

**Challenges faced by incarcerated learners when progressing
from Adult Education and Training level 4 to Grade 10**

by

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Declaration

I declare that the dissertation, which I hereby submit for the degree

Masters in 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 institution.

.....

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31 August 2018

Ethical Clearance Certificate



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A handwritten signature in purple ink, appearing to read 'Liesel Ebersöhn', with a horizontal line underneath.

CC Ms Bronwynne Swarts
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- Compliance with approved research protocol,
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- Registered title, and
- Data storage requirements.

Dedication

I dedicate this research to my children; the late Thuloane, Theko and Tebi. I hope that this will serve as an inspiration that while being an absent father, this is what I was trying to achieve.

Acknowledgements

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

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Abstract

This study was motivated by an observation in the Department of Correctional Services Strategic Plan of 2011 in which the Department targeted 60,9% of learners to participate in the Further Education and Training (FET) band but a mere 13.1% were eligible upon registration. Currently, the South African Department of Correctional Services offers incarcerated learners between 14 to 18 years old (juveniles and youth) an education pathway designed for adults. The purpose of this study was to investigate the challenges experienced by educationists as well as incarcerated learners during this progression. A qualitative research design using an interpretive paradigm was employed. The sample was purposively selected from a correctional facility in the Limpopo, Mpumalanga and North West (LMN) region with two schools inside the correctional facility: one school was for adult learners whilst the other was for juvenile learners. A total of six (6) educationists (3 males and 3 females) and ten (10) male incarcerated learners participated in the study. Only male incarcerated learners were selected for this study because there were no female learners registered full-time for Grades 10 to 12 at either facility. In order to gather data, interviews with educationists were conducted to acquire rich and thick descriptions while more detailed explanations were collected from incarcerated learners (ILs) through reflective essays about how they perceived their progression. The interviews with the educationists were audio recorded. Qualitative data were collected from incarcerated learners through a questionnaire with thirteen (13) questions and used to triangulate and validate the other data sources. The key findings of this study demonstrate that; curriculum matters, learner personal problems, educator perceptions and institutional challenges have a negative impact on learner progression from AET level 4 to Grade 10 within correctional schools. This study will assist policy developers and the Department of Correctional Services to take note of the challenges experienced by the educationists as well as incarcerated learners during the progression from AET level 4 to Grade 10. The study will further help to ensure that either the current curriculum is restructured, or a completely new curriculum is designed to be offered to incarcerated learners lower than Grade 10 within the correctional schools.

Key terms:

Adult Education and Training (AET), correctional facility, educationist, incarcerated learners (ILs), progression

Abstract translated into South Sotho

Pharela ka thuto ya bana ba batshwarua ditjhankaneng

Tsena ditaba tsa qhoqhotsa tsa qholotsa le ho ngoka a ka maikutlo: Ho bala tokomane kganya twaa! batho ra fahloloha, dipatlisiso (research) tsa etswa.

Lefapha le lekanyeditse 60.9% ya barutwana ho itahlela ka setotswana ho thuto e phahameng kereiti ya 10-12 (FET). Ba bileng le tokelo le bokgoni ba ho ingodisa e bile 13.1% feela. Tsa dithuto tsa batlisisa mabakabaka a lebisitseng ho 56.8% ya barutwana ba sitilweng ho fetela pele dithutong tsa bona. Mothating wa jwale dikolo tsa ditjhankana tsa Afrika Borwa di shebile le ho beha leihlo ho barutwana ba lemo tse 14-18. Ba fuwa thuto e raletsweng batho ba baholo, bao e leng kgale ba di bona boteduputswa.

Lebakabaka la tsena dipatlisiso ke ho rarolla marangrang ana, ao e leng diphephetso tseo mesuwe mmoho le bana ba batshwaruwa ba tobanang le tsona tseleng ena ya thuto. Ho fetafeta mona ho sibolla maemo a pono ya mosuwe le ngwana wa motshwaruwa ho itshetlehlile tswelopeleng. Dipatlisiso tse ikgethileng tsa ralwa thutong ena e le ho nonya maikutlo a bana le mesuwe hobane mara ha a se na dihlwela a wela.

Ka boikemisetso ha kgethwa bonyenyane ho tswa ho tlhabollo, (ka ho etsa tse itseng hantle ka toka). Limpopo, Mpumalanga le Bokone Bophirima. Dibaka tse nang le dikolo tse pedi ka hara tlhabollo. Sekolo sa pele e bile sa batho ba baholo, se seng e le sa bana ba batshwaruwa ba ka tlase ho dilemo tse 18. Lenane la mesuwe la ema tjena; 3ba batona, 3 ya ba batshehadi, kaofela ba etsa palo ya mesuwe e 6. Bana ba batona ba leshome 10, ba batshwaruwa ba nkile karolo dithutong tsena. Ba ngola meqoqo e tebisang maikutlo ka puo ya senyesemane. Mathata ao ba kopanang le ona ha ba tloha ho AET level 4 ho ya ho kereiti ya 10. Ha bokellwa dipalopalo le dipotso tse hlophisitsweng ka bokgabane. Tsa ntshetswa pele ho fumana tlhalosetso e ntle e matlafetseng ho tswa ho mesuwe. Ditlhakisetso tse ngata ka botebo tsa qolotswa ho tswa ho bana ba batshwaruwa. Dipotso tse hlophisitsweng ka bokgabane tsa mesuwe di ne di le ho sehatisa mantswa. Hona ha ntlafatsa botshepehi ba dipalopalo tsa mantswa ho tshwana le motsong qalong kwana. Thuto ena e tla thusa ntlafatsong ya dipholisi tsa Laphala la ditjhankana le tlhabollo ya batshwaruwa. Le nakong ena ba bulwa mahlo ho diphephetso tseo e di etseng hloko ka bana ba batshwaruwa le ditsebi tsa thuto.

Qetellong bana ba boetse ba araba ka ho kgwaritsa dipotso tse hlophisitsweng, ho leka ho tlisa ditaba tsa bona kaofela mohopolng o le mong. Sepheo sa tsena dipatlisiso ke ho thusa ho tataisa Lefapha la ditjhankana le tlhabollo ya batshwaruwa. Ditsebi tsa thuto di fumane tharollo maimeng le mathateng ana etswe pharela ha e tlole banneng. Ena pharela e aparetse dikolo tsa ditjhankana tsa Afrika Borwa mabapi le ntshetsopele ya thuto. Ke bothata bo boholo ho ngwana ho pasa, ho fetela sehlopheng se seng. Lefapha le tla boya

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Mantswe a sehloho

Thuto ya batho ba baholo, tjhankane, mosuwe, motshwaruwa, ntshetsopele

List of abbreviations

AET	Adult Education and Training
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
GETC	General Education and Training Certificate
IL	Incarcerated learner
KDL	Knowledge of diverse learners
LSEN	Learners with Special Educational Needs
PCK	Pedagogical content knowledge

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1. CHAPTER 1: PREVIEW OF STUDY

1.1 Introduction

After the advent of South African democracy in 1994, the Department of Basic Education (DBE) brought about changes to redress the imbalances of the past in education. These changes started with the phasing out of the Report 550 (1997), then Curriculum 2005, the National Curriculum Statement of 2002 and currently the National Curriculum Statement also known as CAPS in 2012, (Du Plessis, 2013, p. 1; Van der Berg, Taylor, Gustafsson, Spull, & Armstrong, 2011). Despite these changes, education in correctional facilities remains a challenge notwithstanding the strides made in the country's educational system. The changes were made on various subject content and the expected skills to be acquired for each subject as well as in the curriculum as a whole. The Department of Correctional Services (DCS) has a mixture of youth and adult learners within their schooling system.

The challenge is that all these categories of individuals need to be accommodated in educational programmes. Besides, education is not a primary objective of the department, hence the lack of teaching personnel at the correctional schools as supported by findings by Makhurane (2014, p. 60). Notwithstanding the challenges faced by the DCS, education is an inherent right for all citizens even the incarcerated persons. Subsequently, the DCS is obliged by law to provide incarcerated learners (ILs) with quality, free education as espoused in the White Paper on Corrections in South Africa, Chapter 9 (2005, p. 127) which states that "it is the belief of the Department of Correctional Services that it can make a significant contribution towards the rehabilitation of offenders through the provision of basic academic education and vocational training".

The fact that the delivery of education programmes to incarcerated persons within the DCS is in compliance with Section 29 (1) of the Constitution of the Republic of South Africa which stipulates that "everyone has the right to a basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available and accessible" RSA (1996). It is therefore important that the DCS should comply with this mandate as set out in the Constitution.

Currently, the DCS in South Africa offers ILs aged 14 to 18 years who have not yet completed formal compulsory schooling (Grade 9), an education pathway designed for adults. This adult education comprises four levels, that is, AET levels 1-4.

If successful, they may progress to Grade 10, which is a different curriculum based on knowledge and skills, DBE (2011, p. 4). The DCS seems to have a different curriculum offered in AET programmes which seems to intensify problems for the ILs who desire to progress further academically. There seems to be a huge gap that exists between Adult Education and Training (AET) level 4 and Grade 10 within correctional schools. In fact, the progression of learners from AET level 4 to Grade 10 seems problematic because of the following: the language of teaching and learning, attendance of classes, incoherent curriculum, educator morale, educator qualifications, disturbances at correctional schools as well as learners being taught English which is not their mother tongue.

1.2 Problem statement

Several scholars, for example, (Garcia, 2013, p. 5; R. Hall, 2006; Harding, 2014; Hawley, Murphy, & Souto-Otero, 2013; Mohammed & Mohamed, 2015; Moriarity, 2014) have illustrated in their studies that education within correctional facilities reduces recidivism. The DCS offers the ILs education in order to achieve one of its primary objectives, rehabilitation. However, despite all the efforts of offering education to the ILs, the academic progression of these learners in the South African correctional schools seems problematic. The progression of learners in correctional schools begin with adult programmes, that is AET level 1-4 instead of Grades 7-9 preceding Grade 10.

Later, after completing AET level 4, which is considered to be equivalent to Grade 9, the ILs progress to Grade 10. Given the process of progression from adult education to Grade 10, the ILs seem to struggle to cope with the demands of the curriculum in Grade 10 and subsequent other grades. Conversely, the progression of learners in the South African mainstream schools is from Grade R to Grade 12 as stated in the DBE (2011, p. 1). However, in the DCS, learners in levels lower than Grade 10 are offered adult education, which is an Adult Education and Training (AET) level 1-4.

This view is affirmed by Manzini (2015, p. 5) who points out that the DCS offers the general AET level 1 to 4 to learners before progressing to Grade 10. Consequently, a learner who has acquired AET level 4 (which is considered equivalent to Grade 9) progresses to Grade 10. This anomalous progression seems to pose serious academic challenges to the ILs within the correctional schools. The purpose of this study was to investigate the challenges faced by the ILs during their academic progression from AET level 4 to Grade 10 within correctional schools.

1.3 Research questions under investigation

The proposed study was guided by the primary research question which established why the academic progression of the ILs from AET level 4 to Grade 10 in correctional schools was problematic. To fully respond to the primary research question, a secondary question on the experiences of both educationists and the ILs on progression from AET level 4 to Grade 10 was addressed.

In addition, the study purposively focused on educationists who offered tuition in Grade 10 as well as the current Grade 10 learners because they would provide rich data. According to the Department of Correctional Services (2007, p. 3) teachers who offer tuition within correctional schools are referred to as educationists. In this study, these teachers would be referred to as correctional educators (CEs) henceforth. This is in line with international standards and benchmarking as espoused by (Currier, 2018; R. S. Hall & Killacky, 2008; Lawton, 2012, p. 60; Pettit, 2012).

1.4 Research aims and objectives

This study investigated the academic progression of the ILs from AET level 4 to Grade 10 at two schools (one a juvenile school and the other an adult school) which were based in one correctional facility. The aim was to establish what could be the causes of their challenges during the process of their progression. At the same time, this study further integrated the theory of Lee S Shulman (1987) as adopted by Rahman, Scaife, Yahya & Jalil (2010) on how it could play a role in the academic progression of the ILs. The theory asserts that the correctional educators in the DCS should be able to manage diverse learners in the classroom.

Besides, correctional educators should understand that the ILs have different abilities, interests, respond differently to situations and how to manage various classroom activities. In future, the adapted theory by Rahman et al. (2010) would assist correctional educators to approach their teaching differently in dealing with the ILs. Secondly, how correctional educators can implement (Ballentine, 2010, pp. 5-6) Indivisible Self Model of Wellness (ISM) model to accommodate the vulnerable group of learners to better prepare them for the challenges to successfully progress academically. Ballentine's ISM model states that human beings do not live in isolation of the context in which they find themselves. As a result, the conditions under which the ILs study may have a huge influence on their academic progression from one level/and or grade to another.

1.5 Assumptions

A few assumptions were expressed based on the purpose of the study. One of the assumptions made was that both participants, that is, correctional educators and the ILs would answer the questions truthfully. In order to ensure they fulfil this commitment, they signed consent forms. In addition, I re-assured all the participants that the information which they would provide would be kept confidential. Besides, I used pseudonyms to guarantee their anonymity. Consequently, all the participants volunteered to participate in the study without being coerced to do so. This was after a thorough explanation of the purpose of the study.

The progression from AET to Grade 10 seems to cause low correctional educator's morale, poor attendance by the ILs as well as a high drop-out rate in Grade 10. This progression was investigated to confirm or disprove the notion that the ILs seems to struggle to cope with the curriculum in Grade 10. The research also established through interviews with six (6) correctional educators whether their morale was affected by the poor performance of the learners which they teach. Also, I explored whether the teaching methods which correctional educators were using to impart knowledge were appropriate and efficient.

Hence, Ganyaupfu (2013, p. 29) states that to facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the case of correctional services, these level exit outcomes would be investigated to establish their influence on the IL's progression. I also investigated whether English as a medium of instruction has any role to play in the performance of the ILs during this progression.

The findings of the study by Evans and Cleghorn (2014, p. 12) on why parents choose one school over another revealed that 47% of parents want English as a medium of instruction for their children. This points out that parents believe that if English is used as a medium of instruction, it will help their children to perform better at school. Likewise, in this study, English was investigated to establish its impact on the academic performance of the ILs.

1.6 Theoretical framework

The theoretical framework of this study is based on Lee S Shulman (1987) theory on Pedagogical Content Knowledge as adapted by Rahman, Scaife, Yahya, and Jalil (2010).

The theory reveals a myriad of interpretations, but I have decided to use my own interpretation bringing the PCK in the classroom situation to assess the academic progression of the ILs from AET level 4 to Grade 10. My interpretation is based on Rahman et al. (2010, p. 83) which outlines the Knowledge of Diverse Learners (KDL) for effective teaching in today's schools. It should also be taken into consideration that the ILs fall under the category of learners with special educational needs (LSEN) which require high skill and sensitivity from the correctional teachers. In a research conducted by Bihi (2014, p. 14) about the importance of training of educators, she states that one of the urgent needs expressed by teachers for training was accommodating learners with special educational needs (LSEN) in the classroom.

It is indeed a confirmation that teachers find the handling of learners with special needs very problematic. The Pedagogical Content Knowledge by Shulman (1987) outlines the seven knowledge bases that would help correctional educators to bridge the gap during the academic progression of learners from one grade to another. In the past, it was believed that if a teacher has knowledge of content then he or she is a good teacher. Fernandez (2014, p. 79) postulates that in the context of teacher education a central issue is the definition of what the skills that a teacher needs to know to teach (knowledge base).

Fernandez (2014, p. 79) further says that, in practice, however, it is not only content that characterises a good teacher, but other skills related to the handling of the learners and the context in which learners find themselves. The Pedagogical Content Knowledge will go a long way in addressing the challenges that correctional educators encounter during their daily interaction with the ILs to assist them to navigate their academic progression from one grade or level to another with much ease.

1.7 Concept clarification

The concepts which are pertinent to this study are explained in alphabetical order for the reader to share my use and understanding of each.

Adult Basic Education and Training (ABET/AET)

Adult Basic Education and Training (ABET/now called AET), is an education available to adults who want to accomplish their basic education, Western Cape Department of Education (2016). It is the kind of education offered to the ILs before they progress to Grade 10 within the DCS.

Incarcerated learners (ILs)

The DCS (2009, p. 74) refers to an individual who is undergoing educational programmes in a correctional facility an inmate learner, learner or offender learner. In the context of my study, I use incarcerated learners (ILs) to refer to individuals who attend education programmes within correctional facilities during their period of incarceration.

Progression

The connotation of the word progression as explained by Beets and Le Grange (2005, p. 195) focuses on how learners' learning is being advanced, that is, how learners progress from one level or grade to another. Other aspects related to progression are gradual gaining of knowledge, understanding, skills and competencies which are achieved during the process of learning.

Recidivism

The purpose of every effort made to rehabilitate offenders is to ensure that they do not return to correctional facilities. Then, recidivism means to return to a penal institution because of violation of conditions of probation or parole, (Bennett, 2015; R. Hall, 2006, p. 10; Mohammed & Mohamed, 2015; Starnes, 2018). Through the provision of educational programmes, the DCS tries to rehabilitate incarcerated persons to make them better citizens who can positively contribute to the country upon release.

Rehabilitation

The DCS has shifted its treatment of incarcerated persons from being punitive to rehabilitation as reflected in the Correctional Services Act, No. 111 of 1998 (DCS 2001, p. 10). Similarly, the DCS (2009, p. 73) assert that: "rehabilitation is the outcome of development which combines the improvement of antisocial or criminal behaviour, human change and societal accountability and morals which are critical to reshaping the incarcerated person". In addition, McGuire (2000, p. 7) states that rehabilitation deals with; "the provision of treatment or allied forms of intervention designed to alter the thoughts, feelings or behaviour of individual offenders".

Similar to this definition, McArthur (2014, p. 10) adds that rehabilitation refers to “internal change that results in cessation of the targeted behaviour and consequently the process of rehabilitation involves managing these factors to reduce the likelihood of reoffending.

Reintegration

Lastly, when an IL is released from the correctional facility, he or she goes back to the community to become part of its social fabric. Lukas Muntingh (2005, p. 6) highlights “after-care” and the role of the family and communication with the outside world as key components of reintegration. It is through achieving basic levels of education that the ILs might be successfully integrated back into communities.

1.8 Research design and methodology

I employed a qualitative research design using an interpretive approach. I used triangulation as postulated by (Jansen, 2016, p. 42; Leedy & Ormrod, 2013a) to establish the trustworthiness of my research findings. An equally significant aspect of qualitative research as articulated by Forget and Dinah (2014, p. 157) is that this research design allowed me to go into the field and collected data with few of preconceived conclusions. Furthermore, I used a qualitative research design to gain a clearer understanding of the group being investigated, as articulated by Delamont (2012, p. 364). A qualitative research design was acceptable since a limited number of ILs (5 juveniles and 5 adult learners) were available at the research sites, as advised by Hamilton and Corbett-Whittier (2013, p. 23) in dealing with research sites with limited number of participants.

One of the disadvantages of qualitative research, as outlined by Delamont (2012, p. 364), was that the quality of the research depended on my skills as a researcher. If one does not have the requisite skills of research, one would not achieve the intended outcome. My presence in the process of data gathering was unavoidable and could, therefore, have affected or influenced the responses of participants. But this was avoided by ensuring that I remain neutral during the process of data collection. The research paradigm of this study is interpretive. The interpretive approach was chosen because (De Vos, Strydom, Fouche, & Delpont, 2011, p. 80); Jansen (2016) assert that human beings are engaged in the process of making sense of the world around them.

During the process of the research study, I established the meanings which correctional educators and incarcerated learners attached to the problems of progression within the correctional schools. I then read the data to determine the meaning which was in it.

I utilised the Lee S Shulman (1987) theory as adapted by Rahman et al. (2010, p. 86) based on how to manage diverse learners in the classroom. This research study used the case study approach. As outlined by Hamilton and Corbett-Whittier (2013, p. 23), a case study was used because it focused on smaller groupings and tried to answer questions about the contexts, relationships, process and practices on progression from AET level 4 to Grade 10 within the correctional schools. I also used a case study because it afforded me an opportunity to collect extensive data on the individual(s), programmes, or event(s) on which the investigation was focused on, as highlighted by Leedy and Ormrod (2013a, p. 141).

The data which I collected were from interviews with six (6) correctional educators, the writing of reflective tasks in English by ten (10) incarcerated learners, perusing the school records (academic schedules), statistical data, documents and school registers. Another advantage of a case study was that I was able to provide a holistic in-depth explanation of the problems related to the progression of the ILs. I was able to go beyond the quantitative statistical results and understand the behavioural conditions through the perspective of the participants as postulated by Zainal (2007, p. 1). One of the disadvantages of the case study was that I could not generalise the results of the single case to all DCS correctional schools. There could be a possibility of bias because I was the only person permitted to gather data from the research sites.

1.9 Data collection and instrumentation

The process of data collection commenced by interviewing correctional educators and followed by reflective tasks which were written by incarcerated learners. The rationale behind starting with the correctional educators was that I regarded them as secondary sources whereas incarcerated learners were my primary data sources. Accordingly, information obtained from a secondary source was compared to that of the primary source to establish convergence and divergence. It was also interesting to establish which category of participants would find fault with one another based on the causes of progression. The following data collection strategies were utilised; one-on-one interviews with six (6) correctional educators and the writing of the reflective tasks by ten (10) incarcerated learners as well as answering questions based on a questionnaire.

1.9.1 Semi-structured one-on-one interviews

I conducted in-depth personal interviews with six (6) correctional educators. A single semi-structured one-on-one-interview with correctional educators allowed me to use probes for clarity, thus obtaining more information from the participants.

Moreover, an audio-recorder was utilised to record the conversations thus allowing me to focus on the interview rather than taking notes, as suggested by De Vos et al. (2011, p. 359). The other important reason why I used an audio-recorder was that it allowed for the process of interviewing to progress smoothly without any disruptions.

1.9.2 Incarcerated learners' reflective tasks

Moreover, ten (10) incarcerated learners wrote the reflective tasks which were prepared in English. It should be noted that English was not the mother tongue of these ILs. All the identified ILs had registered English as one of the subjects at the two correctional schools. Also, one of the reasons why the ILs wrote in English was that I was able to establish their literacy levels. In addition, I chose writing over an interview to be administered to the ILs because the ILs came from across the country and even beyond the borders of the county. Furthermore, they speak different languages some of which were unfamiliar. It would have required me to have an interpreter which would compromise the data interpretation and analysis of my study.

During the writing of the reflective tasks, the ILs made graphic representations of their thoughts in a drawing before they could narrate their views about their academic progression from AET level 4 to Grade 10. The diagram below is an example of what the ILs used to represent their academic journey from AET level 4 to Grade 10. They first started by writing down their thoughts in the form of a drawing which were later explained in words. This diagrammatic representation is called "Rivers of life".

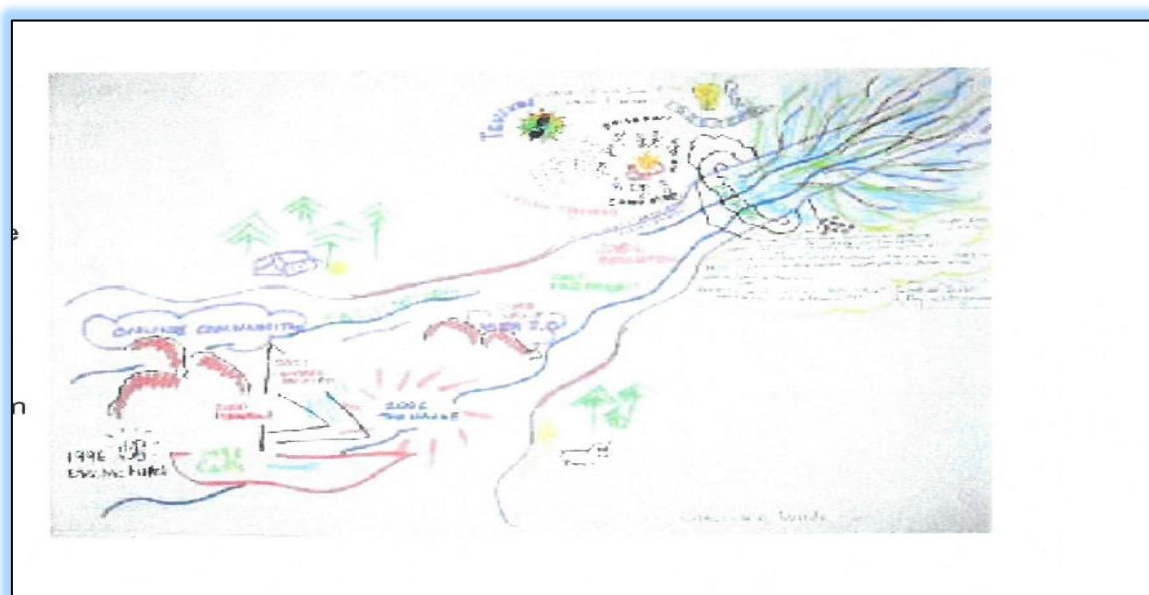


Figure 1.1: Rivers of life, (Ziad Moussa: 1994)

1.9.3 Questionnaires

I used a Likert scale questionnaire to which the ILs responded by expressing their attitudes toward their academic progression from AET level 4 to Grade 10. The questions were formulated based on the data which were acquired during the interviews with six (6) correctional educators as well as from reflective tasks by incarcerated learners. Subsequently, I triangulated the data by comparing the data obtained through interviews and reflective tasks as suggested by Maree (2016, p. 42) who assert that triangulation is the most critical aspect in facilitating interpretive data. These questions were based on the information gathered from correctional educators as well as incarcerated learners.

1.10 Data analysis and storage

I used coding as defined by (Delamont, 2012; Nieuwenhuis, 2016a, p. 116; Okeke & Van Wyk, 2016, p. 464) as a process of reading carefully through transcribed data, line by line, and dividing it into meaningful analytical units. I bracketed chunks (or text or image segments) and wrote words representing a category in the margins of the field notes as suggested by J.W. Creswell (2014, p. 197). I then identified themes, concepts and contexts which were similar or close to each other and grouped them together.

During the process of data analysis, I used numerous sources of data; interviews, reflective tasks writing, questionnaires, field notes and supporting data sources (schedules, reports and statistics) to sustain the hypothesis or the claim that Adult Education and Training has an influence on learner progression in the DCS. Subsequently, the data which was collected was immediately analysed whilst I could still remember the facts.

1.11 Trustworthiness

I ensured trustworthiness by accurately explaining to the participants the purpose of the study. This led to the establishment of a good working relationship with the participants. In addition, this further led to participants providing me with thick descriptions. I also explained in detail how I collected data and the precautions I took in ensuring that the identity of the participants is protected as espoused by R.K. Yin (2016, p. 86). I further triangulated data using various methods of data collection, for example, one-on-one-interviews, writing the reflective tasks and the questionnaires. I also kept constant eye contact with the correctional educators during the interview process to ensure a good rapport. It further helped me to observe the facial expressions and body language of the participants. During data collection, I used an audio-recorder, took field notes and used a questionnaire to ensure triangulation of data.

My supervisor verified and criticised the field notes and findings reached. Besides, I took the findings to participants to confirm whether what was extracted from the data was in line with what they had provided. I further ensured transferability by obtaining thick descriptions, as articulated by Nieuwenhuis (2016a, p. 124). I collected sufficient data about the progression of ILs from their own point of view and the point of view of the correctional educators who were currently teaching Grade 10. Lastly, I made sure that the primary data obtained from the participants were included in the report to authenticate the data, as outlined by Makhurane (2014, p. 16).

