qualitatively and quantitatively.” However, it is recommended; at this stage, the researcher needs to be; “thorough, systematic and meticulous” (Wellington, 2003:147). Data integration at “interpretation and reporting level” may occur by “integrating through narrative; integrating through data transformation; and integrating through joint displays” (Fetters *et al*, 2013:2142). For example, in the current study, the researcher merged quantitative findings from both data sources through side by side comparison in order to strengthen the interpretation of ex-offenders’ perceptions on the transformative effect of education programmes within the South African Department of Correctional Services (Somekh & Lewin, 2006:276). In summary; “data comparison involves comparing data from the qualitative and quantitative data sources” (Johnson & Onwuegbuzie, 2004:22). The objective of this process is to “check whether there is convergence or divergence between the two sources of information” (Creswell, 2014:223). This is known as data *confirmation or legitimation*.

Confirmation occurs when the findings from both data types confirm the results of the other (Fetters *et al*, 2013, Johnson & Onwuegbuzie, 2004).

In this process, the two databases can be merged “in a table or graph through joint display of data, and it can take many different forms” (Creswell, 2014, Fetters *et al*, 2013, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011). For example, where data integration is done through joint displays, the researcher brings both data “together through a visual means to draw out new insights beyond the information gained from the separate quantitative and qualitative results.” Based on this view, in the present study, the researcher displayed quantitative findings through joint displays; in figures and these findings are confirmed by qualitative findings (participants’ quotes and qualitative themes in tables) acquired from both data sources (questionnaires and in-depth interviews). Consequently; both data types are presented and discussed under similar themes. To this effect; Fetters *et al*, (2013:2143) affirm; “when integrating through joint displays, researchers integrate the data by bringing the data together through visual means to draw out new insights beyond the information gained from the separate quantitative and qualitative results.”

In this case, data integration is performed during interpretation stage with the objective of noting “the convergence of the findings as a way to strengthen the knowledge claims of the study or must explain any lack of convergence that may result” (Creswell *et al*, 2003:183). However, it should be noted; in some instances, *confirmation* or *legitimation process* “might include additional data collection, data analysis, and/or data interpretation until as many rival explanations as possible have been reduced or eliminated” (Johnson & Onwuegbuzie, 2004:22). Therefore; at this stage data integration may be done through *narrative, data transformation, and joint display through charts, rubrics, matrices, and Venn diagrams* (Fetters *et al*, 2013, Johnson & Onwuegbuzie, 2004, Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011).

As mentioned previously; in the current study, the researcher presented and discussed findings from both data sources (questionnaires and in-depth interviews) under similar themes to answer the same research questions. In this instance, research findings are presented through joint display and discussed ‘through narrative’ by portraying convergence and divergence of findings between two data sources (questionnaires and in-depth interviews). According to Creswell & Plano Clark, (2011:213) when researchers present data in convergent parallel mixed methods design; it may be displayed by; “reducing the quantitative data to, for example, tables and qualitative data to, for example, charts and rubrics.” Conversely, “when integrating through narrative, researchers describe the qualitative and quantitative findings in a single or series of reports” (Fetters *et al*, 2013:2142). One of the types of narrative integration is known as the *weaving approach*. According to Fetters *et al*, (2013:2142) “the weaving approach involves writing both qualitative and quantitative findings together on a theme-by-theme or concept by concept.” Consequently, the researcher utilized weaving approach by combining both “quantitative and qualitative” data under similar themes to portray convergence and divergence in findings to answer similar research questions. Creswell & Plano Clark, (2007:133) concur; “writing strategies for providing the evidence include conveying subthemes or subcategories, citing specific quotes, using different sources of data to cite multiple items of evidence, and providing perspectives from study to show the divergent views.”

To this effect; Fetters *et al*, (2013:2150) postulate; “narrative integration is weaving because the results are connected to each other thematically, and the qualitative and quantitative data weave back and forth around similar themes or concepts.” Based on this perspective, the researcher assumes; merging of quantitative and qualitative results under ‘similar themes’ in answering the same research questions may give a better understanding of the phenomenon under study and facilitate the development of new education programmes which may promote offender transformation, within the South African Department of Correctional Services. In summary; “combination of *quantitative and qualitative* findings” in one study may facilitate *programme development* (Pluye & Hong, 2013:31)

4.12 Limitations of the Study

“Mixed methods are used to combine the strengths of, and to compensate for, the limitations of quantitative and qualitative methods” (Pluye & Hong, 2014:30). Deducing from this view, limitations in mixed methods design seem to be minimal. However; in the current study, the researcher assumed; research participants may be reluctant to talk freely, since the researcher is an employee of the Department of Correctional Services. In this instance, Hove & Anda, (2005:5) agree that research participants may not talk too much, end up not responding fearing the consequences, see no reason or benefit in participating in the interview and co-operation. Contrary to this view; in the current study, the researcher experienced willingness of participants to share experiences on the transformative effect of education programmes in the DCS and the challenges faced by ex-offenders in communities. As a result, the researcher managed to acquire adequate data for this study.

However, Devers & Frankel, (2000:266) posits; “a high level of trust” may be needed when conducting some types of research. As a result, utilizing a personal contact that can substitute for the researcher or make a written recommendation could be of help. Based on this view, the researcher made research participants comfortable by requesting someone with whom they are familiar; such as a former educator or sponsor as an escort.

This notion is supported by Roulston, (2010:99) who stipulates; “using personal connections to informants as a means to recruit participants, relative intimacy and rapport with participants may enhance the generation of data in interview settings in ways not possible for ‘outsider’ researchers.” Therefore, it is vital for the participants to be comfortable, in order to make them willing to share their experiences with the researcher (Hove & Anda, 2005:1). In addition, the researcher gave all research participants a one-page document on the purpose of study and the contact numbers before engaging in in-depth interviews and questionnaires completion to make them comfortable and relaxed. To this effect, Lichtman, (2006:215) affirms; “a one-page hand-out” which outlines the objective of the research and contact numbers may be left with the participants.

Furthermore, the researcher forethought; research participants may be reluctant to participate in the study, fearing to be stigmatized by their peers since they have already moved on with their lives. In this case, the researcher ensured that in-depth interviews and questionnaires completion sessions were arranged in a neutral venue, far from their places of residences or work places. However, some participants did not turn up at the venue on the day of the research. Another limitation encountered by the researcher was the difficulty in contacting some participants on the lists provided by the Department of Correctional Services since some of them might have changed their contact details after release. In this instance, the researcher had to substitute these participants by requesting new name-lists from Non-Governmental organizations who work with ex-offenders in communities. Harding *et al* (2014:441), affirm; “a primary reason for a gap of knowledge in this area is that this population is difficult to study.” As mentioned previously, the researcher anticipated that participants may be reluctant to respond to some questions which they may perceive as being personal and sensitive. In this instance, the researcher informed all participants verbally before engaging in interview and questionnaire completion sessions that they do not have to respond to any question which makes them feel uncomfortable. Moreover, all participants were notified in advance that withdrawal would be acceptable at any stage of the research.

According to Creswell *et al*, (2003:184) there may be difficulty in comparing findings from dissimilar data sources. Based on this notion; these findings may not be generalized due to the fact that a qualitative group of in-depth interviews sample (12) is smaller and a totally different group from the bigger group of (questionnaires) sample (40). For instance, Onwuegbuzie & Johnson, (2006:56) hypothesize; “the unrepresentative from the qualitative phase, ensuing meta-inference might be poor (statistically speaking), which, in turn, would affect statistical generalizability (i.e. population transferability).” According to Collins *et al* (2006:81), *generalizability* “assesses the extent to which meaning and use associated with a set of scores can be generalized to other population.” Although the outcomes of the present study depict high convergence, these findings may not be generalized or transferred to other Regions within the DCS due to unequal sample sizes (40 questionnaires and 12 in-depth interviews).

For instance, it is recommended; researchers may indicate *divergence as a limitation*, in a case where there was no follow-up in the study. Another solution would be to go back to the data for further *analyses* in order to eliminate divergence (Creswell, 2014:223). Equally, areas where there is perceived divergence in findings in the present study, may be regarded as a limitation, due to the fact that; no follow up study was conducted in those areas.

Lastly, due to the fact that participants in the current study were already released from the Department of Correctional Services, data collection phase involved a lot of travelling. In this instance, this study required funding for travelling and accommodation in two vast Regions (Gauteng and KwaZulu Natal). Subsequently, in some instances, data collection had to be delayed due to lack of funding for field work. Ultimately, it became cost-effective for the researcher to confine data collection process only in Gauteng and KwaZulu Natal Regions.

4.13 Ethical Considerations

It is very important for researchers to negotiate entrance to the research field from the authorities before conducting research (Devers & Frankel, 2000:266).

Based on this view, the researcher submitted an application to the University of Pretoria Research Ethics Committee and attached all required documents in order to be granted approval to conduct research. Approval was granted by the University of Pretoria Research Ethics Committee (see Annexure C). However, “gaining formal consent from ethical review boards and those in authority does not necessarily mean that access to settings will be secured” (Roulston, 2010:97). As a result, after approval was granted by the Research Ethics Committee at the University of Pretoria, the researcher submitted another application to conduct research within the South African Department of Correctional Services.

In this instance, Roulston, (2010:97) affirms that in some organizations such as the Department of Correctional Services, researchers are permitted to conduct research only on topics outlined and authorized by the management. Based on this view, a request to conduct research in the South African Department of Correctional Services was submitted to the Research Ethics Committee (see Annexure D). Devers & Frankel, (2000:266) affirm; in other instances, gaining entry to any institution may also require a researcher to write a brief proposal to the authorities.

An approval to conduct research was granted by the Department of Correctional Services Ethics Committee (see Annexure E). Subsequently, the researcher submitted this letter of approval to two Directorates responsible for ex-offenders and organizations working with ex-offenders in communities in order to receive assistance with regard to databases of ex-offenders. Devers & Frankel, (2000:265) assert; if the researcher cannot secure participants' participation; the research may not proceed. However, in the case of this study, the researcher managed to secure the right participants. But; before engaging with participants in the research field, the researcher issued a one-page document letter, giving a background on the study, in order to have common understanding and receive co-operation (see Annexure F). All participants were also given informed consent letters which state clearly that participation in the current study is voluntary and withdrawal would be acceptable at any stage of the research (see Annexure G). According to Rossman & Rallis, (2003:74) obtaining “informed consent of participants is crucial for the ethical conduct of research.”

In addition, researchers may explain “verbally and in writing that participants could withdraw from the study at any time” (Arend *et al*, 2013:156). As a result, the researcher explained verbally to all participants that withdrawal would be acceptable without repercussions, at any stage of this study.

For instance, Arend *et al*, (2013:157) recommend; participants may also be notified in advance that they may “refuse to answer a question if it made them feel uncomfortable.” Equally, it was clearly stated in the informed consent forms in the current study that participants may refuse to answer any question which makes them feel uncomfortable. Moreover, the researcher explained verbally to the research participants prior the commencement of interviews and questionnaires completion sessions; that they may not respond to any question which makes them feel uncomfortable.

Moreover, anonymity and confidentiality of information were guaranteed in the informed consent forms. Confidentiality means that all “information is private or secret.” This implies; whatever is being discussed should not be disclosed to anyone (Walford, 2005:85). In other words, the confidentiality principle permits researchers “not only to talk in confidence, but also to refuse to allow publication of any material that they think might harm them in any way” (Somekh & Lewin, 2006:57). In this instance, it is emphasized; researchers should make sure that they deliver on confidentiality as promised to research participants (Rossman & Rallis, 2003:73). On the other hand, anonymity means names of research participants and research sites should not be mentioned in the research findings (Walford, 2005:84). Subsequently, participants in the present study may not be identifiable due to use of pseudonyms. For instance, Walford, (2005:83) postulates; anonymity for research participants and research sites “is a standard ethical practice for educational research.” Consistent with this notion, Arend *et al*, (2013:157) assert; a researcher may substitute participants’ names with numbers in protecting research participants’ identities. As a result, the researcher used pseudonyms to conceal identity of research participants when reporting research findings in the current study. In summary; “anonymization is a procedure to offer some protection or privacy and confidentiality” (Somekh & Lewin, 2006:57).

Finally, in a study on programme delivery, research recommends; “researchers collecting the data are not the same people who deliver the coursework” (Wheeldon, 2011:103). Equally; in the present study, the researcher is not responsible for delivery of education programmes to offenders within the South African Department of Correctional Services.

4.14 Validity/Trustworthiness

As mentioned previously, the current study used convergent parallel mixed methods design which promotes data validity through comparison of research findings from different sources. This phenomenon is known as *concurrent validity*.

“Concurrent validity assesses the extent to which scores on an instrument are related to scores on another, already established instrument administered approximately simultaneously or to a measurement of some other criterion that is available at the same point in time as the scores on the instrument of interest” (Collins *et al*, 2006:81).

Similarly; in the present study, research outcomes are compared between two data sources (questionnaires and in-depth interviews) in order to enhance validity in findings. However, there may be *threats to validity in using the convergent approach*. This notion is based on the fact that unequal sample sizes may provide less of a picture on the qualitative side than the larger N or the quantitative side.” Moreover, where there are no follow ups in areas which diverge in “scores and themes” may present an ‘invalid strategy’ (Creswell, 2014:223).

As a result, Onwuegbuzie & Johnson, (2006:55) propose the term *legitimation*, which may be suitable to both *quantitative and qualitative researchers* for data validity in a mixed methods study. *Legitimation* entails “assessing the trustworthiness of both the qualitative and quantitative data and subsequent interpretations” (Johnson & Onwuegbuzie, 2004:22). But, this does not mean that *qualitative researchers* should discontinue using the words *trustworthiness, credibility, plausibility, and dependability* or *quantitative researchers* should stop using the term *validity* in their studies (Onwuegbuzie & Johnson, 2006:55).

As noted earlier on, in the current study validity was ensured by *comparing both quantitative and qualitative data during data collection*, data analysis, data interpretation and reporting stages. To this effect; Ozden, (2015:336) postulates; convergent parallel approach permits comparison of both “qualitative and quantitative data in order to increase the internal validity of the study.” As a result; data validity in convergent approach is done by verification of both quantitative and qualitative data through *triangulation*. According to Feldon & Kafai, (2007:10) triangulation is “identification of converging evidence that corroborate the validity of inferences drawn from different methods.” As a result, a number of researchers affirm that triangulation entails use of dissimilar *methods or strategies* in gathering data in order to enhance *credibility* and better understanding of research outcomes (Lichtman, 2006, Creswell, 2014, Onwuegbuzie *et al*, 2007). In summary, “triangulation seeks convergence and corroboration of findings from different methods that study the same phenomenon” (Onwuegbuzie & Johnson, 2006:48). But this process requires broad understanding and knowledge. It should not be restricted to *triangulation or corroboration* only, the term ‘complementary strengths’ may be used as an alternative word. According to Onwuegbuzie & Johnson, (2006:48) *complementary strengths* implies; “putting together of different approaches, methods and strategies in multiple and creative ways.”

Therefore, triangulating data from different sources helps to give correct image of the topic under study (Rossman & Rallis, 2003:69). Equally, this study utilized triangulation by comparing and merging data gathered through questionnaires, in-depth interviews, narrative inquiry, field notes and audio recorder during data collection, data analysis, data interpretation and reporting stages. This notion seems to be consistent with Creswell, (2008:557) who asserts; the objective of triangulation in concurrent or parallel mixed methods design is the simultaneous collection of “quantitative and qualitative data, merge the data, and use the results to understand the research problem.” In summary, the researcher forethought that by triangulating data acquired through questionnaires, in-depth interviews, narrative inquiry, field notes and audio recorder in the present study would help in coming up with credible research findings.

“For example, using an audio-recording device to record interviews verbatim, means that the transcripts would be more accurate than if the researcher simply jots down notes during the interview” (Bertram & Christiansen, 2014:188).

Moreover, “validity issues come up in mixed methods research, especially in relation to how a study’s quantitative and qualitative components come together-or in some cases don’t come together” (Leedy & Ormond, 2013:262). This may be conducted by checking convergence or divergence of outcomes acquired through different sources. According to Collins *et al* (2006:81), “convergent validity assesses the extent to which scores yielded from the instrument of interest are highly correlated with scores from other instruments that measure the same construct.” Contrary, “divergent validity assesses the extent to which scores yielded from the instrument of interest are not correlated with measures of constructs antithetical to the construct of interest.” Subsequently, the researcher compared research findings collected through different instruments (in-depth interviews and questionnaires) in order to determine validity of research findings. Based on this notion, validity in the present study was also done by determining *convergence or divergence* in research findings acquired through questionnaires and in-depth interviews data sources.

Furthermore, the researcher used *Mixed Method Appraisal Tool* (MMAT) (Pluye *et al*, 2011) throughout the study, to validate the quality of mixed methods design. To this effect, Pluye & Hong, (2014:36) hypothesize; Mixed Methods Appraisal Tool “allow researchers to appraise studies with diverse common designs (QUAL, QUANT, and MM).” As a result, in the current study, the researcher utilized *Mixed Method Appraisal Tool* in conjunction with the Evaluative Tool for Mixed Method Studies in order to monitor the quality of this study (Long, 2005).

In addition, the researcher utilized in-depth interviews in order to *prolong time spent with the research participants* in the research field. For instance, the researcher spent about 60-90 minutes with each participant during in-depth interviews in the research field. It was hoped; this notion will assist in extracting credible data through probing from the research participants.

According to Catalloe *et al*, (2012:1369) data credibility may be managed through long engagement with research participants. Furthermore, it has been established; acknowledging biases, through coding, helps in promoting data credibility (Moss *et al*, 2014:4). As mentioned previously, the researcher is an employee of the Department of Correctional Services, a policy developer, responsible for offender education programmes nationally. As a result, the researcher utilized triangulation to *monitor bias* during data analysis stage. During this process, the researcher became cautious about subjectivity and data manipulation throughout data collection and data analysis stage due to the fact that; it is regarded as breaking ethical rules (Wellington, 2003:55). For instance, the researcher used a number of participants' quotes to *manage subjectivity* when presenting and reporting research findings. To this effect, Wheeldon, (2011:100) posits; "more active attempts to understand the challenges facing those released from their own point of view would enhance research data." As a result; in some instances, the researcher utilized literature and research findings are compared for validation purposes.

4.15 Conclusion

The objective of this chapter was to discuss methodology during data collection, analysis, interpretation and reporting stages. Chapter 5 presents and discusses findings in the present study.

5. CHAPTER 5: RESEARCH FINDINGS

5.1 Introduction

Chapter 4 outlined methodology in the current study. The purpose of this chapter is to present and discuss findings in the current study. These research findings are the outcomes of a study conducted in two Regions (Gauteng and KwaZulu Natal) on the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. The present study was guided by three sub-questions for inquiry and investigation in the research field. As a result, the researcher organized research findings by three research questions. “Within each question” themes which are the outcomes of “synthesis of analysis” from both in-depth interviews and questionnaire data sources are presented (Benken *et al*, 2015, Marsh *et al*, 2013).

- To what extent do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?
- How do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?
- Which education programmes do ex-offenders perceive as transformative within the South African Department of Correctional Services?

The researcher had to be cautious about bias and subjectivity when reporting research findings. As mentioned in Chapter 4, the researcher monitored bias through participants’ quotes when presenting results and managed subjectivity through literature when discussing research findings. For instance; quantitative findings in the present study are presented through visual displays (figures) and confirmed by qualitative findings under similar themes. Conversely; research findings presented and discussed are corroborated to portray convergence and divergence of findings in both data sources for validation purposes (questionnaires and in-depth interviews) (Creswell & Plano Clark, 2007, Creswell & Plano Clark, 2011, Vermandere *et al*, 2015). Consistent with this notion; Creswell & Plano Clark, (2011:209) postulate; “researchers use figures to present quantitative results in a visual form such as in bar charts, scatterplots, line graphs, or charts.”

To this effect, Table 5.1 displays emergent themes from both questionnaires (40 respondents) and in-depth interviews (12 respondents) research findings.