1.12 Ethical considerations

I first applied for ethical institutional clearance from the university and sought permission to gain entrance to the correctional facility. All the participants signed informed consent forms as recommended by (Leedy & Ormrod, 2013a, p. 103; Maree & Pietersen, 2016; C. Okeke, 2016) before the commencement of the research process. Before the informed voluntary consent forms were signed, all participants were made aware of the purpose of the study, the procedure and their rights.

In addition, participants were made aware that they had the right to withdraw from the research study at any point if they feel uncomfortable. Moreover, they were made aware that there would be no benefits to them for participation in the study. Besides, I went further and ensured that participants' identities were protected by using pseudonyms as recommended by Delpont and Fouché (2011, p. 128). Similarly, participants were assured that their information would be kept confidential as there would be no one who will have access to the raw data. Lastly, the risks and the benefits of the study were explained to the participants.

1.13 Scope and boundaries of the study

Firstly, the study took place in one correctional facility with two schools. The findings of this study cannot, therefore, be generalised to other correctional schools. Also, the ILs from this geographical area may not share the same sentiments as those from other correctional schools. The study surveyed the academic progression of the ILs from AET level 4 to Grade 10 within correctional schools. Conversely, the following; the sex category, age, race and criminal offences committed by the ILs were sensitive issues and would not be easily divulged by the ILs because of mistrust of any person from outside of the correctional facility were not part of the investigation.

Besides, if such information would be required for my study, my ethics clearance would have taken longer because it would go to the highest level in the DCS for approval. As a result, this would have adversely affected the duration of my research study. Despite these delimitations, the current study would offer a significant contribution to the literature and policy positions in correctional education.

1.14 Anticipated constraints

The scope of my participants was the ILs who were in Grade 10 having progressed from AET level 4 as well as correctional educators who were currently teaching in Grade 10. The correctional educators and the ILs in other grades may have provided valuable information in this research study. In addition, I focused on certain documents only, that is, statistical documents, academic schedules and attendance registers. One might find out that there were other documents except these three which may have provided me with more information.

I overcame this problem by ensuring that during the pre-visit I outlined what instruments would be used so that if there were any of instruments which I have missed, I would be able to incorporate them during the actual research process. I might experience a problem of the participants, especially the ILs who would not be willing to divulge information because of fear of victimisation by either correctional educators or the management of the correctional facility if they were honest about why they struggled to progress smoothly to Grade 10. I may not have had enough ILs as participants because of the low enrolment figures at the two schools which may hamper my study adversely. There might be lock-downs, which is when there is a total closure of the correctional facility because of one or the other reason.

In case of a lock-down, a correctional facility is completely closed for access to outside people because of either random body searches or the eruption of violence in the correctional facility. This may coincide with my visit at the correctional facility and I may not be allowed to enter the facility for a few days. Furthermore, the DCS is an environment that many researchers do not venture into because of how guarded it is and this may lead to my research not being able to further be researched by other scholars to either verify or disprove my findings.

1.15 Outline of study

Chapter 1 provides a preview of the study by looking at the following; the problem statement, the aims and objectives of the study and the clarification of concepts. Then, chapter 2 deliberates on the literature appropriate to the study. The chapter further integrates the theory of Shulman (1987) as adopted by (Rahman et al., 2010) about teaching diverse learners. However, chapter 3 discusses the research design and methodology of the study. This chapter further outlined the sample, data collection instruments, the one on one semi-structured interviews, document analysis, data analysis, ethical considerations and trustworthiness as well as illustrating how they were used in this study. Chapter 4 informs the reader of what was discovered during the research and relates it to the aims and the research questions on which the findings and discussions are based. Lastly, chapter 5 outlines the significance and implications of the study to the body of research knowledge.

1.16 Conclusion

The first chapter provided an outline of the research study by defining the following, the theoretical framework of the study, the main and sub-questions, the aims and objectives of the study. In addition, the chapter gave a preview of the research design and methodology which is embedded in the study and ultimately how data would be collected and interpreted in the field. The next chapter is the literature review. In the next chapter, literature which provides the context for understanding the research problem under study will be thoroughly cross-examined. During the process of literature review, a connection between the problem and literature will be undertaken.

2. CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The objective of chapter 1 was to outline an overview of the current study. This chapter discussed the literature pertaining to perspectives of curriculum design and teaching in correctional facilities of Western countries, African countries as well as of South Africa. The chapter further sheds light on how curriculum design and teaching was managed in various countries' correctional facilities. Furthermore, a more detailed synthesis of the recurring themes depicting the trends, patterns, challenges and similarities within the different countries' correctional facilities were discussed. The notion was to highlight areas where various countries' curriculum design and teaching portrays similarities and dissimilarities.

2.2 Correctional education in the United States of America

The treatment of incarcerated persons originates from the United Nations Standard Minimum Rules, the 1955 Geneva Convention, and Rule 77 which states that: "The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration". At a General Assembly which was held in Austria (2015: p. 1), under Resolution 70/175 these rules were reviewed by 108 countries and renamed the Nelson Mandela Rules wherein education and recreation now fall under Rule 104 as mentioned in Assembly (2015). All the countries of the world were urged to draw their own minimum standards for the treatment of incarcerated persons based on this resolution. This rule further recommends that the educational system of each country should be integrated with that of the country for seamless integration of these persons upon release. Subsequently, many countries now comply with this resolution.

The United States of America is one of the leading countries in terms of correctional education. In the face of America as a leading country in correctional education, Bennett (2015, p. 27) asserts that if educational programmes are voluntary and incarcerated individuals are motivated they would want to participate in correctional programmes. In research conducted by Davis et al. (2014, p. 17) on the effectiveness of education within the enclosed environment, the following were found to be among the programmes done in correctional facilities; the academic and the vocational curriculum programmes. The academic education consists of Adult Basic Education (ABE), the high school and the post-secondary education programme.

Beyond, (Collier & Thomas, 2001, p. 68; Macomber et al., 2010) declare that education that is meaningful meanwhile and links to the life stories of the ILs would lead learners to new levels of whom they are and who they want to become. For this reason, this type of education can open doors to a new life beyond the confines of the walls of the correctional facility. In addition, O'Neill, MacKenzie, and Bierie (2007, p. 311) proclaim that the type of education offered to incarcerated learners should prepare them for life post-release. Furthermore, Houchins and Shippen (2012, p. 266) contend that incarcerated learners should be taught by highly qualified teachers to ensure quality which is the legislative mandate of correctional education in the United States of America.

Similarly, Davis, Bozick, Steele, Saunders, and Miles (2013, p. 14) who are also proponents of education in correctional facilities and believe that it reduces recidivism concur with Garcia (2013, p. 5); cf. Giles, Giles, Paris, and Whale (2016, p. 1); Pompoco, Wooldredge, Lugo, Sullivan, and Latessa (2017, pp. 516-517); Robinson (2013, p. 197) as well as Duwe and Clark (2017, p. 658). Again, Davis et al. (2013, p. 14) in their extensive research about evaluating the effectiveness of correctional education found that on average incarcerated learners who participated in correctional education programmes had 43 percent lower chances of recidivating than those who did not participate at all. However, it is significant that one cannot disentangle the consequences of other programmes offered at various correctional facilities from the successful reintegration process of an inmate.

One of the challenges experienced by correctional educators as articulated by Leone and Wruble (2015, p. 591) is that tuition in correctional schools may be cancelled or students may be released early due to teacher shortages or insufficient numbers of custody staff to preside over the school. The correctional educators are sometimes confronted with the challenge of dealing with large class sizes because the vacancies are not filled timeously. Furthermore, some states do not have the financial resources to hire substitute teachers when others are ill or are attending teacher development activities.

Besides, Young, Phillips, and Nasir (2010, p. 211) put forth that computers are of short supply in US correctional schools. One of the reasons why computers are not allowed is that the ILs would require internet connectivity to access information and the authorities are not prepared to offer it to them. Furthermore, Young et al. (2010, p. 211) divulge that pencils were also not allowed in a correctional school because they were deemed very dangerous. The inmates may use them to stab each other in the case of fights.

Another challenge experienced by correctional educators as articulated by Leone and Wruble (2015, p. 591) is that tuition in correctional schools may be cancelled or students may be released early due to teacher shortages or insufficient numbers of custody staff to preside over the school. The correctional educators are sometimes confronted with the challenge of dealing with large class sizes because the vacancies are not filled timeously. Furthermore, some states do not have the financial resources to hire substitute teachers when others are ill or are attending teacher development activities. Besides, the correctional educators Leone and Wruble (2015, p. 591) contend that correctional education lacks the autonomy of decision making.

Consequently, educational programmes are not afforded the same status of accountability as public schools by the state department. An equally significant aspect is that juvenile educational programmes in some of the US correctional facilities adversely restrict incarcerated learners' access to instructional technology which is common in community schools. In Canada, which has the most advanced correctional education system in the world as articulated by D. J. Stevens (2002, p. 1) states that it offers both educational and vocational programmes. A further point which is sustained by Canadian correctional education is that like most countries, its aim of offering correctional education is to reduce recidivism. At the same time, like other countries as put forth by D. J. Stevens (2002, p. 1), it views education as an effective economic method through which inmates may find employment upon release.

An equally significant aspect of Canadian correctional education is its objectives why they offer education to incarcerated persons. The objectives of the Correctional Service of Canada (CSC) are outlined as follows; to provide offenders with provincially accredited or certified programmes which meet their identified education needs to assist them to reintegrate into the community as law-abiding citizens, to provide appropriate library services like those in the community, while meeting the needs of the correctional environment and to facilitate continuity in educational programming when inmates are transferred between institutions or are released to the community.

In short, it does show that the Canadian correctional education is in line with the international standards on the treatment of offenders. The programmes offered in education as highlighted by D. J. Stevens (2002, p. 2) are as follows: Adult Basic Education – (Grade 1 to 10), Secondary Education, Vocational Education, College, and University level programmes.

An equally significant aspect, espoused by D. J. Stevens (2002, p. 2) about Canadian correctional education is that incarcerated learners generally pay for their post-secondary education unless they can demonstrate that the education addresses a specific criminogenic need. Research conducted in Brazilian correctional facilities by e Silva (2009, p. 190) reveals that less than 20 percent of incarcerated inmates participate in correctional education. In addition, e Silva (2009, p. 190) denotes that these ILs had previous low rates of access to school and employment opportunities. As a result, the Brazilian National Penitentiary Department started following what the law dictates that education was a basic right for every citizen in Brazil, even for the incarcerated. Accordingly, e Silva (2009, p. 190) assert that the Brazilian correctional system is now regarded worldwide as the most progressive.

In summary, having considered the American model of correctional education, several themes have emerged which are outlined hereunder. First, the United States of America uses correctional education as a rehabilitation tool. This is similar to the United Kingdom, Europe as well as in most African countries. Another significant aspect is that correctional education is voluntary, which means that incarcerated learners are not coerced to join these programmes. One of the biggest challenges of correctional education is that schools may be cancelled and ILs sent to their holding cells earlier than expected because of the shortage of staff.

This situation is like that of South Africa where if there is no escort official on duty, the ILs would not be able to attend classes as postulated by Mkosi (2013, p. 88). The findings by Mkosi (2013, p. 88) further reveal that shortages of correctional officials to fetch the ILs from their holding cells in the morning due to shift pattern system adversely affect the school tuition programme. Besides shortages of staff, in Canadian correctional facilities, the ILs pay for their post-secondary education which is akin to South Africa.

2.3 Correctional education in the United Kingdom

The purpose of offering education to incarcerated learners seems to be similar in all countries of the world. In England and Wales which has the highest population of inmates in Europe, correctional education enjoys the highest priority. According to (Bhatti, 2010; Ellison, Szifris, Horan, & Fox, 2017, p. 110; Jovanić, 2011, p. 79; Stickland, 2016, p. 8; Watts, 2010, p. 58), correctional education is supposedly offered to discourage re-offending behaviour. In addition, Dixon and Casey (2013, p. 6) put it succinctly by saying that good learning opportunities can change lives significantly for the better, especially that of offenders not to recidivate.

Furthermore, Rogers, Hurry, Simonot, and Wilson (2014, p. 184) contend that correctional education and training is one of the pathways out of re-offending behaviour. The other key aspect of correctional education in England and Wales was that the government was trying to turn the facilities into places of work. For instance, Dixon and Casey (2013, p. 15) assert that the government works with other departments and external stakeholders to achieve this agenda. For this reason, incarcerated learners are offered access to education and training that develops job-related skills. The following are some of the curriculum designs known as OLASS at one of UK's correctional facility, Chelmsford.

The acronym OLASS stand for Offender Learning and Skills Service which is implemented in phases in UK correctional facilities, as articulated by Champion (2015, p. 2); cf. Stickland (2016, p. 11) and Bracken (2011, p. 12). The vocational learning and skills development programmes in the UK correctional facilities as submitted by (Dixon & Casey, 2013, p. 15; Sharpe & Curwen, 2012) include the following; construction, cleaning, information and computer technology, laundry accredited skills and a wide range of basic employability skills and attributes. These programmes which are offered in UK correctional facilities seem appropriate to increase the chances of employability of the incarcerated individuals. These programmes offer skills which are key for the work environment, for example, the courses in construction which entail bricklaying, plumbing, and painting and decorating.

Furthermore, the programmes were accredited by outside bodies which make them valuable and credible. It is notable that these programmes are offered in contract with service providers that are renewable based on the success or failure of the programmes within correctional facilities as articulated by Watts (2010, p. 58). In addition, Rogers et al. (2014, p. 186) concur with Champion (2015, p. 2); cf. Watts (2010, p. 58) that education in UK correctional facilities is under the jurisdiction of OLASS which is located under the Department of Business, Innovation and Skills (BIS). However, correctional education in the United Kingdom is about how the ILs progress from one level to the next.

The study by (Champion, 2015, p. 7; Coates, 2016) points out that in the OLASS programmes, once learners have achieved the basic skills or vocational qualifications at level 1 or 2, they progress to level 3. A qualification above level 3 is difficult to obtain because the ILs must use a study loan to access education, as delineated by Champion (2015, p. 7) and Czerniawski (2016, p. 204). In most instances, the ILs who continue with the L3 are those who are on Release on Temporary Licence (ROTL).

Another perspective of offering education to young people (who are under 18 years) in the juvenile estate has been outlined by Rogers et al. (2014, p. 185). In this study, Rogers et al. (2014, p. 185) discovered that juveniles were expected to take part in 15 hours of education weekly. In addition to the 15 hours, they were also expected to utilise a further 10 hours per week to purposefully be engaged in meaningful activities. Moreover, incarcerated learners who are below school leaving age are provided with at least 15 hours of education weekly. Also, of importance is that teachers in these juvenile centres are employed by the Prison Service while others by different agencies. According to Rogers et al. (2014, p. 185), some of the teachers are from the lifelong learning sector while others are from vocational instructors.

Presently, with new policy changes, as articulated by Rogers et al. (2014, p. 184) education is managed by education providers in correctional facilities. It was discovered in both studies that the adult and young offender institutions could offer formal as well as vocational training, as articulated by Rogers et al. (2014, p. 186) and affirmed by Champion (2015, p. 7). In findings of the study by Rogers et al. (2014, p. 187), it was discovered that Science was not offered as a subject within correctional schools because it has potentially dangerous chemicals and equipment. On the other hand, Rogers et al. (2014, p. 193) assert that all education staff at the correctional facility was appropriately qualified and some have specialist qualifications in literacy, numeracy and Information and Communications Technology (ICT).

In addition, Czerniawski (2016, p. 204) contents that there would be no learner aged 24 or over who would be eligible for funding through OLASS from the 1st of August 2013. The following learning aims or apprenticeship; qualifications and credit framework (QCF) certificates and diplomas at levels 3 and 4, programme of A-levels, quality assurance agency access to Higher Education (HE) diplomas and the advanced-level apprenticeship framework higher apprenticeship framework will not be funded by the Correctional Services. These ILs would have to bear the cost of their studies. Furthermore, Czerniawski (2016, p. 205) expresses that service providers were instructed to provide a delivery plan which by September 2013 sets out a core curriculum made up of the three elements.

Some of the subjects which the ILs may register for are; English and Maths, English for Speakers of Other Languages (ESOL), vocational qualifications, including Information and Communications Technology (ICT) and employability skills (these may include a wide range of team-working, personal, social and other skills).

In Ireland, a key factor about education in their correctional facilities is that they take due account of the UN and European Conventions on Human Rights, UN Standard Minimum Rules for the Treatment of incarcerated individuals and other related policies on the treatment of inmates, Kennedy (2010, p. 5). It is noteworthy that correctional education in Ireland is a partnership between the Irish Prison Service and a range of educational services. The correctional educators are appointed by the Irish Prison Service and staffed by a Head Teacher with several full-time and part-time teachers. Furthermore, Kennedy (2010, p. 6) adds that Open Universities provide incarcerated learners with distance education courses at degree level.

At the same time, Kennedy (2010, p. 6) states that The Arts Council helps the ILs with workshops on the writing of books and being as artists through the National College of Art. The most critical aspect of the curriculum as articulated by Kennedy (2010, p. 7) is that the curriculum offered in Irish correctional facilities is designed to suit the educational and personal needs of those who are involved in it. In analysing the aims of the Irish Education Service as put forth by Kennedy (2010, p. 7), it was discovered that their education helps the ILs to; cope with their sentences, achieve personal development, prepare for life after release and establishing the appetite and capacity for lifelong learning. In addition, Costelloe (2014, p. 35) articulates that additional services are provided by other agencies including the Public Library Services, the Open University and the Arts Council.

These agencies assist and provide educational programmes which enhance the efforts of rehabilitation of the Irish inmates. Furthermore, Costelloe (2014, p. 35) asserts that the provision of education is grounded in an adult education philosophy which promotes a student-centred approach focusing on the development of the whole person and meeting the needs of the learner. In addition, Costelloe (2014, p. 35) submit that what sets the Irish correctional education apart is its emphasis on a broad curriculum ranging from courses in basic education to the liberal arts, most which are accredited. To sum up, correctional education in the United Kingdom is offered in contract or partnership with service providers, specifically the Offender Learning and Skills Service (OLASS), as depicted by Coates (2016, p. 53).

The contract is renewable based on the success rate of the agreement between Correctional Services and the service providers. In Europe and Australasia correctional education is contracted to outside service providers. In South Africa, the situation is slightly different where outside service providers, simply provide accreditation as well as support for the educational programmes offered within correctional schools.

Given the curriculum offered in UK's correctional schools, the ILs are offered an education which suits them and their personal needs. Besides, the UK correctional schools do not offer Science because they believe that the chemicals are risky. Another downside of correctional education in the UK is that any IL who is 24 years and older does not receive educational funding if he or she wants to continue studying. This assertion is further validated by Sharpe and Curwen (2012, p. 188) who states that inmates pay for their post-secondary education in UK correctional facilities.

2.4 Correctional education in Europe

The synthesis of the literature about the European countries reveals that they strive to ensure that the education offered to the ILs in correctional schools is in line with that of the society outside of the correctional facility. Subsequently, this will help the ILs to easily reintegrate into communities upon release. The countries discussed below illustrating correctional education are arranged alphabetically and not because of any preference. Furthermore, included in this list is Turkey which seems to fall under both the European as well as the Asian continent.

2.4.1 France

To begin with, Kazemian and Catrin (2012, p. 2) articulate that the Department of Correctional Services in France falls under the administration of the Ministry of Justice. Furthermore, Kazemian and Catrin (2012, p. 6) denotes that the management of juvenile facilities is a partnership between the departments of Correctional Administration and Youth Programmes in France. Another significant factor about education in French correctional facilities is that the emphasis is on "educational detention" which aims to "re-socialise" juveniles to ensure a successful reintegration into law-abiding lifestyles rather than punishment and retribution. According to Kazemian and Catrin (2012, p. 12), the Ministry of Justice employs correctional educators, technical teachers as well as a cultural coordinator who manages the media centre at youth centres. Moreover, the library of the youth centre is also equipped with extensive books, movies, an internet room (with restricted access to websites), classrooms equipped with computers and a fully equipped gym with music and air conditioning.

2.4.2 Greece

In Greece, the programmes offered to incarcerated adults are the lifelong learning which entails educational and vocational programmes. Contrary to other European countries, Greece does not show much educational advancement of incarcerated persons as postulated by Papaioannou, Anagnou, and Vergidis (2016, p. 73).

For example, Papaioannou et al. (2016, p. 73) proclaim that the correctional programmes in Greece are partial, selective or lacking in coordination, which is divided into study circles, each of them lasting one year. In addition, Papaioannou et al. (2016, p. 73) further state that Greece introduced the Second Chance School (SCS) in 2004 to cater for the adults who have graduated from primary school and have not completed lower secondary education. The type of education provided in the SCS is systematic and continual and leads to the attainment of a certificate equivalent to the one of Junior High School. What is important is that the duration of the curriculum is 18 months, Papaioannou et al. (2016, p. 73). A glaring omission is that there is no mention of what the youth are offered in Greek correctional facilities.

2.4.3 Norway

A Short Version of Report No. 27 to the Storting (2004-2005, p. 6; cf. Hetland, Iversen, Eikeland, and Manger (2015, p. 200) and Pettit (2012, p. 100) on the Norwegian correctional education recommend the need to offer an education which is adapted and customised based on the needs and abilities of the incarcerated individuals. The report further says that the objective of education in the correctional services is the same for all other education. The report further remarks that the goal of education is to socialise the inmates and provide them with the knowledge to enable them to manage on their own and avoid further crime after serving their sentences.

According to the Short Version of Report No. 27 to the Storting (2004-2005, p. 9), since 1969 the school system assumed the responsibility of correctional education in Norway. Education in Norwegian correctional facilities are organised according to models; that is, the “export model”, the “import model”, the “self-sufficient model” and the “contract model”. Currently, a model which is widely used is the import. These models will further be outlined later in the chapter. The Short Version of Report No. 27 (2004-2005, p. 10) denotes that incarcerated learners can use the ordinary public health, library, instructional and other services made available to the outside.

Subsequently, educational authorities in civilian society also have the professional and fiscal responsibility for education and training in the correctional services. The import model is like that of England and Wales as articulated by (Champion, 2015, p. 2; Czerniawski, 2016, p. 204; Hetland et al., 2015, p. 201) which places other educational programmes outside of the correctional facility.

The context of correctional education in Norway is mostly based on the import model where educational programmes are formally linked to the ordinary public services available outside of correctional facilities, Hetland et al. (2015, p. 201). These models are listed randomly without any order because even their implementation in correctional facilities is not logical.

The Norwegian models for correctional education:

i) The export model

This model of correctional education is explained by the Short Version of Report No. 27 to the Storting (2004-2005, p. 19) as a model in which the ILs can take part in education and training in the ordinary educational systems outside the prison. This implies that the ILs may register for programmes which are outside of the correctional facility while they are serving time in a correctional facility. This situation seems to be unique to Norwegian correctional facilities.

ii) The self-sufficient model

This model of correctional education prescribes that educational programmes are managed and controlled by correctional services as well as by the educational legislation. The Short Version of Report No. 27 (2004-2005, p. 19) articulates that correctional services have the overall responsibility, including financing the programmes. In this model of education, the teachers are hired by correctional services to perform educational and training services within its facilities.

iii) The import model

Another model which is widely used in Norway as well as in England and Wales is the import model. This model means that the educational authorities in the community are responsible for the content and financing of correctional education. The correctional educators who offer education are employed at schools outside of the correctional facility whereas the instruction takes place in the correctional facility as postulated by The Short Version of Report No. 27 (2004-2005, p. 19). These correctional educators have the pedagogical skills and are professionally qualified. A former study by Manger, Eikeland, Diseth, Hetland, and Asbjørnsen (2010, p. 536) affirms that correctional facilities in Norway have adopted this model for delivery of services to the ILs.

iv) *The contract model*

In this model, the Department of Correctional Services hires correctional educators and obtains programmes through the educational authorities on contacts with correctional services. The Department of Correctional Services assumes full responsibility for these programmes. The Short Version of Report No. 27 (2004-2005, p. 19) further asserts that access to educational programmes and services is the same as in the community. At the same time, the educational programming is administered through the laws and regulations pertaining to the correctional services. From this, it follows that the normal school system will supply educational services in the correctional facility.

However, the Short Version of Report No.7 to the Sorting (2004-2005, p. 15) declares that the correctional educators from correctional facilities have no contact with the main schools. It is a desirable situation that teachers in correctional facilities should keep contact with their peers outside of correctional facilities so that they do not find themselves isolated. Besides the model, research done by Pettit (2012, p. 101) reveals that the use of technology and computers in correctional schools is a pre-requisite. Moreover, computer usage has been mainstreamed into every subject area.

Unlike in other countries, Pettit (2012, p. 101) emphasises that the Norwegian correctional schools have internet access. Furthermore, correctional schools have a national firewall allowing them access to safe-websites for instructional enrichment. An equally significant aspect, as articulated by Pettit (2012, p. 102) is that the ILs require internet access to prepare for and take examinations within correctional schools.

2.4.4 Serbia

Similar to most European countries, Serbian correctional education is premised on human rights and allows for all incarcerated persons to have the same education as those in the communities as outlined by Jovanić (2011, p. 80). Another significant factor is that incarcerated persons are provided with the same academic programme standards and opportunities as members of the society. The following are some of the educational initiatives in Serbian correctional facilities as stipulated by Jovanić (2011, p. 81);

- the development of the child – giving inmates basic information on child development in its basic early stages,
- understand your anger – exploring how anger can quickly turn into physical aggression, how to manage anger, what is empathy and related topics,

- conflict resolution – using examples from everyday life and practicing a set of possible solutions, and
- art courses – intended to enhance self-actualisation and reintegration, and others.

Based on these programmes which are offered in Serbian correctional facilities, incarcerated persons would have develop and acquired skills which gives them ample opportunities of employability upon release and to seamlessly reintegrate into communities.

2.4.5 Sweden

Sweden, like most Scandinavian countries, is regarded as having the most humane criminal justice system in the world as postulated by Pettit and Kroth (2011, p. 215). Like most Western countries, the purpose of correctional education is to prepare incarcerated persons to reintegrate harmoniously into society and to make a positive contribution. Notwithstanding the criticism about providing quality education to the ILs, the Swedish correctional education proposes a few working solutions which could be used by the rest of the world. Firstly, Pettit and Kroth (2011, p. 215) posit that the content of the curriculum in correctional education should be designed in a way that it takes the context of the society, its culture and the needs of the offender into consideration for it to be meaningful.

Conversely, Pettit and Kroth (2011, p. 217) further assert that correctional education can be more adept if it is combined with work, treatment programmes and other activities. Moreover, education in Swedish correctional facilities is contracted or outsourced to various adult education centres. These contracts start from 1-2 years with an option to renew if the authorities are satisfied with the throughput. Equally important, Pettit and Kroth (2011, p. 218) add that the classrooms in Swedish correctional facilities are web-based. Thus, the ILs would be able to keep up with the changes and expectations of the outside world by being technologically knowledgeable.

The curriculum offered in Swedish correctional facilities entail the following subjects; Mechanical engineering, Industrial wood products, Sheet metal work, Welding and Electrical engineering as postulated by Pettit and Kroth (2011, p. 221). In brief, what can be deduced from the curriculum offered to the ILs in Swedish correctional facilities may help them to be self-sufficient upon release. The inmates may be able to create jobs for themselves with the skills which they would have acquired during their period of incarceration. This is evident in skills like welding and industrial wood products which require them to use their hands to make items.