Table 5.1: Emergent themes: In-depth interviews and questionnaires data

In-depth interviews data themes	Questionnaires data themes
1. Transformative effect of education programmes	1. Transformative effect of education programmes
2. Motivation to study in the Department of Correctional Services	2. Quality of life
3. Literacy levels	3. Literacy levels
4. Quality of life	4. Employment status
5. Current employment status	5. Qualifications' contribution to employment
6. Qualifications' contribution to employment	6. Recidivism rate
7. Recidivism rate	7. Education programmes and qualifications obtained in DCS
8. Education programmes and qualifications obtained in DCS	8. Education programmes perceived as promoting offender transformation
9. Skills acquired	9. Other non-education programmes attended
10. Advice to peers on Education Programmes	10. Skills acquired
11. Contribution in communities	11. Contribution in community
12. Highlights/experiences on Correctional Education	12. Recommendations to DCS
13. Recommendation to DCS	

Subsequently, thirteen (13) emergent themes from in-depth interviews data and twelve (12) emergent themes from questionnaires data are merged, resulting to a new set of fifteen (15) themes, outlined in Table 5.2.

Table 5.2:Merged: in-depth interviews and questionnaires themes

Themes	Description of themes
1. Transformative effect of education programmes	Perspectives on transformative effect of education programmes to offenders in the DCS.
2. Motivation to study in the Department of Correctional Services	The driving force or motivation behind decision to attend education programmes in the DCS during incarceration period.
3. Quality of life	Current quality of life (socially, economically & behaviourally).
4. Literacy levels	Literacy levels (reading, writing, speaking, numeracy).
5. Employment status	Employment status (employed/unemployed/ self-employed).
6. Qualifications obtained in DCS	Education qualifications obtained during incarceration period in the DCS.
7. Qualifications' contribution to employment	Education qualifications obtained in DCS role in securing employment opportunities.
8. Recidivism rate	"a relapse of somebody after having been charged, sentenced, purportedly corrected, released and who re-offends thereafter." (Khwela, 2015:408).
9. Education programmes perceived as promoting offender transformation	Education programmes perceived to enhance offender transformation within the DCS.
10. Other non-education programmes attended	Other programmes attended in the DCS, besides education programmes.
11. Skills acquired	Skills acquired through education programmes and other non-education related programmes in the DCS.
12. Contribution in communities	Contribution in communities after release from the DCS facilities.
13. Highlights/experiences on Correctional Education	Memorable/outstanding incidents related to correctional education in the DCS.
14. Advice to peers on Education Programmes	Information/guidance to peers in the DCS pertaining education programmes.
15. Recommendations to DCS	Messages/information/advice to the DCS pertaining delivery of education programmes to offenders.

As mentioned previously, research findings from both questionnaires and in-depth interviews data sources are organized by research questions, presented and discussed under similar themes.

5.2 Results

5.2.1 Research question 1

To what extent do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?

5.2.1.1 Transformative effect of education programmes

Figure 5.1, depicts questionnaires (40) and in-depth interviews (12) findings to research question 1, which requested respondents' perceptions on the transformative effect of education programmes within the South African Department of Correctional Services.

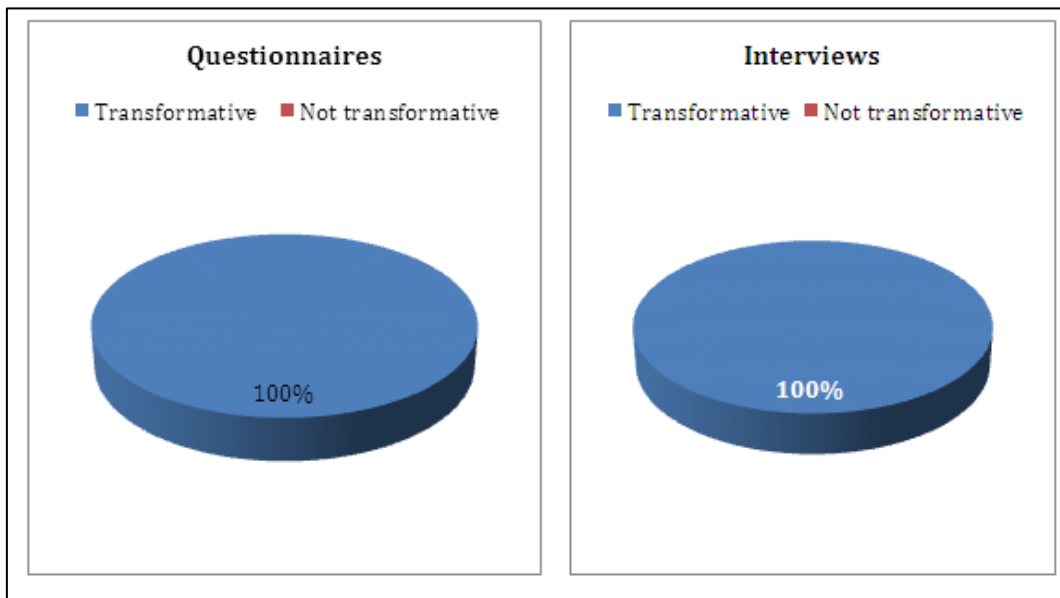


Figure 5.1: Ex-offenders' perceptions on the transformative effect of education programmes

A follow up question to responses displayed in Figure 5.1, in both questionnaires and in-depth interviews questions, requested respondents to expand on perceptions as to why they perceive the transformative effect of education programmes in the DCS. Emergent themes from findings on this question in both questionnaires and in-depth interviews data are displayed in Table 5.3.

Table 5.3: Emergent themes on the transformative effect of education programmes

Questionnaires		Interviews	
Tool for future Give skills	re-integration, give hope change attitude/behaviour	Re-integration, Boosts self- esteem	change behaviour release on condition
Key to success	help to forget about sentence	improves literacy	give better life
Better person	Boost confidence/self esteem	Stay aware	release stress
Law abiding	help in employment		

The subsequent findings are ex-offenders' perceptions on the transformative effect of education programmes as acquired in questionnaires and in-depth interviews data sources:

- **Re-integration**

Luvo: I became aware than before (ii) Education enabled me to go on with my life. DCS tries to rehabilitate, some do go to education programmes is the integration part of it. It is a good thing, it empowers people. It is up to the individual. But it becomes very difficult to use your education.

Vuyo: It teach a person to be a grown person and take responsibilities, and be able to survive in outside world.

Abraham: They help with leaving life after prison, help with development your community outside.

- **Change behaviour**

Thabang: Prison is not the end of life. You can change your life and behaviour through studying. (Offenders) They must go to school, ABET is there. They must learn how to read and write and they can see difference in their lives. ABET is the foundation.

Anele: Yes, my life has really changed. Act as an example, motivate and become a changed person. We saw education as a means of rehabilitation.

Xola: Ngaphakathi uyabona ukuba impilo imile, kungcono ukuba ngaphandle. Akukwazi ukubona oko ukuba akukho esikoleni. Ngexesha u-attenda uyakhohlwa zizinto eziseceleni. Before, bengingakwazi ukucabangela ikusasa, ngicabanga manje. Manje ngicabanga, ngibekezela ngethemba lokuba kuza kuba ngcono. Ukuba uye esikoleni, kuvula umqondo. Uyabona ukuba impilo imile phaya ejele. Ma uye esikoleni ufunda ukuhlonipha umuntu, ukwazi nokuziphatha.

Translation: Inside you can see that life has come to a standstill, it is better to be outside. You cannot see that if you are not attending school. When you attend school, you forget about other things. Before, I did not think about the future, I only thought about today. Now, I think carefully, being patient, hoping that things will be better. Attending school opens your mind. You can see that life has come to stand still in prison. If you attend school, you learn to respect a person and how to behave.

Zipho: Education in Correctional Services is essential because it revives humanity. It is the best programme to give someone a second chance in life. It should be promoted. It should be enforced to every young person.

- **Boost self-esteem**

Gugu: Yes, I was full of anger. I have no anger now. I listen to a person. Social Work programmes made me a better person. Education transform. I can see my future is bright now. It boosts self-esteem.

Rethabile: It helps one to have high self-esteem, to believe in one self. One can read and write. One can see things in a different way through education.

- **Give better life**

Thato: It helps you to get better life.

- **Promote growth**

Dumisani: Yes, focus on improving my mind. Yes, education made me grow as a person. Education keep your mind grow with your age.

- **Improve literacy**

Vusi: Education can transform offenders. According to me, I wish education can be compulsory. There are people who cannot read or write. It should be a condition for release, that an offender will not be released until finishing ABET Level 4.

- **Release stress**

Millicent: I was working at the hospital doing practical when I was doing home based. I was also singing, as a soloist to release stress. I enjoyed choral, it just released the stress.

- **Depends on the individual**

Refilwe: Yes, education has the ability to transform a person. But I think it is still within that person to change. It might or it might not, it is within that person to transform. I developed passion in gardening because of horticulture. I have my own garden now at home.

Tom: A person is the one that control his/her own life. You can be educated but still do wrong things, it depends on an individual.

- **Tool for future**

Kagiso: Because education is a tool of your future and also help you to start your own future due to lack of employment within the country.

Phindile: Your education helps you to improve yourself and keep things going on. It brightens your future and think about your goals.

- **Give hope**

Sihle: It teaches you to see the power of the law and the importance of your life and everyone around you and it gives you hope for a better life.

- **Equip with skills**

Jabu: To help the offenders to transform and renew their mind to become new creatures. To help them by giving the skills to eliminate poverty, unemployed.

Lindi: To qualify my statement, I will state that once you get the right of being introduced into the world of learned intellectuals there is divine spark that will strike deeper into your corrupted moral fibres and restore them. The aim of education is to aid one into becoming empowered with the skills of survival. With education you are a better able to play your part in our country's economic cycle, and contribute positively into society.

- **Key to success**

David: Education is the key to success. It changes people behaviour and attitudes. It helps to think deep before you can take decision. It helps to be able to communicate with the outsides.

- **Help to forget about sentence**

Bongiwe: It makes you forget about your sentence.

- **Better person**

Ntokozo: It is because once ex-offenders become educated he or she changes into a better person and perceive life in a positive manner.

- **Law abiding**

Sizwe: Education is a powerful weapon that we can use to change the world. It also does the same to offenders because of your education changes your life style. An offender can be a law abiding citizen through education because you will be able to get a better job and stop committing crime and you can assist youth not to commit crime but study hard for their future life. Youth listen to us because we talk to them about our experiences.

Lifa: In DCS most of offenders realize by breaking the law you are infringe someone rights even someone freedom. With education in DCS is also making the offenders aware about constitution of country that as a citizen how to behave from someone to next person.

Mathews: Most of the people in Prison have a problem of self-identity. I was assisting social worker to do life skill. There were I learned that, Education programmes are the first thing to be considered that for offenders to be law abiding.

Thando: I am a good example.

Thami: Education change our evil thinking and become a better people and gives us the direction to take in life which is good for us. Education is the key to our life to live a good life with.

King: Education change the negative thinking that most of offenders have of doing crime.

- **Change attitude/behaviour**

Sanele: Education open a mind of a person; it changes your attitude. It gives you a sense of belonging, your state of mind rise to a higher level. It also rises your confidence and you become comfortable to yourself. It really brings back a sense of living again, you become alive, so it is very important to study.

Jack: Offenders they can change their life. The way of socialization to community and to other peers.

Simpiwe: Many people wish to go thru the programme. May be in life they will be changes in terms of to learn more about life skills and to know what is happening all around you and after you have learned it. You will released all your mistake in your life and they will be more changes in terms of stop, think, and do and a person will always keep his/her eyes open all the time and you won't ever engage yourself in any crime because they will be knowledge in your mind that will keep you all the time to stay positive.

- **Help in Employment**

Daniel: They would be able to establish their companies or organisations and help to employ other offenders. As we learn different programmes and acquire different certificates, diplomas we can be able to help our fellow brothers and sisters through this programme. Transformation is therefore preserved when we engage in associations or organisation which will provide us with programmes or employment.

In summary, the quantitative findings displayed in Figure 5.1 and qualitative findings in Table 5.3 confirm that education programmes promote offender transformation in the DCS, such as; attitude, boost confidence and self-esteem, improve behaviour, equip with employment skills, law abiding citizens, relieve stress etc.

5.2.1.2 Motivation to study in the Department of Correctional Services

In both questionnaires (40) and in-depth interviews (12) sessions, respondents were asked about what motivated them to attend education programmes during incarceration period within the South African Department of Correctional Services. Table 5.4, depicts emergent themes from both questionnaires (40 respondents) and in-depth interviews (12 respondents) findings.

Table 5.4: Emergent themes on motivation to study in DCS

Questionnaires		Interviews	
Re-integration	Develop myself	Positive life	Avoid gangsterism
Self-esteem	Stay away from gangsterism	Re-integration	Self-development
Make use of time		Make use of available time	

Subsequently, some ex-offenders' perceptions on individual motivation to study during incarceration period in the DCS, from both questionnaires and in-depth interviews findings reflect:

- **Positive life**

Luvo: I told myself that, I committed crime, therefore education was my only way. Education is the key to normal life.

Thabang: I realized that it is wrong to be involved in crime and steal other people's properties. If I study, I could do something positive about my life outside. When I am released I can continue do things. Although I knew that if you have a criminal record you will not be employed. I thought I had to be serious in what I am doing. In Prison sometimes we do not have teachers, we have to teach ourselves. When I arrived in Prison, I saw others graduating degrees in Psychology and law. I also thought I can do it.

- **Re-integration**

Anele: In my early years of incarceration I was told that the only way for re-integration is through education.

Dumisani: I had STD 8 and I needed to try something for my future.

Vusi: I just looked at my situation that I have no one at home who is going to look after me when outside.

- **Avoid gangsterism**

Xola: Khona kubangcono ukuba, ukwenza ukuba ungazitholi ube involve kwizinto eziningi ezenzeka ngaphakathi ezinjengegangsterism. Bengingafuni ukwenza izinto eziningi ezinjengegangsterism. Ikunika ithemba. Yenza isentence yakho ibelula.

Translation: It becomes better, it helps not to be involved in many things taking place inside; such as gangsterism. I did not want things like gangsterism. It gives you hope. It makes sentence easy.

- **Self-development**

Millicent: Yes, whilst I was studying I saw myself as a successful woman. When I applied at UNISA, I needed a short term, NSFAS said I must upgrade my English. I just tell myself that I have to do something for myself.

Zipho: I was a driven person before incarceration. I took an opportunity when I was inside to improve my life.

Gugu: I saw the place to develop myself.

- **Make use of available time**

Angel: There is nothing to do there, I wanted to gain something.

Refilwe: What will I do? To make most of my time there. I studied a degree in Communication Science with UNISA. I told myself that I have to come out with my degree.

It is evident on respondents' perceptions that, a number of respondents were motivated by various reasons to attend education programmes in the DCS; such as re-integration, positive life, avoid gangsterism, self-development and to make use of available time.

5.2.2 Research question 2

How do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?

5.2.2.1 Quality of life

In order to answer research question 2, in both questionnaires (40) and in-depth interviews (12) sessions, respondents were asked; if they perceive any change in personal quality of life after attending education programmes in the DCS. Findings pertaining to respondents' perceptions on individual quality of life after attending education programmes in the DCS, from both questionnaires and in-depth interviews data are shown in Figure 5.2.

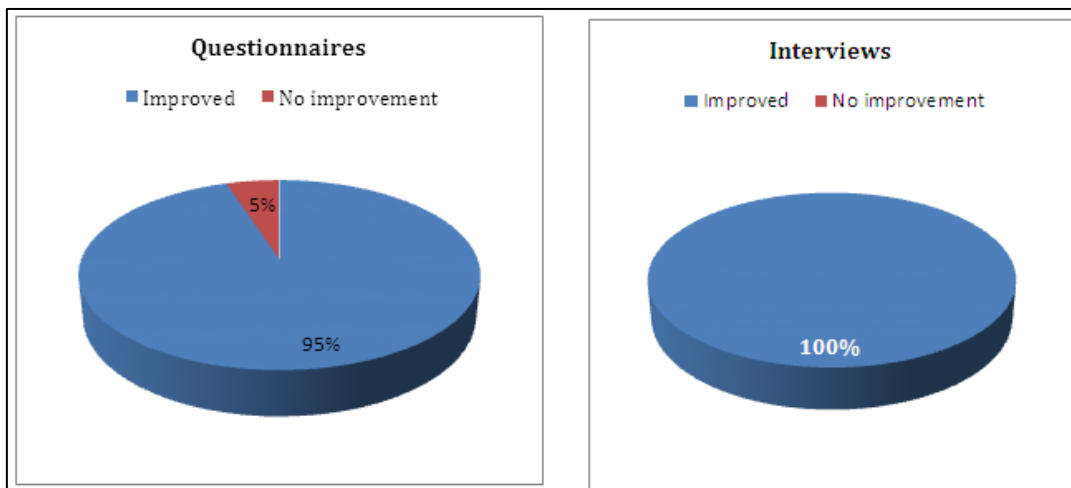


Figure 5.2: Ex-offenders' perceptions on quality of life

A follow up question to respondents' responses outlined in Figure 5.2, in both questionnaires and in-depth interviews sessions, respondents were requested to expand on individual perceptions on quality of life; socially, economically and behaviourally. Qualitative findings on individual quality of life in both questionnaires and in-depth interviews findings reflect:

- **Socially**

Thabang: Before I went to Prison people were scared of me. Now, people see what I am doing with my own hands. People appreciate what I am doing. I can even associate with the police. I know that there is nothing unlawful I have done.

Thato: It has changed my life perceptions.

Anele: I see things in a lighter and brighter way. I was young at the time.

Vusi: Now, I value life than before. Education opens your mind. That is why I can say that education helped me whilst I was in prison. Now, I have too much respect of other people. Now, I know my rights, no one can just tell me what to do. Nobody can just tell me to do things the way he wants. Now, I know how to treat other people.

Xola: Ngiyakhona ukubekezela umuntu manje. Phambili bengingakwazi.

Translation: I can be patient with a person now, before I could not.

Millicent: Before, I was young and I was doing the stupid things. Now, I know what is right and wrong. I decide for myself.

Angel: I am more inspired to study. I want to register with UNISA. I am going to apply. Now that I started studying I want to continue studying. Before incarceration I was young. Now I am old I am prepared to fight for what I want.

Zipho: My life has dramatically changed. I was a drug addict, and now I am not. I am a role model. People hold me in a higher regard. I am called now to speak to the learners. I do go to Correctional Services on week end when time permits.

Refilwe: I can make right choices because of education. I am a role model to my son.

Gugu: Before I was a housewife. Now, I see that I am part of South Africa. I am so happy with my education. Even my children are so happy. I love teaching.

Musa: It helped me to be trustworthy in community.

Ntokozo: I managed to improve relationship with the community.

Jabu: Cause now I am a Pastor and I preach to the young people to turn away the evil deeds, and now I'm free from alcohol, drugs etc.

Kagiso: It helped me to put focus on my future.

Sanele: I can communicate well with people from all walks of life. I enjoy the company of people from other race groups, we talk well, we share ideas on many things happening around us.

Vuyo: It help in opened my mind socially and how to cope and socialize with people.

Busisiwe: Now I can stay and speak with different kind of people. I can also manage to control my anger. **Jeffrey:** Make difficult in life because I am not working.

Thando: I am now able to live better with people in my community.

Thami: I now able to respect people and live with them peacefully.

Sibusiso: It gave me the skills to be self-employed because I now do some peace job to the community.

King: I can now see the life with good and clear determination to succeed in life.

Siya: I now socialize with people who are focus in good life and make their future bright.

- **Economically**

Luvo: I was not employed before, I was just participating in family business. Now I have to wake up and ensure that I am at work since I know the consequences I might lose my job. I can support my child now. Economically, I am independent.

Dumisani: It has changed. Now I can do things for myself. I can provide for my child.

Thato: It has changed my mind set. I know how to manage money and establish your business.

Thabang: I can survive by selling pillow cases, belts etc.

Vusi: Yes, I can see the light that my life is changing little by little. But it is too early to say that.

Refilwe: It helped me to get the job I have today. Criminal record was not a problem. They knew about the criminal record. They asked me about the qualifications and I got hired.

Gugu: A little bit that I can get.

Musa: I am still poor because Government and big companies judge you with your past, not look at what you have achieved.

Bongiwe: I know to manage my finances

Busisiwe: I am able to earn more money than before

Kagiso: It helped me to put something on the table for my family.

Thabo: It hasn't helped me economically yet as I'm not yet employed.

Lindi: I am now able to make and earn money in the most righteous way that I thought possible before. I am self-employed sales person who is not ashamed of what are people going to say when I conduct a door to door prospecting whilst endeavouring to locate my customers locally in my township ... because I can clothe and feed myself well.

Daniel: I am able to take responsibility for my family and to fulfil my needs which is the most important thing to become law abiding citizen and avoid criminal activities.