2.4.6 Turkey

The purpose of education in Turkish correctional facilities is to ensure that the convicts are prepared for life after discharge. In line with other countries of the world, Turkey implements a curriculum which will facilitate the reintegration of these delinquents upon release. Besides, Ozdemir (2010, p. 386) submit that the programmes offered to juveniles are in accordance with the ILs economic and cultural state by giving priority to their age, duration of incarceration and abilities. It seems a reasonable gesture because it will address what the IL needs instead of offering them programmes which are not age appropriate.

To further illustrate this point, Ozdemir (2010, p. 396) highlights the following curriculum design in juvenile and adolescent delinquents in Turkish correctional facilities; first and second literacy courses, supportive courses for open elementary education, open high school education, computer operation course, garden design course and welding course. Except for these courses, Ozdemir (2010, p. 386) adds that dressing, barbering, ceramics, copper creating portfolios, tourism, folk dancing, chess and religious education are offered periodically. Like other Western countries, the European correctional education is custom made, which means that it is prepared according to the needs of the ILs.

Out of all the countries, the European countries seem to be leading in ensuring that online studies is significant for the success of teaching and learning within correctional schools. Hence, education in European correctional schools is web-based, and it is even integrated into mainstream subjects at the schools. In South Africa, too, the IL's access to distance higher learning is through the internet. Consequently, the ILs use what is called the DCS hubs, (story 4:160 000 reasons to break the cycle of crime: 2017 unpublished) to access higher education during the period of incarceration. These hubs comprise of a minimum of 30 laptops on a trolley which has internet connectivity.

Except the online studying, European countries further offer ILs education which suits the needs of the learners. A tailor-made education is the type of education which suits the needs of the ILs. In addition, like the US the European correctional facilities affirm that educational programmes are also voluntary. Another notable feature of European correctional education is that the libraries in correctional schools are well equipped. If libraries of correctional schools are well equipped, they serve as a motivation for ILs to study.

2.5 Correctional education in Australasia

In Australia, Dawe (2007, p. 8) and Esperian (2010, p. 330) assert that one of the key reasons why educational programmes are offered within their correctional facilities is to get the felons on a non-law-breaking track upon release. By the same token, (Beasley, 2015, p. 1) contents that education is a basic right for every Australian citizen and it is enacted at a state level through legislation. Like England and Wales, (Beasley, 2015, p. 7) further mentions that Australian correctional education is tendered out to Technical and Further Education colleges or institutions which are funded by the state.

The Australian correctional facilities run vocational courses with excellent labour market opportunities. To illustrate this point, (Beasley, 2015, p. 1; Giles et al., 2016, p. 7) reveals that the curriculum of the ILs includes the following facets; hospitality, horticulture, fork lifting and basic literacy skills. This curriculum may assist the ILs to work in areas where their criminal records will not influence their employability. For example, if they work in the construction industry, in nurseries or for catering companies, only their skills and accredited certificates would be a requirement for employment.

In contrast, the secure correctional environment restricts certain materials to be brought into the facility for tuition purposes. Therefore, correctional educators are restricted to bring the following items inside the correctional facility; papers, books, selected pens (to be transparent) and pencils, and no electronic media equipment is permitted, for example, CD Roms, USB sticks, recording devices or mobile phones) are not allowed into a correctional school. Furthermore, (Beasley, 2015, p. 3) states that such devices can only be permitted through special permission. Moreover, Beasley (2015, p. 2) indicates that Australian correctional schools are not open for incarcerated learners during the night. The schools cannot run beyond 5 pm and cannot run night or weekend classes.

Besides weekend classes, ILs who have registered with universities are afforded once per week face-to-face classes with their tutors inside the correctional facility. It must be noted that this programme is funded by responsible universities. In New Zealand, as postulated by Moriarity (2014, p. 3) the right to education has been legislated and gives incarcerated persons the entitlement to education. Furthermore, Moriarity (2014, p. 7) asserts that the purpose of offering education and training to incarcerated persons was to improve their job prospects on release. Incarcerated learners who are referred to these programmes undergo the screening process before being accepted.

However, the literacy and numeracy tuition are presented by volunteer tutors. The Asian countries are also following the prerequisites of the UN Standard Minimum Rules for the Treatment of offenders that requires that incarcerated persons should at least be offered some form of education during their incarceration. This is evident in the Asian countries listed below. In Malaysia, the rehabilitation programme is essential in ensuring that juvenile delinquents are transformed so that there is smooth reintegration into societies. Thus, (Mohammed & Mohamed, 2015, p. 273; Rafedzi & Abrizah, 2016, p. 593) affirm this notion when they contend that juveniles must be provided with the opportunity to correct their wrongdoings through the process of rehabilitation.

One of the programmes through which rehabilitation may be attained is education. Incarcerated learners in Malaysian correctional facilities have the same educational rights and opportunities as members of the community. Furthermore, the Malaysian correctional schools offer the ILs formal education. In addition, incarcerated learners sit for examinations in correctional facilities under a special programme organised by the Ministry of Education in collaboration with the Prison Department as postulated by Rafedzi and Abrizah (2016, p. 593).

Except the rights provided to the ILs, the Malaysian correctional facilities offer various educational programmes. Some of the educational programmes offered are literacy classes, Grades 7-12 classes, diploma and degrees for distance education classes. Another key factor is that the Malaysian Prisons Department as highlighted by Rafedzi and Abrizah (2016, p. 593) emphasises the importance of education to prevent the ILs relapsing into crime. An equally significant factor as articulated by Rafedzi et al., (2016, p 593) is that teachers are provided by the Prisons Department to teach juveniles, aged 21 years and below.

In Malaysia, educational programmes commence with the literacy to acclimatise and familiarise the ILs with the educational programmes which would follow later during their study. This is an indication that their education begins from the simple to the complex. In addition, the progression of the ILs is from Grade 7 to Grade 12 which reflects continuoution and progression bearing in mind their age at the time of incarceration. Except Malaysia, another Asian country, Uzbekistan also has an education system based on the principle of human rights even for incarcerated persons.

This is revealed in research conducted by Czerwinski, König, and Zaichenko (2014, p. 5) who submit that education is an essential rehabilitative component which also offers the ILs an opportunity of a future without crime. The curriculum offered to Uzbekistani ILs comprise the following courses; decorative applied arts, barbershop/hair salon, design, fitting and tailoring, computer skills development courses, knitting, confectioner, producing macaroni products, textile painting, batik techniques and photo and video shooting, as highlighted by (Czerwinski et al., 2014, p. 23). The curriculum reflects that the ILs would be equipped with the skills of using their hands to design and create items to sell. An inference which could be arrived at is that they would be self-sufficient upon release because of the skills which they would have acquired during their incarceration.

It would also be easy for the government to provide them with funding to start their businesses because of the skills which they would have acquired at the end of the term of incarceration. Moreover, the Tasmanian correctional facilities also provide a highly sophisticated and secure Information and Communication Technologies (ICT) network to offer flexible learning platforms within their facilities as highlighted by Koudstaal, Cianchi, Knott, and Koudstaal (2009, p. 2). These educational programmes were secured through the internet and offered to the ILs through the assistance of outside service providers.

Koudstaal et al. (2009, p. 4) further assert that courses offered at Tasmanian correctional facilities are designed to respond to the learning environment and the ILs taking part in these programmes. What is evident is that Tasmanian correctional facilities would only offer programmes which they have the capacity and the resources to offer. Some of the programmes offered at Tasmanian correctional facilities are; literacy classes, open learning text-based courses, vocational education and training (VET) and Hobart College VET IT certificates. The courses offered by Hobart College as articulated by Koudstaal et al. (2009, p. 6) are conducted at the correctional facility one day per week and augmented with digital resources.

In the Philippines, as articulated by Lopez (2015, p. 102) education is regarded as a coping mechanism for inmates when they re-join the mainstream of society. Likewise, the Philippines offers academic and vocational education. Furthermore, Lopez (2015:105) declare that the curricula followed in Philippines correctional facilities for medium security inmates is prescribed by the Department of Education (DepED) and the Commission on Higher Education (CHED). In addition, the correctional schools operate in compliance with the prescripts and requirements of both organizations.

The personnel employed to offer education within correctional facilities is diverse; some are correctional officers, volunteers from non-governmental organisations and as well as other institutions of learning encompass the teaching personnel.

In summary, the purpose of offering educational programmes in Australasia is the same as that of other countries of the world, which is meant to reduce re-offending among the ILs. In fact, Asian correctional facilities emphasize the value of education as one of the rehabilitation tools. Furthermore, the progression of ILs is from Grade 7 to 12. This contrasts with what is happening in South Africa where the progression of the ILs is from adult education (AET level 4) to Grade 10. This study will investigate whether the progression of the South African incarcerated learners from AET level 4 Grade 10 has any bearing on their performance at the end of Grade 10. Another significant aspect of the Australasian correctional education is that they emphasise vocational training. This has been sustained through the curriculum which they offer to the ILs as reflected in the Asian country's curriculum as outlined by Rafedzi and Abrizah (2016, p. 593).

2.6 Correctional education in Africa

Educational opportunities in African correctional facilities seem to be improving. Therefore, the African country's correctional education discussed below seems to suggest that there is some progress achieved about ILs' educational needs. The African countries discussed as part of reviewed literature are listed in alphabetical order and not because of importance or preference.

2.6.1 Botswana

In line with the changes in the world, the Botswana Prison Services (BPS) introduced rehabilitation rather than punitive measures as part of their core mandate in 1979, as articulated by Letsatle (2013, p. 154). Evidence in support of this is that the curriculum structure of correctional centres in Botswana includes industries and vocational training. The purpose of providing incarcerated learners with these skills is to help them to create jobs for themselves as well as for other Botswana citizens upon their release. Some of the examples of skills development programmes which inmates can be engaged in are upholstery and carpentry.

However, Letsatle (2013, p. 156) denotes that the Prison Service of Botswana has started a programme to assist offenders who have been released by allowing them access to correctional centre workshops and providing them with materials for production. This serves as an incentive for these incarcerated individuals not to re-offend.

Furthermore, (Letsatle, 2013, p. 157) adds that juveniles (14 to 18 years) are kept at a juvenile detention centre while being offered vocational skills as well as psychological support. One of the challenges highlighted by Letsatle (2013, p. 154) from Botswana is that rehabilitation programmes are hampered by a shortage of skilled staff. Moreover, Letsatle (2013, p. 154) adds that this shortage of skilled staff results in the use of unqualified or underqualified teachers to offer educational programmes. Accordingly, using unqualified and underqualified teachers leads to a weakened educational system as well as a poor quality of education.

Besides this point, Letsatle (2013, p. 154) declares that education in Botswana correctional facilities is hampered because it is delivered by teachers who do not have the required skills and qualifications. Furthermore, other factors which impact negatively on Botswana correctional education as listed by Letsatle (2013, p. 154) are the inadequate facilities and below par funding. The situation in South African correctional facilities is almost similar because most correctional facilities do not have acceptable facilities and appropriately qualified correctional educators.

2.6.2 Ethiopia

The situation about curriculum design and teaching in African countries depicting progress is further postulated by Gelana and Hindeya (2014, p. 84) from Ethiopia. Correctional facilities in Ethiopia are offering vocational training or academic instruction to incarcerated learners. The curriculum offered in Ethiopian correctional facilities is offered in conjunction with sources such as vocational schools, colleges or universities of the country. Furthermore, Gelana and Hindeya (2014, p. 84) assert that the rationale for correctional education in Ethiopia is directed toward the inmates' academic and occupational skills to assist them with the possibility of employability upon release.

One of the reasons for correctional education as articulated by Gelana and Hindeya (2014, p. 84) is to reduce the recidivism rates. Even more importantly Gelana and Hindeya (2014, p. 85) further suggest that the teachers who are responsible for the tuition of the ILs should possess the required competence and pedagogy to fully meet their needs. At the same time, several assumptions about what to do to increase the correctional educators' throughput in schools have been outlined. Some scholars believe that salary increases, motivation, learner attainment, the conducive environment and/or either professional development is a solution to increase learner attainment while others have a different view.

In research conducted in Ethiopia by Gemedo and Tynjälä (2015, p. 169) it is explicated that for any schools' significant improvement to take place, the following three key areas are salient, educators' work, learning, and professional development. There is also, however, a further point to be considered as expressed by Gemedo and Tynjälä (2015, p. 170) that the importance of professional development is that it expands the knowledge and skills of correctional educators while at the same time leading to better performance and achievement in the classroom.

2.6.3 Nigeria

A study by Asokhia and Agbonluae (2013, p. 224) in Nigerian correctional facilities in the Edo State reveal that most inmates prefer recreational activities as a form of rehabilitation, especially football than education. This is not in line with the United Nations Standard Minimum Rules for the Treatment of Prisoners, Rule 10 which encourages programmes which will assist inmates after their release from incarceration because of putting more emphasis on one activity over the other. Subsequent to (Asokhia & Agbonluae, 2013, p. 33; Ugwuoke, Ameh, & Ojonugwa, 2014) recommendations, it was then resolved that rehabilitation in Nigerian correctional facilities should be aimed at increasing the educational and vocational skills of inmates when they are released from correctional facilities.

The curriculum design and teaching in the Nigerian correctional facilities entail several programmes. The educational rehabilitation services available in Nigerian correctional facilities as highlighted by Asokhia and Agbonluae (2013, p. 228) are adult and remedial education programmes, carpentry, tailoring, printing, building, masonry, academic and vocational services as well as social-personal services. One would notice that from the curriculum offered in Nigerian correctional facilities, there are academic and vocational programmes. These programmes seem to be in line with the UN Standard Minimum Rules (2015:1).

Notwithstanding the curriculum highlighted by (Asokhia & Agbonluae, 2013, p. 228; Obioha, 2011, p. 98) paints a different picture of the curriculum design and teaching in Nigerian correctional facilities. For example, Obioha (2011, p. 98) contend that the correctional facilities have unsuitable trades and educational learning processes that are non-existent in rehabilitation curriculum. It is therefore not an exaggeration to adduce that the Nigerian correctional facilities do not afford the ILs an opportunity to pursue their academic ambitions.

2.6.4 Swaziland

In Swaziland, a key factor which seems to be underlying the importance of correctional education is to help the ILs to integrate more easily into society after being released. A piece of research by Biswalo (2011, p. 71) about the role of adult education in the integration of inmates into society after a jail term reveal that the curriculum offered to incarcerated learners does help them to integrate into the society. Another significant factor in relation to education in correctional facilities is that programmes offered for adult learners resort under the Ministry of Education to support all the adult and lifelong education in Swaziland. Furthermore, Biswalo (2011, p. 77) assert that instructional design in correctional facilities is drawn together with the ILs who would be undertaking the programmes.

Thus, Biswalo (2011, p. 77) submit that the ILs would have ownership of the curriculum design and therefore there would be increased participation. An example of a curriculum design of the courses and content offered at one of Swaziland's correctional facility is as follows: supportive counseling, small-scale business, HIV/AIDS advocacy and interpersonal communication. It is evident from several correctional facilities which were researched by (Biswalo, 2011, p. 79) that the curriculum design of each correctional facility in Swaziland would differ according to what would be the intended rehabilitative outcome for inmates in the specified centre. Despite the above curriculum, other correctional facilities may choose their curriculum from programmes like guidance and counseling, voluntary counseling and testing (VCT), communication skills and religious education.

Moreover, Biswalo (2011, p. 73) states that other categories of inmates may decide to follow the training wing of curriculum, which will provide them with opportunities related to agriculture. Their curriculum is as follows; work-related opportunities relating to agriculture (animal, poultry, and crop production); the work-related skills (carpentry, tailoring, upholstery, weaving, and handcraft) and lastly general work which entail gardening, cleaning, and food preparation).

2.6.5 Zimbabwe

The Zimbabwean Prison and Correctional Services (ZPCS) strives to help inmates to acquire skills in various trades so that they can cope with the demands of the world outside of the correctional facility as declared by Gona, Mugari, and Zundayi (2014, p. 110). In fact, gaining these skills would increase the chances of employability of these inmates. Despite these efforts, the ZPCS is still struggling to fully achieve this mandate.

In the latest study conducted by Chigunwe (2017, p. 12) within Zimbabwean correctional facilities, it was found that the country does not comply with the United Nations Charter for human rights which regard education as a basic human right which should be provided to all citizens. Given the situation, incarcerated persons in Zimbabwean correctional facilities cannot pursue diploma, degree qualifications and vocational training opportunities. In short, Chigunwe (2017, p. 19) asserts that some level of curriculum is offered to the incarcerated individuals, namely, the academic education and the vocational training. In the academic education, inmates either register for general education or literacy classes. Correspondingly, Chigunwe (2017, p. 19) contend that the academic education affords the ILs an opportunity to learn how to read, write and perform basic mathematical computations.

Conversely, Samanyanga, Dingindawo, and Madzinga (2016, p. 819) further states that vocational training focuses on the following; agriculture, woodwork, music, peacekeeping, non-violence and human rights. In the final analysis, Chigunwe (2017, p. 19) brings forth that the ILs in Zimbabwean correctional facilities pay for their post-secondary education. In summary, the type of correctional education offered in African countries is not yet up to the standard set out by (The Mandela Rules: 2005: Rule 104) which recommend that special provision should be made for capable incarcerated individuals to further their studies.

At the same time, the education of the ILs should be in line with the educational system of the country for smooth integration. In Zimbabwe, incarcerated learners are unable to pursue higher education, for example, diplomas, degrees and vocational training. Subsequently, Samanyanga et al. (2016, p. 819) confirm this proclamation when they say that there is a lack of learning and writing materials for educational programmes in Zimbabwean correctional facilities. In Nigeria, one of the challenges which they are confronted with is that the ILs prefers recreational activities above academic programmes. But, the Nigerian curriculum seems to comply with international standards because they offer the ILs skills which will enhance their employability as portrayed by their curriculum.

Another challenge, as highlighted by Botswana correctional facilities is that they have a serious shortage of qualified personnel which sometimes leads to the collapse of rehabilitation programmes. A unique situation is the one mentioned by Swaziland where incarcerated learners are consulted about the content of the curriculum which they would like to be offered at the correctional school. An inference which one would make is that, the ILs would have ownership of the curriculum and would as a result enjoy attending school. Lastly, most of the African countries were found to be following both the academic and vocational curriculum.

2.7 Correctional education in South Africa

South Africa, too, as posited in the Correctional Services Act 111 of 1998 (1998, p. 30) as well as The White Paper on Corrections (2009, p. 127) which states that the ILs could be rehabilitated through the provision of basic academic education. In the same breath, South Africa also aligns its rehabilitative programmes to international standards. This is evident in programmes which are comparable to that of other countries as discussed in this chapter.

2.7.1 Background history of correctional education in South Africa

As mentioned in Chapter 1, Correctional Education in South Africa is derived from the supreme law of the country, the Constitution (Act 108, 1996, Section 29, (1) wherein everyone has a basic right to education. Subsequently, this constitutional mandate is incorporated in the Correctional Services Act 111 1998 and The White Paper on Corrections in South Africa, 2005. The two documents are the most fundamental and critical policy documents on which Correctional Services premise its rehabilitation programmes. Before 1996, the South African educational system was racially separated.

As contained in the afore-mentioned legislations, after 1994 the mandate of the DCS shifted from safety and security to rehabilitation, (DCS 2009, p. 13). As defined in The White Paper on Corrections in South Africa (2009:73) rehabilitation entails “a process that combines the correction of offending behaviour, human development and the promotion of social responsibility and values”. The objective is to curb offending behaviour and transform offenders into law-abiding and productive citizens in preparation for reintegration in communities. Figure 2.1 depicts the South African offender rehabilitation path (ORP) which every incarcerated person undergoes when admitted into a correctional facility. One of the programmes which incarcerated persons undergo is education.

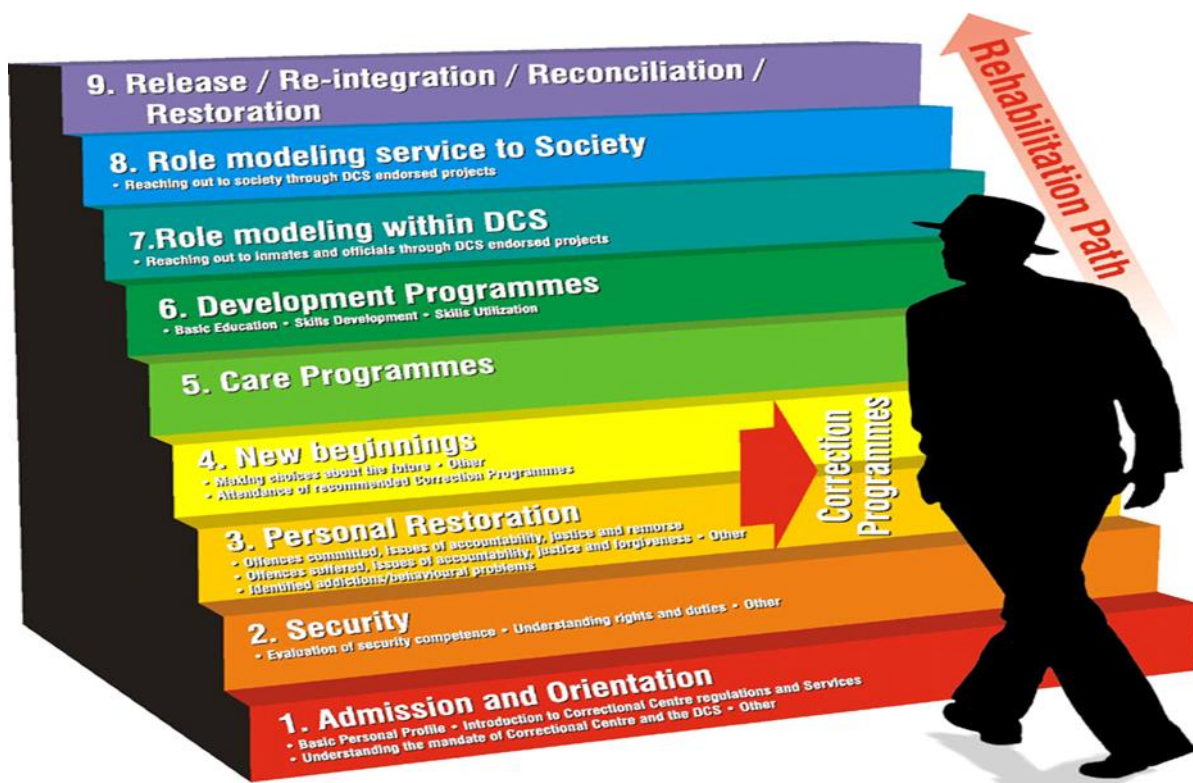


Figure 2.1: Offender rehabilitation path (ORP)

As depicted in Figure 2.1, correctional education lies under the development programmes with the objective of equipping offenders with market-related skills for reintegration into communities. In the South African context 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 into communities and function as productive citizens”, (DCS 2009, p. 132; cf. Herbig and Hesselink (2012, p. 30).

Consequently, the South African Department of Correctional Services implements numerous education programmes to improve offender literacy levels and equip them with market-related skills in preparation for reintegration in communities. In line with this notion, Ngabonziza and Singh (2012, p. 87) as well as Thinane (2010, p. 37) state that the rehabilitation programmes restores an inmate’s dignity. Subsequent to an incarcerated person showing an interest to participate in some educational programmes, a clear process is followed for admission. For instance, Figure 2.2 illustrates the process map for admission at a correctional facility, then in educational programmes until he or she writes an examination as adapted from DCS (2009, p. 21).

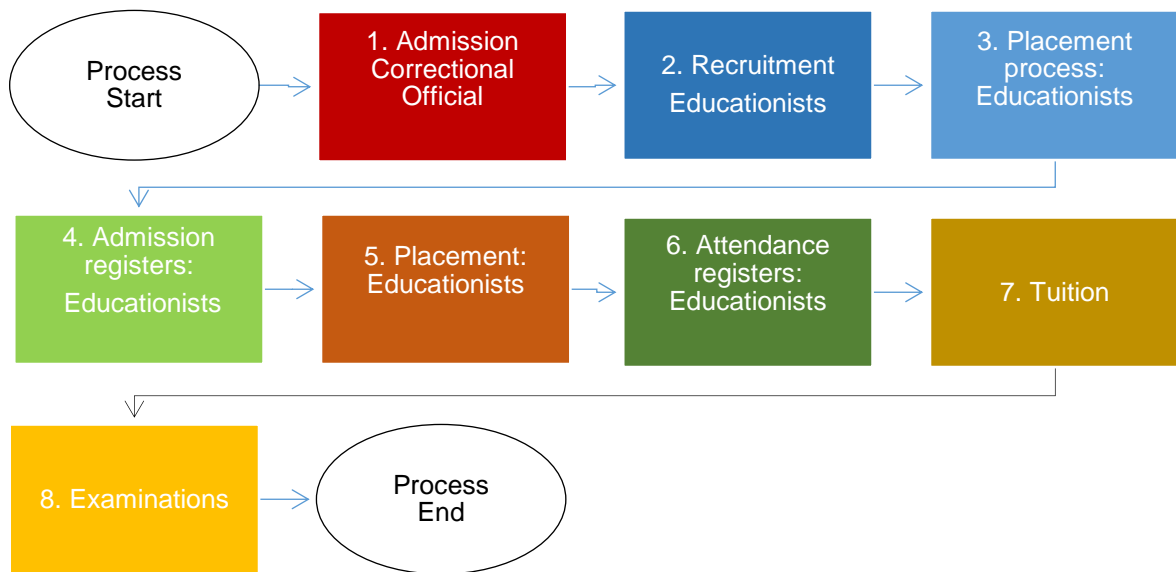


Figure 2.2: Correctional Services educational process map

An incarcerated learner is admitted to a correctional facility by a correctional official. Then, the correctional educators are provided an opportunity to address all the inmates to recruit them to participate in education programmes as one of the paths of rehabilitation during their period of incarceration. The correctional educators would then administer placement tests as a strategy to assign them appropriate levels. In New Zealand correctional facilities, Moriarity (2014, p. 3) refers to these placement tests as screening which the ILs undergo before they can take part in any educational programme. In South Africa, the placement tests are used because most inmates do not appropriate educational records.

It should be noted that those ILs with proper report cards would be placed in appropriate grades according to their academic records. Subsequent to the rigorous placement test processes, incarcerated learners who have shown an interest are then documented into an admission register. These ILs are then placed in appropriate levels or grades, either through placement tests or using appropriate report cards. An attendance register is then used to register them at a correctional school. These registers are used as a measure of control to regulate the daily attendance of the ILs.

2.7.2 Current education programmes in the South African correctional services

As mentioned previously, the South African Department of Correctional Services implements education programmes to incarcerated learners in line with the country's Constitution.

All education programmes are aligned with the country’s education system for continuity or progression upon release. To this effect, learner progression within the DCS is depicted in Figure 2.3.