Tom: Nothing I can explain, cause I still have nothing to show economically.

Vuyo: It played a major role in teaching me how to handle my money and plan to use it correctly.

Mathews: We were also educated about how to save money. We also learn a building construction, so I am able to build for my own home.

Simphiwe: In life I can even buy myself whatever I want. I got in College, helped me to be the person of who I am right now. Although I am supportive person at home so every needs and wants I make sure. I try my best in terms of working hard towards my studies.

Thando: I am now business wise.

Abraham: I started my own business through the qualification.

Thami: I can now able to save money and plan for better good things for my life.

Sibusiso: I now able to sustain financially and put bread on the table for my family.

King: After attending education I now understand the economy of the country and able to spend my money in a good manner.

- **Behaviourally**

Luvo: I was selfish, only thought about myself. Now I have changed that behaviour.

Vusi: Yes, the way I was before I went to Correctional Services. I was not looking after myself, the way I am today. Education changed my life. Before, there was a different way of resolving problems. Violence was there. Now, because of education I can resolve problems differently. I am disciplined. I know what is right and wrong. There is a boundary now. I know what is mine and not mine.

Xola: Isikolo sikufundisa ukulalela, sikufundisa ukuhlonipha umuntu. Kukho umehluko omkhulu phakathi komuntu ofundile nongafundile.

Translation: School teaches you listening skills and to respect a person. There is a big difference between an educated and uneducated person.

Refilwe: It improved my confidence, especially my degree. That is why I enrolled for my Honours in Gender Studies.

Gugu: I do not have anger now. I listen to people.

Phindile: I do respect people and they respect me back. There are some people that can judge you. You cannot take out the Prison stigma but let God do his work.

Busisiwe: I respect each and every person and I can't just talk anyhow to anybody. I first think before I do.

Thabo: Yes, it helped me to behave within the confines of accepted norms and look at things broadly.

Tom: I am a better person and I can control myself.

Lindi: I have developed good personality traits, moral values and behavioural patterns towards my fellow humans. No one has ever complained about me since my release from prison.

Kenoe: Nobody is perfect but I give myself 85%.

Mathews: My behaviour is good now since I learn to understand people and accept them as they are.

Vuyo: It also help to handle myself and to respect other people.

Mathews: My behaviour is good now since I learn to understand people and accept them as they are.

Rethabile: It help me to change my behaviourally pattern and see things in a different way.

Sibusiso: Now it helps me to know people to respect them and myself. So far I can say I am I good behaviour.

King: With the skill of life skills I now behave in a good way with people around me and Public at large.

Siya: I can differentiate between right and wrong. I can handle myself in a society.

It is apparent, both quantitative findings from questionnaires and in-depth interviews, as displayed in Figure 5.2 show improvement in quality of life to respondents after attending education programmes in the DCS. Consequently, qualitative findings on respondents' perceptions confirm that respondents believe that education programmes attended in the DCS assisted in improving the quality of life socially (relationships, family, community), economically (secure employment, manage business and finances) and behaviourally (respect, moral values, self-confidence, law-abiding).

5.2.2.2 Literacy levels

In both questionnaires (40) and in-depth interviews (12) sessions, respondents were asked if they perceive change in individual literacy levels after attending education programmes in the DCS, in comparison with personal literacy levels before attending education programmes within the South African Department of Correctional Services. The purpose was to acquire respondents' perceptions in order to find answers for research question 2. Subsequently, quantitative findings from both questionnaires (40) and in-depth interviews (12) data, on respondents' perceptions to this question are depicted in Figure 5.3

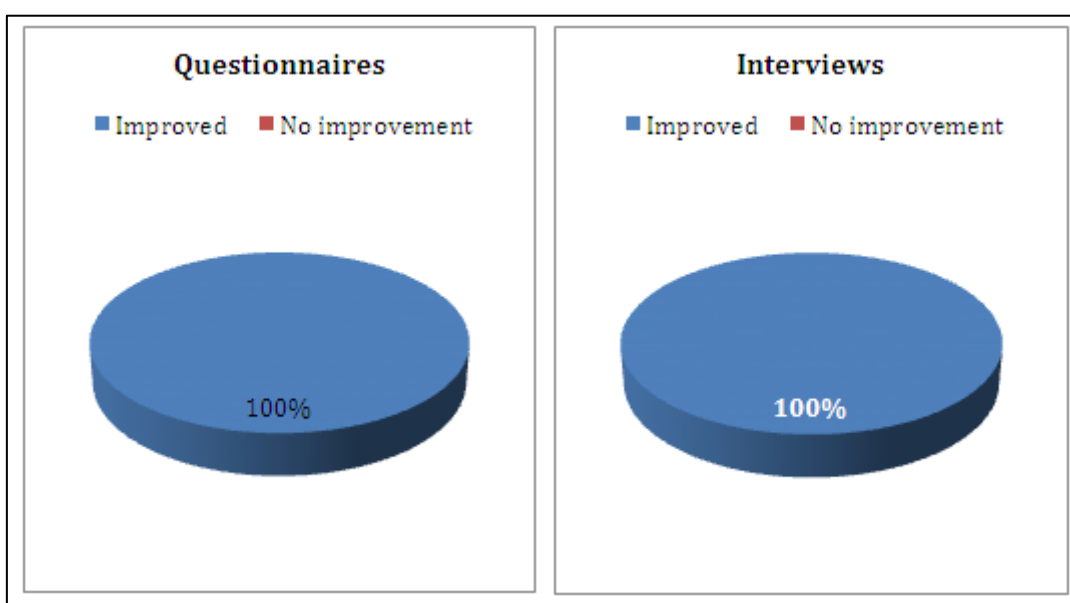


Figure 5.3: Ex-offenders' perceptions on literacy levels

When conducting questionnaires sessions, all respondents (40) were requested to rate individual literacy levels based on reading, writing, speaking and numeracy, with rating scale (poor, fair, good and excellent) in order to reflect personal literacy levels before and after attending education programmes in the South African Department of Correctional Services.

The purpose was to have a better understanding on the improvement rate in ex-offenders' literacy levels after attending education programmes within the South African Department of Correctional Services. Some respondents' individual ratings are shown in Table 5.5.

Table 5.5: Ex-offenders' rating on literacy levels

Respondent	Literacy	Before	After
<i>John</i>	Reading	Poor	Good
	Writing	Poor	Good
	Speaking	Poor	Excellent
	Numeracy	Poor	Good
<i>Phindile</i>	Reading	Fair	Excellent
	Writing	Poor	Good
	Speaking	Poor	Good
	Numeracy	Neutral	Good
<i>Lifa</i>	Reading	Fair	Good
	Writing	Poor	Good
	Speaking	Fair	Good
	Numeracy	Poor	Good
<i>Thabo</i>	Reading	Fair	Good
	Writing	Fair	Good
	Speaking	Fair	Good
	Numeracy	Poor	Fair
<i>Simphiwe</i>	Reading	Fair	Good
	Writing	Fair	Good
	Speaking	Good	Good
	Numeracy	Fair	Good
<i>Thando</i>	Reading	Fair	Good
	Writing	Poor	Good
	Speaking	Fair	Good
	Numeracy	Poor	Good
<i>Rethabile</i>	Reading	Fair	Excellent
	Writing	Fair	Excellent
	Speaking	Fair	excellent
	Numeracy	Bad	Good

Both quantitative findings from questionnaires and in-depth interviews data sources as depicted in Figure 5.3 and qualitative findings from questionnaires on respondents' ratings on literacy levels (rating scale:poor, fair, good, excellent) as depicted in Table 5.5; confirm that education programmes attended in the DCS improve offenders' literacy levels.

5.2.2.3 Employment status

Figure 5.4 presents findings on respondents' perceptions pertaining to current employment status from forty (40) questionnaires and twelve (12) in-depth interviews data. Respondents were asked in both questionnaires and in-depth interviews sessions to respond on individual employment status; whether (employed, unemployed or self-employed) in order to determine if education programmes had an effect on individual employment status. Findings on respondents' responses are depicted in Figure 5.4 with the objective of giving answers to research question 2.

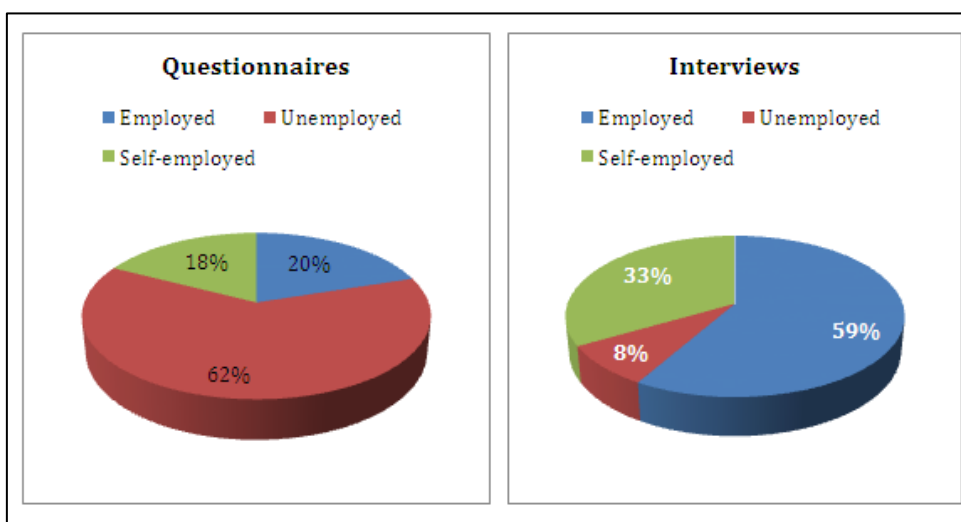


Figure 5.4:Ex-offenders' perceptions on employment status

Subsequent to quantitative findings on employment status shown in Figure 5.4, in both questionnaires and in-depth interviews sessions, all respondents were requested to expand on individual's employment status.

The objective was to understand the impact of education programmes attended in the Department of Correctional Services on individual respondent's current employment status. Subsequently, some respondents' perceptions on individual employment status reflect:

- **Employed**

Luvo: I am a consultant in the Construction Company. The skills I acquired are helping, trained me to be flexible to do all the right decisions. Everything I touch at work turns into gold.

Thato: I am employed part-time. I seek customers for the business company. They do not want to employ me in line with my qualifications.

- **Self-employed**

Thabang: Before I went to Prison, the only thing I knew was stealing cars. Now, out of nothing I can do something. I can also make pillow cases, belts, covering car seats and sofas.

Anele: I am running a company with people. I am able to lead a group of people. The qualification helped me, because I am a leader to people who were never incarcerated due to the skills that I learnt behind bars.

Vusi: I opened the company with other guys because of the skills I acquired when I was doing business studies.

- **Unemployed**

Thabang: I went to apply for a job. I went to the interviews, where they asked me about my criminal record. They promised to phone me. Until now, I have not received the call. I also went to a furniture manufacturing company, they also asked me about the criminal record. Up to now, they have not called me. This is when I decided to do something for myself. I wish to open the company and employ other people.

Vusi: There is still a stigma. When you apply for a job there is a question about a criminal record. I have been applying, but nobody has responded so far. But I will keep on applying.

Musa: Criminal record becomes a huge barrier.

Sizwe: I lose several jobs because of my criminal record. I am still looking for a job and continue with my studies.

Subsequently, Figure 5.5, displays quantitative findings on ex-offenders' employment status, 20 questionnaires and 6 in-depth interviews in each Region (Gauteng and KwaZulu Natal) within the South African Department of Correctional Services.

The purpose was to understand ex-offenders' perceptions on the transformative effect of education programmes with regard to employment status in Gauteng and KwaZulu Natal Regions.

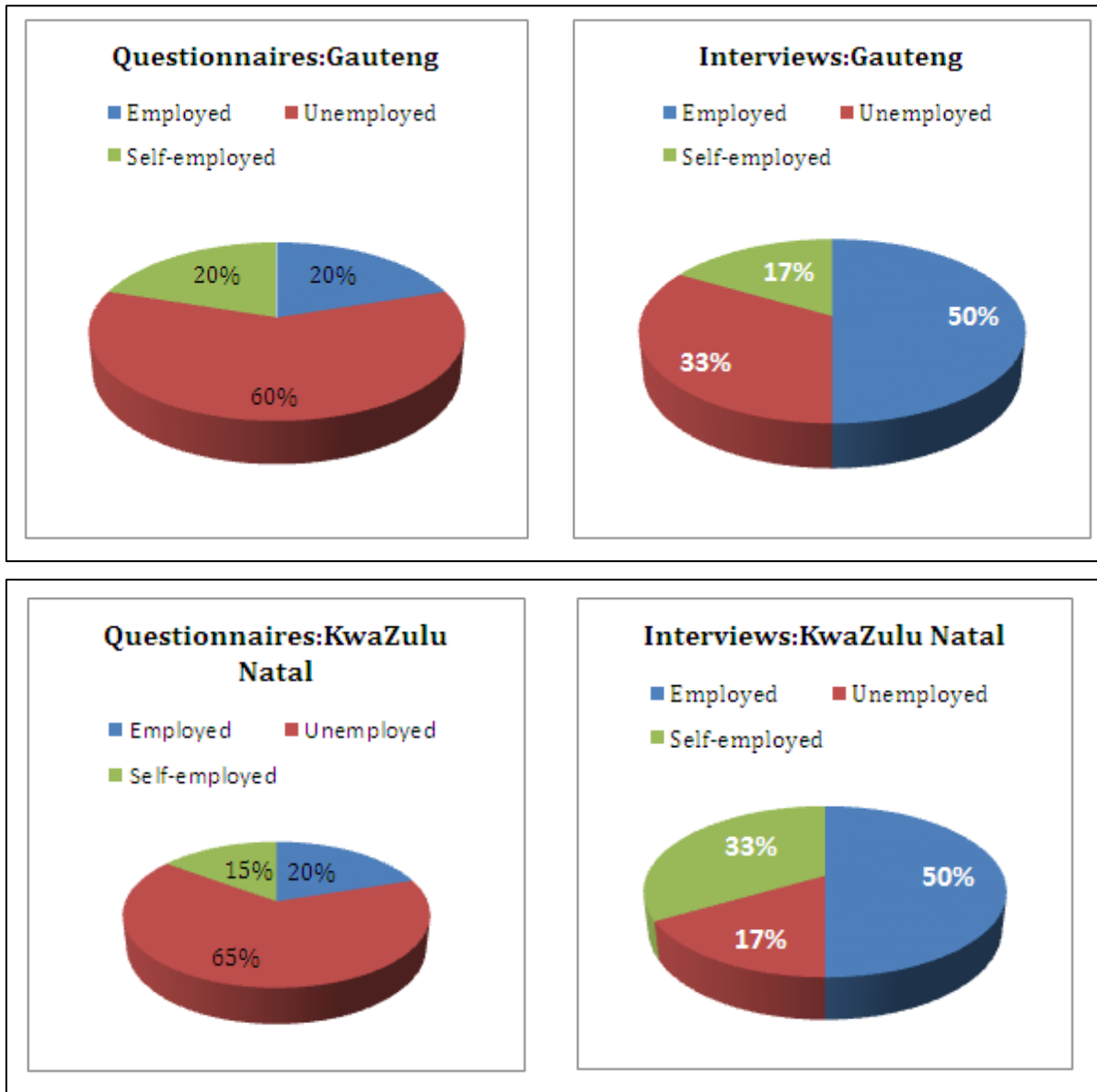


Figure 5.5: Ex-offenders' employment status by Regions

In summary, the quantitative findings from both questionnaires and in-depth interviews data sources as displayed in Figure 5.4 and Figure 5.5 demonstrate high unemployment rate of respondents in questionnaires data sources as compared to interviews findings.

In addition, numerous participants' responses on employment status vary (employed, self-employed, unemployed). To this effect, qualitative findings (respondents' quotes) from both data sources (questionnaires and in-depth interviews) on unemployment status demonstrate that some respondents perceive criminal record as a barrier to ex-offenders' employment in communities.

5.2.2.4 Recidivism rate

Figure 5.6 depicts quantitative findings on respondents' recidivism rate acquired from questionnaires (40) and in-depth interviews (12) data sources. All respondents were required to indicate whether they were re-incarcerated after being released from the Department of Correctional Services. Therefore, quantitative findings depicted in Figure 5.6 are based on responses pertaining to individual recidivism rate as acquired in both questionnaires and in-depth interviews data sources.

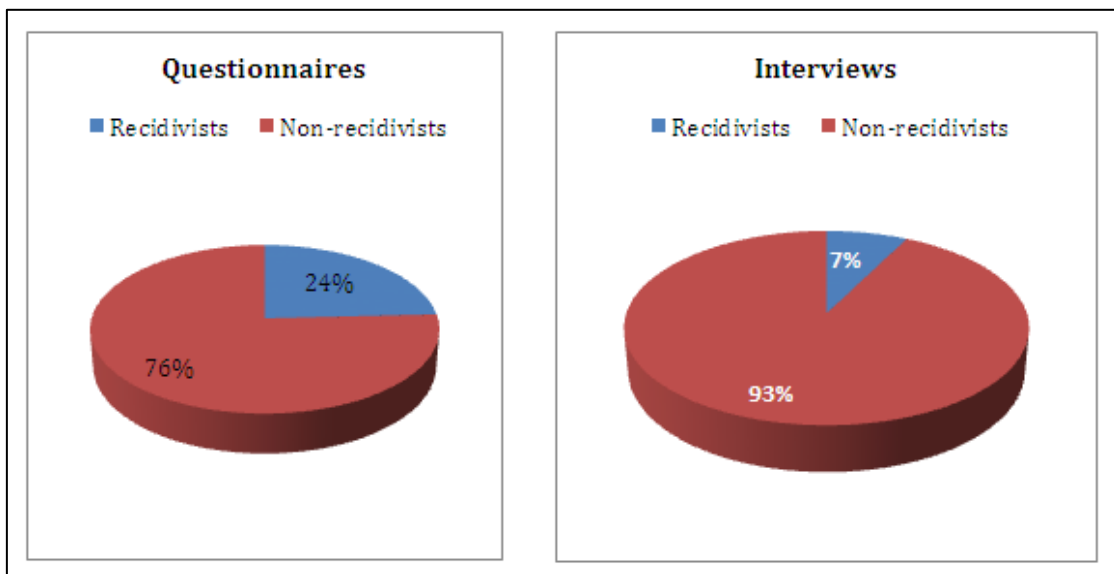


Figure 5.6: Ex-offenders' perceptions on recidivism rate

During in-depth interviews sessions (12 respondents), a follow up question, required respondents to expand on individual recidivism rate as outlined in Figure 5.6, in order to understand respondents' perceptions on the transformative effect of education programmes and acquire accurate answers for research question 2. Some ex-offenders' perceptions on individual recidivism rate ensue:

Luvo: This is a point of no return. The only time I will go there, I will go as an independent visitor.

Thabang: I do not want to see myself going to Prison again. I am a changed person.

Anele: I was one of the luckiest people. I was given two years' early parole due to the role I played in DCS. It would not be seen as a good omen to be re-incarcerated. But I go there to give motivations to incarcerated people.

Thato: I was never re-incarcerated. I do not intend to go back.

Dumisani: No, it will never happen. I do not even visit prison.

Vusi: No, no.... I am a changed man.

Xola: No, ukulalela umthetho abanginike wona. Usuke kwizinto eziza kuhlangukisa nokubi, uphuzo okanye iindawo ezinabantu abaningi.

Translation: No, complying to the instructions they gave me. Staying away from anything which will put you in trouble; such as drinking and places where there are many people.

Zipho: No, I only go there as a VIP.

Refilwe: No, I refuse to go there.

Gugu: No, I won't go there! I look after myself and follow the rules.

Figure 5.7 displays quantitative findings on recidivism rate in Gauteng and KwaZulu Natal Regions, as acquired from respondents' responses in questionnaires (20) and in-depth interviews (6) data sources respectively.