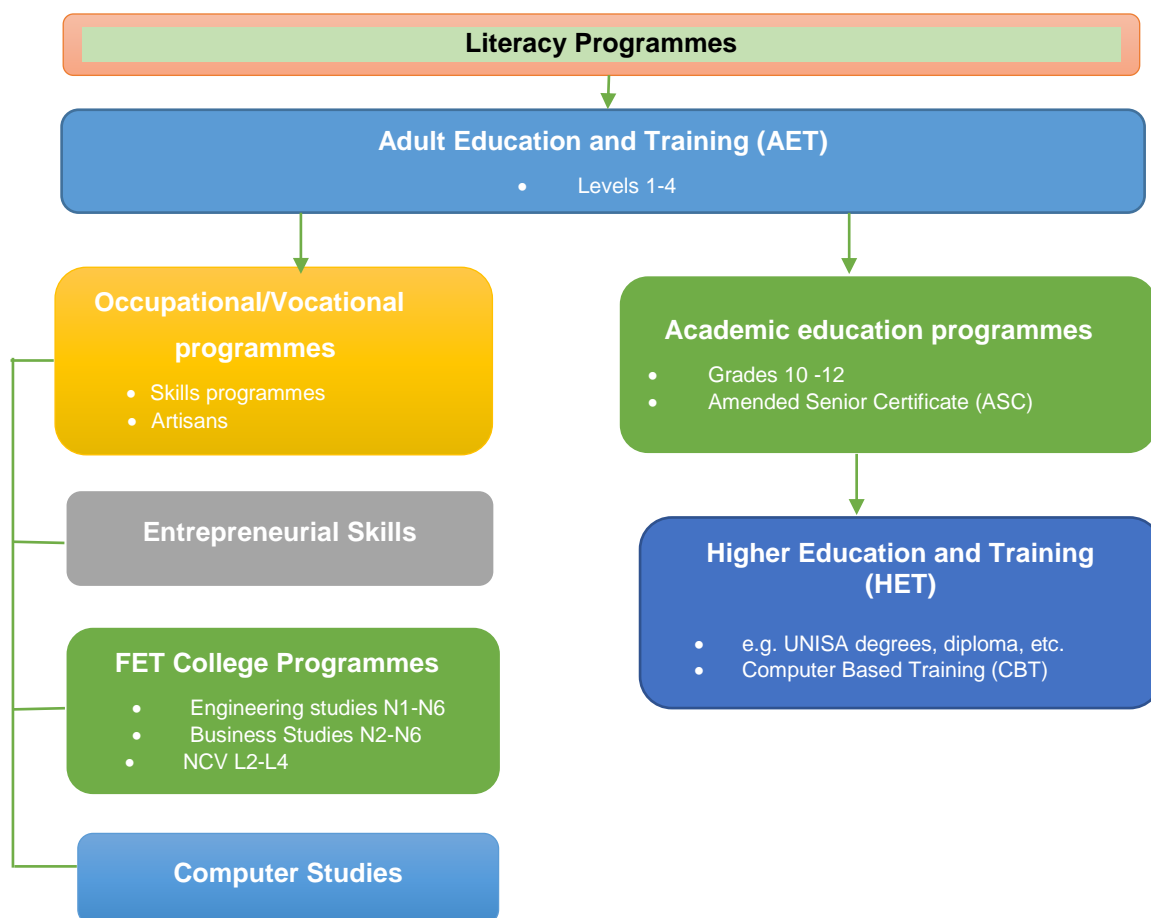


Figure 2.3: Learner progression in the DCS

I will now discuss the first two strata of the educational programme in the DCS. The educational programmes for the ILs in the South African Correctional Services commence with the literacy programmes. This programme is for inmates without any level of education. Those with some level of education would commence from either AET level 1, 2, 3 or 4. Because most inmates do not possess the appropriate report cards, placement tests are used to determine their suitable programme.

Consequently, this study will also investigate whether the level of literacy of an ILs has any impact on their academic progression. The word literacy is defined by (Bennett, 2015, p. 110; Dichaba & Dhlamini, 2013, p. 402; R. Hall, 2006, p. 21) as the ability to read and write to function in a society. In contrast, Vaccarino (2002, p. 227) provides another perspective on literacy by positing that nowadays adults require high levels of basic skills to function effectively in many spheres of life.

Evidently, literacy should be defined more broadly to include problem-solving, decision-making and higher-level reasoning skills, as spelled out by Vaccarino (2002, p. 227). This seems true because incarcerated persons do not need to learn how to read and write only but also how to deal differently with situations which made them to land in jail, that is, decision making. This notion seems consistent with Machet (2002, p. 1) who avers that being literate does not mean the basic or rather the elementary skills of reading and writing only.

Conversely, it includes the ability to display literate behaviour. In instances of the ILs, their behaviour should manifest itself after acquiring the literacy skills. Hence, according to the DCS Formal Education (website n.d.; cf. (Mkosi, 2013, p. 64; L. Muntingh & Ballard, 2012, p. 22), declare that the literacy programmes are a compulsory part of the AET field which provides opportunities to the ILs to learn to read and write. In addition, this is consistent with the Correctional Services Act, No. 111 of 1998, Section 41, (2), (a), which states that “sentenced offenders who are illiterate or children must be compelled to take part in the educational programmes offered”.

In fact, Romm and Dichaba (2015, p. 224) add that Kha Ri Gude which is a literacy programme in South Africa was launched in 2008 by the government with the aim of reducing the illiteracy rate and to enable adults and the youth to have better life choices, especially those who did not or had little basic schooling. Also, L. Johnson and Quan-Baffour (2016, p. 14) affirm this notion when they highlight that the literacy programmes are offered through a programme called Kha RI Gude, which is a national literacy campaign which seeks to eliminate the illiteracy rate amongst adults and the youth in South Africa. The literacy campaign was arranged in a cascade model as depicted in Figure 2.4. The implementation of the literacy programme in the Department of Basic reveals that each educator should manage at least eighteen (18) learners.

On the other hand, the correctional educators employed in these programmes have volunteered their services albeit being paid a stipend by Department of Basic Education (DBE) as articulated by Romm and Dichaba (2015, p. 224). At the same time, these educators are managed by supervisors who should ensure that they follow the appropriate curriculum, methods and assessment procedures to assist the ILs. Furthermore, a group of 10 correctional educators is supported by a supervisor who will then oversee the literacy programmes. The entire literacy programme is monitored by DBE. The Department of Correctional Services employs a similar model.

The only difference is that the DCS, unlike DBE uses peer tutors to administer the literacy programmes in correctional facilities. In the DCS, peer tutors are offenders who are better qualified than their peers as they have a minimum of Grade 12. These peer tutors are then supervised by the correctional educators in correctional facilities. Accordingly, the correctional educators in correctional schools are supervised and monitored by DBE. Figure 2.4 of the DCS Kha Ri Gude cascade model was adapted from Chinyamakobvu (2012, p. 2).

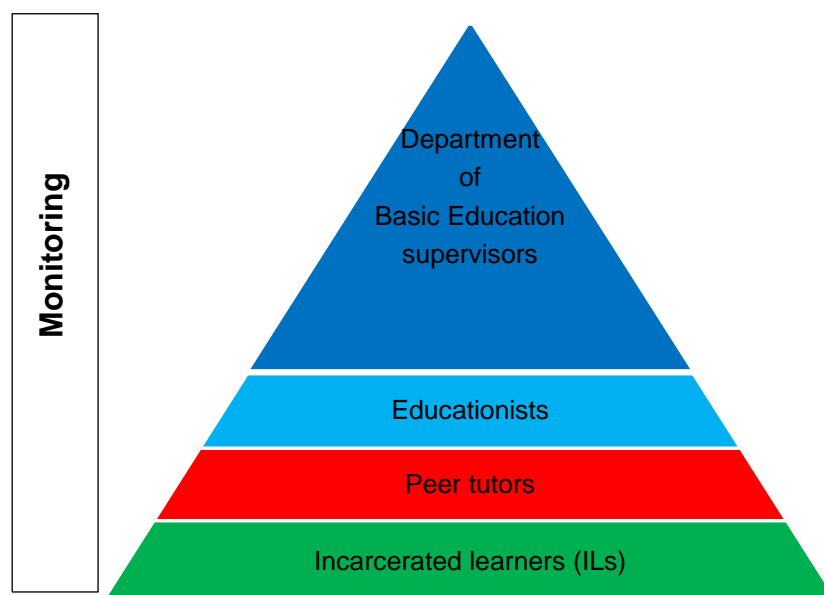


Figure 2.4: An adapted DCS Kha Ri Gude cascade delivery model

The literacy curriculum is based on the programme deliverables. It is envisaged that all the ILs who are involved in literacy programmes should be able to; read and write in their mother tongue, use spoken English, develop a basic number concept and apply arithmetic operations to everyday contexts, and achieve an equivalence of Grade 3 of the schooling system, the Department of Basic Education (2012, p. 5). To sum up, Vacca (2004, p. 302) contends that the tuition of literacy should involve engaging topics which would arouse interest in the ILs. Conversely, Fakude (2012, p. 55) asserts that if correctional education is well managed, it will alleviate the levels of illiteracy and ultimately encourage life-long learning to the ILs.

Table 2.1: Correctional Services literacy rates per province

Province	Literacy rate	Sentenced offenders	Unsentenced offenders	Total
Western Cape	Illiterate	482	2	485
Free State	Illiterate	448	-	448
Gauteng	Illiterate	645	3	648
KwaZulu Natal	Illiterate	743	2	745
Limpopo	Illiterate	182	-	182
Mpumalanga	Illiterate	272	1	273
North West	Illiterate	512	1	513
North West	Illiterate	146	1	147
Eastern Cape	Illiterate	1121	15	1136
Totals		4551	25	4577

Source: Shabangu (2009, p. 82)

One of the deductions which can be made from Table 2.1 is that the Eastern Cape has the highest illiteracy rate among all the correctional facilities. One of the reasons which make the Eastern Cape a province with the highest number of illiterates is that it is predominantly rural and under-resourced. Another observation is that the Northern Cape has the least number of illiterate incarcerated persons. One would conclude that this would be the case because statically it is the least populous province with just over a million citizens as compared to other provinces which have 2 million and more, Statistics South Africa (2015, p. 7). The overall picture reflected here is that there is high illiteracy rate in the South African correctional facilities.

In addition, the statistics reflected in Table 2.1 will also help the Department of Correctional Services to adequately plan through the appropriate programmes to reduce or completely eradicate the illiteracy rate through the Kha Ri Gude programme. Another consideration is about what makes literacy important. One of the proponents of literacy is important, Vaccarino (2002, p. 238) illustrates that if incarcerated learners are literate, they could become productive citizens who will then contribute to the economy. Moreover, if incarcerated learners are literate they would be able to read advertisements in the media, for example, the "NO WORK" advertisement sign which would give them an idea to move to another place to seek for employment.

In addition, Moore and Mokhele (2017, p. 15) proclaim that the improvement of the literacy rate among incarcerated learners would reduce recidivism whilst at the same time helping them to be responsible productive members of the society. Again, in the process of teaching and learning, the literacy level of the learners being taught may play a role in their progress from one grade or from one level to another. Hendricks (2009, p. 271) in her research on Grade seven learner's competency about a language used as a medium of instruction says, "It is important that learners achieve grade-level competence in the language used as a medium of instruction". This may also be true for incarcerated learners in correctional facilities who are progressing from AET level 4 to Grade 10. If the literacy level of incarcerated learners in AET level 4 is not grade appropriate, these learners may struggle to cope in Grade 10.

The other factor which is of importance is the type of teacher who administers the literacy programmes and by whom are they employed. The teachers who present the literacy programme are called offender facilitators (DCS 2008, p. 3), henceforth referred to in this study as peer tutors. This is in line with international standards, where Zoukis (2015, p. 5) refers to them as inmate tutors, Makhurane (2014, p. 128) refers to them as peer tutors, R. S. Hall and Killacky (2008, p. 313) refer to them as inmate tutors whilst Vaccarino (2002, p. 233) refers to them as literacy facilitators. Besides, the DCS Policy and Procedure (2008, p. 3) defines them as "offenders whose service or expertise is used to teach other offenders.

Relevant to this study, in the process of teaching and learning, the literacy level of the learners being taught may play a role in their progression from one grade or from one level to another. It seems the high illiteracy level in correctional facilities as portrayed by Shabangu (2009, p. 82) may affect the re-integration and employability of these persons hence they will end up being re-incarcerated. Table 2.2 portrays the illiteracy rate in the South African correctional facilities in the nine provinces which may also be reflection of the South African correctional facilities.

Table 2.2: Adult (age 35-64) literacy rates per province, 2016

Province ¹³	Statistics	Not literate	Literate	Total
Western Cape	Number	288 918	1 762 494	2 051 412
	Per cent	14,1	85,9	
Eastern Cape	Number	393 954	1 120 567	1 514 521
	Per cent	26,0	74,0	
Northern Cape	Number	94 552	244 282	338 834
	Per cent	27,9	72,1	
Free State	Number	192 933	609029	801 962
	Per cent	24,1	75,9	
KwaZulu-Natal	Number	650 033	1 956 497	2 606 530
	Per cent	24,9	75,1	
North West	Number	299 994	760 068	1 060 062
	Per cent	28,3	71,7	
Gauteng	Number	575 371	4 013 463	4 588 834
	Per cent	12,5	87,5	
Mpumalanga	Number	312 273	784 347	1 096 620
	Per cent	28,5	71,5	
Limpopo	Number	372 090	922 171	1 294 261
	Per cent	28,7	71,3	
Total	Number	3 180 117	12 172 919	15 353 036
	Per cent	20,7	79,3	100,0

Source: Statistics South Africa (2016)

Table 2.2 depicts the distribution of the literacy levels of adults between the ages 35-64 across the South African provinces. An observation made here is that the traditionally rural provinces as having the highest illiteracy rates while those that are urban display better literacy levels. One of the reasons is that urban provinces have better resources than rural provinces. For example, Gauteng and Western Cape depicts the literacy rate of 80% while by contrast North West, Northern Cape and Limpopo reveal a 70% literacy rate.

2.7.3 Adult Education and Training (AET) curriculum

After incarcerated learners have progressed from the literacy programme, they then advance to Adult Education and Training (AET). The AET programme is the commencement of the formal programme of education in the DCS. A contrary explanation is that which is provided by Ngobeni (2015, p. 7) who regards AET as an informal education programme. This assertion is inconsistent with the DHET (2000, p. 12) which succinctly depicts the curriculum choices which may be pursued by each learner registered for this educational programme which may ultimately lead to a qualification within National Qualification Framework (NQF) level 1.

The AET curriculum in correctional facilities is like that provided by the Department of Higher Education (DHET) at Technical and Vocational Colleges (TVET) outside of correctional facilities. Adult Education and Training falls under the General Education and Training Certificate (GETC) which implies that a certificate would be awarded to learners on completion of AET level 4, DHET (2013, p. 3). For instance, AET level 4 as articulated by Vaccarino (2002, p. 227) and Makhurane (2014, p. 1) is an exit level and is equivalent to Grade 9 or Standard 7. Except being an exit level, Adult Education and Training consist of four levels, which are AET levels 1-4. The subject choices in the AET levels are listed and discussed below.

An equally significant aspect is that the ILs progress from AET level 4 directly to Grade 10. This is in contrast with the progression of learners in the mainstream schools which is from Grade 7-9, which ultimately leads to Grade 10, DBE (2011, p. ii). Furthermore, in Chapter 2 the Malaysian correctional education by Rafedzi and Abrizah (2016, p. 596) portray a similar scenario as that of the mainstream education in South Africa where progression in their correctional facilities is from Grade 9 to 12.

The policy on DHET (2000, p. 12) illustrates a choice of subjects and the requirements to qualify for a certificate after completion of AET level 4. This curriculum consists of academic and vocational learning. Furthermore, for the ILs to achieve a qualification, the following rules of combination apply to attain a qualification upon completion of AET level 4, DHET (2013, p. 12). The curriculum of AET is divided into three categories from which the ILs should make a choice. Figure 2.5 portrays an illustration of the categories of subject choices from which the ILs may make a choice.

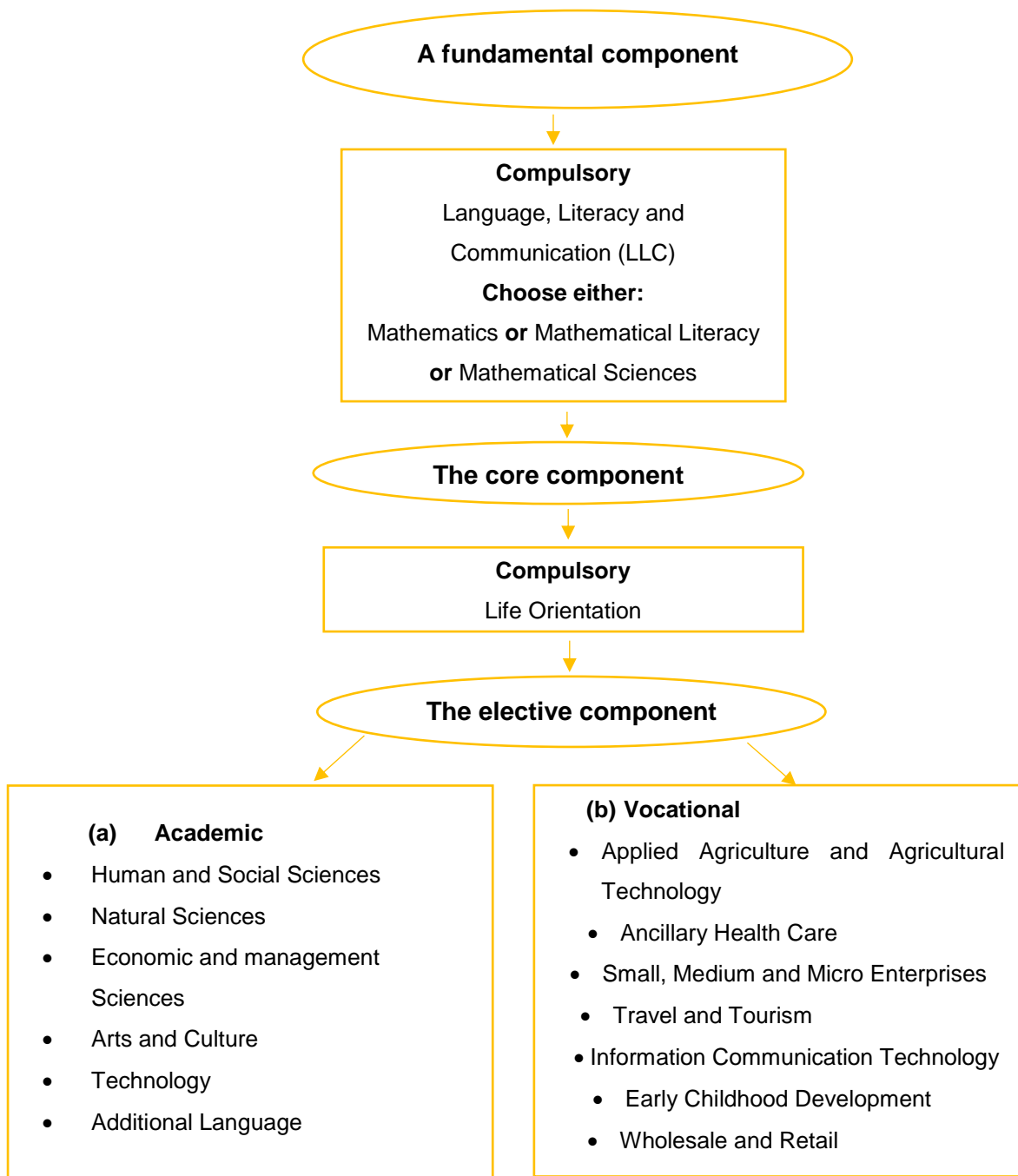


Figure 2.5: The rules of combination applying to the AET qualification

(i) The fundamentals

From this category, the learning area Language, Literacy, and Communication (LLC) are compulsory for all the incarcerated learners. Furthermore, learners must make a choice between Mathematics, Mathematical Literacy, and Mathematical Sciences. Learners will have chosen two subjects from this category. However, learners are not allowed to do a combination of both Mathematical Literacy and Mathematical Sciences.

(i) The core component

The core component is also regarded as the compulsory part of the curriculum which is a basic requirement for each IL to register. The difference between the fundamental and the core component is that in this category, the ILs are compelled to register this subject without exception. It is evident that the core component consists of one subject only, which is Life Orientation.

(ii) The elective component

The elective component consists of two categories, that is, the academic and the vocational learning areas. In this category, incarcerated learners may choose a minimum of 2 to 3 learning areas. These learning areas should either be from the academic only or from the vocational, not both. It is significant that a learner may not mix the learning areas from academic with that of the vocational component. Furthermore, Figure 2.6 depicts the learning areas from which the ILs may make a choice from, DHET (2013, p. 12).

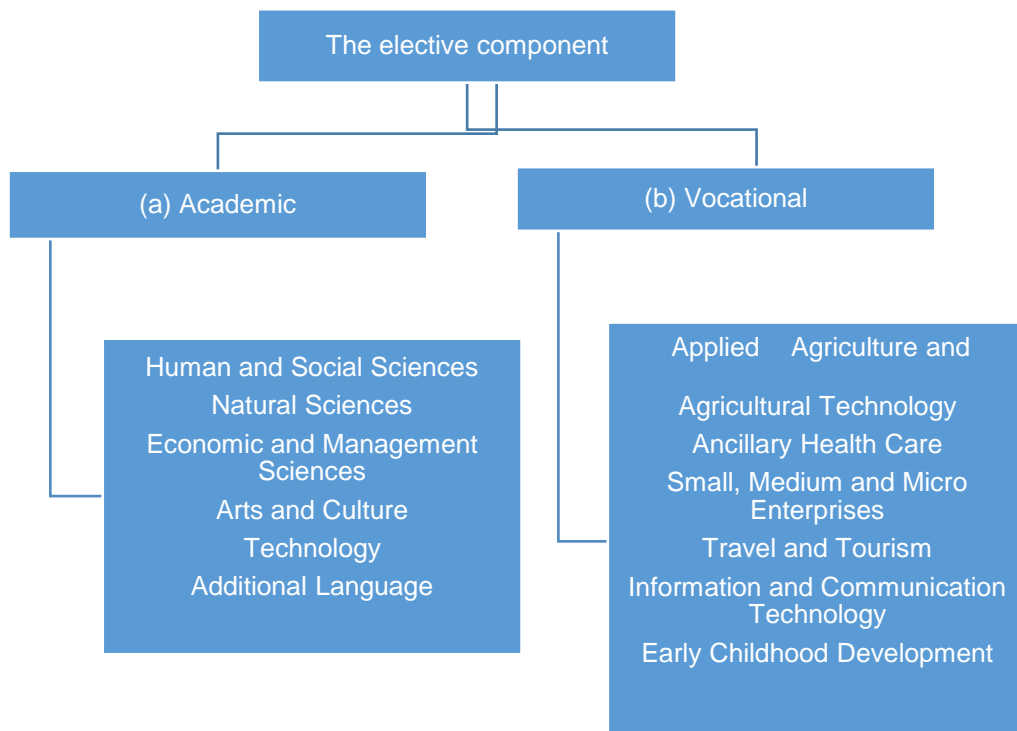


Figure 2.6: The elective learning areas

Given, the curriculum from which incarcerated learners may make a choice of learning areas, several observations were made. Firstly, the learning areas like Language, Literacy, and Communication (LLC) may assist incarcerated learners to communicate better because of the language acquired. The ILs learners may have landed in jail because of the miscommunication which they may have had with others while they were outside of the correctional facility, but language will assist them to communicate better in the future. Besides, learning areas like technology will assist them to develop innovative skills or knowledge. Currently, technology has become one of the pillars and a useful resource for learning and creating employment. Incarcerated learners may learn to repair items based on the Science learning knowledge acquired through the learning area.

Another critical subject is Arts and Culture which may empower incarcerated learners to be self-sufficient. They may be involved in the film industry wherein they will utilise their skills and talent to be stage actors. This industry will not limit their participation based on their criminal records. Of importance, are the vocational learning areas. These learning areas allow incarcerated learners to be employed in the retail and wholesale stores because of the subjects like Small, Medium and Micro Enterprise. Moreover, the Applied Agriculture and Agricultural Technology learning areas will assist them to gain knowledge in running their own gardening land to produce vegetables for sale to the community or the bigger retail markets.

2.7.4 Learner progression from AET level 4 to Grade 10

In the DCS, the progression of incarcerated learners is from AET level 4 to Grade 10. In schools outside of the correctional facility, the progression of learners is from Grade 9 to Grade 10. Table 2.3, below provides a comparison of AET levels compared to school grades. An inference which may be highlighted is that AET levels comprise of several grades as compared to FET grades except AET level 4. For instance, AET level 1 comprises of three grades, that is Grades 1-3.

What needs to be understood is that within AET level 1 there is the content of two grades which may not have been covered when the IL progresses to AET level 2. This assertion is based on the premise that; the same incarcerated learner would finally progress to Grade 10 after attaining AET level 4. Table 2.3 clearly demonstrates the need for the current study, where the AET levels are compared with the grades in the FET band. The GETC stands for the General Education and Training Certificate.

Table 2.3: The GETC: AET levels are compared to the school grades

The GETC: AET levels are compared to the school grades in the table below:

GETC: ABET	School Grades
GETC: ABET Level 4	Grade 9
GETC: ABET Level 3	Grades 7 - 9
GETC: ABET Level 2	Grades 4 - 6
GETC: ABET Level 1	Grades 1 - 3

Source: Umalusi open letter, (2014, p. 1)

Consequently, if a learner progresses to the next level, as per the comparisons reflected in Table 2 3, there is cumulative content missed which would later impact on the academic achievement of the learner. The DBE (2011, p. 4) assert that the content of each grade portrays progression from simple to complex. For this reason, there seems to be a misalignment of the curriculum in correctional schools and the mainstream education. Furthermore, one wonders whether the ILs would be able to progress from AET to FET without challenges if there is no synergy between the bands or levels within which they transit.

At the same time, this seems inconsistent with DCS (2009, p. 132) which strives for correctional education programmes which would enable incarcerated learners to reintegrate into communities as productive citizens upon release. If for an example, an incarcerated is released after completing AET level 3, in which grade would a school outside a correctional facility place him or her? This seems to be a grey area about DCS correctional education in relation to an educational band lower than Grade 10. After this progression, Table 2.4 portrays statistical data of what exactly happened to the ILs when progressing from AET to Grade 10 within the South African Correctional Services.

Table 2.4: A modified 2017/18 annual performance of educational programmes

Programmes	Strategic objective	Audited/Actual performance			
			2013/14	2014/15	2015/16
Academic participation	A number of offenders who participated in AET and FET programmes.	AET	9 793	11 444	10 437
		FET	986	675	1 111

Source: DCS modified Annual Performance Plan, 2017/18

Firstly, Table 2.4 mirrors the number of incarcerated learners who were able to progress from AET to FET educational programmes from 2014 to 2016. In the process of their academic progression, an observation is made that an enormous number do not progress to FET. For example, in the 2013/14 fiscal year, there were 9 793 ILs who were competent in AET programmes but 986 were registered for the FET programme. In 2014/15 fiscal year, 11 444 ILs were competent but 675 registered for the FET. Similarly, in the 2015/16 fiscal year, 10 437 ILs were regarded as competent in AET programmes but a mere 1 111 were registered for the FET programmes.

Secondly, a question which may be asked is what happened to these learners during their academic progression from AET to Grade 10. This study will investigate what seem like challenges in their academic progression. The challenges which seem to be observed is that there is a huge number of incarcerated learners who register for AET level 4 but a small number progress to Grade 10. Notwithstanding the fact that some learners would have decided to pursue the vocational pathway, a low participation in the Further Education and Training band was observed. Based on the statistics depicting progression from AET to FET, in Figure 2.4 the following inferences may be made. The learners seem not to be able to cope with the curriculum demands in Grade 10 which may lead to a high absenteeism rate, a high failure or a high drop-out rate.