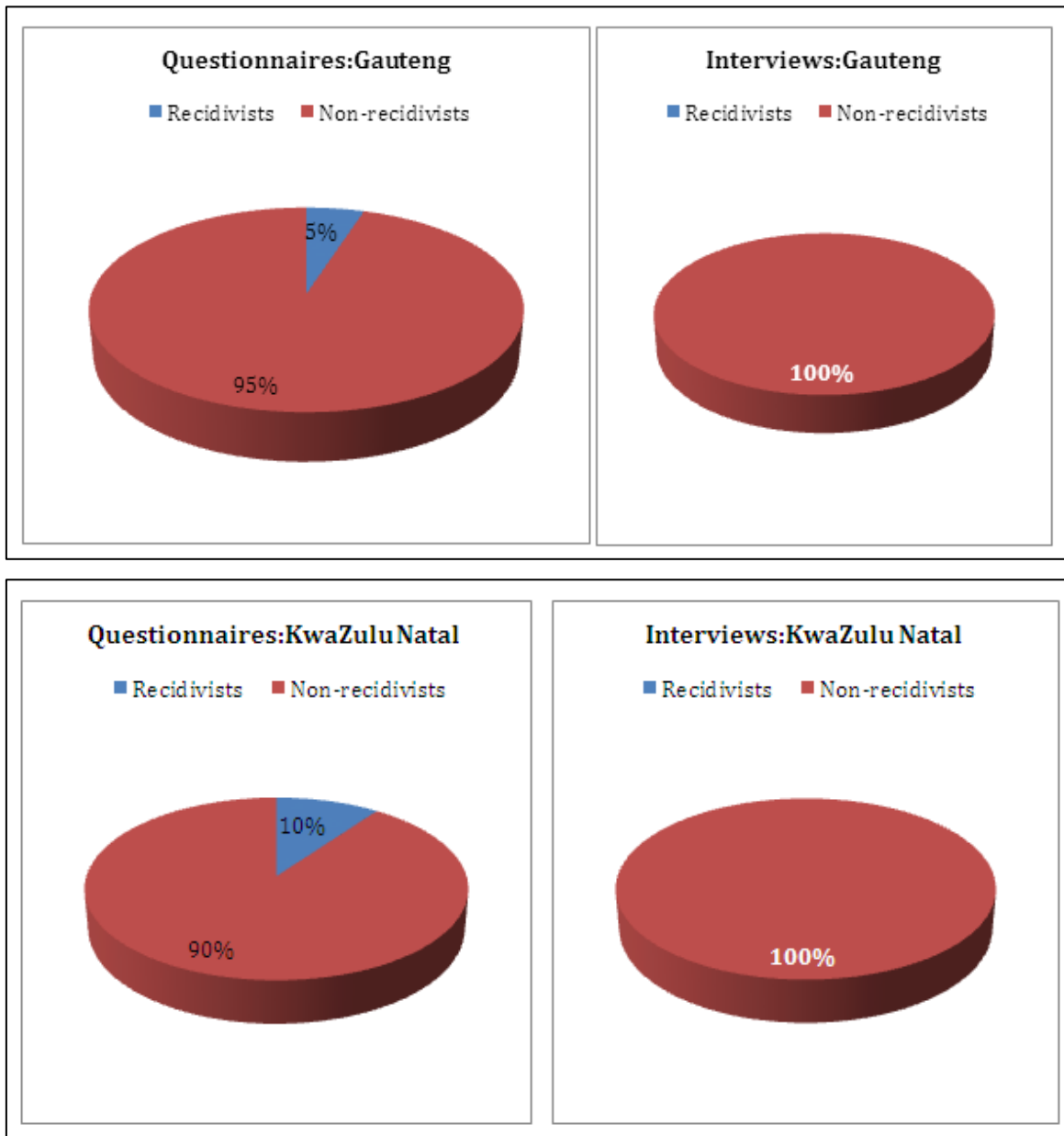


Figure 5.7: Ex-offenders' recidivism rate by Regions

It is evident in quantitative findings from both data sources (questionnaires and in-depth interviews) displayed in Figure 5.6 and Figure 5.7; the majority of respondents are non-recidivists. This notion is supported by qualitative findings from questionnaires and in-depth interviews data sources that some respondents proclaimed being non-recidivists and do not intend to be re-incarcerated.

5.2.3 Research question 3

Which education programmes do ex-offenders perceive as transformative within the South African Department of Correctional Services?

5.2.3.1 Qualifications obtained in DCS

All respondents, in both questionnaires (40) and in-depth interviews (12) sessions were asked individually, if they managed to obtain a qualification during incarceration period within the South African Department of Correctional Services. Quantitative findings acquired from both questionnaires and in-depth interviews are displayed in Figure 5.8.

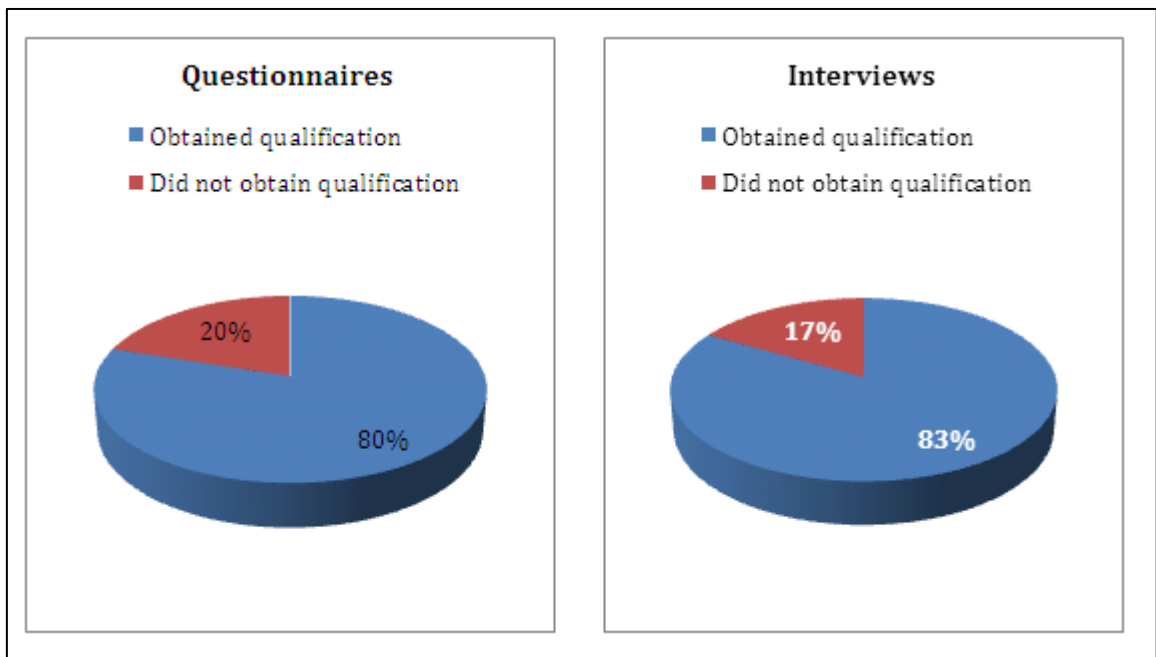


Figure 5.8: Qualifications obtained in DCS

In a follow up question in both questionnaires (40) and in-depth interviews (12) sessions, respondents were asked individually; which qualifications they obtained during incarceration period within the South African Department of Correctional Services. Qualitative findings which affirm quantitative findings on question 3, from both questionnaires and in-depth interviews data sources are displayed in Table 5.6.

Table 5.6: Qualifications obtained by ex-offenders in DCS

Qualifications	Questionnaires	Interviews
AET	AET Level 4	AET Level 4
FET	Grade 12	Grade 12
Certificates	Hospitality, Plumbing	Electrical Engineering N3, Communication Management N4
	Basic computer course, horticulture	Civil Engineering, Plumbing
	Woodwork Level 3	Civil engineering and building Construction, Carpentry
Diplomas	Human resource management N6	Business Management, Marketing
	Business management N4	National Diploma in ABET,
	Electrical Engineering N6	Diploma in Gender studies
	Diploma in marketing	Diploma in Leadership
	Diploma in Social Work	
Degrees	B.Com, B Admin	B.Com, Bachelor in Communication Science

A follow up question in questionnaires and in-depth interviews, requested respondents to give individual responses on education programmes which they perceive as transformative within the South African Department of Correctional Services in order to obtain answers to research question 3. Qualitative findings (respondents' quotes) on education programmes which support quantitative findings displayed in Figure 5.8 and qualitative themes depicted in Table 5.6, depict that some respondents perceive some education programmes as transformative within the South African Department of Correctional Services

ensue:

- **Matric**

Angel: Obtaining matric is the most important thing.

Zipho: There is only general and commerce. There is no science. They should allow Physical Science to be part of Formal Education programmes. They should also promote Life skills, Social cohesion and integration programmes. Life skills programmes through Social Workers, it should be continuous not for release only.

Lifa: Because it helps someone in order to obtain diploma or degree. HR management: To compile or draw company's policy or adhere with Labour Relation Acts.

Phindile: Yes, matric certificate and I'm still doing my BED degree in UNISA which I started during incarceration. I'm looking forward to it in 2017.

Tom: Grade 12: In South Africa without education you're nothing. So education is power, it's good for everyone to have Grade 12 because the requirements for a person to be employed is Grade 12 Certificate.

Sizwe: I obtained senior certificate and level 2 certificate in civil engineering and building construction.

Bongiwe: Basic computer certificate. I am still doing my degree (BED).

- **Certificate**

Thabang: I qualified in Electrical Engineering N3 and graduated Upholstery N3.

Sizwe: I obtained Senior certificate and level 2 certificate in civil engineering and building construction.

Bongiwe: Basic computer certificate. I am still doing my degree (BED).

- **Diploma**

Luvo: I obtained Matric and Business Communication Management Diploma, N4.

Vusi: Yes, Business Studies N1, N2 & N3 office administration, NCV with Majuba College, Carpentry- the certificate is not with me. I have a statement N2-4. Marketing Diploma I did not finish N5, I have N4 qualification. The Department of Correctional Services told us that they do not have money to pay for our studies.

Gugu: I came with my Matric in DCS. I obtained a National Diploma in ABET. I have so many certificates there. I started my degree whilst in DCS. I am still studying with UNISA BED Intermediate and Senior Phase.

Sanele: I did Civil engineering and construction and now work as a supervisor in construction. I know how to lead people because I did a course in DCS on Leadership.

Lindi: Diploma in Marketing Management: Marketing is like a mind opener when it comes to the survival techniques that are required in the outside world. This field of study prepares and equip the offender thoroughly for all life challenges which his/her release. Entrepreneurship encompasses the entire life course to equip one with ways of survival.

Jack: Diploma in Business Management: In business you will be to start your company, and been able to manage it in a successful manner.

Kagiso: Business Management: It has a lot of opportunities when coming to self-employment as you can also start your own business.

Jabu: Business Management: Because education stretch the mind to think broader about life, and also the offenders to stand on their own by starting business.

- **Degree**

Thato: Matriculation, B. Com degree.

- **No qualification obtained:**

Sibusiso: Because, I was transferred to other Prison.

Daniel: Because I was released when I started Grade 12.

In summary, both quantitative findings acquired from both questionnaires and in-depth interviews data sources, as displayed in Figure 5.8 and qualitative findings from both data sources in Table 5.6; confirm that respondents managed to obtain qualifications within the DCS (matric, business studies, Diploma in Marketing, Diploma in Business Management, BCom degree). This notion is supported by some respondents' quotes on the qualifications obtained during incarceration period in the DCS.

5.2.3.2 Contribution of qualifications to employment

All respondents, in both questionnaires (40) and in-depth interviews sessions (12), were asked if education programmes obtained in the Department of Correctional Services assisted in securing employment opportunities in communities. Quantitative findings to this question are shown in Figure 5.9.

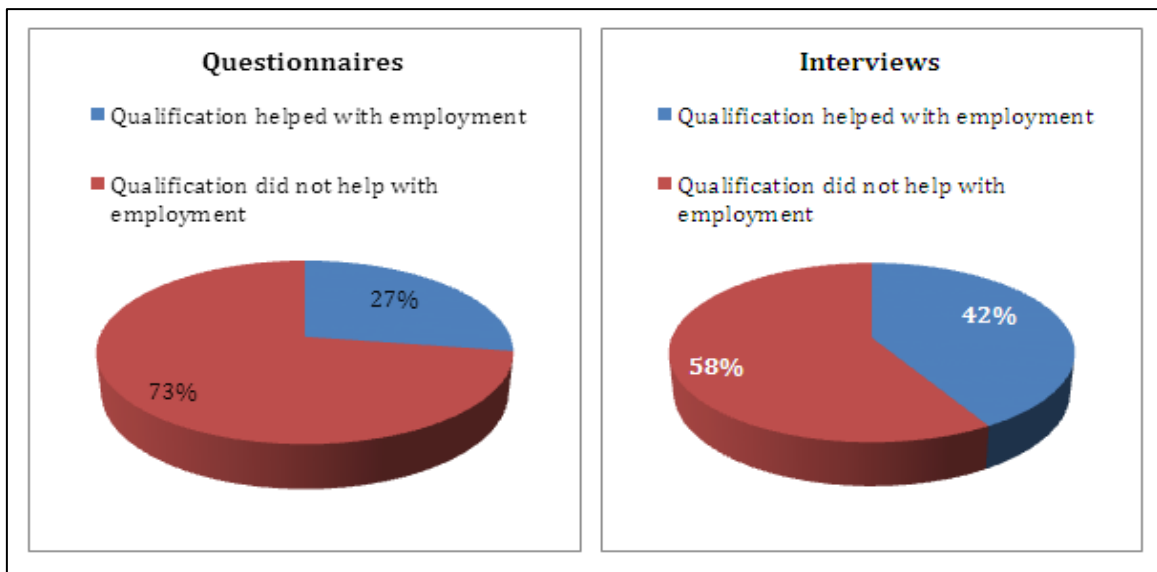


Figure 5.9: Ex-offenders' perceptions on contribution of qualifications to employment

A follow up question in both questionnaires (40) and in-depth (12) sessions, in Figure 5.9 requested respondents' perceptions pertaining to individual contribution of qualifications to employment. Emergent themes from qualitative findings in both questionnaires and in-depth interviews are shown in Table 5.7.

Table 5.7: Emergent themes on contribution of qualifications to employment

Questionnaires	Interviews
Secured employment	Secured employment
Criminal record a barrier	Criminal record a barrier
Improved skills	Qualification did not help
Age limit, disability	

Subsequently, quantitative findings displayed in Figure 5.9 and qualitative themes shown in Table 5.7 are affirmed by some respondents' quotes on contribution of qualifications to employment, acquired from questionnaires (40) and in-depth interviews (12) data sources:

- **Secured employment**

Luvo: I am employed. I disclosed my criminal record in the company.

Refilwe: I am employed. I communicate effectively with them. My manager gave me an opportunity as a communication person. That degree is helping me in terms of the job.

Gugu: Part-time employment as a teacher.

Dumisani: I am employed as electrical assistant, working for the Government. But the qualification did not help me in employment.

Busisiwe: I work as a secretary using the computer. At work they were also looking for person with matric certificate.

- **Qualification did not help**

Thato: After release most inmates cannot use the skills they qualified for.

- **Criminal record a barrier**

Lindi: The most opposing impediment to success in by employed is the criminal record which constantly appears every time you go for screening at the job interview. My age is deemed to be a persona non-grata in the labour market. Being 35 is like you are a waste product.

Lifa: Mostly its criminal record is the obstacles.

Vuyo: It's because of criminal record that is a stigma that is attached to my name.

Rethabile: Z83 wants you to state if you have been incarcerated and it makes it hard to find employment.

Tumelo: Criminal record. Can't find a sewing job, can't afford material to start my own business

Thami: Criminal record it's the reason mostly that preventing me from getting the job.

King: The reason for not being employed is criminal record.

Siya: I cannot get a job because of criminal record.

Millicent: There is a stigma and criminal record. We are told to join ANC and attend meetings. For us we were told not to go to places where there are a lot of people.

Angel: The community is not accepting. I went to the interview, the minute I told them that I had a criminal record, I was disqualified.

Zipho: A criminal record does affect employment. I have been to three interviews, up to now no response. I disclose upfront. There are those, who do not give me a chance to sit in the interview because of criminal record. DCS should lead by example, employ ex-offenders and should design mentorship programmes.

- **Age limit**

Jack: Age restriction and criminal record.

Thando: Criminal record and above Youth Age.

- **Improved skills**

Lindi: No. But they equipped me with the survival skills

Daniel: Yes, improved my skills and gave me an experience to my contribution to the company which employed me. Improved communication skills as well and to associate with clients.

Sibusiso: It gave me the skills to be self-employ because I now do some peace job to the community.

- **Disability**

Karabo: Disability Grant

- **Work experience**

Thami: In some instance they need experience if I don't have it since I never been employed before.

It is evident in quantitative findings shown in Figure 5.9 that qualifications obtained in the DCS did not help a high percentage of respondents to secure jobs. As a result; Table 5.7 portrays qualitative themes from both questionnaires and in-depth interviews data sources pertaining to qualifications' contribution to employment in communities.

5.2.3.3 Other non-education programmes attended

All respondents in both questionnaires (40) and in-depth interviews (12) sessions were requested to give information on other non-education programmes attended during incarceration period in the DCS. The objective was to assess contribution or impact of other non-education programmes to offender transformation, due to the fact that; the DCS adopts holistic approach in the implementation of rehabilitation programmes to offenders. Qualitative findings from both data sources; questionnaires (40) and in-depth interviews (12) are shown in Table 5.8.

Table 5.8: Other non-education programmes attended in DCS

Questionnaires		Interviews	
Anger management Drama	Librarian Restorative justice	Anger management Conflict management	Financial management
Public speaker	Social work programmes	Drama	
HIV Peer Educator	Community development	Pre-release programs	Sport management
Financial management	Piggery	HIV and AIDS	Self-esteem program
HIV and AIDS	Life skills	Victim Offender Dialogue	Life skills
Creative writing	Chef program Bible	Business management	

Subsequently, some respondents' perceptions acquired from both questionnaires and in-depth interviews data sources on non-education programmes attended during incarceration period in the DCS ensue:

- **Anger management**

Luvo: Informal Education is very important. It teaches you how to do things and how to relate with others. Through informal education, I know how to communicate with people. For example, Social Workers programmes such as Anger Management, teaches you how to deal with people. If you have done anger management, you will have a high self-esteem and learn how to deal with people. It is a tool which sharpens people.

David: For Anger Management it help people to control their behaviour towards other people and respect each other. Life Skill teach people about life in general and skills to use to tackle that life and its challenges that we face everyday and how to overcome them.

Sihle: It help and teach you to control your anger. It helps and makes you believe in yourself.

Thabo: Anger management-it helps you to deal with your anger b) Health and Research programme-It involves aerobic capacity, body composition, muscle strength, muscle endurance, muscle flexibility, health c) HIV AIDS- It helps you to understand and take better care of yourself and empower other people d) Conflict resolution-you resolve conflict between conflicting people or groups e) Suicide prevention-it helps to motivate people and prevent them from committing suicide.

- **Social work programmes**

Vusi: I attended social work programmes. They equip you with the knowledge on how you cope outside. They give you skills when you face an obstacle on how to overcome it.

Gugu: Social Work programmes: Conflict Management, Anger Management, Pre-release programmes.

- **HIV/AIDS awareness**

Tom: Every person must know about this killer disease so that the stigma about it will be minimized to zero percent.

Busisiwe: HIV & AIDS because most of the people are sick and don't know what to do when they got infected with the disease. Social workers, especially they always help the offenders to speak to the community and also ask for apology even in our families.

King: HIV & AIDS educate people about danger of having unprotected sex.

Siya: HIV & AIDS, encourage that particular person to get tested and know about his/her status. To know about procedures to follow when active or non-reactive

- **Rehabilitation programmes**

Lindi: Rehabilitation programmes which were aimed rehabilitating my state of mind, heart and soul. These were provided by DCS Social Workers and organisations from outside world.

- **Bible studies**

Phindile: Bible studies helps you to recognise yourself which is who you are. In order to start a new life and forget about what happened. You know your future and forget your past.

- **Creative writing**

Bongiwe: It help to know who you are better.

- **Restorative Justice**

Siya: Restorative Justice: Learn to forgive and do not hold grudges about something that is in the past.

As displayed in Table 5.8 and respondents' perceptions acquired from both data sources; questionnaires and in-depth interviews data sources demonstrate that respondents attended other programmes, besides education programmes during incarceration period within the DCS. Deducing from respondents' perceptions, it is evident; besides education programmes, respondents attended other rehabilitation programmes during incarceration period within the DCS (Anger management, restorative justice, HIV/AIDS awareness)

5.2.3.4 Skills acquired

In both questionnaires (40) and in-depth interviews (12) sessions, all respondents were asked; which skills they acquired through attending education programmes in the DCS. Qualitative findings pertaining to skills acquired in the DCS are shown in Table 5.