2.8 Correctional Services academic education programmes

The academic progression of learners comprises the following; AET levels 1-4, Further Education and Training (Grades 10-12) and Higher Education and Training (HET). The DCS strives to align educational programmes in correctional schools to that of the Departments of Basic and Higher Education. Hence, all the DCS schools are registered with both departments.

The Further Education and Training (FET) in the DCS has full-time schools which are registered with the Department of Basic Education for juvenile learners. The purpose of these schools is to assist the youth between the ages 14-18 to attain a qualification while incarcerated. These incarcerated learners are offered an education which is market-related and is also in line with the curriculum of the mainstream schools. These learners attend classes daily similar to learners outside of correctional facilities. Consequently, incarcerated learners who have registered for educational programmes, sit for the end of year examinations simultaneously with those learners outside of correctional facilities.

In the findings by Mkosi (2013, p. 66) it is declared that there were nine full-time schools registered with the Department of Basic Education. Currently, there are 14 full-time schools which would be presenting candidates for Grade 12 at the end of 2018. The curriculum design of these schools is like that of schools outside of the correctional facilities as depicted in Table 2. 5. In the table, the curriculum of three correctional schools is depicted as proof that their curriculum is aligned to that of the country.

Table 2.5: Samples of curriculum design in the DCS full-time schools

Curriculum design of school A	Curriculum design of school B	Curriculum design of school C
<ol style="list-style-type: none"> 1 Isizulu Home Language 2 English First Additional Language 3 Life Orientation 4 Accounting 5 Economics 6 Business Studies 7 Mathematical Literacy 	<ol style="list-style-type: none"> 1 Isizulu Home Language 2 English First Additional Language 3 Life Orientation 4 Geography 5 Life Sciences 6 Physical Sciences 7 Mathematics 	<ol style="list-style-type: none"> 1 English Home Language 2 Afrikaans First Additional Language 3 Life Orientation 4 Mathematical Literacy 5 Business Studies 6 Life Sciences 7 Tourism

Source: DBE Grade 12 schedules, 2016

As outlined in Table 2.5, the curriculum offered in DCS schools is focused to equip the incarcerated learners with scarce skills. The curriculum of school A includes subjects like Accounting and Economics which are necessary for starting one’s own business. These subjects provide skills and knowledge which the ILs may require knowing how to write business proposals in order to apply for funding to start a business. Conversely, this would be an ideal situation as some of them are precluded from employment opportunities because of their criminal records. If one looks at school B, the subjects Mathematics and Physical Sciences would enhance their chances of being eligible to pursue careers in the Science pathway or it may allow them to follow careers in journalism.

At the same time, some learners who are registered in Geography and History may pursue careers in law. Moreover, with subjects like Tourism, they would be able to follow careers in the tourism industry, for example, becoming game rangers in the South African tourism parks. Another category of incarcerated learners is those who write the Amended Senior Certificate (ASC). The ASC is based on the National Assembly Training and Education Department (NATED 550) which is the old qualification known as the Senior Certificate (SC), DBE Circular 40 of 2010. This curriculum was gradually phased out with the implementation of the NCS in 2005. These ILs, study on their own to obtain a Grade 12 qualification. In most instances, they would write one or more subjects at an examination sitting to complete a Grade 12 qualification.

The teachers in correctional facilities merely assist them with the logistical processes in terms of registration and facilitate their examination processes but they do not receive any tutoring. It is however important not to overemphasize that the teachers who offer tuition in DCS full-time schools are suitably qualified. This assertion is sustained by the research of (Cilliers & Smit, 2007, p. 86; Kheswa & Lobi, 2014, p. 616; Mkosi, 2013, p. 88) who assert that the teachers employed in DCS have specialization qualifications in the subjects whom they teach. Another significant aspect is that the teachers are employed full time by the DCS. Some of the teachers employed in the DCS were custodial officials but later employed to offer tuition in correctional schools.

A custodial official is an official with a teaching qualification but was previously employed as a correctional official. Furthermore, Cilliers and Smit (2007, p. 88) refers to them as functional personnel who received specialized training. A few of these teachers have been requested to teach where the need arises. The teachers in the DCS are also registered with the teachers' professional body, the South African Council for Educators (SACE) as well as being governed by its policies. At the same time, these teachers must abide by the SACE code of conduct.

All full-time correctional schools have accreditation status offered by Umalusi (the South African examination accreditation body) to administer Grade 12 examinations. These centres undergo a rigorous assessment which also determines whether there were resources, especially Learner Teacher Support Material (LTSM) available to provide teaching and learning. Research done in one of the DCS correctional facilities Makhurane (2014, p. 60); cf. Mkosi (2013, p. 93) put forth that Correctional Services does not put sufficient resources towards the education of incarcerated learners.

The libraries of full-time schools are at different levels of being resourced, that is, some are well resourced while others are under-resourced. This assertion is further accentuated by Mkosi (2013, p. 32) who states that there was no budget allocation to resource libraries hence the uneven state of libraries in DCS correctional schools. The Department of Correctional in South Africa has formal schools which are registered with the Department of Basic Education (DBE) as reflected by Mkosi (2013, p. 66). These schools are funded by the DCS while DBE assists with the aligning of educational programmes to that of mainstream schools. Figure 2.7 represents the academic performance of the Correctional Services schools which were extracted from the academic schedules of the Department of Basic Education from 2010 to 2016.

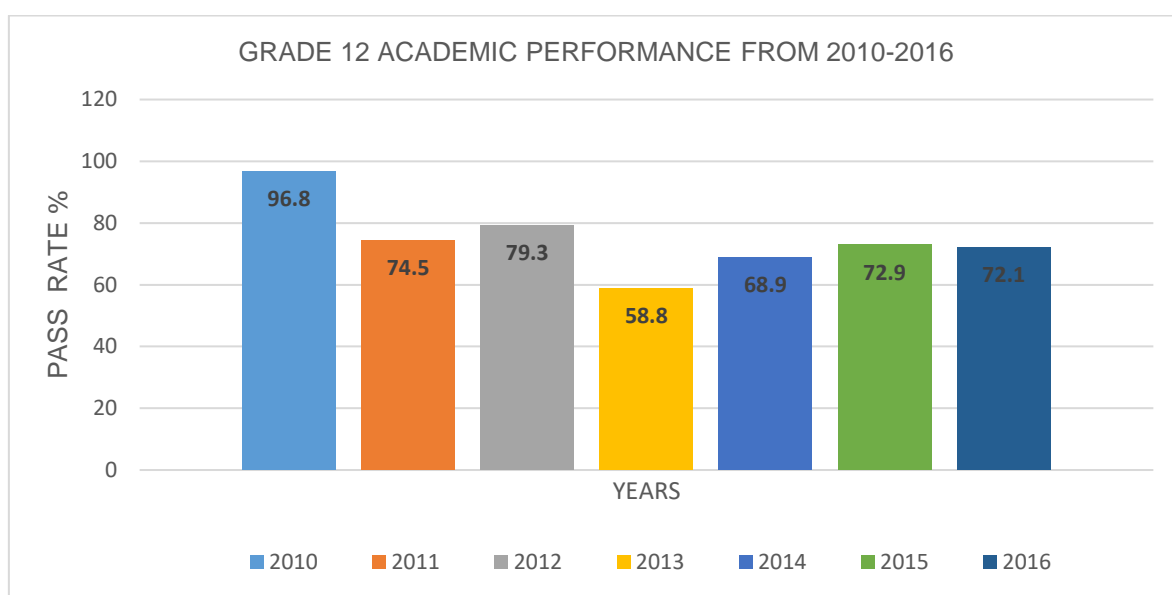


Figure 2.7: Annual academic performance of Grade 12 ILs from 2010 to 2016

The performance of the DCS schools was excellent in 2010 but has depicted a considerable decline from 2011. This decline may be caused by incarcerated learners who cannot smoothly progress due to the type of education which they were offered in lower grades or levels. The study would endeavour to establish the reasons for this decline.

2.9 Higher Education and Training (HET)

Beyond Grade 12, incarcerated learners can further their studies with institutions of higher learning of their choice. In most instances, these students are registered with the University of South Africa (UNISA) or they register for Computer Based Training (CBT) programmes, either with Damelin or INTECH colleges. The teachers at the correctional facility assist these students with all the logistical processes of registration and examination processes.

The tuition fees are the responsibility of the parent or guardian unlike in the Further Education and Training (FET) where the DCS pays for them as contained in (DCS Story 4:160 000 reasons to break the cycle of crime, unpublished). The students may also apply for funding from the National Student Financial Aid Scheme (NSFAS) like any other student in South Africa. It is noteworthy that the degrees or diploma courses which the students are registered for facilitate their reintegration and enhances their employability which will then assist them not to recidivate. In the findings of a research conducted by L. R. Johnson (2015, p. 114) and Moore and Mokhele (2017, p. 29) they affirm that incarcerated students have achieved some qualifications while studying with different institutions of higher learning. The following table portrays qualifications obtained by incarcerated students while studying at different institutions of higher learning.

Table 2.6: Tertiary students studying in various institutions

Facilitators	Disciplines	Level/Institution	Verbatim interview (story-inserts)
Male	DD Law	Ph.D. in Law-UNISA	I have been in and out of prison for a long time and every time I come here, I have benefited a lot.
Female	LLB	Master's University of Pretoria	I miss my freedom but have lived and used my time here fruitfully. I have been able to buy myself a laptop that I use with the permission of the authorities here under close monitoring, as they not allow internet use.
Female	Mathematics	Mathematics B.Ed. Hons - UNISA	Since I am going to be here the rest of my life, I hope the efforts I am making by teaching other inmates in Mathematics will benefit them when they are free. Maybe my stay here will have rippling effects for young people who wish to take Maths to the next level. My life now is focused on serving others.
2 Male	Education	Undergraduate: B.Ed. UNISA	I intend to qualify as an English teacher when I am released. I have enjoyed teaching adults here

Source: L. R. Johnson (2015, p. 114)

Contrary to popular belief that incarcerated individuals are being kept at the taxpayers' money to idle in jail, there are inmates who are trying to transform their lives through education. The qualifications portrayed in Table 2.6 are a few of the findings by L. R. Johnson (2015, p. 124) depicting a few of the study fields pursued by various inmates. Based on the table, several qualifications were achieved by the inmates, e.g., in law, mathematics, and education. The students who studied law may open their own law practice firms and represent others. Besides, an incarcerated student with Honour's degree qualification in Mathematics may find employment in the field of education as a teacher. The qualifications which these incarcerated students have obtained bears testimony to the fact that they improved their chances of employability and for their easier reintegration into societies, as articulated by L. R. Johnson (2015, p. 128).

As explained earlier, tertiary education may be provided to students mainly through the University of South Africa (UNISA) or other distance education institutions. The DCS in partnership with UNISA has revolutionised distance correctional education in South Africa. This innovation which was nurtured a few years ago and was finally concluded by a Memorandum of Understanding (MoU) on the 09th June 2017 (unpublished). This initiative means that an online service has been established for students who wish to pursue distance education with various institutions of higher learning. The learners who are registered with UNISA now have access to controlled internet connectivity.

This novelty allows learners to connect directly to UNISA online to access all services that were available similar to students outside like, online registration, online communication with their tutors or lecturers, online access to study materials, online submission of assignments, access to tutorials by tutors or lecturers and graduation ceremonies. The internet connectivity is paid by the DCS including the purchase of the laptop trolleys which can hold up to 40 laptops each which are known as the DCS-UNISA hubs. Furthermore, this enables every student to have his or her own laptop for the duration of their study with this institution.

However, this does not imply that each student has unlimited and uncontrolled internet access. Presently, a registered student does not have the freedom to tunnel out of the My Unisa Portal because an IT qualified Hub Coordinator placed in the centre monitors any irregular activity from every student. A student is disconnected at the click of a button if he or she digresses from the appropriate tunnel. The laptops cannot be stolen too because they become obsolete when someone carries them 100 meters away from the laptop trolley.

2.10 Vocational curriculum

When the pathways split into two from AET level 4, some learners follow the academic while others would follow the vocational pathway. The vocational pathway is seen by some as the ideal career pathway to follow because incarcerated learners have criminal records attached to their names which make it impossible for them to find employment. This assertion is further affirmed by Makhurane (2014, p. 2) who contends that the skills programmes are designed to equip incarcerated learners with the appropriate skills which would pave the way for successful reintegration upon release.

In his recommendations about how vocational training can be effective, Lukas Muntingh (2005, p. 35) suggests that such programmes should be supported by follow-ups after the release of the offender. The rationale behind the follow-up is to establish whether the offender is utilising the skills provided during the period of incarceration, lest they relapse into crime. If this follow-up is not done, what Roper (2005, p. 5) has reported about the Khulisa pathway for reintegrating ex-offenders in societies will not be realised. In the Khulisa pathway, Roper (2005, p. 3) recommends that offenders should be provided with programmes which would ensure their smooth reintegration into society so that they make a meaningful contribution. (Roper, 2005, p. 5) when released from incarceration.

Table 2.7: Some programmes at DCS Technical & Vocational Colleges (TVET)

Office Administration	Marketing	Finance, Economics & Accounting	Civil Engineering & Building Construction
<ul style="list-style-type: none"> ▪ Business Practice ▪ Office Data Processing ▪ 2nd Language ▪ Applied Accounting ▪ New Venture Creation ▪ Personal Assistance 	<ul style="list-style-type: none"> ▪ Advertising & Promotion ▪ Marketing ▪ Marketing Communication ▪ Consumer Behaviour ▪ Contact Centre Operations ▪ Graphic Design 	<ul style="list-style-type: none"> ▪ Applied Accounting ▪ Economic Environment ▪ Financial Management ▪ New Venture Creation 	<ul style="list-style-type: none"> ▪ Construction Planning ▪ Construction Supervision ▪ Materials ▪ Carpentry and Roof Work ▪ Concrete Structures ▪ Masonry

Source: DCS Skills Directorate website (n.d.)

The curriculum reflected here indicates that the skills which incarcerated learners acquire by registering for the courses which may ultimately help them to be self-sufficient and not rely on anyone for employment. At the same time, the courses in the DCS are accredited by outside bodies, for example, the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA). Similarly, Dissel (2008, p. 166) and Cilliers and Smit (2007, p. 88) affirm that incarcerated learners are assessed and issued with qualifications which are accredited by the Sector Education and Training Authority (SETA) in line with the Skills Development Act of 2004.

The main reason for offering this curriculum is to provide incarcerated persons ample employment opportunities as sustained by Vacca (2004, p. 299) from the United States of America who affirms that vocational programmes provide incarcerated learners with the marketable training skills so that they are employable. An analogous situation occurs in the South African correctional facilities because skills programmes offered in the DCS facilities are accredited or the certification is through the Department of Higher Education. The following are some of the agreements concluded with other departments or entities to enhance vocational skills development.

Firstly, the department has signed a protocol agreement (DCS-DHET 2002-2017) to train incarcerated learners on vocational programmes. In summary, the Department of Correctional Services offers incarcerated learners educational programmes which are aligned with both the Department of Basic and Higher Education. Within skills programmes, the DCS ensures that the programmes offered are accredited by the relevant bodies for easier reintegration if some of them are released. In contrast, the education offered to the ILs before they progress to Grade 10 is adult education as revealed in Table 7.

South Africa should align its academic educational programmes to that of Malaysia where progression is from Grade 7 to 12. Another critical aspect is that education in correctional facilities is needs-based. This is in line with Section 41, (1) of the amended Correctional Services Act No. 111 of 1998 (2001:32) as well as DCS (2009, p. 128) which assert that the department will provide a range of needs-based programmes, education being one of them. As in other international countries the DCS does not fund the higher education of the ILs. It is the responsibility of parents or guardians to fund the education of their loved ones who are behind bars, as delineated in DCS unpublished Story 4: 160 000 reasons to break the cycle of crime.

2.11 Synthesis

Several observations were made about the challenges and successes experienced by the ILs in developed and developing countries as compared to those of South Africa. Consequently, Table 2.8 depicts the challenges and successes experienced by the ILs within correctional facilities. The themes which are coloured in yellow depict areas which are unique to some countries of the world.

Table 2.8: Synthesis of literature from developed and developing countries

Categories	Developed countries			Developing countries	
	USA	UK	Australasia	Africa	South Africa
Aim/purpose of education	Education used as a rehabilitation tool.	It reduces recidivism.	Improves job prospects.	Used for reintegration.	Used for reintegration and employability.
Funding	Unknown	No funding for 24-year-olds and over.	Unknown	Unknown	No funding for higher education.
Offering content/curriculum programmes	Offer quality education.	Suits educational /customized & personal needs of inmates. Technology is used/web-based teaching and learning Tailored studies.	Some level of curriculum offered. Offer curriculum which they are capable of.	The curriculum is drawn with inmates.	No technology. Education not tailor-made.
Teacher qualifications	Unknown	Highly qualified. Has full-time & part-time teachers.	Unknown	Not qualified	Suitably qualified correctional educators.
Participation by ILs	Voluntary	Voluntary	Unknown	Unknown	Voluntary
Educational partnerships	Unknown	Prisons work with service providers/tendered education/contract/outsourced	Registered Training Organizations (RTOs) and Further Education service providers oversee the delivery, assessment, and accreditation of industry-aligned qualifications.	Unknown	Unknown

Placement tests	Unknown	Unknown	Uses screening process.	Unknown	Uses placement tests.
Accredited programmes	Unknown	Yes	Curricula according the Departments of Education & Higher.	Unknown	Yes
Successes	<ul style="list-style-type: none"> Unknown 	<ul style="list-style-type: none"> Inmates paid a stipend for attending school. 	<ul style="list-style-type: none"> Have a special training in correctional education. 	<ul style="list-style-type: none"> Released ILs have access to workshops. 	Unknown
Challenges	<ul style="list-style-type: none"> Schools may be canceled and ILs sent to cells early due to staff shortages. Teachers deal with large class sizes. No funds to hire substitute teachers. No access to instructional technology. ILs pay for post-secondary studies. Teachers do not have contact with peers outside. Some teaching & learning resources not permitted in correctional facilities, e.g. computers and pencils. 	<ul style="list-style-type: none"> No Science subjects are allowed. ILs beyond Level 3 use study loan to access education. 	Unknown	<ul style="list-style-type: none"> Inmates cannot pursue diploma, degrees & vocational training opportunities. Shortage of skilled personnel/under/or unqualified teachers Below par funding. 	<ul style="list-style-type: none"> No tuition for ILs if no escort is available. Below par funding.

The successes of education from other countries may assist the ILs in South Africa to progress easily while at the same it may assist to minimise the challenges of progression in the DCS. One of the successes of international correctional education is that the curriculum offered to the ILs is customised to suit the personal needs of inmates. This seems true, for example, an IL may have the knowledge of carpentry but lacks the skills of measurement and may not have a certificate as proof of knowing how to do the job. A correctional school must be able to address the specific needs of that incarcerated learner and not offer him something which would not be relevant to him or her.

Another success of the international country's success is that the teachers who administer educational programmes are highly qualified. Even more importantly, the correctional schools have full-time and part-time teachers paid by the Department of Correctional Services. This is an indication that there was stability in the educational system and the programmes. Moreover, the schools within international correctional facilities are web-based. It is noteworthy that education has transformed so much that some activities and tasks should be written and assessed electronically for efficiency and to save time. The South African Department of Correctional Services should also adjust to the demands of education in the 21st century.

One of the most critical factors is that in international countries, the ILs are paid a stipend to attend classes. One of the assumptions of this study is that there is a high absenteeism rate at South African correctional schools. This will serve an incentive to those ILs who wish to drop-out of school in the middle of the year. The conditions within correctional facilities are not attractive for the incarcerated learners to have a desire to attend school. These conditions are not only unique to South Africa but other countries are also experiencing it as well. The schools may be cancelled at any point and the ILs sent to their holding cells early due to lack of staff or other activities.

This situation is similar in South Africa, where if there is no one who may provide an escort to the ILs there would be no tuition on the day. The amount of work which the ILs would have lost for not attending classes would, therefore, impact negatively on their progression to the next level or grade. Some international countries do not allow correctional facilities to utilise instructional technology to enhance teaching and learning. This situation is also similar South Africa where the use of technology is not permitted.

The use of technology in the classrooms would help to visualise concepts which are complex to explain to the teacher. If the ILs are unable to comprehend what is being taught, it would then make their progression difficult.

2.12 Conclusion

In this chapter, the perspectives about curriculum design and teaching were explained in detail with examples from different country's curricula which were listed as examples. Furthermore, recurring themes which emerged from the literature were discussed depicting whether there was any relationship between the assumptions why the ILs struggle in Grade 10 as opposed to what the data has revealed. The following chapter outlines the research design and methodology of the study.

3. CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research design and methodology which I employed to establish what could be hampering the academic progression of incarcerated learners (ILs) when progressing from AET level 4 to Grade 10 within correctional schools. Based on the literature studied, I went into the field equipped with the appropriate methods to thoroughly investigate the academic impediments in the progression of the ILs in their studies. The study specifically focused on the Limpopo, Mpumalanga and North West (LMN) region in the Department of Correctional Services (DCS). It addressed the over-arching question and the sub-question which were asked in Chapter 1. These questions were sufficiently answered by drawing on the following; the paradigm used, the sample chosen, instruments selected, how data was collected, data analysis and trustworthiness. This chapter concludes by outlining the ethical issues which were fundamental to the research process.

3.2 Research design

3.2.1 Philosophical assumption

The philosophical assumption used in this research study was the interpretive approach. The interpretive approach is defined by De Vos et al. (2011, p. 8) as one which seeks to understand people and the phenomenon which is being investigated. Additionally, Nieuwenhuis (2016b, p. 60) states that;

“Studying people from their social context or natural environment, there is a greater opportunity to understand the perceptions they have of their own activities”.

Thus, I entered the correctional facility to observe the participants from inside where they were comfortable. If a researcher enters the world of the participants, he or she would then understand the situation under investigation better by having direct experience of what the participants were experiencing in their natural environment. In addition, the interpretivist paradigm was relevant and suitable for this study as highlighted by Morgan and Sklar (2012, p. 73) who pointed out that the:

“Proponents of interpretivism argue that human experience can only be understood from the viewpoint of people”.

As a result, I entered the field with the understanding that I can only understand the perspective of the participants through their understanding and knowledge of their environment. In addition, the research questions were best answered by listening to the voices of both correctional educators (CEs) as well the ILs. It was incumbent upon me to focus on the learners that have experienced the progression and the CEs who were currently teaching Grade 10 classes to provide rich descriptions.

It could also be said that, a paradigm is a research philosophy which is followed by the researcher to investigate the case or occurrence at hand. On the other hand, it is a belief about the way in which data should be gathered, analysed and used. During the process of data gathering, I established what was known to be true against what is believed to be true about the academic progression of the ILs within correctional schools using the Lee S Shulman (1987) Pedagogical Content Knowledge (PCK) theory as adapted by Rahman et al. (2010, p. 86). This theory articulates what CEs need to know in dealing with diverse learners in a teaching and learning environment.

One of the key reasons why the interpretivist approach was relevant to this study was that it was supported by observation of participants and interpretation of the data collected. Similarly, Nieuwenhuis (2016b, p. 60) confirms this notion when averring that, to understand what seems like a problem with the academic progression of the ILs in correctional facilities one should first start looking at what were the aspects that contribute to their progression from AET level 4 to Grade 10. Moreover, De Vos et al. (2011, p. 8) acquiesce with Nieuwenhuis (2016b, p. 60) that people are involved in the process of trying to understand the world around them, by invariably explaining, justifying, attaching meaning to and at the same time trying to make sense of their daily actions.

The interpretive research paradigm allowed me to use transcripts, conversations and audio tapes because participants were observed in their natural environment and field research notes which took several days and long hours to analyse as articulated by De Vos et al. (2011, p. 8). These tools allowed me to quote the participants verbatim or to go back to the transcripts if there were any issues which were not correctly captured during my interaction with the participants. Thus, Nieuwenhuis (2016b, p. 61) asserts that interpretive studies seek to make sense of the occurrence through the interpretations which people assign to them. This study used the interpretivist paradigm to enable me to effectively explore the research questions of the study.

3.2.2 Qualitative research

The term research design is defined by McMillan and Schumacher (2014, p. 28) as:

“Describing the procedures for conducting any study, including when, from whom, and under what conditions the data will be obtained”.

The scholars, Kumar (2011, p. 94); (Willig, 2013, p. 20) concur with McMillan and Schumacher (2014) that a research design is like a blueprint of how the research study would be completed. I outlined how the research study was conducted, how participants were handled, and ultimately which methods were employed. The research design underpinning this study was qualitative embedded in an interpretive approach. Furthermore, qualitative research is defined by several scholars differently (Kumar, 2011, p. 94; C. Okeke, 2016, p. 209) but with similar core principles which are fundamental to the research design.

One of the definitions which I prefer is by Okeke and Van Wyk (2016, p. 209) which states that the word “qualitative” implies recognition of the research process which results in the collection of fieldwork data, which cannot be reduced to quantification and measurement. This implies that the quantification and measurement of trying to measure the academic progression of the ILs in correctional schools would better be investigated through qualitative research than quantitative methods because one can observe and recognise the results of progression over a period during the investigation process. This research study endeavoured to answer the question related to what academic challenges impede the progression of the ILs from AET level 4 to Grade 10 within correctional schools.

Notwithstanding its limitations, Malagon-Maldonado (2014, p. 120) illuminates that qualitative research design is a realistic, pragmatic and significant research method to use when little information exists about the subject. Not much research has been conducted in the DCS because of its secure environment which does not allow easy access to researchers. An equally significant aspect why the qualitative research was chosen as a research design was that it afforded me an opportunity to study the selected issue in depth and with openness, as highlighted by (M.T. Blanche, Durrheim, & Painter, 2016, p. 47). Consequently, it was imperative that I ventured into the field without any preconceived or predetermined beliefs and standardised measures, either by quantity, amount or intensity, as highlighted by (Forget & Dinah, 2014; C. Okeke, 2016).

I went into the field with an open mind. Besides, qualitative research is administered in natural settings and utilises textual data rather than numbers, as postulated by Kaplan and Maxwell (2005, p. 31). Similarly, Nieuwenhuis (2016b, p. 61) asserts that a researcher's task in the interpretive research approach is to "understand, explain and demystify social reality through the eyes of different participants". Accordingly, McMillan and Schumacher (2014, p. 20) affirm this assertion by submitting that qualitative research is more concerned with the understanding of the social phenomena from the participants' perspective.

The other pertinent aspect why I chose qualitative research design was that it provided 'rich or thick' data or descriptions, as asserted by (Denzin & Lincoln, 2011, p. 9; Lichtman, 2014; Chinedu Okeke, 2016). In the process of asking interview questions to CEs, I used probes to get clarity and further descriptions. Accordingly, Nieuwenhuis (2016c, p. 94) adds that probes are used to ask participants to give further clarity or provide more examples of what they have put forward. The other advantage of using qualitative research was that it uses the "why" questions. Delamont (2012, p. 364) articulates that the "why" question leads to the researcher gaining a clearer understanding of the target market.