Table 5.9: Skills acquired in DCS

Questionnaires		Interviews	
Facilitation Computer	Presentation	Computer Beadwork	Business Management
Business management	Financial management	Financial management	Interior decoration
Leadership	Sports & recreation	Construction	Facilitation

Findings on some ex-offenders' perceptions with regard to skills acquired in the DCS through attending education programmes in both questionnaires and in-depth interviews:

- **Interior decoration**

Luvo: Interior decoration, yes "I did my own home, I did not have to hire people to do that"

- **Computer skills**

Thabang: I have also studied computer in Prison. I can use computer.

Anele: Computer Skills, Financial Management skills. I am using those skills even today and change the lives of other people.

Themba: U benefit on computer skill cause u get skills of using to the level of making changes.

Lifa: Before to be in prison I did not know to operate computer but now I know.

Kagiso: It has a lot of opportunities when coming to self-employment as you can also start your own business.

- **Business management skills**

Thato: It changed my life, it equipped me with skills, Business Management and Motor Mechanic.

Vusi: I acquired knowledge on how to run a business.

- **Life skills**

Anele: Life Skills: It should be an ongoing process of understanding about what you want to do with your life. If Life Skills can be made a component for each and every person who comes to prison, there would be no person who would go out and return. Life skills should be part of education.

Keneo: In our community as Black people we don't have those skill of life or understanding of life changes. We don't know the difference between anger and hunger and to take decision when you are in a situation.

Vuyo: The life skills I got help me to communicate well with the community and understand them as well.

Simphiwe: It helps an offender to learn more about their childhood to adult and you make mistake, and respect. To forgive and forget in life. Sport and recreation helps offenders to released their minds to play soccer. Religion-church to believe in yourself.

Vuyo: It because peace education programme help you to have peace in your life and life skills teach a person on how to face life.

King: Life skills teach us about life in general and what is good and not good.

- **Financial management skills**

Bongiwe: Now I know how to manage my finances and how it is important to save for the future.

- **Facilitation skills**

Lindi: I was a facilitator at school.

In summary, Table 5.9 displays qualitative findings from both questionnaires and in-depth interviews sources on skills acquired by respondents during incarceration period in the DCS. These findings from questionnaires and in-depth interviews data sources; are affirmed by a number of respondents' perceptions on different skills received in the DCS (Facilitation skills, Financial management skills, Life skills, Computer skills).

5.2.3.5 Contribution/experiences in communities

All respondents in both questionnaires (40) and in-depth interviews (12) were asked if they are making any contribution or experiences in their communities after obtaining education qualifications in the South African Department of Correctional Services. Emergent themes on qualitative findings from questionnaires and in-depth interviews data sources are shown in Table 5.10.

Table 5.10: Emergent themes on contribution/experiences in communities

Questionnaires	Interviews
Motivation speeches	Community outreach programmes
Crime awareness	Create jobs, Part-time teacher
Trustworthy	Motivational speaker, Role model
	Not being accepted in communities

The resultant findings portray some respondents' perceptions affirm themes outlined in Table 5.10 on individual contribution or experiences in communities after attending education programmes within the South African Department of Correctional Services:

- **Community outreach programme**

Luvo: I let my community down by committing crime. I gave my community a bad name. Now, we are starting a community radio station, to reach out to the community. There will be other ex-offenders who will be joining. This is an attempt the community should accept us.

Anele: I can easily do community work. I am helping people who want to register their companies. These are the qualifications and skills I learnt behind bars. I managed to uphold in what I believe in, to be a loyal citizen of the country. People will judge you on what they see. If people they see change in you, they will come to you for assistance and you can become a noble citizen. Education will help you in your re-integration phase. It will help you to become a loyal citizen.

Gugu: I help matric students who study isiZulu. They pay me.

Refilwe: I teamed with a mentor, who is helping me to launch my book, educating young girls to stand up for themselves. Once the book is launched in December, I will use that platform. My mentor is a motivational speaker. I relate my story; crime does not pay. Lift yourself up. Reflect on your own life.

- **Role model**

Zipho: They do help me. I am able to start my own company. I am a role model in my community because they know me before. I even go back to Correctional Services to motivate those who are still inside.

- **Motivation speeches**

Sipho: Already I help the community and young people to get a job. They give me the opportunity to motivate the people. I help the old people to get pensions and food parcel.

- **Crime awareness**

Sifundo: I am doing awareness to school to help people, to tell about crime.

- **Trustworthy**

Musa: It helped me to be trustworthy in the community.

- **Not being accepted in community**

Millicent: When I came out I was happy and my family was happy. But in the community people were gossiping.

Table 5.10 displays qualitative findings from questionnaires and in-depth interviews data on respondents’ perceptions pertaining to experience or contribution in communities after attending education programmes in the DCS. These findings are supported by respondents’ perceptions.

5.2.3.6 Highlights/ experiences on Correctional Education

All respondents in both questionnaires (40) and in-depth interviews (12) sessions were requested to give individual highlights or experiences on attending education programmes within the South African Department of Correctional Services.

Emergent themes on respondents’ responses acquired from both data sources pertaining to highlights and experiences on attending education programmes in the DCS are presented in Table 5.11.

Table 5.11: Emergent themes on highlights/experiences on Correctional Education in DCS

Questionnaires	Interviews
Lack of funding for textbooks	Offender graduation, Motivational talks
Transfer whilst attending	Noise at night, facilitator, Warder’s attitude
Released before finishing a programme	Not granted permission to use a computer
Noise at night	Searches at night, no teachers and textbooks
Searches at night	People who do not want to study
Computer training courses	Awarded a bursary

The subsequent respondents’ perceptions affirm qualitative themes displayed in Table 5.11 on highlights or experiences on attending education programmes within the South African Department of Correctional Services, acquired from both questionnaires and in-depth interviews data:

- **Not granted permission to use a computer**

Luvo: I was active in encouraging artisan's programmes. I was invited to encourage those who graduated to motivate them. After finishing my matric, I was computer illiterate. I applied for a single cell and use of computer. The requirements I had to meet were very strange to me, was that I had to be registered. I had differences with the educationist whom I will not mention, to the extent that I had to take him to court. I won the case. All I wanted was a general understanding of the computer. It was a struggle and you focus on how you deal with your struggles.

- **Graduation ceremonies**

Anele: When other inmates were getting degrees. I was facilitating and motivating people. I still meet some of the people who acquired degrees and some of them are doing good. Most of them are free because of the education they acquired. Getting motivational talks on how education can free your mind. When there is lockdown you cannot have classes. You cannot go to the library and partake to other activities due to the disturbances. I always see this as a challenge not as a hindrance. You cannot allow the situation to control you. We had study groups and study time. We were motivating ourselves that we should not give up regardless of the situation.

- **Warders' attitude**

Thato: In 1999, during that time education was not seen as a tool to change the lives of the inmates until the Bill of rights. Officials were not encouraging us to attend education programmes.

Dumisani: Warders did not accept that we are studying.

- **Searches at night**

Xola: Makubekho ukusebenzisana phakathi kwesikole nabantu abasigadile. Abantu abasigadile bathumela amaphoyisa kuseshwe sibhala kusasa, kulahleke amaphepha, iipen. Uthi usiya esikoleni ube sowuphazamisekile. Ngikhumbula ngibhala icomputer, ngaseshwa ebusuku, ngabhala sengihlukumezekile, kuseshwe ubusuku bonke. Bengingacebisa ukuthi labo bahamba isikole, bangaphazanyiswa bebhala, koko balindwe baqede ukubhala. Kwakhona isatifiketi sinikezwe umuntu mawusetorhweni. Kungabi yinkinge ukuthumela udade wethu anikezwe isatifikethi ukuba uphethe into ekhombisa ukuthi uthunyiwe.

Translation: There should be co-operation between Education Section and people who look after us inside; (Correctional officials). Correctional officials, send police for searches when we will be writing examinations the next day; losing papers and pens. When you go to school, you are already disturbed. I remember when I was about to write computer, I was searched at night, I wrote already disturbed. I advise that those who are attending school, should not be disturbed during examinations period. But should be given an opportunity, until they finish writing examinations. It should also not be a problem to send my sister to collect certificate whilst you are at work, if she has something which proves that she has been requested to do so.

- **No teachers/text books**

Vusi: Some offenders go to school for the sake of their families not because there is something within them that pushes them to study. They want their families to give them money. Another thing, the teachers do not give us quality time that is needed by the learner. The teachers will not be there for you whilst you are in the cells doing the homework, some offenders are quarrelling. They disturb you whilst you are doing your work. But the good side is that teachers want everyone to participate in education.

Angel: No teacher, self-study. Did not have text books. You have to make something and think for yourself. Hospitality-provided with literature and computer. There are people who do not want to study. They are just sitting inside; they do not want to study at all.

- **Awarded a bursary**

Zipho: Yes, I have a matric. I enrolled with the university. That opportunity was presented to me by the Department of Correctional Services. I was the first to excel and bring it recognition inside the correctional centre. I managed to obtain five distinctions. The teachers were highly motivated and assisted. But the prison system is not designed for education. Even officials there did not believe that we can study. They paint every inmate with one brush. They say that a school is a privilege not a right.

- **Noise at night**

Refilwe: I requested to move from communal to single cell. I was competing with noise. In a communal cell people were talking during the day and night, from TV & people talking. At night, you cannot switch on the light, it will disturb other people. I had to study early in the morning. I was also a facilitator for English ABET Level 1. I facilitated English, in order for them to understand. Most of my fellow inmates are illiterate. To see someone entered at Level 1 who could not read and write being able to write a letter. I had my own assignments. Set that opportunity to develop myself. Saw myself getting a degree.

- **Facilitator**

Gugu: I was teaching other inmates inside. Some of the learners I taught are working outside. The other lady is a nurse and the other one works in the Department of Transport. We were struggling about books there, especially those who have nothing.

Deducing from respondents’ responses on qualitative findings from both questionnaires and in-depth interviews data sources pertaining to highlights or experiences on Correctional Education in the DCS. It seems, respondents’ experiences on attending education programmes within the DCS vary (facilitator, noise at night, no teachers/experiences, warders’ attitude).

5.2.3.7 Advice to peers on Education Programmes

All respondents in both questionnaires (40) and in-depth interviews (12) data sources were requested to give a message of advice pertaining to education programmes to their peers who are still incarcerated within the South African Department of Correctional Services. Emergent themes from respondents’ responses are shown in Table 5.12.

Table 5.12: Emergent themes on advice to peers on education programmes

Questionnaires	Interviews
Attend school	Education is the key
Do not waste time, get a qualification	Become a noble citizen
Think about life outside	Grab the opportunity to study
Register for plumbing to get jobs outside	Improve your life
Create jobs	Register for plumbing
	Register for hospitality

Some respondents’ perceptions which affirm qualitative themes acquired from both data sources displayed in Table 5.12 on advice to peers in the DCS pertaining to education programmes from both questionnaires and in-depth interviews:

- **Education is key to good life**

Luvo: An idle mind is a playground for the devil. If you are not educated, you will not contribute positively in society. You have to stay focused. Education is the key to good life. If you do not involve yourself in education, you may relapse to crime. ii) You will struggle if you do not plan your life and focus. You just have to be focused and positive. You must keep on trying. Plan your life, set a goal. Never give up. Education is the key to open the world of possibilities.

- **Become a noble citizen**

Anele: There is light at the end of the tunnel. Become a noble citizen.

- **Grab the opportunity to study**

Thato: Opportunity comes once in life. Grab the opportunity. Shape your qualifications according to the environment you are coming from.

Angel: Grab opportunity to study. There are people who are prepared to give assistance. It is hard outside with the criminal record.

Refilwe: Education in prison is not free. Why don't you ask parents to pay for certificate instead of buying expensive clothes? Grab whatever opportunity to study. Search yourself who are you? Do not go around with the group "eet n le." Look at the opportunity to change yourself. Use every opportunity to study. Look at who you are. It is up to you to change yourself. Find your passion.

Gugu: They must get education for their future. Inside they have so much time to study and focus. They can start in ABET up to tertiary.

- **Improve your life**

Dumisani: Don't just eat and sleep. Go and improve your life. Think about the life outside.

Vusi: It is not over, until God says it is over. They should learn every skill that comes on their way to make life easy for them outside.

Zipho: Education within Correctional Services gives a recycle for someone to go back to community and be someone. If you go to school, you are able to obtain something useful. You can become employable.

- **Register for plumbing/hospitality**

Millicent: Inside there is a lot of opportunities. Outside it is not easy to get work. There are programmes which I did not do such as hospitality. People are getting jobs because of hospitality outside.

Xola: Umuntu kufuneka afocuse esikoleni, angasizakala, ukufunda kuyanceda. Iplumbing ikunika ipiece jobs.

Translation: A person should focus on education, it can be helpful, studying helps. Plumbing helps with piece jobs.

- **Create jobs**

Thabang: To be in prison is not the end of the world. There is life after prison. Create jobs and employ other People.

It is apparent; qualitative findings from questionnaires and in-depth interviews data sources as outlined in Table 5.12 demonstrate that respondents encourage peers in the DCS to attend education programmes. This notion is supported by some respondents' perceptions on advice to peers in the DCS (education is key, improve your life, attend school).

5.2.3.8 Recommendations to DCS

Table 5.13 depicts qualitative emergent themes from both questionnaires (40) and in-depth interviews (12) findings on recommendations to the South African Department of Correctional Services pertaining to implementation of education programmes to offenders.

Table 5.13: Emergent themes on ex-offenders' recommendations to DCS

Questionnaires	Interviews
Appreciation, invest more time in education	Offer artisan programmes, appreciation
Create employment,	Make education compulsory, help with books
Assist with criminal record	Assist with employment /internship programme
Compulsory education	Employ more educators, continue good work
Provide funding, Improve quality of education	Offer plumbing to female offenders
Employ educators, Train offenders in trade test	Programmes should be in line with job market

In order to affirm emergent themes displayed in Table 5.13, some respondents' perceptions from questionnaires (40) and in-depth interviews (12) data sources on recommendations to the DCS pertaining to implementation of education programmes to offenders ensue:

- **Offer artisan programmes**

Luvo: Active encouraging other offenders to attend artisan training ii) Not all offenders can go through education programmes.

- **Encourage education programmes**

Thabang: Encourage other prisoners to attend education programmes so that they can also change like myself. They can also create jobs for other people.

- **Compulsory education**

Anele: Education should be an obligation to each and every person who comes into the system. Education helps you to understand how you affect other people's lives. It should be instilled to everybody so that people should regain their self-esteem. People will have desire to become members of their communities. Reintegration will be easy because of the education they acquired inside.

Refilwe: Make schooling compulsory. Those at tertiary level, allow space to continue with the studies. For instance, the Section I was staying in was small. There is not enough space. Provide internship programme for people with education qualifications, whilst on parole to work within the Department where my skill is utilized. If you cannot do that for me how do you expect Multi choice to take a chance on me if you as a Government you cannot take a risk on me whilst I am a State property? The cycle of crime will not be eliminated because people are not getting jobs. They will go to what they know best. I recommend more staff. I compliment them for taking interest, to see development of inmates, being supportive. Thank you!

Lifa: Education must be compulsory

Sanele: DCS needs to invest their time more on education, on programmes, because that help people, who are incarcerated. They must encourage inmate to study and improve their lives. They must introduce more programmes to help inmates, doing that the level of drugs, gangsters will drop, so education is key to the lives of inmates.

Mathews: I believe that DCS should focus more in educational programme because that where offender can change their behaviours.

- **Programmes be in line with job market**

Thato: The learner has to be channelled. The programmes offered should be in line with the job market. Policies should be in line with the outside world.

- **Continue with good work**

Dumisani: Continue with the good work, to give people a chance to do something about their lives, to have a choice.

Vusi: What they are doing is good. They must keep it up! They should build workshops for carpentry. I want more programmes in the correctional centres. Changing someone is not easy. For example, open a lot of things. They must expand the school so that people should acquire many skills.

Angel: They are doing a good job. They are introducing new programmes every year. I would just say that they should give us jobs. Consider job opportunity. If DCS does not give us a chance, how can they expect the Public to hire us if they do not want to hire us?

Gugu: Thank you very much. I am here today because of your programmes, especially social workers and spiritual workers. Continue to improve the quality of education. Help them with material like books, especially those who have nothing. Why DCS does not help us with employment?

- **Assist with employment**

Xola: Kungani esikoleni bangasincedi ukuthi uthole itorho? Uhlala ngaphakathi ithuba elide, uphume ngaphandle abantu ungasabazi. Usizo sinokulifumana, ngejele noma isikole; ukwenzela ukuba sifumane itorho lapha ngaphandle. Kunzima ukufumana itorho la ngaphandle.

Translation: Why is the School Section not helping us to find jobs? You stay inside for a long time; by the time you are released you do not know people. We can get help through prison or education section to get jobs. It is difficult to secure jobs outside.

Sipho: I recommend DCS because they changed my life.

Lifa: DCS must work with the Department of labour to help ex-offenders to be employable.

Musa: Give ex-offenders employment so that they will not go back to crime.

Sipho: I recommend the DCS because they change my life. Today I'm working at municipality and I have a house.

Ntokozo: Correctional centre should assist ex-offenders after release to get a job.

- **Offer plumbing to females**

Millicent: For females we don't get a programme like plumbers. Lot of boys who were inside are getting jobs because of plumbing. I used to apply but I was told that it is for boys. You can be self-employed because of that programme.

- **Employ more educators**

Zipho: They should ensure that there is a teacher for every subject. People should just be teachers, not warders at the same time. If possible, those attending school should wear different uniform. When they go back to the cell they can wear different uniform. Education alone is not enough because there are high levels of unemployment. Let us also promote sport and entrepreneurship. This will bring people who are educated to open their own business. If you unleash a potential in sport, you are reducing crime. Every inmate should be enrolled in a particular programme.

If you release someone it should not just be life skills or anger management something which will not contribute in the community.

Busisiwe: Must provide teachers to teach them from ABET to Grade 12 and help those who are doing their diplomas and degrees to get help financially.

- **Appreciation**

Jabu: I would like to say to the Department Correctional Services, thanks a lot because today I'm a new creature, and I was blind but now see things different is because of you. Even my family are happy because they see me as a valuable person, and also community accepted me as a changed person according the way you serve me with programmes.

David: Department of Correctional Services did great job to educate inmates while we are incarceration, prior by the help of (DET) they did a wonderful job. Because now people can be able to read and write even get decent job if you are lucky.

Sifundo: I want to say thank to DCS to help people.

Lindi: The DCS has always been positive in implementing good education programmes creating an environment that is conducive to learning. This they implemented by altering the whole unit into a school section, whereby offenders who are not interested in schooling will find it difficult to enter those premises. Certain privileges will be given to offenders who stay at the school section. The DCS officials are also positive towards studying learners, one can detect that element of positivity through have a conversation with them. They don't treat you like an offender who is stupid and involves himself in negative gangsterism acts.

Jack: They had good and fair education strictly with good conduct.

Sifundo: I want to say thanks to DCS to help people.

Phindile: DCS Education is the same education that you get out of jail. Why I say that many people do not recommend DCS education. It is quality education. It raises your standard. They will call me teacher because of DCS Education. It was not good to stay in jail for seven years because of my dignity and stigma. I thank DCS about education. I started at Grade 10 now I'm in UNISA studying BED because of DCS education. Rehabilitation programmes help me a lot. From nothing to be somebody. It make me looks things differently. What I did was not good but it was a journey to my destiny.

- **Criminal record**

Sizwe: I recommend that the DCS must deal with the criminal record because we lose jobs because of it although you qualify for a job through education level. Some of us came out with skills but it became hard for us to start your own business to start your own job because there is no funding we have.

Bongiwe: Help to remove criminal record. It will be easy for us to be employable.

- **Provide funding**

Jeffrey: Provide funding to inmates.

Ntuthuko: Provide funding.

Bongiwe: Capital: If they can give us money to start our own business

- **Train in trade test**

Thami: I will recommend that the level of education they are offering should make sure that it's also have the practical trade test to make sure that they cover all aspect in training not only theory only, and all they must also make sure offenders get their certificate once they completed their qualifications.

Sibusiso: If DCS can provide trade test to offenders who are studying incarcerated in order to equip them with good qualification it is required in our country.

Siya: If DCS can make sure that their train offender to gain skill and practical test.

- **Improve quality of education**

King:The level of education in DCS is not in a good or high standard since the environment sometimes in not conducive for practical. If DCS can improve in that aspect then everything will be good.

Qualitative findings from both questionnaires and in-depth interviews data sources outlined in Table 5.13; portray emergent themes on respondents' recommendations to the South African Department of Correctional Services on delivery of education programmes to offenders. Deducing from respondents' perceptions, it seems; recommendations to the DCS pertaining to delivery of education programmes to incarcerated people vary; (improve quality of education, provide funding, criminal record, appreciation).

5.3 Discussion

5.3.1 Research question 1

To what extent do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?

5.3.1.1 Transformative effect of education programmes

Figure 5.1 depicts quantitative findings on the transformative effect of education programmes as perceived by ex-offenders, in the current study. Taken together, both data sources; questionnaires 100% (40 out of 40) and in-depth interviews 100% (12 out of 12), respondents perceive education programmes as transformative to offenders. In this case, quantitative findings acquired from questionnaires and in-depth interviews data sources seem to converge with an overwhelming majority, that respondents perceive education programmes as transformative to offenders within the DCS. This notion is supported by some respondents' perceptions extracted from both data sources (Vusi, Kagiso, Jabu, Lindi, Refilwe) and on the transformative effect of education programmes emergent themes displayed in Table 5.3, as (re-integration, boosts self-esteem, gives hope, give skills, release stress). In summary, it seems; with an overwhelming majority, findings in both questionnaires and in-depth interviews data sources; respondents perceive education as transformative to offenders within the South African Department of Correctional Services. This finding seems to be consistent with Costelloe, (1989:12) who asserts "... the real strength of education in the prison context is that it not only teaches social responsibility but fosters personal transformation." To this effect; Chavez, (2013:3) echoes; "the true benefits of education are transformational and extend beyond an impact upon public safety."

5.3.1.2 Motivation to study in the Department of Correctional Services

As displayed in Table 5.4, a number of emergent themes from questionnaires and in-depth interviews data sources, on ex-offenders' motivation to study during incarceration period in the DCS seem to converge (re-integration, self-development, make use of available time, avoid gangsterism).

Therefore, it seems; qualitative findings in both questionnaires and in-depth interviews data sources overlap on what motivated some respondents to study within the South African Department of Correctional Services. This notion is also affirmed by a number of respondents' perceptions in both questionnaires and in-depth interviews findings (Anele, Vusi, Xola, Gugu). Consequently; some respondents' perceptions in the current study seem to be consistent with the findings in a study conducted at Korydallos Prison in Greece, where some respondents proclaimed individual motivation to attend education programmes: TR 10 "I wanted to get away from prison." TR2 "I will start my own business and I think everything I learned will help" (Papioannou *et al*, 2016:76).

5.3.2 Research question 2

How do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?

5.3.2.1 Quality of life

Quantitative findings in both questionnaires 95% (38 out of 40) and in-depth interviews 100% (12 out of 12) data sources, as depicted in Figure 5.2, portray with an overwhelming majority that respondents perceive improvement on individual quality of life (socially, economically, financially) after attending education programmes within the South African Department of Correctional Services. Subsequently, some respondents' perceptions in both questionnaires and in-depth interviews data sources affirm improvement in personal quality of life (Thando, Dumisani, Thabang, Vuyo). In this instance, it seems; there is convergence of findings in both data sources (questionnaires and in-depth interviews) in that; predominantly, respondents perceive an improvement on personal quality of life after attending education programmes within the South African Department of Correctional Services. This finding seems to be consistent with Coates, (2016:3) who asserts; "improved prison education can transform individual prisoners' lives, but it can benefit society by building safer communities and reducing the significant financial and social costs arising from reoffending."

5.3.2.2 Literacy levels

In unison; quantitative findings on literacy levels from questionnaires 100% (40 out of 40) and in-depth interviews 100% (12 out of 12) data sources as depicted in Figure 5.3 reveal; respondents perceive improvement on individual literacy levels after attending education programmes within the South African Department of Correctional Services. In this instance, it seems; there is convergence of findings in respondents' responses on literacy levels between questionnaires and in-depth interviews data sources. Even qualitative findings on individual respondents' ratings in Table 5.5, on (reading, writing, speaking, numeracy) confirm improvement on literacy levels to a number of respondents' ratings, when compared before and after attending education programmes in the DCS (John, Phindile, Lifa, Thabo). This finding seems to reflect the transformative effect of education programmes on offender literacy levels; due to the fact that other incarcerated learners in the DCS "are unable to read and write" (Magano, 2015:53). This perspective is affirmed by some respondents' perceptions in the current study (Refilwe, Vusi).

5.3.2.3 Employment status

Questionnaires and in-depth interviews quantitative findings on employment status, as depicted in Figure 5.4 seem to diverge. For instance, findings in questionnaires data sources reveal that a majority of respondents 62% (25 out of 40) are unemployed, whilst; in-depth interviews findings portray that a majority of respondents 59% (7 out of 12) are employed. This inconsistency of quantitative findings in both data sources (questionnaires and in-depth interviews) is also evident in Figure 5.5, on employment status by Regions. Consequently; some unemployed respondents in the current study cited criminal record as a barrier to employment (Thabang, Millicent, Zipho). This finding seems to be consistent with a number of researchers who assert; one of the major challenges faced by ex-offenders in communities is securing employment opportunities due to low levels of education, lack of work experience and a criminal record (Harding *et al*, 2014, Nally *et al*, 2014, Costelloe & Langelid, 2011, Davis *et al*, 2013 & Abrahams & Lea III, 2016).

Equally; questionnaires data source quantitative findings in Figure 5.5, portray that in both Regions, the majority of respondents are unemployed:Gauteng 60% (12 out of 20) and KwaZulu Natal 65% (13 out of 20), whilst in-depth interviews data source quantitative findings portray that in both Regions, a majority of respondents are employed:Gauteng and KwaZulu Natal with 50% (3 out of 6) respectively. In summary, it seems; there is divergence of findings on employment status between questionnaires and in-depth interviews data sources.

5.3.2.4 Recidivism rate

In unison; quantitative findings on recidivism rate in Figure 5.6 show in questionnaires data source 76% (37 out of 40) and in-depth interviews data source 100% (12 out of 12) with an overwhelming majority reflect that respondents are non-recidivists. In this instance, there seems to be convergence in findings. This convergence is also evident in Figure 5.7; on ex-offenders' recidivism rate by Regions. For instance, quantitative findings in both Regions, questionnaires data source: Gauteng 95% (19 out of 20) and KwaZulu Natal 90% (18 out of 20) and in-depth interviews data source: Gauteng 100% (6 out of 6) and KwaZulu Natal 100% (6 out of 6) reflect a majority of respondents as non-recidivists. Consequently; some respondents' perceptions confirm no prospects of being re-incarcerated (Luvo, Anele, Thabang, Dumisani, Thato).In this instance, it seems; there is convergence in quantitative findings on recidivism rate between questionnaires and in-depth interviews data sources. Predominantly, quantitative findings in both data sources; Figure 5.6 and Figure 5.7 portray respondents as non-recidivists. This finding seems to be consistent with a number of researchers (Nally *et al*, 2014, Davis *et al*, 2013, Lockwood *et al*, 2012, Khwela, 2015) who postulate; there is perceived reduction on recidivism rate to ex-offenders who attended education programmes during incarceration period.

5.3.3 Research question 3

Which education programmes do ex-offenders perceive as transformative within the South African Department of Correctional Services?

5.3.3.1 Qualifications obtained in DCS

As depicted in Figure 5.8, quantitative findings in both questionnaires 80% (30 out of 40) and in-depth interviews 83% (10 out of 12) data sources, seem to converge; that a majority of respondents managed to obtain qualifications during incarceration period in the DCS. This finding is affirmed by numerous respondents' quotes. In this instance, research findings in both data sources seem to converge. However, some respondents could not receive qualifications due to transfer or release (Sibusiso & Daniel). This finding seems to corroborate Tolbert (2012:7) who asserts; "inmates often are transferred from one facility to another for security and pre-release reasons and therefore may be unable to continue their course or program in which they were previously enrolled."

Consequently; qualitative findings displayed in Table 5.6 confirm quantitative findings on qualifications obtained by respondents in the DCS as displayed in Figure 5.8. For instance, both questionnaires and in-depth interviews data sources portray some overlap in qualifications obtained by respondents within the South African Department of Correctional Services. Subsequently, Table 5.6 displays examples of some qualifications obtained by respondents in both questionnaires and in-depth interviews data sources: (AET Level 4, Grade 12, Plumbing, Electrical engineering). Taken together, questionnaires and in-depth interviews findings qualitative findings, it seems; a majority of respondents obtained Vocational Education qualifications within the DCS. In this instance, research findings in both data sources seem to converge. Subsequently, these findings are supported by some respondents' perceptions in the current study (Sanele, Thabang, Vusi, Lindi). This finding seems to corroborate Jonesa *et al* (2013:59), who hypothesize; "educational programmes consisting of shorter courses and modules together with a focus on more vocational training would probably be beneficial for the prisoners."

In summary, research findings acquired from both data sources seem to converge pertaining to qualifications obtained by some respondents in the DCS. As a result, qualitative findings seem to support quantitative findings that some respondents managed to obtain qualifications during incarceration period in the DCS

5.3.3.2 Contribution of qualifications to employment

It seems; quantitative findings displayed in Figure 5.9 depict that qualifications obtained in the DCS did not help a majority of respondents to secure employment in both questionnaires 73% (29 out of 40) and in-depth interviews 58% (7 out of 12) data sources. Therefore; it appears, quantitative findings converge in both data sources. Consequently; some respondents' perceptions support this finding; a criminal record is a barrier to ex-offenders' employment in communities (Millicent, Angel, Zipho). This finding seems to be consistent with Soeker *et al* (2013:207), who stipulate; "the barriers which ex-offenders face in reaching economic self-sufficiency are compounded by stigma of minority status and a criminal record."

5.3.3.3 Other non-education programmes attended

Table 5.8 displays qualitative findings on non-education programmes attended by respondents in the DCS in both questionnaires and in-depth interviews data sources. It seems; there is convergence in findings on non-education programmes attended in the DCS, in both questionnaires and in-depth interviews data sources: (anger management, conflict management, financial management, life skills, HIV and AIDS). Subsequently, some respondents' perceptions seem to confirm the impact of non-education programmes on offender transformation in the DCS.

For instance, for anger management (Luvo, David, Sihle): HIV and AIDs awareness (Tom, Busisiwe, King, Siya). This finding seems to corroborate Rivera, (2016:104) who stipulates; "taking a holistic approach to heal the student creates a setting conducive for transformation of heart and mind."

5.3.3.4 Skills acquired

Findings on skills acquired by respondents in the DCS seem to overlap in both questionnaires and in-depth interviews data sources as shown in Table 5.9.

Taken together, there seems to be convergence in questionnaires and in-depth interviews findings. It seems; in both questionnaires and in-depth interviews data sources respondents acquired similar skills in the DCS, thus; respondents' perceptions in both data sources affirm to be equipped with computer, financial management, business management and life skills during incarceration period in the South African Department of Correctional Services. This finding seems to corroborate Thinana, (2010:23) who reported that some offenders in a South African correctional centre "improve skills such as library, computer, entrepreneurial, occupational and life skills to empower them to be reintegrated into society."

5.3.3.5 Contribution/experiences in communities

Table 5.10 shows emergent themes on questionnaires and in-depth interviews qualitative findings on respondents' contribution or experiences in communities after attending education programmes in the South African Department of Correctional Services. However, it seems; there is divergence in findings between questionnaires and in-depth interviews data sources on respondents' contribution or experiences in communities. For instance, it seems; only one emergent theme 'motivational speaker' overlaps in both questionnaires and in-depth interviews data sources.

5.3.3.6 Highlights/experiences on Correctional Education

Emergent themes on highlights or experiences on correctional education within the South African Department of Correctional Services in both questionnaires and in-depth interviews are displayed in Table 5.11. Taken together, it seems; there is convergence in qualitative findings shown in both questionnaires and in-depth interviews data sources (noise at night, searches at night, no text books, computers use). This finding is supported by some respondents' perceptions in both questionnaires and in-depth interviews data sources (Refilwe, Luvo, Siphon, Gugu, Vusi, Xola).

Some findings on respondents' experiences in the current study seem to be consistent with the findings in a study conducted by Moore, (2016:60) on experiences of undergraduate students in a South African correctional centre, where some participants proclaimed:

Participant 1: "I was beaten and taken to isolation cells two days before exams ... I had to cancel exams."

Participants 1: "Most prison officials have an attitude towards inmates especially if you are studying" (Moore, 2016:49).

Participant 5: "You can never find it optimal to study." *There are many noises, disturbances internally and externally* (Moore, 2016:60).

5.3.3.7 Advice to peers on education programmes

5.12 displays emergent themes on respondents' advice to peers within the DCS; acquired through questionnaires and in-depth interviews data sources. Taken together; emergent themes from questionnaires and in-depth interviews data sources, it seems; there is divergence in findings. For example, it seems; only one emergent theme overlaps 'register for plumbing' between questionnaires and in-depth interviews data sources. Consequently, some respondents' perceptions in both questionnaires and in- Table depth interviews data sources support this finding (Angel, Vusi, Ziphoh, Gugu).

5.3.3.8 Recommendations to DCS

Emergent themes on qualitative findings in both data sources; questionnaires and in-depth interviews pertaining to respondents' recommendations to the South African Department of Correctional Services, are displayed in Table 5.13. It appears; there is convergence in findings between questionnaires and in-depth interviews data sources. For instance, some emergent themes in both data sources (questionnaires and in-depth interviews) seem to overlap (employ educators, compulsory education, assist with employment). As a result; some respondents' recommendations to the South African Department of Correctional Services in both data sources (questionnaires and in-depth interviews) support this finding (Anele, Refilwe, Ziphoh, Busisiwe, Xola).

5.4 Conclusion

This chapter presented and discussed research findings in this study. Subsequently, research findings “were compared and contrasted and then the research questions were answered according to the convergent design” (Huang *et al*, 2014:446). The objective was to portray “convergence and divergence” in findings in both data sources; in-depth interviews and questionnaires for validation purposes. Conversely, answers to each research question comprise of quantitative findings displayed in figures which are supported by qualitative findings in tables and participants’ quotes which are later compared and contrasted during discussion for validation purposes. This notion seems to corroborate Miller *et al*, (2013:2129) who hypothesize “reporting stories to accompany numbers provides one effective means of increasing the engagement of all the participants, including investigators, readers, “subjects, decision makers and practitioners.”

Moreover, convergence and divergence of findings between two data sources (questionnaires and in-depth interviews) is discussed in order to compare research findings, thus; obtain better understanding on the transformative effect of education programmes as perceived by ex-offenders with the South African Department of Correctional Services. Consequently, an overall perspective of research findings in the present study between two data sources (questionnaires and in-depth interviews) seems to portray a high convergence on respondents’ perceptions pertaining to the transformative effect of education programmes within the South African Department of Correctional Services. However, areas where there is perceived divergence in findings between data sources (questionnaires and in-depth interviews), are also highlighted. This notion seems to corroborate Creswell & Plano Clark, (2011) who stipulate; in convergent parallel mixed methods design:

“In the final step, the researcher interprets to what extent and in what ways the two sets of results converge, diverge from each other, relate to each other, and/or combine to create a better understanding in response to the study’s overall purpose” (Creswell & Plano Clark, 2011:78).

Chapter 6 outlines conclusions and recommendations in the present study.

6. CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this chapter is to outline conclusions and recommendations based on the research findings presented and discussed in Chapter 5. As mentioned in Chapter 1, the purpose of this study was to investigate the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services. As mentioned previously, this study aimed to answer the subsequent research questions:

6.1.1 Main question

What is the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services?

6.1.2 Sub-questions

- To what extent do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?
- How do ex-offenders perceive the transformative effect of education programmes within the South African Department of Correctional Services?
- Which education programmes do ex-offenders perceive as transformative within the South African Department of Correctional Services?

In summary, the present study was guided by three (3) sub-questions in the research field. Subsequently, in Chapter 5, research findings were presented and discussed according to research questions. The main research question; “What is the transformative effect of education programmes as perceived by ex-offenders within the South African Department of Correctional Services?” propelled this study. The subsequent conclusions and recommendations are based on the research findings of the current study, as presented and discussed in Chapter 5:

6.2 Conclusions

6.2.1 Education programmes promote offender transformation

Education programmes promote offender transformation within the South African Department of Correctional Services. This assertion is affirmed, by the findings of the present study in both questionnaires and in-depth interviews as presented in Figure 5.1. These findings depict that a high percentage of ex-offenders perceive education programmes as transformative, due to improved self-esteem, behaviour, attitude, skills, law-abiding and other factors mentioned in the current study. This conclusion seems to be consistent with the “South African government’s belief after 1994, that offenders or prisoners have the capacity to transform and be reincorporated as law-abiding citizens of society” (Kheswa & Lobi, 2014:610). To further support this perspective, Chapter 2, outlined correctional education scholars’ perspectives; internationally, on the transformative effect of education programmes to offenders. Consistent with this conclusion; Muntingh, (2005:36) postulates; “it can be concluded therefore that effective education is about a far wider range of issues than academic skills, and that education can be a useful vehicle for a more comprehensive change process.”

6.2.2 Education programmes reduce ex-offenders’ recidivism rate

Education programmes reduce ex-offenders’ recidivism rate within the South African Department of Correctional Services. This conclusion is based on the findings in the current study which depict that high percentages of ex-offenders who attended education programmes in the DCS were non-recidivists, in both questionnaires and in-depth interviews findings (see, Chapter 5: Figure 5.6 & Figure 5.7). Consequently, some respondents’ perceptions in the present study affirmed the notion of being non-recidivists (Luvo, Thabang, Anele, Thato, Dumisani). Based on these findings, it becomes evident therefore; that education programmes reduce ex-offenders’ recidivism rate. Consistent with this conclusion, Khwela, (2015:409) argues; “the statistics on recidivism might be inconsistent but recent data portrays that education has a serious impact on recidivism.”

In summary, research affirms; “correctional education can reduce recidivism by giving inmates the basic educational skills and achievements that they lacked upon entry” (Koo*, 2015:242).

6.2.3 Education programmes improve ex-offenders' quality of life

Education programmes improve ex-offenders' quality of life in communities. This conclusion is based on the questionnaires and in-depth interviews findings in the current study as depicted in Chapter 5, Figure 5.2. Subsequently, some ex-offenders' perceptions affirmed an improvement socially, economically and behaviourally, in comparison with individual life before attending education programmes within the South African Department of Correctional Services (Vusi, Anele, Luvo, Thato, Xola, Refilwe). This notion is based on the fact that "a great deal of focus around education in prisons is towards learning and skills that prepare the prisoner for release" (Davis & Nichols, 2014:52).

6.2.4 Education programmes improve offender literacy levels

Education programmes improve offender literacy levels. This conclusion is based on the questionnaires and in-depth interviews findings depicted in Chapter 5, Figure 5.3. To further affirm this conclusion, ex-offenders' personal ratings in Chapter 5: Table 5.5 (questionnaires findings), individual ratings by numerous respondents depict an improvement in reading, writing, speaking and numeracy skills (Rethabile, Thando, Simphiwe, John, Phindile, Lifa). Equally; research demonstrates that in UK correctional centres, "education in basic skills such as literacy and numeracy that contributes to life skills is given priority" (Watts, 2010:1). This notion is based on the fact that "being illiterate exposes the young people to exploitation, discrimination and other forms of danger including crime and poverty" (Ngubane-Mokiwa & Tlale, 2015:190). Consequently, Shinji, (2009:166) posits; "reading and writing must be promoted, not as a means of dividing humanity, but as a web of understanding to link individuals and societies."

6.2.5 Vocational education programmes promote offender transformation

Vocational education programmes promote offender transformation in the South African Department of correctional Services. This conclusion is informed by the findings in the current study, where it became evident that some respondents who obtained qualifications in vocational education programmes such as business management, plumbing, upholstery, marketing, interior design, civil engineering construction and motor mechanic (Thabang, Vusi, Anele, Luvo, Sanele, Lindi); secured employment or started businesses after being released from the DCS. This sentiment is echoed by some respondents' perceptions; who recommended that the DCS; should focus on equipping offenders with artisan skills and offer trade tests to help them in securing employment opportunities or start businesses on release (Luvo, Thami, Sibusiso, Siya). This view seems to be congruent with Hawley *et al*, (2013:9) who assert that training in vocational education improves employability, which is perceived as "the key factor" in reducing offending behaviour.