Subsequently, qualitative research was ideal for examining the progression of the ILs from AET level 4 to Grade 10 using a relatively small number of participants because the class sizes within correctional schools are not as big as those of schools outside of correctional facilities, as posited by Leedy and Ormrod (2013a, p. 99). One of the compelling reasons why I choose a qualitative research design was that I had the freedom to investigate the phenomena from a diverse pool of features and qualities. For example, in investigating the academic progression of the ILs, I investigated many elements – the impact of attendance, teacher morale, curriculum design and teaching, the impact of resources on teaching and learning and instructional challenges - which may influence the ILs' academic progression from AET level 4 to Grade 10.

Later, I was able to make comparisons, especially studying the difference between aspects under investigation rather than similarities as proposed by Salkind (2010, p. 1161). Furthermore, I had a diverse pool of characteristics on progression from AET level 4 to Grade 10 to investigate. Given the advantages of the qualitative research design, there were several disadvantages of utilising this research design. For example, Delamont (2012, p. 364) identifies several disadvantages of the qualitative research which were relevant to this study, one of which was that the quality of the research was dependent on my skills as a researcher.

I ensured that I read extensively about what other qualitative researchers did when conducting their research to familiarise myself with the pitfalls of this research approach. Furthermore, Delamont (2012) proclaims that if the researcher does not have the requisite skills for researching, he or she would not be able to achieve the intended outcome of the study. Thus, I ensured that I meticulously followed the steps which I set out to collect data, analysed and interpreted data. I also used the cyclical iterative approach as proposed by Nieuwenhuis (2016c, p. 87) in analysing and interpreting the acquired data. Notwithstanding the accurate way of data collection, I was always present during the process of data gathering which may have affected the responses of the participants.

The participants could either have been too shy to speak or too cautious to answer some questions or elaborate in answering some questions. Probing was another data gathering technique which I enlisted to get a deeper understanding of what could be the challenges which the ILs were faced with when progressing from AET level 4 to Grade 10 as proposed by Nieuwenhuis (2016b); (Robert K. Yin, 2016, p. 144). Another downside of qualitative research was that I was confronted with huge amounts of data which required analysing. Therefore, Delamont (2012, p. 364) professes that the findings can be time-consuming and difficult to present. I was ready to be confronted with a huge amount of data for interpretation after going into the field because of the methods which I employed in data gathering during this research process.

I counteracted this disadvantage by ensuring that I started with the initial analysis of the data while I was still at the research site because most of the information was still fresh in my mind. The other key tenet of qualitative research which I applied during data collection was asking open-ended questions as articulated by Willig (2013, p. 20) and Leedy and Ormrod (2013a, p. 140). Asking questions was not an easy task especially as a novice researcher. I was overwhelmed by the huge amount of data and notes which were gathered which took longer to analyse and synthesise after the research process but I was able to sift through the information during data analysis.

I also knew exactly what to ask and how to ask it during the interviewing process with CEs. Except knowing how to ask questions, I used an audio-recorder, took field notes for triangulation within qualitative research. In addition, an audio-recorder was used to capture the participants' conversations verbatim. The field notes were used to corroborate the conversations contained in the audio recorder.

At the same time triangulation where multiple sources of data would be collected through, interviews with CEs, reflective tasks written by ILs and questionnaires were analysed to converge the data, so that it can support or disprove the notion that the ILs seem to struggle when progressing from AET level 4 to Grade 10 within correctional schools, as suggested by (Leedy & Ormrod, 2015, p. 104). In addition, McMillan and Schumacher (2014, p. 29) state that quantitative research is more objective than qualitative research. This is evident in that quantitative research emphasises the use of numbers, statistics, structure, and control which are not used in qualitative research.

It is further stated that if one uses numbers and statistics, one would come up with a reliable conclusion in the research study than using the differences in themes in the data gathered. Qualitative research relies on subjectivity, unlike quantitative research. Based on this assertion, I avoided being subjective during the analysis of data by making sure that I did the cross-referencing of the findings with the participants before a final report was written. Besides, I compared the field notes with transcripts and written learners reflective tasks to eliminate any discrepancies.

3.2.3 Case study

A case study is defined by (John W. Creswell, 2014; Leedy & Ormrod, 2015; Welman, Kruger, & Mitchell, 2005, p. 14) as:

“A type of qualitative research in which in-depth data is gathered relative to a single individual programme, or event for the purpose of learning more about an unknown or poorly understood situation”.

In this context, interviews were conducted with six (6) CEs to acquire their views about the academic challenges which the ILs experience when progressing from AET level 4 to Grade 10. Not only the CEs were interviewed but data was also obtained from ten (10) ILs from two correctional schools through two approaches, that is, by writing reflective tasks and a questionnaire with thirteen questions. The research study was undertaken to explore the hindrances which seem to confront the ILs within correctional schools.

The research about the academic progression of the ILs from AET level 4 to Grade 10 in correctional schools attempted to answer the question, “What is it like to experience such progression? I used a case study approach because it assisted me in collecting extensive data on the individual(s), programmes, or event (s) on which the investigation was focused, as submitted by Leedy and Ormrod (2013b, p. 141).

The other advantage of utilising a case study as stated by Zainal (2007, p. 1) was that it provided me with a holistic in-depth explanation of the social and behavioural problems which were under investigation related to the progression of learners within correctional schools. In addition, the inductive nature of the case study as highlighted by Leedy and Ormrod (2015:102) and Rule and John (2015, p. 6) allowed me to focus on specific instances where I may draw tentative generalisation about the challenges experienced by ILs when progressing from AET level 4 to Grade 10 within correctional schools. Besides, in this study I entered the field with many questions and views held about what could be the challenges faced by the ILs when progressing from AET to Grade 10.

Moreover, this approach was appropriate and relevant because it addressed the overarching research question and the sub-question of the study as set out in Chapter 1. Similarly, I used a case study as proposed by Leedy and Ormrod (2014, p. 143) because it was suitable for learning more about a little known or poorly understood situation as there was not much research in the DCS because of its secure environment. It is indeed true that not much research has been done in the South African Department of Correctional Services based on few scholars who were available especially related to curriculum design and teaching within the DCS, which lends credence to the fact that something needs to be done to establish what seems like hindrances to the progression of the ILs when they progress from AET to Grade 10 within correctional schools.

I also used interviews to acquire data from CEs about their views and experiences on progression from AET to Grade 10. Subsequently, Okeke and Van Wyk (2016, p. 299); cf. Nieuwenhuis (2016c, p. 82) recommend the use of case studies to acquire information for achieving a holistic understanding of the interviewee's point of view or situation. In-depth interviews were used to explore interesting areas for further investigation. In this study, in-depth interviews were like a conversation with the identified CEs. Information obtained through in-depth interviews were qualitative in nature.

Even so, Bennett (2015, p. 41) attests to this notion in stating that a case study tells a story and to understand the story as a whole the different parts must be examined. In the study about the academic progression of the ILs, most of the factors which seem to play a role in hampering the academic progression of the ILs were fully investigated. The case study also went beyond the quantitative statistical results and understands the behavioural conditions through the actor's perspective, which were the CEs and the ILs. However, a case study research had disadvantages, for an example, it was very difficult to generalise from a single case research to all the DCS correctional schools.

Therefore, one cannot assume that the same findings which were discovered in the research sites, that is, the two correctional schools can be generalised and conclusions may be made about other correctional schools about the same issue. There was a possibility of biases in data collection and interpretation because I was the only person who gathered and analysed the data during the research process.

3.3 Research sites

I chose a correctional facility in the region of the Limpopo, Mpumalanga and North West (LMN) because it houses two schools, one for adult learners and another for juveniles. In the South African DCS incarcerated adult learners do not attend school and do not mix with incarcerated juvenile learners. Even within the holding cells, adult and juvenile inmates are accommodated separately as documented in the Department of Correctional Services, B-order, on Safety and Security. The sample chosen was ideal for this study because the curriculum offered to all ILs below Grade 10 within correctional schools was adult education, that is, AET levels 1 to 4 before they progress to Grade 10.

All the ILs below Grade 10, despite their age were offered an adult education which was not appropriate and relevant for their age based on the education system of the country and for reintegration purposes if some of them were released during the process of studying while incarcerated. Again, this research site was chosen because I did not have to travel long distances to compare the data because the two schools were within the same radius. As a result, adult learners were able to provide their perspectives about progression from AET level 4 to Grade 10 whilst thick descriptions were elicited from the juveniles. Of central concern to the use of purposive sampling was representativeness which was addressed by conducting this research at two schools which were housed within the same correctional facility as articulated by (M.T. Blanche et al., 2016, p. 49).

The Republic of South Africa has nine provinces, but Correctional Services has demarcated these provinces into six regions for easier management of their programmes. These six regions are; Gauteng (GP), Eastern Cape (EC), Western Cape (WC), Free State/Northern Cape (FS/NC); KwaZulu Natal (KZN) and Limpopo, Mpumalanga and North West (LMN). It should be noteworthy that the FS/NC has been amalgamated into one region, whilst it is the same with LMN which comprises of three provinces combined into one. The map (Figure 3.1) illustrates where the nine South African provinces are located.



Figure 3.1: Location of the research site

This study was conducted to the ILs and CEs in two correctional schools in the South African Correctional Services. Consequently, Figure 3.2 depicts one of the correctional facilities within the DCS.



Figure 3.2: A DCS correctional facility

In the South African Correctional facilities, educational programmes are offered within this enclosed environment.

3.4 Participants: profile and selection criteria

All the **incarcerated learners** were males. No female inmates had shown interest to register for Grades 10-12 at these correctional schools as per DCS (2009, p. 134) as contained in Chapter 9, Section 9.7, Sub-section 9.7.1 which deals with the Correctional Sentence Plan.

The ILs were all juveniles between the ages of 18-21 years while adult learners were from 21 and above. These ILs were from across the country hence they speak different languages. In addition, for this study the ILs who were purposively selected were a group of ten (5 from the adult school and 5 from the juvenile school) who were currently in Grade 10 having progressed from AET level 4 to Grade 10. The crimes which they committed vary from serious, for example from murder to less serious crimes, which were petty crimes. I excluded the reasons for their sentencing because they would not assist in this research study. Additionally, the ILs were sceptical to offer information to any stranger and would be difficult to then disclose such sensitive and personal information to me.

Table 3.1: Age categorisation of incarcerated persons as per the DCS regulations

-
- (I) Children (14 to below 18 years);
 - (II) Juveniles (18 to 29 years);
 - (III) Youth (21 to 25 years);
 - (IV) Adults (above 25 to 60); and
 - (V) Elderly (above 60 years)
-

The study further sought information about the challenges experienced by the ILs about progression from AET level 4 to Grade 10 from CEs (3 from the adult school and 3 from the juvenile school) who were currently teaching a Grade 10 class in the correctional facility. They would be able to provide thick descriptions as outlined by (Denzin & Lincoln, 2011, p. 209; Lichtman, 2014; C. Okeke, 2016). Moreover, the CEs who offer tuition at both correctional schools were suitably qualified. These CEs were employed full-time by the DCS. In addition, the CEs offering tuition were a heterogenous group of male and female.

Equally important, the CEs who offer tuition within correctional schools differ greatly; some were qualified, some were functional officials (have appropriate educational qualifications but were earlier employed as ordinary correctional officials) while some were trained offender tutors (offenders who have appropriate qualifications and are employed by the DCS to teach other inmates). This is confirmation that education in correctional schools is at a different level and environment as that of schools outside of correctional facilities because in mainstream schools, only qualified educators are employed by Department of Basic Education (DBE).

On the other hand, when I selected the CEs, I deliberately isolated other categories who were not currently offering tuition in Grade10 because they were not at this time experiencing this progression. They will not be able to provide an authentic perspective of how they had experienced the challenges of the academic progression from AET level 4 to Grade 10. The CEs who were not currently teaching Grade 10 learners may only provide an outside view or perspective on the matter as they were not directly involved with the case in question. Consequently, Table 3.2 depicts the profiles of CEs which were obtained through one of the interview questions.

Table 3.2: Profiles of correctional educators (CEs)

Participants demographic characteristics					
Participants	Gender	Teaching experience in the DCS	Grades teaching	Subjects	Qualifications
CE 1	Male	12 years	Grades 10-12 AET level 4	Life Sciences	S.T.D; F.D.E
CE 2	Male	20 years	Grades 10-12 AET level 4	Mathematics Mathematical Literacy	B.Com.
CE 3	Female	11 years	Grades 10-12 AET level 3	Sepedi H/L English FAL	B.Ed. (Hons)
CE 4	Female	7 years	Grades 10-11 AET levels 3 & 4	Business Studies Life Orientation Small, Medium Micro Enterprise (SMME)	B.Ed.
CE 5	Male	18 years	Grades 10-12 AET level 4	Mathematics Mathematical Literacy	S.T.D.
CE 6	Female	8 years	Grades 10-12 AET level 4	English First Additional Language	B.Ed. (Hons)

An inference which could be made from Table 3.2 is that the CEs who offer educational programmes in the DCS were appropriately qualified. These CEs were employed full-time by the DCS. In the final analysis, it is important to note that there were male and female CEs who offer tuition at both correctional schools. The research process which I conducted required that I should purposefully select a sample of participants from which I acquired data, hence the choice of purposeful sampling as a data collection method. According to (Leedy & Ormrod, 2015) and (Nieuwenhuis, 2016c) the key principle to purposive sampling was that “individuals in a sample, who were required for the research study, were chosen with a ‘purpose’ which represented a phenomenon, group, incident, location or type relating to what needed to be tested”.

In this study what needed to be tested was whether there were any challenges which the ILs were faced with in their progression from AET level 4 to Grade 10 within correctional schools. The other important reason why purposeful sampling was chosen for this study was that this research study was less concerned with statistical accuracy but rather detailed and in-depth analysis of the phenomena on learner progression, as envisioned by M.T. Blanche et al. (2016, p. 49). The DCS’s primary mandate is not education but security, safety, and justice for South African citizens. To further illustrate this point, the DCS (2009, p. 150), Chapter 10, Section 10.1, sub-section 10.1.1 states that the Department’s focus on rehabilitation as the desired outcome of service delivery should not make it lose its mandate of providing security to the public from those offenders who constitute a threat to their safety.

This further allowed me to draw a reasonable sample of participants because Correctional Services does not have many CEs in their employ unlike the DBE whose mandate is education wherein there would be a bigger number of educators at their schools. Again, as highlighted by De Vos et al. (2011, p. 392) purposive sampling was used because a particular case chosen demonstrated some characteristics or processes which were of interest for a particular study. In the South African Department of Correctional Services, there seems to be this deviant phenomenon of offering incarcerated juveniles education which is not relevant and appropriate to their age, level, and scope. This curriculum which was offered to them seems to cause challenges to their academic progression, especially when they progress to Grade 10.

The participants whom I purposively selected were ten Grade 10 incarcerated learners. In support why purposively sampling was appropriate for this study as contemplated by Morgan and Sklar (2012, p. 69) was that participants who were chosen had some defining characteristics that made them the holders of data needed for this study.

In this study, CEs who were currently teaching Grade 10 classes were selected as well as the ILs who were currently in Grade 10 having progressed from AET level 4 the previous year. These participants were the holders of the data needed for this study that is why they were purposively selected. At the same time the correctional facility which was selected had adult and juvenile learners housed seapartely. Each school had its own principal. One of the reasons why there were two schools within this facility was that adult learners were not allowed to mix with juvenile learners.

These schools were both full-time schools, registered with the DBE. Incarcerated learners from these schools write similar examinations as those of schools outside of the correctional facility. A disadvantage of purposive sampling was that it was judgemental. In line with the assertion by De Vos et al. (2011, p. 392) who point out that researches are wholly based on the conclusion of the researcher because everything is chosen based on what will serve the purpose of the study being true. In this instance, what will serve or assist the study was or might have been initially known by me as a researcher and not the participants.

As a result, it might influence the direction which I want to research to follow. In this research study, I avoided being judgemental by staying neutral at all times and based my findings on the data collected and what other scholars were saying about progression. In addition, Welman et al. (2005, p. 69) assert that it is impossible to evaluate the extent to which the samples chosen in purposively were representative of the relevant population. It is indeed true that one may find out that the CEs and the ILs who were not currently involved in Grade 10 may provide more useful and insightful information than the group which was selected.

3.5 Data collection procedure

I used the cyclical and iterative process of data collection, reflection, and analysis as defined by Nieuwenhuis (2016c, p. 87) in which I went back and forth in analysing the data. Futhermore, Robert K. Yin (2016, p. 164) recommends that a researcher need to learn to record the information from participants without disrupting their rhythm or space while they are explaining an issue. I utilised this simple, easy, and efficient method while collecting data because I perused through the data, identified the gaps and drew new plans based on the findings.

The cyclical process of data collection and verification was repeated several times until I was satisfied that the data gathered converged to a particular tangible idea about the progression of the ILs from AET level 4 to Grade 10.

Even so, as contended by John W. Creswell (2014, p. 189) I employed the iterative data collection strategy and stopped analysing the data when it reached a saturation point, meaning when I could not find anything new in the data. In addition, I used field notes as one of the techniques for data collection. I recorded conversations using an audio-recorder while at the same time writing down notes for comparison and verification. Proponents of field notes, Hamilton and Corbett-Whittier (2013, p. 102) state that field notes provide contextual information which was salient for the research study but not too obvious during the interview process. As a consequence, the field notes were useful when I triangulated the results of the research process.

In the process of data collection, I ensured that I avoided collecting harmful information, for example, taking pictures of the ILs, disclosing their real names or the pictures of their classroom environment. All these characteristics would reveal the location of the research site which may impact negatively on their well-being. John W. Creswell (2014, p. 98) advises that I need to determine harmful or intimate information so that it cannot impact negatively on the research study. Accordingly, I ensured anonymity by using pseudonyms and did not collect any information which concerns the criminal records of the ILs. At the same time, the environment in the DCS compels everyone not to publish any information regarding correctional facilities unless permitted to do.

3.6 Instrumentation

The research instruments are tools, data sources or techniques that a researcher uses to systematically collect data that represents opinions and experiences of participants in the research study. In this study, the opinions and experiences of both CEs and the ILs were elicited to illuminate the challenges which they may be faced with during their academic progression from AET level 4 to Grade 10 within correctional schools.

3.6.1 Semi-structured interviews

An interview was used as one of the methods of data collection about the academic progression of the ILs from AET level 4 to Grade 10 in correctional facilities. Lichtman (2014); (Seabi, 2012, p. 246) defines an interview as “a method of data collection in which the researcher asks participants open-ended questions to learn about their ideas, beliefs, views and opinions” about something. This definition is relevant to this study because open-ended questions produced thick descriptions on progression of learners within correctional schools.

These interviews were administered to six CEs (3 males and 3 females) within two correctional schools. A heterogeneous group of CEs were selected to obtain a balanced view. The interviews were conducted within the correctional facility at each school. Each interview session lasted for 60 minutes without disturbing the school's tuition programme. More importantly, the CEs were interviewed during their spare time. In addition, an audio-recorder was used to capture verbatim data during the interview sessions. On the other hand, the semi-structured interview was used because it allowed me to have a set of questions and a format to be followed but at the same time, it afforded me the leeway to change the order of questions depending on the situation, as posited by Lichtman (2014, p. 248).

This situation was ideal because the participants were at different levels in terms of their eloquence. In some instances, I probed to extract answers from the interviewees. Additionally, the interview process allowed me to grade questions according to an order of importance. I ensured that I do not ask leading questions during the interview process as suggested by M.T. Blanche et al. (2016, p. 299); cf. Nieuwenhuis (2016c, p. 94). This may also lead to misrepresentations of the intended outcome of the research study. I made sure that the questions were the same to all the participants but probed on certain matters which needed clarity. The interviews at both correctional schools were conducted in a demarcated and pre-arranged rooms. Moreover, all the CEs at each school were interviewed on one occasion on the same day. This helped in that I was able to be consistent in asking the same questions to each educator.

(See Interview protocol attached as Appendix A)

3.6.2 Learner reflective tasks

One of the techniques which I employed to gather data from the ILs was for them to write a story about their academic journey through what is called "rivers of life". Rivers of life is defined by Moussa (2016, p. 1) as reflections on key stages in ones' life, positive experiences and influences, as well as difficult challenges. The ILs used this metaphor of a river to draw mind maps and explain each tributary that emanates from it. It was further used as a symbol of their progression from AET level 4 to Grade 10. It is important to note that a river flows to a certain direction, sometimes faster or slower. There were also obstacles in the river; either stones, trees, dangerous animals or strong tides. The responsibility of the participants would be to point out the significant elements that have contributed to shaping their 'rivers of life' the way they were now.

These ILs should explain how they found the progression from AET level 4 to Grade 10 to have been. During the writing of the reflective tasks, I instructed the ILs to use a drawing technique or a graphic representation called “rivers of life” to represent their thoughts about progression from AET level to Grade 10. They were first presented with a specimen of how a “rivers of life” look like. From the sample diagram each IL would have to draw his own “Rivers of life” and indicate the challenges which they encountered during their academic journey since they started registering for AET level 4 until they reached Grade 10.

As a result, the following key concepts about a river were outlined, tributaries indicating key influences, rough waters in the river illustrating times when one has encountered difficult challenges in life that have been a source of valuable learning and that the river can run straight or it can twist which reflect the turning moments in their lives, Moussa (2016, p. 184). After a thorough explanation, the ILs were provided with paper, crayons, pencils, erasers, markers and pens to represent their views regarding progression from AET level 4 to Grade 10 in the form of a river portraying their views flowing in the river. They then narrated their views in the form of a reflective essay depicting them through the rough waters, which were challenges that they encountered during their journey of progressing to Grade 10.

I was the only one who was present during the writing of the reflective tasks so that the ILs can feel comfortable to divulge more information about their challenges when progressing from AET level 4 to Grade 10. Subsequent to the writing of the reflective tasks, I marked each ILs’ task and identified the challenges painted by each. These challenges were highlighted in colour and the excerpts were used as direct quotes in data analysis to validate their challenges. The information gathered from the reflective tasks was matched to that of interviews with the CEs. After careful consideration, I developed questions for the questionnaire to acquire clarity and substantiate those issues which were not clear when analysing the data from CEs and the ILs.

(See attached Rivers of Life as Appendix B 1 and the Reflective task instructions attached as Appendix B 2)

3.6.3 Questionnaires

I also used questionnaires, specifically a Likert scale questionnaire to triangulate data during this research study as articulated by (Leedy & Ormrod, 2013a, p. 192; Maree & Pietersen, 2016, p. 186).

The questionnaire was administered after I have engaged with the data gathered during the interviews with the CEs and reflective tasks written by the ILs. The questionnaire consists of thirteen questions which were formulated on a scale of 1 to 4 based on their feelings on progression from AET level 4 to Grade 10.

These questions were formulated in such a way that they were short and simple to understand. Furthermore, the questions were able to confirm and disprove some of the following aspects which were not clear before it was administered; the inconsistencies in AET curriculum, class attendance, the ILs literacy levels, the availability of teaching and learning resources, the impact of the distractions within the correctional schools and the impact of learner motivation in increasing learner attainment. Again, one of the key reasons why a questionnaire was used was that I did not have an opportunity to use probes to get clarity from the ILs about what they have written in their reflective tasks. It was through these questions that I obtained further clarity on unclear issues raised by both CEs and the ILs.

(See attached Questionnaire as Appendix C)

3.7 Data analysis

The data analysis of this research study is embedded in the interpretive research approach. The analysis of data in this research study was guided by Saldaña (2013) on coding for qualitative researchers. In addition, Nieuwenhuis (2016a, p. 116) further defines coding as a process of reading carefully through transcribed data, line by line, and dividing it into meaningful analytical units. In the process of analysing the data in the research process, I used coding by bracketing chunks (or text or image segments) and writing a word representing a category in the margins as defined by John W. Creswell (2014, p. 197). However, (Bennett, 2015, p. 48; John W. Creswell, 2014, p. 197; Dixon, 2015, p. 278) defines coding as a collection of multiple forms of data related to the same research question, with the goal of finding consistencies among data.

In support of this claim, R.K. Yin (2016, p. 197) proposes that I must make discretionary choices on what is salient (meaning not important) or important about the segments or chunks of data to be coded. This is a skill which assisted me in determining what were the important factors which appeared regularly or the least in the answers that were provided by the participants. The first step which I took was to familiarise myself with the gathered data by transcribing the recorded data into written forms.

During this process, these transcriptions were compared with field notes which were recorded during the actual interview process. While I was reading through the data, I paid special attention to any form of patterns or ideas which were repetitive from the data. I then recorded these ideas or patterns in the margins, and they were later used for coding purposes. The second step was to develop the codes from the patterns which emerged from the initial data analysis. During this process I was able to clearly identify the repetitions and patterns in the data. I used the In Vivo coding as proposed by Saldaña (2013, p. 91) by using the verbatim words of participants. The third step was the development of themes and sub-themes from the codes. Subsequently, coding was done to cluster similar responses emergent from the data.

The following four themes emerged from the data: curriculum matters, educator perceptions, learner personal problems and institutional challenges. Under the theme curriculum matters the following sub-themes were emergent; challenges on learner progression, inconsistencies in curriculum, learner support, literacy levels and effectiveness of placement tests. In addition, the identified sub-themes of educator perceptions were; learner motivation and teaching and learning resources. In relation to the theme on learner personal problems, the sub-themes which were identified were; needs spectacles, needs identity document for registration as well as the wife moved out of the house with the children.

At the end, the sub-themes which emerged from the theme on institutional challenges were; fluctuating attendance, random body searches, poor kitchen routine and teacher commitment. These emergent themes were initially identified during data collection but became clearer at the stage of data analysis. It is noteworthy that the themes which emerged during data analysis were not imposed by me as a researcher but emerged naturally from the data. The third step was that from the eight categories which emerged from the data four (4) themes were emergent.

These themes which emerged from the formulated categories were the following; curriculum matters, educator issues, the IL's personal problems and institutional challenges. The fourth and last step was to thoroughly analyse, interpret and discuss the findings as delineated in Chapter 4. Figure 3.3 as proposed by Lichtman (2014, p. 328) portrays the coding process which applied in this study as adapted from Lichtman (2014, p. 328).

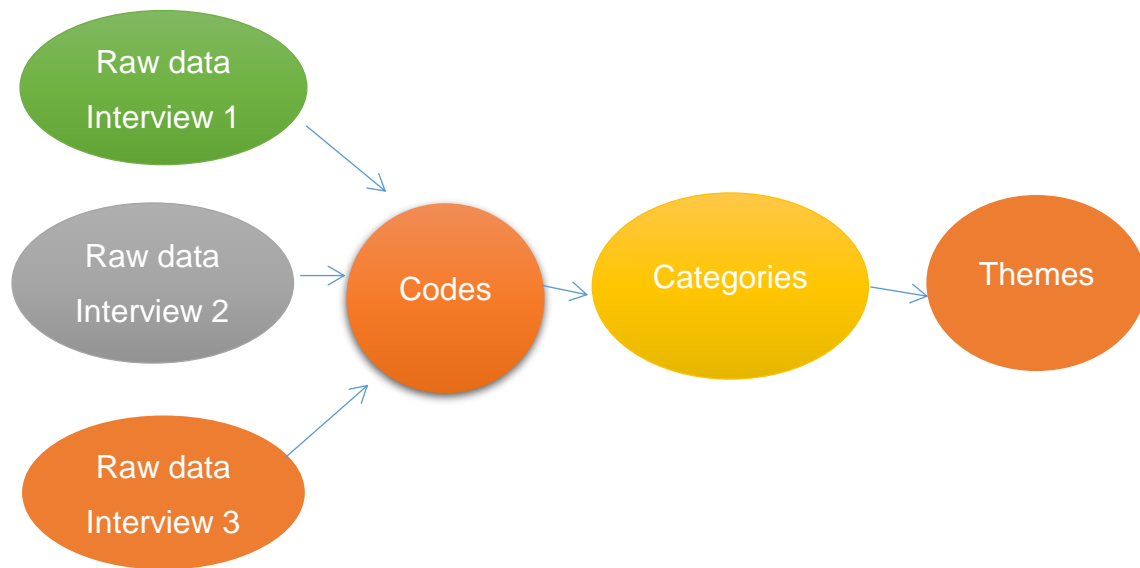


Figure 3.3: Process followed on raw data interpretation

Moreover, the patterns or segments under which data was divided helped in finding reasonable strategy to analyse huge chunks of data into smaller and manageable pieces. In the same breath, Willig (2013, p. 99) concur with John W. Creswell (2014) that the selection of the material for analysis should be labelled with segments, for example, in the academic progression of learners, themes like truancy may come up. This was used as a theme for data analysis at the end of the research process. A further point, as articulated by Adamson (2004, p. 119) was that I reduced the data during the data analysis period; one must use the “natural meaning units”. Adamson (2004, p. 119) defines the “natural meaning units” as identifying “central themes” in the interviews, reflective tasks and questionnaires which were data collection techniques employed in this study.