6.2.6 Criminal record is a barrier to ex-offenders' employment

A criminal record is a barrier to ex-offenders' employment in communities. Despite the fact that there is divergence in questionnaires and in-depth interviews findings on employment status, as depicted in Chapter 5:Figure 5.4 and Figure 5.5, it is evident; a high percentage of ex-offenders in questionnaires findings are unemployed. This conclusion is further supported by Soeker *et al* (2013:207), on the fact that; in the Republic of South Africa; "the barriers which ex-offenders face in reaching economic self-sufficiency are compounded by stigma of minority status and a criminal record." As a result, numerous respondents' perceptions in the current study mentioned criminal record as a barrier to employment (Lindi, Lifa, Vuyo, Tumelo, Thami, King, Siya, Millicent). Consistent with this view, Johnson, (2013:83) postulates; "ex-offenders, persons with criminal record and limited job histories, are being released into communities every year." This view is also apparent in the results of the current study which reflect, a high percentage of ex-offenders' perceptions in both questionnaires and in-depth interviews' findings (Chapter 5, Figure 5.8) that qualifications obtained in the DCS did not help ex-offenders to secure employment in communities due to a criminal record.

In essence, “ex-offenders would encounter numerous obstacles in their job search and would likely have a higher unemployment rate compared to the general population” (Nally *et al*, 2014:62).

6.3 Recommendations

The subsequent recommendations emanate from the findings of the present study, as outlined in Chapter 5:

6.3.1 Recommendations for further research

6.3.1.1 Further research on the transformative effect of education programmes as perceived by ex-offenders in other Regions

Further research should be conducted on the transformative effect of education programmes, as perceived by ex-offenders in other Regions (Eastern Cape, Western Cape, Free State/Northern Cape and Limpopo/Mpumalanga/North West) within the South African Department of Correctional Services. As mentioned in Chapter 4, the current study was conducted in two Regions Gauteng and KwaZulu Natal out of six Regions within the DCS. Therefore; this finding may not be generalized or transferred to other Regions within the DCS due to unequal sample sizes, (40 questionnaires and 12 in-depth interviews). It is anticipated, the future study on the transformative effect of education programmes in the DCS will also add value in the field of correctional education. Soeker *et al* (2013:202) reiterate; “there tends to be a general void in the literature internationally and in South Africa that focuses on the perceptions of ex-offenders about reintegration into the community.” Therefore, further research in this area is necessary in order to have a better understanding of ex-offenders’ perceptions on the transformative effect of education programmes, based on empirical findings; within the South African Department of Correctional Services.

6.3.1.2 Further research on ex-offenders employed through qualifications obtained in DCS

Further research on ex-offenders employed through qualifications obtained during incarceration period within the South African Department of Correctional Services should be conducted.

Currently, “there is insufficient research examining post-release employment and its impact on recidivism among ex-offenders” (Lockwood *et al*, 2016:59). It is envisaged; future study in this area will assist the DCS to determine skills gaps for implementation of education programmes through experiences or challenges faced by ex-offenders in the workplace. Furthermore, it is presumed; further research will help in acquiring additional information on the skills required in the job market pertaining to employment prospects of ex-offenders, thus; contribute to successful reintegration in communities. To this effect; May, (2011:356) stipulates; “both the amount of prior education and the education an inmate receives while in the correctional system can affect recidivism rates.”

6.3.1.3 Further research on education programmes which address re-entry needs of female offenders

Further research on education programmes should be conducted to facilitate re-entry needs of female offenders within the South African Department of Correctional Services. It seems; “existing research has not specifically studied gender differences in re-entry needs or experiences per se, yet it has discovered that delinquent young women face a unique set of risk factors that may influence their re-entry needs and outcomes” (Fields & Abrams, 2010:256). As mentioned in Chapter 4, very few female participants were involved in the current study, due to low numbers of incarcerated females in the DCS (see Chapter 4, Table 4.1). However, some female participants in the current study raised a concern of not being allowed to attend plumbing programme, which is only reserved for male offenders within the DCS (see, Chapter 5). This notion is also highlighted in Chapter 2, where research findings in a study conducted in the DCS portrayed; predominantly hairdressing as a vocational programme for female offenders. Equally, findings in a study conducted in a female correctional centre in the UK, one respondent proclaimed; “hair and beauty reign supreme ... there needs to be more mechanical courses for women, and more training around life skills and managing emotions for men” (Coates, 2016:33). Therefore, it is anticipated; future research in this area will assist in implementing education programmes which facilitate female offenders’ reintegration in communities within the South African Department of Correctional Services.

Consistent with this view, Young & Mattuci, (2006:126) assert; “as the number of incarcerated women continues to climb, programs that help women develop marketable skills that will enable them to support their children upon release and overcome the economic marginalization that is closely tied to offending is important for both the women and the society.”

6.3.1.4 Further research on the impact of education programmes to ex-offenders’ recidivism rate

This study recommends further research on the impact of education programmes on ex-offenders’ recidivism rate within the South African Department of Correctional Services. Despite the fact that findings in the current study portray low recidivism rate to ex-offenders who attended education programmes in the DCS (see Chapter 5, Figure 5.6 and Figure 5.7), there is an urgent need for a study on the impact of education programmes on recidivism rate, which will cover all six Regions within the DCS. This perspective seems to corroborate one of the recommendations in a study conducted within the South African Department of Correctional Services by Johnson, (2015:148) who stipulates; “an urgent need to conduct a national overarching study on the rate of recidivism and its ramifications is an imperative in the correctional education discourse.”

6.3.2 Recommendations for practice

6.3.2.1 Implementation of pre-release programmes in DCS

The South African Department of Correctional Services should implement pre-release programmes to all offenders in correctional centres prior to release into communities. It is apparent; in the current study, that a high percentage of ex-offenders struggle to secure employed in communities upon release. Some reported the reason for unemployment as not having undergone trade test on the qualifications obtained in the DCS. Based on this finding, this study recommends establishment of pre-release centres in the DCS. “The Pre-Release Centre is designed and administered with the goal of delivering the high-intensity psychology-based correctional program and reintegration programs, such as vocational skills training and family-focused interventions, within a milieu developed to enhance the motivation of offenders” (Singh & Samion, 2016:75).

Therefore, pre-release programmes “are often considered the last opportunity for an incarcerated youth to prepare for successful transition to society” (Risler & O’Rourke, 2009:226).

Based on this view, it is envisaged; implementation of pre-release programmes such as job hunting skills, interview skills, job training, Curriculum Vitae (CV) writing, job placement, drafting of business plan, business management, leadership, trade tests, and other skills, within the South African Department of Correctional Services, may equip offenders with skills that will enhance re-integration in communities. In this instance, the objective is to reduce ex-offenders’ recidivism rate. Pre-release programmes, “focus on the individual in terms of enhancing his or her understanding of crime as well as improving his/her social and personal skills” (Dawes, 2011:696). Currently, it seems; there is inadequate implementation of pre-release programmes in some correctional centres within the South African Department of Correctional Services. For example, findings in a study conducted in one correctional centre within the DCS reported; “no pre-release programmes are conducted at Groenpunt Maximum” (Thinana, 2010:46). In summary, pre-release programmes allow “offenders/ex-offenders to be exposed to job opportunities” (Soeker *et al*, 2013:205).It is anticipated; “improvement in social skills can make it easier for inmates to better handle the stresses and strains associated with re-entry and assist them to develop a new personal education-based narrative” (Wheeldon, 2011:98). Based on this notion, this study recommends that each Management Area within the DCS should have at least one pre-release centre, which focuses on implementation of pre-release programmes in order to equip offenders with skills required for re-integration in communities.

6.3.2.2 Prioritize implementation of technical, vocational and entrepreneurial education programmes

I recommend; the DCS should prioritize implementation of technical, vocational and entrepreneurial education programmes to offenders in all correctional centres. This recommendation is based on one of the findings in the current study, where some respondents proclaimed a need for more technical, vocational and entrepreneurial education programmes to promote ex-offenders’ employability in communities.

For instance, Coates, (2016:50) stipulates; “vocational education has to link clearly to labour market needs, and include delivery of core employment skills as part of preparation for release.” This recommendation emanates from research findings outlined in Chapter 5 (Figure 5.4, Figure 5.5, Figure 5.7), which portray; although some respondents managed to acquire qualifications during incarceration period, the majority did not manage to be employed. Therefore “the ultimate goal of skills-based vocational programs is to enhance offenders’ job skills to meet ever-changing job demands from a variety of industrial sectors, which in turn will significantly reduce the recidivism rate” (Nally *et al*, 2014:63). In summary; it became evident in the current study that qualifications obtained in the DCS did not help some respondents to secure employment opportunities in communities due to a criminal record. As a result, it is envisaged; implementation of more technical, vocational and entrepreneurial education programmes will help to promote ex-offenders’ self-sufficiency upon release. This recommendation seems to corroborate the findings in a study conducted within the South African Department of Correctional Services where one participant proclaimed:

“... if we could be taught technical related subjects such as welding and woodwork we could be employed or open our business after serving our sentences” (Kheswa & Lobi, 2014:616).

This assertion is affirmed by Risler & O’Rourke, (2009:226) who claim “incarcerated youth who earned a GED and a certificate for completing a vocational program, were three times more likely to be employed 6 months after their release in comparison to youth who had not completed such programs.” Based on this notion, the DCS should ensure that offenders are given access to a variety of technical, vocational and entrepreneurial education programmes to promote self-sufficiency upon release.

6.3.2.3 Establish partnerships in communities

This study recommends; the DCS should establish partnerships with Non-Governmental organizations, institutions of Higher learning and other Government Departments for implementation of education programmes in correctional centres.

“Partnership should be fostered between the DCS and civil society organisations to offender training and skills as well as to provide prisoners with links to the outside that may provide useful information and support upon release” (Policy Brief, 2012:6). These partnerships could also assist with resources for implementation of education programmes in correctional centres. For instance, “the role of tertiary institutions can be strengthened by holding open days to market their services to offenders while also facilitating and ensuring their financial assistance base” (Johnson, 2015:145). On the other hand, “NGOs or volunteers from the community could play needs to be considered in order to improve access to educational opportunities” (Jonesa *et al*, 2013:22). It is predicted; this notion will escalate implementation of education programmes in correctional centres. For example, “partnerships can provide correctional institutions with resources that they may otherwise may not be able to afford” (Chappel & Shippen, 2013:29). As a result:

“in England and Wales the governments’ focus on developing skills for trades, such as plumbing, and the partnerships with businesses such as the National Grid and Toyota in prisons, has the potential to benefit some prisoners ...” (Nahmad-Williams, 2011:37).

Equally; in Greece, “different NGOs, organize programs in different prisons of the country” (Papaioannou *et al*, 2016:73). Therefore, the South African Department of Correctional Services should benchmark with other countries to ensure that various education programmes are implemented through partnerships in preparation for offender reintegration in communities.

6.3.3 Recommendations for policy

6.3.3.1 Offender education should be given priority in Strategic delivery focus areas

Offender education should be considered as priority number one in the Strategic delivery focus areas in the South African Department of Correctional Services. This recommendation is based on the fact that education programmes seem to support offender rehabilitation process. Consistent with this perspective, Muntingh, (2005:36) asserts; “education programmes often form the core of rehabilitation efforts in a prison and some noteworthy and interesting lessons have been learned and are reported in literature.”

As a result, I recommend that; the South African Department of Correctional Services should prioritize offender education by supplying adequate resources for provision of education programmes in preparation for offender reintegration in communities. In essence; “placing education at the heart of the regime unlock the potential in prisoners, and reduce reoffending” (Coates, 2016:6). As mentioned previously, the DCS should prioritize implementation of education programmes in correctional centres, by allocating adequate resources for education programmes, thus; permeate to successful reintegration in communities.

6.3.3.2 Develop policy on ex-offender employment in communities

The Department of Correctional Services should develop a policy, which will assist ex-offenders to find employment opportunities in communities. This recommendation emanates from the findings in the present study, where it became evident that a high number of respondents struggle to secure employment opportunities in communities, due to a criminal record. To this effect; Harding *et al*, (2014:440) affirm; “former prisoners are at high risk of economic insecurity due to the challenges they face in finding employment and the difficulties of securing and maintaining public assistance while incarcerated.” It is evident; ex-offenders require some assistance to facilitate re-integration in communities. As a result, “the positive impact of education on reducing recidivism is increasingly a focus of Government internationally” (Chavez, 2013:2). For example, US Government passed *The Second Chance Act of 2007*, which “authorized federal grants to government agencies and non-profit organizations to provide employment assistance, substance abuse treatments, housing, family programming, mentoring, and other services to help reduce recidivism” (Wikoff *et al*, 2012:290). The Second Chance Act emphasizes, “the importance of job training and placement services to ex-offenders to reduce recidivism and increase public safety” (Lockwood *et al*, 2016:69). Subsequently, ex-offenders who acquired skills during incarceration period are exposed to a variety of job opportunities (Reininger-Rogers, 2014:8).

Based on this notion, the South African Department of Correctional Services should benchmark with international best practices pertaining to correctional education policy implementation. As a result, some recommendations with regard to the DCS education policy issues are highlighted in Chapter 3.

Based on the findings in the present study, I recommend; the DCS should lead similar initiatives in South Africa to ensure that ex-offenders are given a second chance, pertaining to employment opportunities in communities, in order to “reduce recidivism rate and promote public safety.” In essence; “policy option is to provide post-release employment counselling or transitional jobs” (Harding *et al*, 214:465).

6.3.3.3 Implement Student Transformational Model

I recommend; the South African Department of Correctional Services should adopt evidence-based approach in the implementation of education programmes to incarcerated people, guided by a Student Transformation Model for successful offender reintegration in communities. For instance, Singapore Prison Service has been utilizing evidence based approach with success since 2012 “to reduce recidivism rate” amongst ex-offenders (Singh & Samion, 2016:75). Equally; in Australia, “Victorian agencies have been influenced by a model known as ‘what works’ with its focus on offender rehabilitation, which has ramifications about the type of support required by young people” (Dawes, 2011:696).

Currently, there is no Student Transformation Model which guides implementation of education programmes to offenders within the South African Department of Correctional Services. This policy gap, results to lack of uniformity and non-implementation of education programmes which promote offender transformation and re-integration in communities.

Deducing from the findings of the present study, there is a need for developing a Student Transformation Model through benchmarking with other countries in the correctional education field. As mentioned previously, in 2012; Singapore Prison Service (SPS) implemented an approach informed by evidence-based approach to reduce recidivism amongst high-risk offenders. This “evidence-informed approach” has been in operation for the past fifteen years with a great success in Singapore (Singh & Samion, 2016:75). Equally, Australia adopted, “what works approach” for implementation of rehabilitation programmes in all correctional centres. The objective of this approach is to reduce recidivism rate amongst ex-offenders.

“The ‘what works’ approach consisted of five principles, namely the risk, needs, responsivity, integrity and professional discretion. At the same time professionals acknowledged that risk factors, criminogenic needs and responsivity issues are likely to change over the course of a young person’s growth during adolescence” (Dawes, 2011:696).

Taking both Singapore and Australia as examples of countries which adopted evidence-based approach for implementation of rehabilitation programmes; the South African Department of Correctional Services should follow such examples. Subsequently I recommend; the DCS should adopt a strength-based approach, the Good Lives Model (GLM), for implementation of rehabilitation programmes to offenders, due to its focus on targeting criminogenic needs in order to equip offenders with knowledge and skills in preparation for reintegration in communities (see, Chapter 1, Table 1.2 & Figure 1.2). Consistent with this view, Muntingh, (2005:22) asserts “a criminogenic needs approach or risk-reduction approach would focus on reducing the immediately associated variables and contextual risk factors and, if successful, would lead to a reduction in the risk of offending behaviour occurrence.” In this instance, Langlands & Ward, (2009:121) hypothesize; “criminogenic needs (dynamic risk factors) are internal or external obstacles that frustrate and block the acquisition of primary goods.” For example:

“... it has been the Singapore experience that the use of an evidence-informed approach to guide corrections will increase the likelihood of yielding good outcomes. The areas of application of evidence-based include offender assessments and interventions, as well as the delivery of effective rehabilitative operations by staff who are selected, trained and who use effective approaches in the rehabilitation of offenders” (Singh & Samion, 2016:80).

Equally, the US is currently utilizing Re-entry Education Model to guide implementation of education services to offenders in all correctional centres (Tolbert, 2012:5). Therefore; the South African Department of Correctional of Services should ensure that offenders are given educational support from entry until release, in order to curb recidivism rate. This view seems to corroborate Muntingh, (2005:8) who asserts; “successful integration (and reintegration) therefore is associated with a process of support that starts during incarceration and continues thereafter.”

Based on this view, in the US:

“The Georgia DJJ Student Transition Model, is designed to co-ordinate services to assist the youth with academic achievement, vocational training, behaviour management, peer and family relations, and life skills necessary for successful reintegration back into the public schools, the home and the community” (O’Rourke & Satterfield, 2005:189).

As mentioned previously, currently; there is no existing Student Transformation Model which guides implementation of education programmes to offenders within the South African Department of Correctional Services. Based on the findings of the current study, I designed a Student Transformation Model which seems to be suitable for the South African environment. Therefore; I propose, the DCS should adopt this Student Transformation Model, depicted in Figure 6.1, to guide implementation of education programmes to offenders from entry until release into communities in all correctional centres:

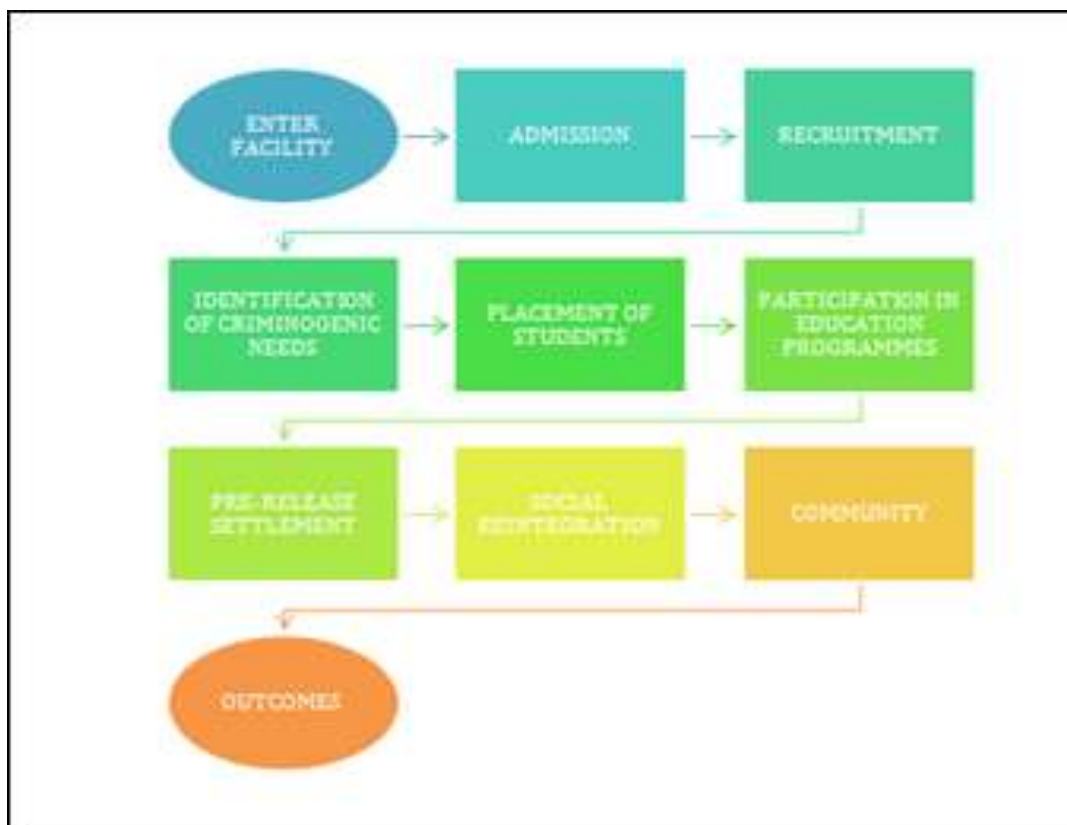


Figure 6.1:A proposed Student Transformation Model for South Africa Department of Correctional Services

6.3.3.4 A Guide to Student Transformation Model implementation (Figure 6.1)

Step 1-Admission (Responsibility- administration clerk)

- Activity-Recording of incoming clients with education needs

Step 2-Recruitment (Responsibility- life orientation educator & team)

- Activity-Recruitment of prospective students on the list/other interested clients.