In order to safeguard the identity of the participants I ensured that pseudonyms were used to conceal the identity of the participants as suggested by Seidman (2013, p. 72). This was done, for instance, to prevent a casual observer who may happen to see a transcript on a desk not to be able to identify the participants. Furthermore, Seidman (2013, p. 72) recommends that the original records, such as contact details, informed consent forms, and audio-tapes should be kept in a safe or secure place to avoid the names of participants being unintentionally disclosed. All the documents would be kept at the University of Pretoria for a period of five years. I ensured that all the safety precautions related to the study were always adhered to.

Besides safeguarding the data, I triangulated the data to ensure its authenticity. R.K. Yin (2016, p. 87) refers to triangulation as the converging lines of the inquiry. This means that while I was trying to go back and forth to find a common ground in the data that was a true way of validating the data. There were several sources of data collection used in this study which affirm that data has been thoroughly triangulated for credibility as supported by Pettit (2012, p. 45). I used the various methods of data collection to ensure triangulation; interviews with correctional educators, the reflective tasks and questionnaires with ILs as well as field notes. Lastly, I compared the transcripts from the interviews and the field notes to ensure that there was commonality of information.

I further conducted the research in a credible manner so that any other researcher who would want to perform this research must find it to be convincing and worth taking, as articulated by Leedy and Ormrod (2013a, p. 262). Furthermore, Willig (2013, p. 75) declare that triangulation enriches case study which is a research approach chosen for this study because it allowed me to approach the case from several different perspectives. At the end, an audit trail of all the documents – interview questions, scripts of learner reflective tasks instructions, questionnaire scripts, the research journal, memory stick with interview records were kept at the university as suggested by Pettit (2012, p. 45).

3.8 Trustworthiness

The term trustworthiness is defined by Cope (2014, p. 90) as the process of using multiple sources to draw conclusions rather than relying on a single source. Thus, the validity of the research implies examining the accuracy of the findings and the consistency of the methods employed. In addition, Cope (2014, p. 90) goes further to say that trustworthiness can be attained through triangulation using multiple methods of data collection to gain an articulate, comprehensive view of the phenomenon. I used various methods of data collection, for example, reflective tasks, interviews, and questionnaires to gather data from the participants.

I also ensured trustworthiness through the credibility of the study. According to Martin Terre Blanche, Blanche, Durrheim, and Painter (2006, p. 90), I ensured that the research findings were conclusive by showing that there was a match between the participants' views and my reconstruction and representation of the facts as discussed in Chapter 4. Comparative tables with excerpts from correctional educators and incarcerated learners were created depicting common and divergent responses. These responses were then analysed, discussed and interpreted under the findings of this study.

This assertion was congruent to what R.K. Yin (2016, p. 106) submits that the more one can show such convergence of data especially on key findings, the stronger the evidence of credibility. Furthermore, I ensured that the data about the progression of learners validate emerging themes. Besides, I monitored the quality of the recording and transcriptions of data, the methods of observation and the interviews used in this research study. This was done in order to ensure that there was consistency of data over similar conditions as suggested by Cope (2014, p. 89). This study would be deemed dependable if its findings would be replicated with similar participants in similar conditions.

Even more importantly, Martin Terre Blanche et al. (2006, p. 92) point out that the main aim of ensuring trustworthiness is by indicating how accuracy and conclusiveness of the findings were arrived at during the research study. The research findings should be a true reflection of what happened during the research process because I maintained adherence to utilising multiple data sources. I safeguarded conformability by reducing my biases. This was done by being neutral always. I made sure that I eliminated the research errors so that the results can be confirmable through cyclical iterative data analysis so that I can cross check and verify the data gathered.

I further used quotes from the participants as proof that data was indeed acquired verbatim from them. Transferability cannot be completely achieved but the thick descriptions of the data would be used to other similar situations, as articulated by Martin Terre Blanche et al. (2006, pp. 91-92). In addition, Di Fabio and Maree (2012, p. 140) defines it as the extent to which the results can be 'exported' and generalized to other contexts while at the same time R.K. Yin (2016, p. 106) asserts that transferability does accept a degree of generalizing. These understandings can then be transferred to new contexts in other studies to provide a framework with which to reflect on the arrangements of meaning and action that occur in these new contexts. It helped the study in that its findings may be transferred to other correctional facilities that have similar learners who are progressing from AET level 4 to Grade 10.

3.9 Ethical considerations

According to (Lichtman, 2014, p. 56; Welman et al., 2005) ethical issues have to do with doing what is right, treating people fairly and not hurting anyone. Before I could commence with the research study, I complied with several ethical conditions which were applicable. I obtained permission from the university as well as from the Department of Correctional Services to conduct my research study.

(see attached letter of Permission to conduct research in the DCS as Appendix D 1; UP Ethics approval as Appendix D 2 and DCS Ethics approval as Appendix D 3).

All the participants would complete consent forms before the commencement of the research study as articulated by Hamilton and Corbett-Whittier (2013, p. 71); cf. Seidman (2013, p. 63); see Okeke and Van Wyk (2016, p. 116) wherein all the elements of the research are outlined. The participants are also made aware that they are not forced to participate in the research study, (M.T. Blanche et al., 2016, p. 72; De Vos et al., 2011, p. 129). The participants would be made aware that they may withdraw from the research study at any point that they feel uncomfortable.

First of all, the participants (i.e. correctional educators and incarcerated learners) signed consent forms before the commencement of the research study as posited by (Hamilton, Corbett-Whittier, 2013:71; cf. Lichtman, 2014:59). The participants were informed about the purpose of the study and their right to refuse to participate at any given moment if they feel uncomfortable. Furthermore, I confirmed the anonymity of the participants through the use of pseudonym or aliases which were used to refer to the participants as suggested by (John W. Creswell, 2014, p. 99; De Vos et al., 2011, p. 119; Sotuku & Duku, 2016, p. 124).

I endeavoured not to disclose the real names of either the correctional school or the participants. This was also in principle to avoid unnecessary litigations by inmates or by the correctional centre itself against the researcher who revealed their confidential information without consent. I also made sure that all the participants were made aware that their participation was voluntary and they would not be paid for participation in the research study. Similarly, case studies deal with the sensitive information about the individual participant's life events, as articulated by Willig (2013, p. 82) it was therefore pertinent that I was particularly sensitive to issues of confidentiality and anonymity, especially when dealing with incarcerated persons.

One of the most valuable advice provided by Willig (2013, p. 82) was that I avoided committing accidental deductive disclosure. Accidental deductive disclosure was explained as the traits or characteristics of individuals or groups that make them identifiable in the research reports. In the reports which I compiled I avoided using the names or any information which might give a hint that the schools which were used for this research study could be identifiable to the public.

During the process of analysing the results, all the documents which contained data obtained from the participants were kept in a safe. In addition, Shumba et al. (2016, p. 124) submit that confidentiality points to both oral and written information provided by participants to the researcher. In this study, correctional educators provided information through the interview process while incarcerated learners shared information with me through the writing of reflective tasks and questionnaires. I therefore undertook not to reveal any information to anyone about the participants.

(See attached Informed consent letter for Correctional educators as Appendix E 1 and for Incarcerated learners as Appendix E 2)

3.10 Conclusion

The previous chapter was based on literature review related to the progression of learners from AET level 4 to Grade 10. This chapter outlined the justification of the methodology employed in this study. The chapter commenced with delineating the philosophical assumption, the choice of sampling and data collection instruments utilised in the study. In addition, the reasons for choosing these methods and the challenges related to each are conversed. Next, important ethical issues related to the study were analysed. The next chapter presents the results.

4. CHAPTER 4: PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

The aim of this chapter is to present, interpret and discuss my data. These data were obtained from interviews with six (6) correctional educators (CEs) at two correctional schools, one from an adult school and another from a juvenile school. Moreover, data were also acquired from ten (10) incarcerated learners (ILs) through the writing of the reflective tasks using drawings called “rivers of life” wherein they revealed their academic journey from AET level 4 to Grade 10. Besides the reflective tasks, the ILs answered questions based on a questionnaire formulated subsequent to the assessing of their reflective tasks. The questionnaire was used after assessing the ILs’ reflective tasks because there were some concepts, beliefs and sub-themes which needed further clarity. Data presentation commences with the presentation of the three data sets. Lastly, the discussion and presentation of key findings, data synthesis and conclusion sums up the chapter.

4.2 Data presentation: interviews with correctional educators

In line with the proponents of qualitative analysis, I used thematic analysis as a method of categorizing, examining and recording patterns as proposed by Braun and Clarke (2006, p. 82). The interviews were conducted with six CEs from the juvenile and the adult school. The CEs were randomly allocated numerical numbers from 1 to 6, for example, CE 1-6 to safeguard their identity. It should be noteworthy that the numerical numbering was randomly used to refer to educators without any order in which they were interviewed.

Besides, I ensured that all the interviewees were free at the time of the interview session so that I could not disturb tuition time at either school. Each CE was asked the same questions and probing was used when further clarity was required from some participants. The semi-structured one-on-one interviews consisting of twenty-four open-ended questions were asked in a similar manner to each CE. These questions were categorised according to subjects, for example, questions on the importance of prior learning in progression. Equally important, the quotes used in this study are verbatim from the participants. A specific place was allocated to me within the correctional facility to conduct the interviews. I took notes using my field note book recording key concepts and beliefs raised by the CEs.

At both schools all the interviews went well, except at the adult school where there was some external noise caused by the grass cutter which commenced while I was in the process of conducting the interviews. The noise did not affect the interview process as well as the audio recorder that much because when I listened to it during the transcription period, the voices of the participants were still audible. At the same time, during the interview process one aggrieved CE diverted from answering the questions but I managed to listen and redirect the participant to answer the question posed to him or her. I later advised the participant to follow proper procedure and protocol to raise his or her concerns to the management of the correctional facility.

In addition, I used a phenomenological approach as espoused by McMillan and Schumacher (2014, p. 382) to obtain the meanings or essence of lived experiences of the CEs on learner progression from AET level 4 to Grade 10 within correctional schools. In reporting the results, excerpts from the CEs were used to substantiate the research findings. From the responses of the CEs, they were categorised into thematic units which reflected the challenges experienced by ILs when progressing from AET level 4 to Grade 10 within correctional schools. In line with the research questions, the responses from the CEs reflect some of the concepts which were addressed during the interviews.

Question 1 and 2 of this research study acquired data about the teaching experience and profiles of the CEs. In addition to the CE's profiles, their opinions about the difference in teaching at a correctional school and a school outside of the correctional facility were sought. Question 3 and 4 focused on the difference between the curriculum of AET and Grade 10 and how it may affect learner progression. The responses from the CEs portray huge discrepancies about the AET curriculum as compared to Grade 10. Evidently, these discrepancies may have led to the ILs struggling to cope in subsequent grades or levels.

The following excerpts from CEs interviews reflect the magnitude of the disjuncture between AET and that of Grade 10 curriculum:

CE 1: "There is a vast difference ... AET programme has less subjects and less notional time ... the notional time is just four hours per week ... there is no link of subjects with Grade 10 ... in CAPS, we work within the parameters of a syllabus which needs to be covered ... the curriculum for AET was meant for adults ... people who are working ... the content is either above or below the expected level".

CE 2: *“For example in Mathematics ... in AET level 4, it is Arithmetic not Mathematics ... there is a big difference ... yes, it does have an impact on their progression ... there is no scheme of work to be followed ... there is a difference between the scheme of work and the textbook used”.*

CE 3: *“There is no home languages in AET level 4 as part of the curriculum ... syllabus is not the same ... learners do not cope in Grade 10 because of the different standards of work ... some learners who progress from AET level 4 have never been at school before their incarceration ... it is not easy for them to understand some concepts ... some do not even have basics of some subjects”.*

CE 4: *“The workload in Grade 10 is more than in AET level 4 ... the mark allocation of tasks in AET is lower than those in Grade 10 ... the AET curriculum needs to be revised”.*

CE 5: *“It looks easier (AET) rather the Grade 10 ... in Grades it is difficult ... the content of subjects requires high skills and knowledge”.*

CE 6: *“Yes, the mark allocations of AET tasks are different from those of Grade 10”*

From the responses of the CEs it is evident there were serious curriculum discrepancies related to AET level 4 and Grade 10 subjects. As a result, if there was no link of subject content in levels or grades in which learners would progress to, it may cause serious challenges for the learners. Besides, questions 5, 6, 7 and 8 focused on the experiences relative to the relationship between AET curriculum and Grade 10. For example, the questions focused on the positives or negatives of progression, as well as what could have been done differently in structuring the curriculum in DCS schools. One of the significant experiences of CEs was the one mentioned by CE 2 who indicated the following with regard to progression in a subject which he or she teaches:

“Not a single student passes Grade 12 ... some have dropped out ... in Maths they do not cope at all”.

From this statement it is indeed evident that the ILs progressing from AET level to Grade 10 struggle to cope with the curriculum in subsequent grades or levels. This assertion is furthermore substantiated by CE 1 who states that:

“AET learners do not pass with good marks because of the gap ... the learners would struggle to master the content ... learners do not pass with good marks ... dedicated teachers assist them to pass”.

Consequently, more CEs (CE 3, CE 3 & CE 4) have recommended the introduction of Grades 8 to 9 as a solution to this problem. Furthermore, question 9 and its sub-questions focused on how learners were allocated appropriate levels when they were admitted for educational programmes within correctional facilities. In most instances learners did not have appropriate report cards when they were incarcerated. Similar to European countries, as articulated by Moriarity (2014, p. 7) and Currier (2018, p. 57) inmates were assigned programmes based on their literacy assessment. In South Africa too, an assessment test called a “placement test” is used to assign ILs levels before they could progress to Grade 10.

Even so, the CEs responses seem to unanimously suggest that they were trained to administer the tests but do not overwhelmingly agree that they were a useful tool to assign learners to appropriate levels. This was evident in the responses of CE 1, CE 2, CE 3, CE 4 and CE 6 who indicated challenges related to placement tests within correctional schools.

CE 1: *“They should not be used because they were meant for learners who cannot write and count ... these tests do not test the potential of the incarcerated learner ... besides teachers were trained on how to administer the placement tests ... teachers know how to use them ... some learners get bored because of wrong placement”.*

CE 2: *“The tests are not adequate ... some of the learners have forgotten everything which they were taught the previous years ... it is like a surprise test ... learners need to be taught first ... besides, teachers are able to use them appropriately”.*

CE 3: *“The tool is not fair enough ... e.g. a learner may perform better after writing a placement test ... some are taken back to a lower level while some higher but it does not discourage them ... placement tests can impact on learner progression ... but teachers are able to use them ... Yes, they went for workshops”.*

CE 4: *“No, teachers cannot use them appropriately”.*

CE 6: *“No, they can be used wrongly ... the offenders have also worked their way around placement tests ... some are deliberately getting the answers wrong so that they can be placed in a particular level”.*

These quotes reveal that placement tests are problematic to use within correctional schools. To further validate this point, Figure 4.4 on questionnaires reveals a thought-provoking view. All the juveniles (100%) seem to strongly disagree with the fact that placement tests should be abolished while 60% of adults also strongly disagree that placement tests should be abolished.

An inference which can be made from this observation is that these juveniles want to progress quickly to Grade 10 rather than progressing through Grades 7, 8, 9 and 10 which is similar to mainstream schools outside the correctional facility. This further substantiates what CEs have indicated that the AET levels are subsumed into one level which may be problematic during progression to Grade 10 and subsequent grades. Additionally, question 10 and its sub-questions dealt with the literacy levels of the ILs and whether it can impact on learner progression. The responses from the CEs seem to reveal incongruencies as depicted in the following comparative responses among correctional educators:

CE 1: "Some of them, their literacy level is high".

CE 2: "Their literacy level is the same as that of learners outside the correctional facility".

VS

CE 3: "They can't read and write ... there are some who can't even hold a pencil".

CE 4: "Some may not understand the questions due to their literacy levels".

These statements reveal that CEs are not in agreement with each other on the issue of the literacy level of the ILs. Then, question 11 and its sub-questions were based on whether prior learning has any influence on learner progression from AET level 4 to Grade 10. The responses from CE 2, which state that: *"It does have an impact on progression of learners because they have not been at school for a very long time"* is a reflection that prior learning may impact on learner progression.

It is apparent that if a learner has been out of school for a long time, he or she would struggle to cope with the demands of the curriculum upon registration. It is also one of the reasons why the DCS utilises placements tests to assign learners levels because some of them have been out of school for long periods. However, question 12 was based on non-attendance of classes by learners. All CEs (CE 1 to 6) were in agreement that attendance causes poor academic progression. The following responses from CE 2 illustrate some of the reasons which causes attendance to fluctuate:

"They do not attend consistently ... some attend parole meetings instead of educational programmes ... it affects their performance".

Furthermore, question 13 established how CEs prepare for lessons on a daily basis. The purpose of the question was to establish what aspects they took into consideration before going to class. It was established that all the CEs regard lesson planning as a key component of teaching and learning.

It was further established that all the CEs thoroughly prepare before they offer tuition in the classroom. Moreover, question 14 established whether study methods can be an important vehicle to increase performance which would ultimately lead to better progression. It was also confirmed that the CEs help their learners with study methods except CE 5 who indicated otherwise without providing any reasons as opposed to those who help their learners:

CE 1: *"If learners pass, it motivates me greatly"*.

CE 3: *"We constantly talk to our learners ... we offer support, even with personal problems"*.

CE 5: *"I do not help them with study methods"*.

On probing, CE 5 did not proffer valid reason, but declared not having an interest in such matters. The next question, which was question 15, focused on how the ILs were assessed and how it can influence progression from AET level 4 to Grade 10. All the CEs were in agreement that assessment was an important tool in the process of teaching and learning. Educators further outlined the processes which they followed when assessing the learners. For example, CE 3 stated the following:

"I use previous question papers to benchmark their performance".

Then, the next question was number 16 which enquired what observations had CEs made about Grade 10 learner performance at their respective correctional schools. The responses from the CEs seem to agree that their performance was below par. This was evident in the use of the words; "moderate and average" by some of the CEs.

The following reasons were provided as the cause of poor academic performance by the ILs: the use of placement tests, psychological problems, irregular attendance, lack of prior knowledge and insufficient time to practise their work. In addition, question 17 focused on the morale of the educators after the performance of the learners, either in tests or examinations. The CEs felt disheartened when the learners did not perform well. The following verbatim responses reflect how they felt about the performance of their learners:

"The morale is on and off ... educators encourage each other ... they try to help each other, when they feel the pain and they are concerned".

These words reflect that there was a good working relationship among CEs because they assisted each other in difficult times. It is also a reflection of good team work among the CEs.

Then, question 18 focused on the availability of teaching and learning resources at both correctional schools. The responses from five CEs except one indicated that the resources were available and moderately sufficient. Only one out of the six CEs (CE 6) disagreed with the colleagues and pointed out that the DCS does not buy study guides for CEs.

CE 1: *“Resources are available in DCS ... I use a laptop and slides to teach my subject ... there are less learners ... I have textbooks, an overhead projector and a Digikit for Life Sciences”.*

CE 2: *“There are minimum teachings and learning resources available ... it is better than schools outside ... sometimes it depends on the subject you are teaching”.*

CE 3: *“There is not much time to teach the AET learners ... because of the lack of human resources ... currently the teaching resources at the school are enough ... in cases where they are not available, they can impact on learner progression”.*

CE 4: *“The teaching and learning resources are sufficient ... but if learners do not have enough resources, they fail ... in cases where there are no teaching resources, we improvise or request the Department of Basic Education (DBE) to assist”.*

CE 5: *“They are enough ... they do help in assisting learners to perform better”.*

CE 6: *“DCS does not buy teachers study guides for your subject if you need one ... schools out of the correctional facility do not force you to teach a subject which is not your major ... at the same time, the learners who progressed from AET level 4 fail because they do the work in their cells ... they copy and they are exposed during the examination”.*

From the CE's, it was evident that there were minimum teaching and learning resources at both correctional schools. The next question, that is 19 established how motivated were the ILs to progress further academically. It was established that most CEs constantly motivate their learners to supplement their classroom teaching in order to enhance performance. Next, the emphasis of question 20 and its sub-questions were to reflect on the performance of AET level 4 learners in external examinations. The main reason was to seek clarity on whether the performance in AET level 4 permeates into Grade 10 or subsequent grades. One of the responses by CE 5 was that the performance of the learners was sometimes not good but AET learners were not yet at the expected level.

Furthermore, question 21 established the challenges which the CEs were faced with during curriculum delivery within the correctional schools. The following were mentioned as key stumbling blocks to curriculum delivery by various CEs, for example,

CE 1: "Random body searches"; "placement tests because most ILs lack proper documentation – report cards".

CE 2: "Some learners repeat grades ... they are in and out of school" or "some come to school to while away time".

CE 3: "Most learners are forced to do languages which are not their mother-tongue ... because of lack of human resources ... some have been out of school for a very long time ... while some are discouraged because of their long incarceration periods".

CE 4: "The situation (environment) in which the ILs find themselves is not conducive for teaching and learning" while "some have personal problems".

CE 5: "The teachers in the Further Education and Training band (FET) are overloaded ... they have to teach learners in the AET level and those in the FET".

CE 6: "Have teachers teaching in AET separated from the FET".

At the same time question 22 established whether random body searching of inmates before they attend classes affected their progression within correctional schools or not. In unison, the CEs revealed that these random body searches were executed much better at the two correctional schools, but if they happen they cause serious distractions to tuition. The following responses from CEs corroborate this assertion:

CE 1: "They have improved a lot these days".

CE 2: "They are managed better ... but they affect school ... the learners became angry and they throw books away ... if they do come to school, they became angry for the whole day".

CE 3: "We have no such problem here ... they are done better at this centre".

CE 4: "If they are searched, they do not come to school".

CE 5: "If learners are searched before they come to school ... they may arrive late to school or be irritable in class".

CE 6: "Random searches affect the learners ..."

In addition, question 23 enquired about what kind of support was provided to the ILs to assist them to improve their academic performance.

Several interventions were mentioned by various CEs, for example, some have common cluster tests, have extra classes during the holidays, individual attention and support, while some give them extra work and the use of previous question papers for revision purposes. Only one out of the six CEs indicated that she does not provide support to the learners without offering any reason.

CE 1: *"If learners pass, it motivates me greatly"*

CE 3: *"We constantly talk to our learners ... we offer support, even with personal problems"*.

These responses depict the extent to which educators support their learners. Lastly, question number 24 focused on establishing what the status of enrolment was at the beginning of the year as compared to when the research study was conducted. The main reason for this question was to establish what was the current drop-out rate and the reasons thereof. From the responses of the CEs it was found out that the drop-out rate was very low or non-existent. During the time of the visit, there were three new additional registrations to substantiate this point. The CEs indicated that some of the reasons for the learners dropping-out of school were; transfers or sickness. In general, the rate of learner attendance was very good.

4.3 Data presentation: incarcerated learner's reflective tasks

Two methods of data collection were used to acquire data from the ILs. The first method was the use of the reflective task followed by a questionnaire. A questionnaire was utilised after I had examined the data from the two data sets, that is, interviews with CEs and reflective tasks with ILs. This was largely attributed to seeking clarity or confirmation of some issues raised by both participants. I am first going to present the data on reflective tasks followed by questionnaires. There were ten (10) ILs who participated in this study. Five participants were drawn from the juvenile school while the other five were from an adult school.

They were provided with a specimen of the "rivers of life" so that they may have an idea what it looks like. The participants first drew a picture depicting their experiences in the form of a river flowing in a particular direction showing their thoughts about progression from AET level 4 to Grade 10 within correctional schools. They were asked to include events which characterised their lives during their academic journey from AET level to Grade 10. After drawing their pictures, they were expected to use the drawing to narrate their pictures describing their experiences and events about their journey from AET level 4 to Grade 10.

The excerpts used in this study were reported verbatim as extracted from learner reflective tasks. Unfortunately, the ILs did not draw their “rivers of life” as per the instruction. The reason which they provided was that they were familiar with a mind map and felt more comfortable with it rather than with “rivers of life”. Some of them were sceptical because I was a stranger to them despite explaining the purpose of the exercise before they could sign consent forms. I allowed them to use names which they felt comfortable with rather than their real names to protect their dignity. Anonymity was also ensured by using pseudonyms and referred to them as ILs 1-10 instead of using the false names in their reflective tasks.

I commenced by assessing the reflective tasks of the ILs trying to extract concepts, beliefs or sub-themes which may be validated when compared to those of the CEs. During the process of assessing the reflective tasks, I used a coloured pen to underline and bracket concepts which emerged. The concepts which emerged were in line with answering the research question of the study. Thus, the following excerpts from learner reflective tasks affirm or disprove the findings from CEs. In relation to challenges experienced by the ILs when progresses from AET level to Grade 10 within correctional schools, the responses were the following:

IL 1: *“In level 4 we don’t do home languages”.*

IL 3: *“Whyli I was in level 4 every subject that they geave me it was to easy for me ... I think that alearner that have grade 7,8,9 and level 4 they are the same because bouth of them they are gowing to face a challenge when they got to grade because bouth of them they are gowing to chose a new subject”.*

IL 5: *“In level 4 you don’t get enough time ... you undermine that level thinking that all is easy”.*

The findings from the IL responses reveal that the learners experienced challenges of progression because AET subjects were easy to understand, home languages were not part of the AET curriculum while some ILs undermine the AET level subject curriculum. This confirms earlier findings by CEs who depicted gross discrepancies in content progression and lack of prior knowledge. In addition, the ILs also revealed how CEs were assisting them to progress effortlessly.

The following excerpts depict the support provided to the ILs during their academic progression:

IL 6: *“According to the support and courage the teachers gave me then I started studying hard ... If I get the name that I don’t know, I ask the teacher what does that name mean so that I can understand it better”.*

IL 9: *“Always the manager tell us to go to school to study”.*

From the responses, it is evident that there was some level of support provided to the ILs to progress easily. The findings from the CEs also revealed that they constantly talk and offer support to their learners. The findings about the literacy levels of the ILs divulge that they need English as a medium of instruction. The ILs believe that being taught in English would increase their chances of understanding as portrayed in the following responses:

IL 1: *“I think we need only English language so that it will be easy for us to communicate fast with over seas investors ... and my second problem was to communicate well with the teachers”.*

IL 2: *“Starting studying I found it difficult to understand some other things because teachers when they teach they explain the things that are there in the textbooks so I read things that are do not understand their meaning”.*

The ILs reveal that using English as a medium of instruction will assist them to progress much better academically. These findings further validate what was earlier reflected by CEs that some cannot read and write while others do not understand concepts due to their literacy levels. On the other hand, the excerpts from the tests which were used to assign learners appropriate levels revealed the following:

IL 3: *“When I got to prison they give me a placement test to write I didnt tak it seriously then the placesed me to level 4”.*

IL 4: *“AET level 4 was very easy for me because I already did Grade 8 and 9 while I was outside”.*

IL 8: *“I wrote a placement test and was places in level 4”.*

The responses are that the ILs did not take the placement seriously; they were easy for some of them while others had Grade 10 when they wrote the tests. An inference which can be made from the responses is that these tests are not a suitable tool to assign learners appropriate levels within correctional schools. Another finding which came out of the IL’s reflective task was about the availability of the resources at the schools.

In this instance the excerpts from the ILs depict huge disagreements with that of CEs. The following excerpts portray how ILs responded about teaching and learning at their respective schools:

IL 5: *“Some of the learners didn’t have books we where sharing”.*

IL 7: *“Some on my journey about progression at school from leve 4 to Grade 10 the is no bigger challenges here at school beside text book their have a shortage”.*

IL 8: *“We lack accessories like computer and gadget since we know that everything has gone technological and things like dictionaries and apparatus to do practical investigations in class ... there was a shortage of teachers ... this states that lack of resources and taking charge affect our behaviour”.*

IL 9: *“How can you work hard without textbook”.*

IL 10: *“We meet daily challenges of shortage of teachers in Grade 10”.*

The findings reveal that the ILs do not have sufficient resources to support curriculum at both correctional schools. The ILs also revealed that they do not have textbooks, computers and adequate teaching personnel. Contrary to what the ILs have revealed, the CEs seem to disagree with them by saying that there were sufficient resources at both correctional schools. Moreover, the responses from the ILs also highlighted what motivates them to study. Thus, the findings support the view that ILs should be constantly motivated and supported in order to succeed academically. The following responses depict how ILs feel about what encourages them to pursue studying:

IL 2: *“They must focussing on their studies because in prison you have all the time”*

IL 4: *“You take your school work seriously ... what I wanted was that I came here with nothing but I want to go outside with something ... I want to go outside with matric certificate ... so I did my school work properly”.*

IL 6: *“I also have the listening skill to sitn down”.*

IL 7: *“I was lucky because I had a cell mate he helped me and explaint me the things that I do not understand”.*

Another key finding from the ILs’ reflective tasks was that they affirmed that they have personal problems which seem to affect them during their academic journey. The following responses from the ILs depict personal challenges which confront them during their incarceration which seem to affect their studies:

IL 7: *"I was not concern about the school but by asking a counseling from the social worker he/she told me about the essential of the school ... second proble was that my wife go away with my children ... the last proble on my journey is my eyes when I am looking at the white paper for a long time, I can't see very well I started reading"*.

IL 8: *"I registered for AET level 4 and they needed an ID ... I could not communicate with people from the outside and some didn't have and from we had to pay for ID, yet some did not have money at all"*.

IL 9: *"If you serve sentence is difficult"*.

IL 10: *"It was not ease for me study and hiccup because of separation of my beloved wife"*.

Noting the huge challenges which ILs are faced with inside correctional facilities while they are studying, it does show that they are unable to focus fully on their studies. A key component of a successful teaching and learning is the conduciveness of the learning space which is not guaranteed within correctional schools. On the other hand, the reflective tasks also revealed that random body searches which were performed within correctional facilities affect the smooth running of the school even though they were minimally carried out at the two schools. Notwithstanding their careful and less disruptive way, the following responses from IL 5 and 8 portray a disturbing picture:

IL 5: *"The police where giving us hard time some other time they came to destroy our books while they where searching ... that it why we find its difficult to participate at school because our brains are damage because of their beating"*.

IL 8: *"These always random searching and round calls irritate and minus school hours"*.

From these responses, the following words are key about how ILs feel about random body searching; "our brains are damaged because of the beating" and the random body searches "irritate and minus school hours". Undoubtedly, no matter what precautions could be taken before these searches are carried out, they remain an enormous distraction to teaching and learning within correctional schools.

Lastly, ILs outlined some of the reasons which hinder their class attendance which then ultimately affect their academic progression. The following excerpts reflect what was discovered in the learner reflective tasks:

IL 2: *"I found it difficult to attend classes ... I used to miss many thing at school so I ended up failing in term 1 ... No learner must be outside during classes ... I wanted to go in class I couldn't because my gang is outside"*.

IL 5: *“Some of the teachers where not attending school classes”*.

IL 7: *“We eat some of the food that is already expired ... is where we get affected and get sick ... by that time you get sick learners a going with their studies”*.

From the responses, vital findings came to the fore which did not come up during interviews with CEs. The ILs reveal that they struggle to progress because they are influenced by their gang members not to attend classes, some educators do not attend their classes, they are fed expired food and lastly that there was no communication between the school and other units at the correctional facility. Besides, there were concepts, beliefs and sub-themes which were raised by CEs which could not be affirmed in the ILs' reflective tasks, hence a questionnaire was used as a follow-up data collection technique to confirm or disprove some of the beliefs. The following concepts were not reflected in learner reflective tasks; hence they could not be confirmed: prior learning, lesson preparation, study methods, assessment, teacher morale, performance and the enrolment rate. I tried to confirm some of the concepts but some questions yielded different findings as reflected in questionnaires.

4.4 Data presentation: incarcerated learner's questionnaires

Responses on questionnaires which seek clarity on issues which emerged (from interviews with CEs and IL's reflective tasks) which comprised of thirteen (13) questions using a four Likert rating scale are presented. The participants who answered the questionnaire were five (5) adult learners and five (5) juveniles from two correctional schools. From the responses of the ILs, they seem to agree there is no link between AET level 4 and Grade 10 subjects, that irregular class attendance may affect performance and that good study methods increase learner performance. In contrast, both adult and juvenile learners do not believe that placement tests are used wrongly. Furthermore, all juvenile learners (100%) do not believe that placement tests should be cancelled whereas 60% of adults echo the same sentiment.

They even go further to say that they disagree that placement tests were used wrongly within correctional schools. Besides, both juvenile and adult learners seem to agree that the DCS should introduce Grades 8 and 9 as a solution to minimise challenges related to progression from AET level 4 to Grade 10 within correctional schools. In unison, adult and juvenile learners overwhelmingly agreed that the DCS should introduce home languages as part of the curriculum of AET. Accordingly, this will assist in the smooth transition of the ILs from AET level 4 to Grade 10.

Q 1: I attend school because I want to improve my situation.

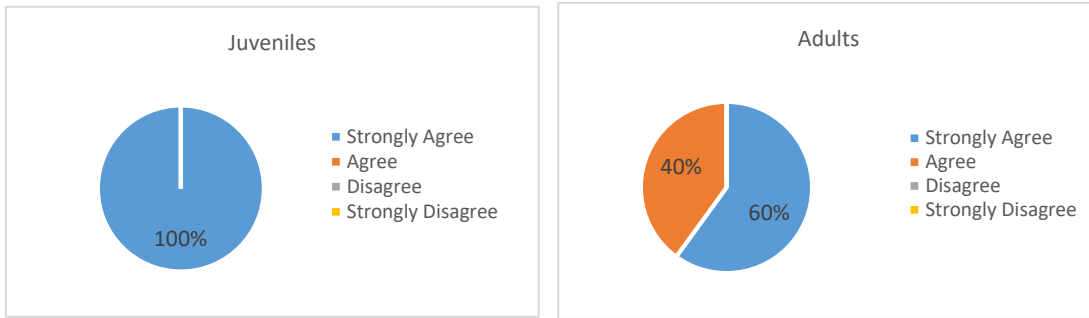


Figure 4.1: Improving my situation

Overwhelmingly, both juveniles 100% (5 out of 5) and adult learners 60% (3 out of 5) strongly agree that they attend school because they want to improve their situations.

Q 2: There is no link between the AET subjects and Grade 10.

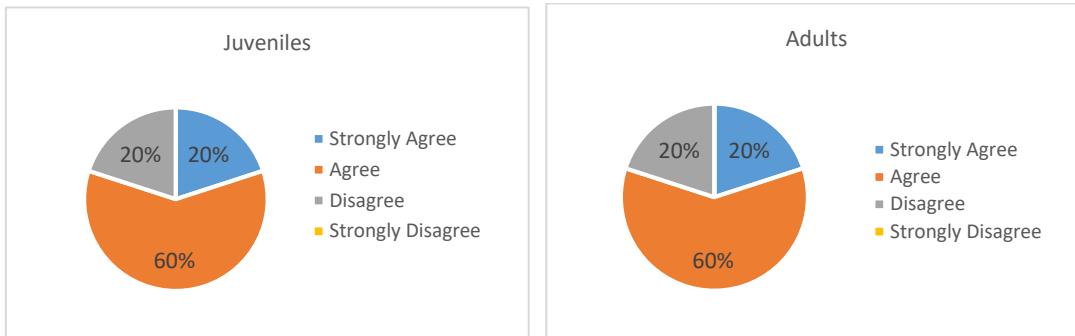


Figure 4.2: No link between the subjects

The results in Figure 4.2 illustrate that juveniles 60% (3 out of 5) and adults 60% (3 out of 5) agree that there is no link between AET subjects and Grade 10.

Q 3: Home languages should be introduced in AET level.

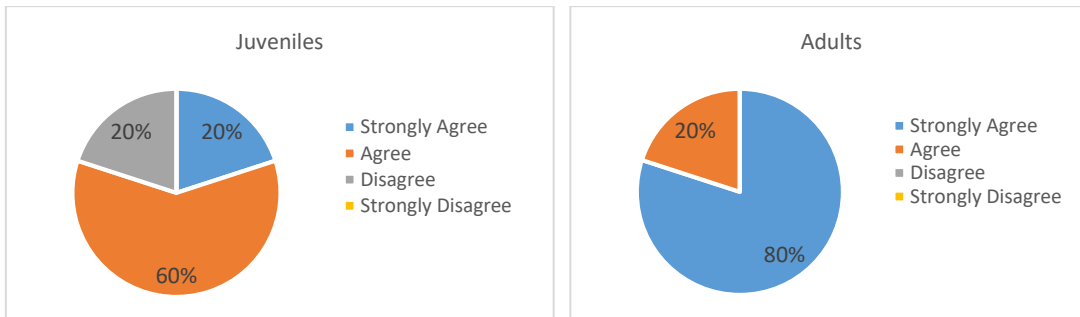


Figure 4.3: Introduce home languages in AET

The results in figure 4.3 portray consistency between juveniles and adult learners. The majority of juvenile learners 60% (3 out of 5) agrees and adult learners 80% (4 out of 5) strongly agree that home languages should be introduced in AET level 4.

Q 4: The DCS placement tests should be cancelled.

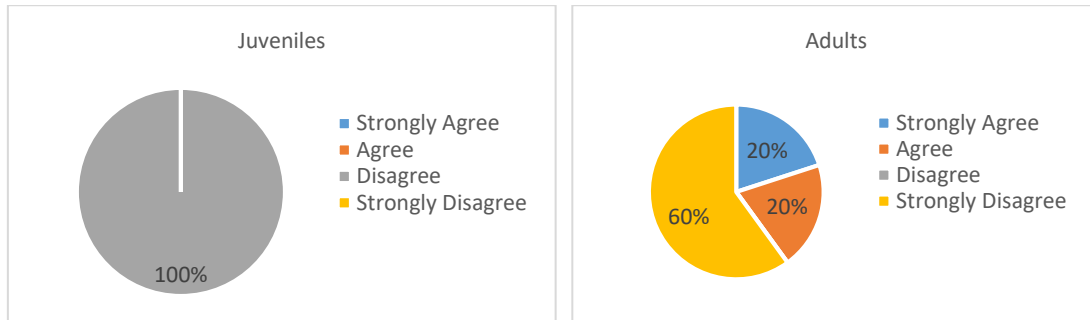


Figure 4.4: Cancellation of placement tests

There is consistency in results. An overwhelming majority of juveniles, that is, 100% (5 out of 5) strongly disagree and adult learners 60% (3 out of 5) strongly disagree that placement tests should be cancelled.

Q 5: The placement tests are used wrongly.

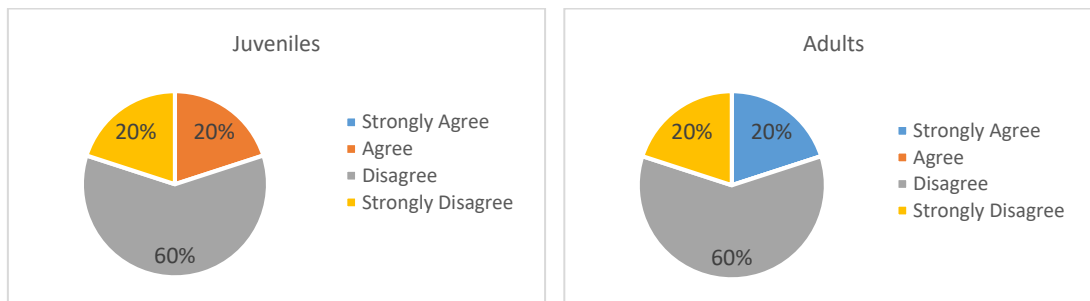


Figure 4.5: Wrong use of placement tests

Unanimously; juveniles 60% (3 out of 5) and adults 60% (3 out of 5) disagree that placement tests are used wrongly.

Q 6: Doing AET levels 1-4 is a waste time for learners in DCS.

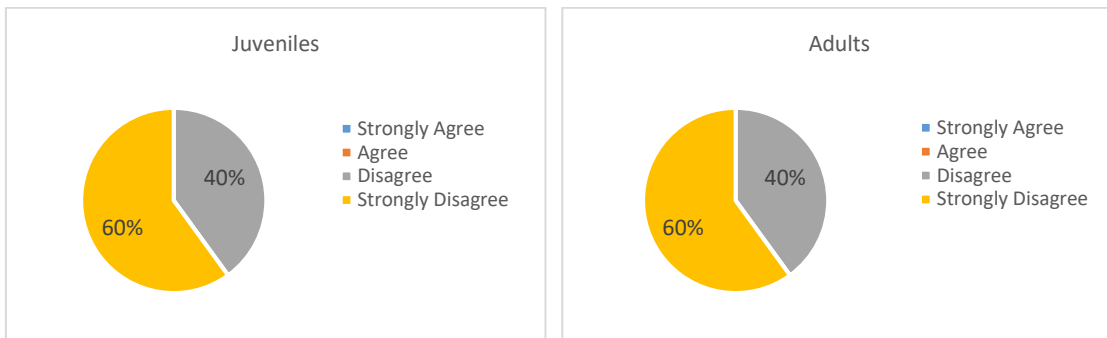


Figure 4.6: AET levels 1-4 is a waste of time

In agreement, juveniles 60% (3 out of 5) and adult learners 60% (3 out of 5) strongly disagree that AET level 1-4 is a waste of time.

Q 7: Correctional Services should introduce Grades 8 to 9 in place of AET level 1-4.

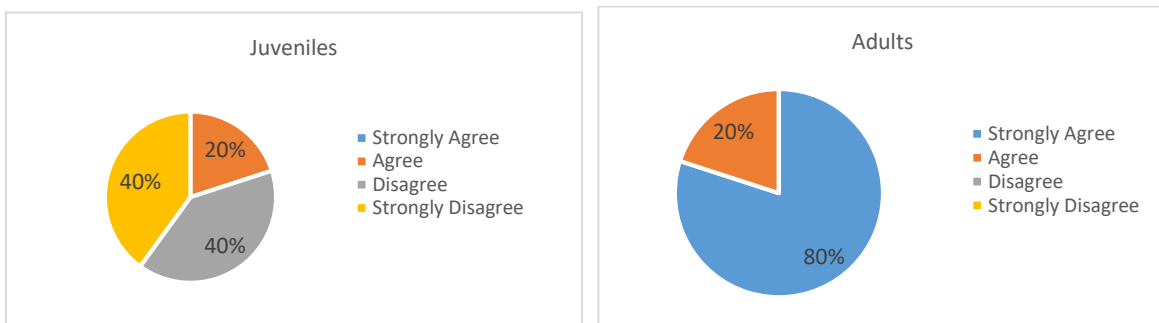


Figure 4.7: Introduce Grades 8 to 9

The results seem to be inconsistent, juveniles 40% (2 out of 5) disagree and adults 80% (4 out of 5) strongly agree that Grades 8 to 9 should be introduced.

Q 8: Regular class attendance can help a learner to pass/progress to the next grade or level.

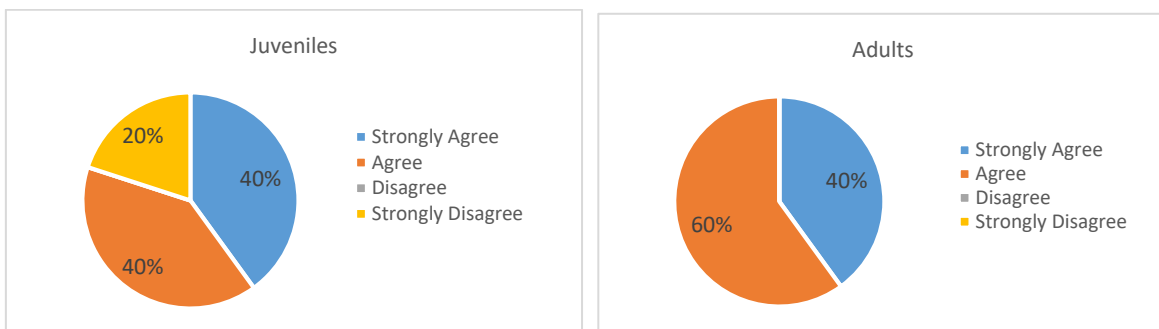


Figure 4.8: Class attendance help learners to pass

Unanimously, juveniles and adult learners 40% (2 out of 5) strongly agree that regular attendance can help learners to progress to the next grade or level.

Q 9: Having good study methods makes one to progress to the next level/grade easily.

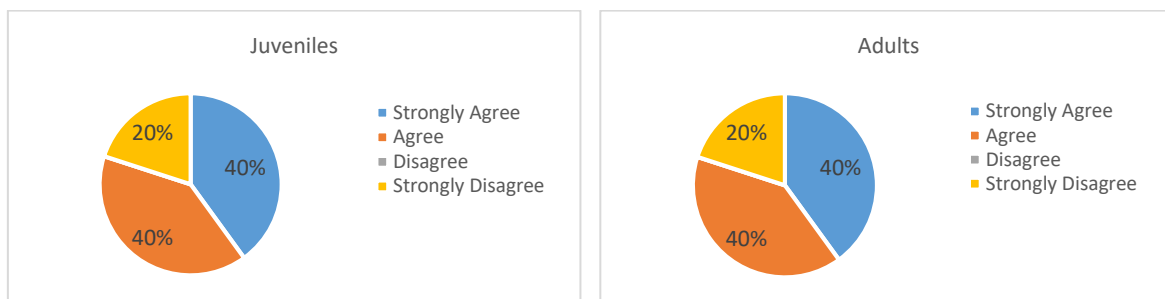


Figure 4.9: Good study methods helps progression

The results in juveniles and adult learners are consistent. In unison, 40% (2 out of 5) strongly agree that having good study help learners to progress.

Q 10: Learners with most resources in class (textbooks, teachers, etc.) perform better at school.

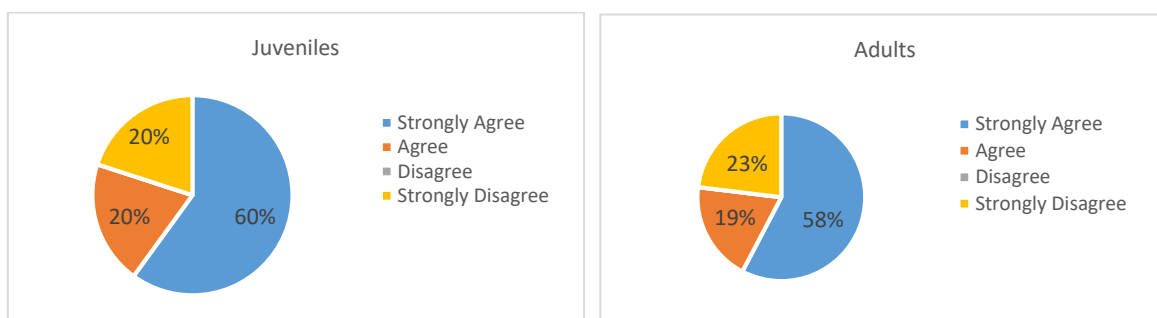


Figure 4.10: Resources help learners to perform better

An overwhelming the majority of juveniles 60% (3 out of 5) and adult learners 58% (2 out of 5) strongly agree that learners with most resources perform better.

Q 11: Teacher motivation helps learners to perform better.

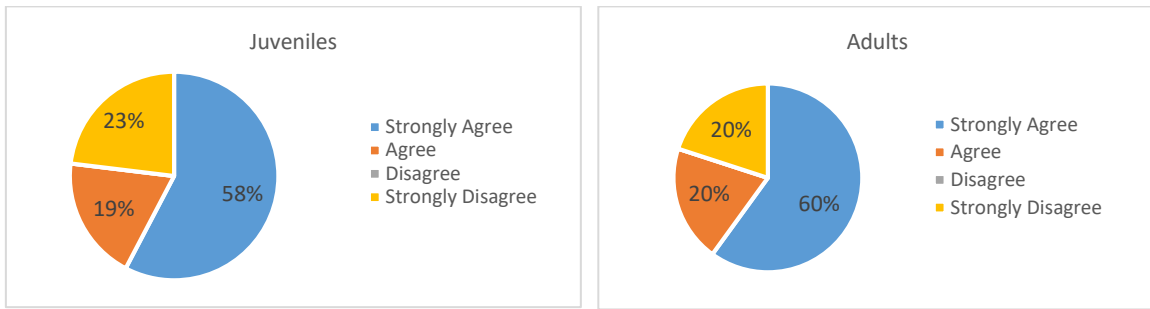


Figure 4.11: Teacher motivation improves learner performance

Taken together, juveniles 58% (2 out of 5) and adult learners 60% (3 out of 5) strongly agree that teacher motivation helps learners to perform better.

Q 12: Randomly searching learners before they attend classes demotivates them.

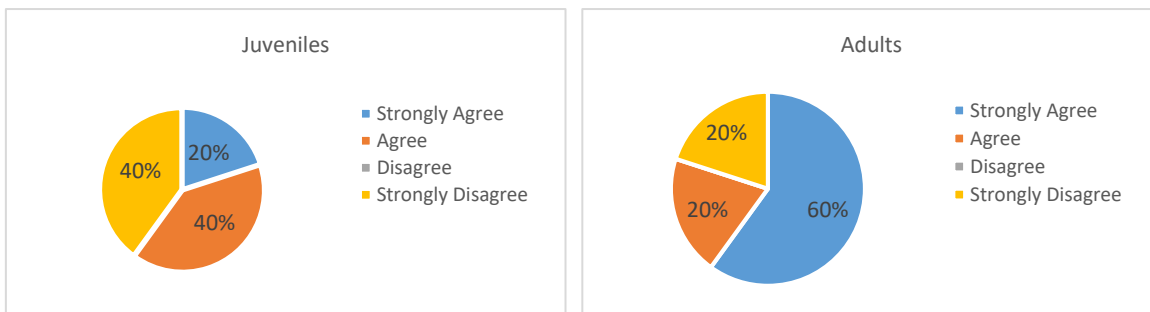


Figure 4.12: Searches demotivates learners

The results show consistency, 40% of juveniles (2 out of 5) agree and adult learners 60% (3 out of 5) strongly agree that random searching before classes demotivates.

Q 13: My correctional sentence has an influence on my school work.

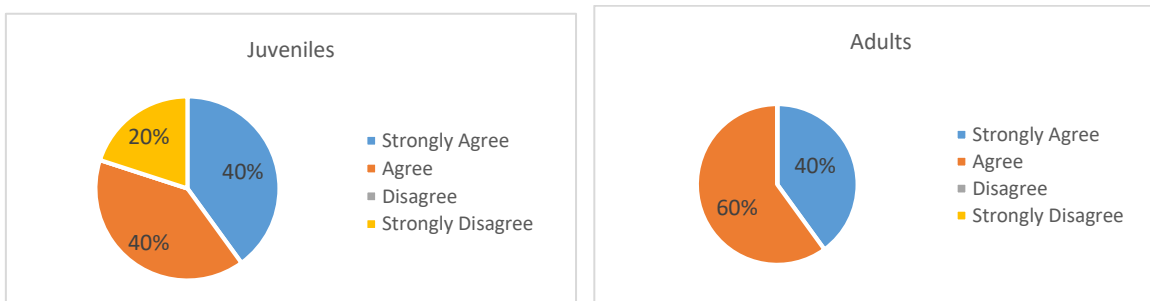


Figure 4.13: Incarceration affects school work

In unison, juveniles 40% (2 out of 5) and adult learners 60% (3 out of 5) agree that their correctional sentence has an influence on school work.

4.5 Discussion and interpretation of key findings

I commenced by presenting the main themes and sub-themes which emerged from the data. These themes and sub-themes emerged from the three data sets, which were interviews with six CEs, reflective tasks with ten ILs and lastly IL's questionnaires consisting of thirteen questions were used to gather data. After careful examination of the data, I then offer a discursive analysis and interpretation of the findings. The initial process was to collapse the data obtained from the first two data sets, that is, interviews with CEs and IL's reflective tasks individually.

A questionnaire was later used to corroborate or dispute the data obtained from interviews and the reflective tasks. I then engaged data inductively as suggested by John W. Creswell (2014, p. 197) by combing through the data for concepts, beliefs and sub-themes which emerged from the data. I ensured that I documented ideas and made notes on the margin of my field note book of aspects which seem conspicuous about progression. Then, I started with the process of coding of both interviews and reflective tasks until data was saturated.

Furthermore, I grouped all the concepts, beliefs and sub-themes which seem to belong together under one group. I identified four themes emergent from interviews with CEs as well from the IL's reflective tasks, which were; curriculum matters, educator perceptions, learner personal problems and institutional challenges as portrayed in Figure 4.14. The four themes and their sub-themes, which I formulated, are discussed later in this chapter. In order to corroborate the data and to further seek clarity on some of the unresolved issues, the ILs were provided with questionnaires to answer. The questionnaires were answered by ten ILs (5 from the adult school and five from the juveniles).

The purpose was to establish their level of agreement to thirteen statements which they were required to respond to. The responses acquired to each question were captured in pie charts, discussed and interpreted. These responses were compared to data obtained from interviews and reflective tasks in order to substantiate or dispute concepts and beliefs about learner progression from AET level 4 to Grade 10 within correctional schools. Consequently, Figure 4.14 is an illustration of the four main themes, each with its supporting sub-themes.



Figure 4.14: Emerging themes

4.5.1 Curriculum matters

Curriculum is one of the most critical aspects of the teaching and learning environment, especially within correctional schools where education is viewed not as a priority. Curriculum matters are discussed