Step 3-Identification of criminogenic needs/risk factors (Responsibility- Educational Psychologist/Psychologist/Social worker)

- Activity-Identification of criminogenic needs/risk factors, prioritization of criminogenic needs/risk factors, draft Individual Student transformation plan, monitoring of Students Transformation Plan, referral letter to Pre-release settlement, writing letters for parole consideration.

Step 4-Placement of students (Responsibility- Life orientation educator & team)

- Activity-Verification of progress reports, writing of placement test, placement of students.

Step 5-Participation in education programmes (educators/skills development practioners/ AET practitioners/ offender tutors)

- Activity-Tuition/training, marking attendance registers, student assessment, progress reports, writing transfer letters/school testimonials

Step 6-Pre-release settlement (Career Counsellors/Correctional Officials/Social workers)

- Activity-Strengthen partnership with the Department of Labour and National Youth Development Agency, job hunting skills, CV writing, mock interviews, on-site job training, on site job recruitment, business plans, writing trade test, computer skills, business funding applications, completion of bursary applications/employment application forms, referral/testimonial letters for Job placement.

Step 7-Social Reintegration Community (Corrections officials/educators)

- Activity-School/adult centre/college/university placement, employment agent/Job placement, community re-integration, family reunion, victim-offender dialogue.

•Step 8-Community (Family/Education institutions/Employment Agencies /Organizations)

- Activity- Further studies, employment, community Cohesion, improved family relations, Start business.

•Step 9-Outcomes-successful reintegration

As noted previously, it is recommended; the South African Department of Correctional Services should adopt the Student Transformation Model, outlined in Figure 6.1, to guide implementation of education programmes to offenders in all correctional centres. It seems; this notion could assist in reducing recidivism rate and crime rate in the country. To this effect; Reininger-Rogers, (2014:10) affirm; “educational services have been proven effective in reducing recidivism.”

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8. ANNEXURES



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

8.1 Annexure A: Questionnaire

SECTION A: DEMOGRAPHICS

1. REGION: _____
2. MANAGEMENT AREA: _____
3. CORRECTIONAL CENTRE DURING INCARCERATION:

4. AGE: 14-21 YEAR 22-25 YEARS 26-35 YEARS 36-55 YEARS
 56-65 YEARS
5. GENDER: MALE/FEMALE _____
6. CITIZENSHIP: _____
7. ETHNIC GROUP: BLACK/WHITE/ASIAN/ OTHER: _____
8. MARITAL STATUS: MARRIED/UNMARRIED: _____
9. SENTENCE LENGTH: _____
10. DATE OF SENTENCE: _____
11. DATE RELEASED FROM DCS: _____
12. SINCE RELEASED HAVE YOU EVER BEEN RE-INCARCERATED?
YES/NO: _____
13. IF YES, HOW OFTEN (ONCE/TWICE/OTHER):

SECTION B: EDUCATION HISTORY IN DCS

1. HIGHEST EDUCATION QUALIFICATION OBTAINED PRIOR TO INCARCERATION IN DCS (E.G., AET LEVEL/GRADE/CERTIFICATE/DIPLOMA/DEGREE: _____

2. LIST QUALIFICATION(S) EARNED WHILST IN DCS (AET LEVEL/GRADE/CERTIFICATE/DIPLOMA/DEGREE:

(a) _____

(b) _____

(c) _____

(d) _____

3. TOTAL NUMBER OF YEARS ATTENDED EDUCATION PROGRAMMES IN DCS:

4. WHICH HIGHEST QUALIFICATION EARNED DURING INCARCERATION (E.G, AET LEVEL/GRADE/CERTIFICATE/DIPLOMA/DEGREE):

5. DID YOU MANAGE TO OBTAIN A CERTIFICATE IN DCS? YES/NO:

6. IF YES, WHICH CERIFICATE/DIPLOMA/DEGREE DID YOU OBTAIN? _____

7. IF NO, STATE THE REASON FOR YOU NOT OBTAINING A CERTIFICATE:

SECTION C: EDUCATION PROGRAMMES ATTENDED IN DCS

1. LIST ALL EDUCATION PROGRAMMES YOU ATTENDED WHILST IN DCS?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

2. ARE THERE ANY TWO EDUCATION PROGRAMME(S) FROM YOUR LIST ABOVE, WHICH YOU CAN RECOMMEND TO SOMEONE WHO IS INTERESTED TO STUDY IN DCS AND WHY? YES/NO _____ PLEASE LIST THEM BELOW:

- (a) _____

- (b) _____

REASONS FOR RECOMMENDING THE TWO EDUCATION PROGRAMMES WHICH YOU MENTIONED ABOVE(S):

- (a) _____

- (b) _____

3. WHICH OTHER PROGRAMMES, BESIDES EDUCATION PROGRAMMES, WHICH YOU ATTENDED IN DCS?

a) _____

b) _____

c) _____

d) _____

e) _____

SECTION D: CURRENT EMPLOYMENT STATUS

1. DATE RELEASED FROM DCS (DATE/MONTH/YEAR): _____
2. CURRENT EMPLOYMENT STATUS (EMPLOYED/UNEMPLOYED/SELF-EMPLOYED): _____
3. IF EMPLOYED, NUMBER OF YEARS/MONTHS IN EMPLOYMENT SINCE RELEASED FROM DCS ____--

_____YEARS,
MONTHS_____

4. WHICH OTHER SKILLS DID YOU ACQUIRE WITH YOUR QUALIFICATION IN DCS?
(COMPUTER/FACILITATION/ PRESENTATION/LIFE SKILLS, ETC)

5. DO YOU THINK THAT THE QUALIFICATION OBTAINED IN DCS HELPED YOU TO GET EMPLOYMENT? YES/NO_____

6. IF YES, HOW DID IT HELP YOU?

(a) _____

(b) _____

(c) _____

7. IF NOT EMPLOYED STATE THE REASON (S) FOR THE STATUS MENTIONED IN (2) ABOVE: (a)

(b) _____

(c) _____

SECTION E: PERCEPTIONS ON TRANSFORMING OFFENDERS THROUGH EDUCATION PROGRAMMES

1. DO YOU THINK ATTENDING EDUCATION PROGRAMMES WHILST INCARCERATED HELPED TO IMPROVE THE QUALITY OF YOUR LIFE FROM WHAT IT WAS PRIOR INCARCERATION?
YES/NO _____

1.1 IF, YES, WHAT DIFFERENCE DID IT MAKE, TO YOUR LIFE MAKE IN THE FOLLOWING:

(a) SOCIALLY: _____

(b) ECONOMICALLY: _____

(c) BEHAVIOURALLY: _____

1.2. IF NO, PLEASE DESCRIBE YOUR CURRENT LIFE SITUATION

(a) SOCIALLY: _____

(b) ECONOMICALLY: _____

(c) BEHAVIOURALLY: _____

2. BASED ON YOUR EXPERIENCE, DO YOU THINK EDUCATION PROGRAMMES CAN TRANSFORM OFFENDERS TO BE LAW ABIDING CITIZENS?

YES/NO _____

2.1. IF YES, STATE THE REASONS FOR YOUR ANSWER:



8.2 Annexure B: Interview Protocol

INTERVIEW PROTOCOL, IN-DEPTH INTERVIEWS, PhD, MKOSI N.G.

INSTRUCTIONS

- a) Thank you for accepting invitation to participate in this research.
- b) Please feel comfortable to respond to any questions asked, however, you may not respond when feeling uncomfortable about any question asked/ you may ask any question to be repeated/rephrased/ you are allowed to ask questions at the end of this session.
- c) Please note, all your responses will be recorded, you may request to listen to your responses at the end of the interview session.

QUESTIONS

- a) How long have you been incarcerated in the Department of Correctional Services?
- b) How old were you when you entered DCS facilities? How old are you now?
- c) When did you come out from DCS institutions?
- d) Whilst incarcerated, did you attend education programmes? For how many years? From what level/grade until what level/grade
- e) What motivated/drove you to study whilst incarcerated?
- f) Did attending education programmes in DCS transform your life whilst in the institution? Yes/No. If so, how did attending education programmes transform your life in a correctional centre? If not, why do you think that your life was not transformed after attending education programmes in DCS?
- g) Can you please share with me your experiences (positive/negative) whilst you were attending education programmes in DCS.
- h) Did you manage to obtain a qualification whilst incarcerated/ if yes, what is your highest standard/level passed when you started attending education programmes in DCS? If not, what was the reason for you not to obtain a qualification?

- i) What is your highest standard/level/grade passed in DCS?
- j) Did attending education programmes in DCS help you in terms of skills? If so, Which skills did you acquire?
- k) What difference/impact did studying in DCS have to your life? (Good/bad). If good, can you expand/if bad, what are the reasons for your answer?
- l) What advice can you give to a person who is incarcerated in terms of attending education programmes in DCS?
- m) Are there any specific education programmes would you recommend? Yes/No. If yes which are those programmes and why do you recommend them. If no, what are your main reasons for your response?
- n) Do you think that the programmes/qualifications you obtained whilst in DCS help you now, that you are in the community? Yes/No. If yes, how? If no, what are your reasons?
- o) Do you think that the quality of your life has changed now, than it was before incarceration? Yes/No. If yes, which changes do you see in yourself and what do you attribute these changes to? If No, why do you think that nothing has changed and what do you think are the reasons?
- p) Are you currently employed/ self-employed/ unemployed and what do you think are the reasons for your current status? Were you re-arrested since your release from DCS? If so why? If not, what do you think helped you not to commit crime and return to a correctional centre? Do you believe that attending education programmes/ the qualification you obtained whilst in a correctional centre helped you/improved your life than it was before incarceration? If yes, how? If not, what do you think are the reasons for your life to be the same/worse?
- s) Please share with me your life (experiences/highlights/challenges/disappointments) after being released with the qualification you obtained whilst incarcerated in DCS.
- t) What is your opinion with regard to DCS utilizing education programmes to transform offenders into law-abiding citizens?
- u) Is there anything you would like to say, good/bad to education managers in DCS with regard to improving the quality of education programmes offered to incarcerated people within the South African Department of Correctional Services?
- v) If you can be given an opportunity to address, incarcerated people about education programmes in DCS, what would you say to them?
- w) We have come to the end of the interview session. Thank you very much for your valuable contribution to my study. Your responses will also make a difference in the education programmes in DCS. Should I need further clarity for any information you have provided, please avail yourself.

8.3 Annexure C: Letter from Ethics Committee



Ethics Committee
14 July 2015

Ethics Committee
14 July 2015

Dear Ms. Mkosi,

REFERENCE: HU 15/04/03

Your application was carefully considered and the final decision of the Ethics Committee is:

Your application is approved on the following conditions:

1. Please provide answer to section 4.10, you are supposed to mention how the participants will benefit from their involvement in the study and not the significance or contribution from the study.
2. Kindly edit the last sentence in section 4.14.

You are not allowed to proceed with data collection until these conditions have been met **and you have submitted a letter to the ethics committee on how the conditions have been met.**

Final data collection protocols and supporting evidence (e.g. questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection. However, you do not have to re-submit an application.

The above-mentioned issues can be addressed in consultation with your supervisor who will take final responsibility. Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

Integrated Declarations form that you adhered to conditions stipulated in this letter – Form D08

Please Note:

- Any amendment** to this conditionally approved protocol needs to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that approval will be null and void.
- On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number **HU 15/04/03** in any communication with the Ethics Committee.

Best wishes,

Prof Liesel Ebersöhn

Chair: Ethics Committee

Faculty of Education



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

8.4 Annexure D: Permission to conduct research

Department of Correctional
Services
Formal education Directorate
Head Office
Pretoria
0001
JULY 2015

The Acting National Commissioner
Department of Correctional Services
National Office
P/B X136
Pretoria
0001

Dear Sir

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH ON EX-OFFENDERS' PERCEPTIONS ON TRANSFORMING OFFENDERS THROUGH EDUCATION PROGRAMMES WITHIN THE SOUTH AFRICAN DEPARTMENT OF CORRECTIONAL SERVICES

I am a PhD in Education student at the University of Pretoria. I would like to request permission to conduct a study titled; **Ex-offenders' perceptions on transforming offenders through education programmes**. The purpose of this study is to investigate ex-offenders' perceptions on transforming offenders through education programmes within the South African Department of Correctional Services. In this letter I want to tell you

about what may happen if such permission is granted. Once you understand what the study is about you can decide if you want to grant such permission or not. If you agree, I will kindly ask you to release a signed letter permitting the study to take place.

As mentioned, the purpose of the study is to conduct research on ex-offenders' perceptions on transforming offenders through education programmes within the Department of Correctional Services (DCS). This study will require ex-offenders in three Regions within DCS: **Gauteng, Eastern Cape and KwaZulu Natal** Regions to be involved in two sessions as outlined below:

- **SESSION 1: COMPLETION OF QUESTIONNAIRE FORMS (30-45 MINUTES).**
- **SESSION 2: IN-DEPTH INTERVIEW SESSION: (60-90 MINUTES).**

An audio-tape recorder will be used during interview sessions to assist in transcribing data verbatim during data analysis stage. I intend to contact Community Corrections offices in the aforementioned Regions to seek information on ex-offenders who attended education programmes within DCS. Please note, that the names of ex-offenders will not be identified in the findings and the report of my research. I will use pseudonyms to ensure anonymity and confidentiality. Participation in this study is voluntarily and ex-offenders may withdraw at any stage of the research. I promise to abide to all conditions applicable to research done in the Department of Correctional Services.

POTENTIAL RISKS OF THE STUDY: Participants may come across topics in this study that might provoke unpleasant or upsetting feelings. However, if they feel uncomfortable, they have the right to decline to answer any specific questions or stop participating in the study at any time.

BENEFITS TO PARTICIPANTS: This study has a potential to advocate, promote change and bring awareness on transforming offenders through education programmes within the South African Department of Correctional Services. Ex-offenders' participation therefore may increase awareness to policy developers and education managers within DCS on how education programmes affect recidivism, thus contribute to designing and developing new education programmes which assist offender reintegration in communities. There will be no financial benefits for participation in this study.

Please find attached, a questionnaire form sample and an interview schedule/protocol which will be used during in-depth interview sessions together with the copy of the Research Proposal which outlines procedures of the research.

Your positive response in this regard will be highly appreciated.

Yours Sincerely

RESEARCHER: MKOSI N.G.

EMAIL: ntombizanele.mkosi@dcs.gov.za


CONTACT NUMBER: 012 305 8306

SUPERVISOR: PROFESSOR JAN NIEUWENHUIS

EMAIL: jan.nieuwenhuis@up.ac.za

CONTACT NUMBER: 012 420 5571

SIGNATURE:



8.5 Annexure E: Letter from Correctional Services



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770, Fax 086 530 2693

Mrs. NG Mkosi
P.O Box 9197
Pretoria
0001

Dear Mrs. NG Mkosi

RE: FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "EX-OFFENDERS' PERCEPTIONS ON TRANSFORMING OFFENDERS THROUGH EDUCATION PROGRAMMES"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Dr. J Coetzee: DC Personal Development, Head Office.**
- You are requested to contact him at the telephone number: **(012) 305 8077** before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document and this approval letter should be in your possession when making visits.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. "Offenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are not allowed to use photographic or video equipment during your visits. However, the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number (012) 307 2770 / (012) 305 8554.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY CO-ORDINATION & RESEARCH

DATE: 10/09/2015

8.6 Annexure F: Background information on the study



This study is conducted by Ntombizanele Gloria Mkosi under the supervision of Professor Jan Nieuwenhuis, for partial fulfilment of the requirements of the PhD in Education, at the University of Pretoria. The purpose of this study is to investigate the transformative effect of education programmes as perceived by ex-offenders within South African Department of Correctional Services.

The findings of this study will:

- a) Assist policy makers in the South African Department of Correctional Services to design education programmes which will address offenders' challenges and help them to realize their potential in order to become law abiding citizens and contribute in the country's economy as taxpayers upon release.
- b) Help correctional education managers and educators to understand offender learners' perceptions, subsequently transform teaching and learning strategies within correctional centres.
- c) Create awareness about ex-offenders' perceptions on the transformative effect of education programmes within South African Department of Correctional Services.
- d) Encourage stakeholders in communities and the public at large to establish partnerships with the Department of Correctional Services in order to enhance education programmes rendered to offenders.
- e) Make a significant contribution in the field of education, for example, the researcher anticipates that this study may provide Correctional Education Leaders and Managers with an alternative approach to measuring the success of their education programmes.

Participation in this study is completely voluntarily. If you decide not to participate, there will not be any negative consequences. Please be aware that if you decide to participate, you may choose not to answer any specific questions, or you may choose to stop participating at the study at any time.


The findings of this study will be available at the University of Pretoria Library. However, if you have any questions or would like to know more about this study:

Please contact Professor Jan Nieuwenhuis at:

EMAIL:jan.nieuwenhuis@up.ac.za

CONTACT NUMBER: 012 420 5571

SIGNATURE:

A handwritten signature in black ink, appearing to read 'Jan Nieuwenhuis', written over a horizontal line.

8.7 Annexure G: Informed consent for participation in a study



STUDY TITLE: THE TRANSFORMATIVE EFFECT OF EDUCATION PROGRAMMES AS PERCEIVED BY EX-OFFENDERS

RESEARCHER AFFILIATION: PhD IN EDUCATION, UNIVERSITY OF PRETORIA

The study which you are being requested to participate in, is designed to investigate the transformative effect of education programmes as perceived by ex-offenders. This study is being conducted by Ntombizanele G. Mkosi under the supervision of Professor Jan Nieuwenhuis for partial fulfilment of the requirements of PhD in Education, Department of Humanities Education, at the University of Pretoria.

In this letter I want to tell you about what may happen if you participate in this study. You can then decide if you want to participate or not. If you agree, I will kindly ask you to sign this consent form accepting the invitation to participate in this study. You may refuse to take part in the study or stop at any time without giving any reason.

The study will take place in three Regions namely: **Gauteng, Eastern Cape and KwaZulu Natal**. If you agree to participate, you will be requested to spend some time sharing your perceptions on education programmes through which the South African Department of Correctional Services transforms offenders. This will take place in two sessions:

- **SESSION 1: QUESTIONNAIRE COMPLETION (30-45 MINUTES)**
- **SESSION 2: IN-DEPTH INTERVIEWS: (60-90 MINUTES)**

PARTICIPATION: Your participation in this study is **completely voluntarily**. If you decide not to participate, there will not be any negative consequences. Please be aware that if

you decide to participate, you may choose not to answer any specific questions, or you may choose to stop participating at the study at any time.

MAINTAINING YOUR CONFIDENTIALITY: Participation in this study is **completely anonymous** and will not include your name. All identifiable information such as age, gender, length of incarceration and type of conviction, will be coded using pseudonyms. All information will therefore be kept confidential by the researcher.

USE OF AUDIO-RECORDER: An audio-recorder will be utilized during the interview session in order to give the researcher an opportunity to extract data verbatim during data analysis stage. However, you will be required to give the researcher permission to use and indicate whether you would like to listen to the discussions and your responses at the end of the interview session.

POTENTIAL RISKS OF THE STUDY: You may come across topics in this study that might provoke unpleasant or upsetting feelings. If you feel uncomfortable, you have the right to decline to answer specific questions or to stop participating in the study at any time.

BENEFITS: This study has a potential to advocate, promote change and bring awareness on transforming the transformative effect of education programmes as perceived by ex-offenders within South African Department of Correctional Services. Your participation therefore may increase awareness to policy developers and education managers within DCS on how education programmes affect recidivism, thus contribute in designing and developing new education programmes which assist offender reintegration in communities. There will be no financial benefits for participation in this study.

RESULTS: The results of this study are for study purposes and will be published on line at the University of Pretoria Library.

CONFIRMATION STATEMENT

I agree/disagree to participate in this study. I confirm that I have read the information above in its entirety and fully understand that my participation is voluntarily.

After having been asked to give the researcher permission to use audiotape, I understand that there will be no release of any identifiable material.

I agree to audio and at _____ on _____.

Signature

Date

I have been told that I have the right to hear the audio tape before it is used. I have decided that I:

_____ want to hear the tapes.

_____ do not want to hear the tapes.

CONTACT: If you have questions about the research and your rights, please contact Professor Jan Nieuwenhuis at:

EMAIL: jan.nieuwenhuis@up.ac.za

TELEPHONE NUMBER: 012 420 5571)

SIGNATURE:

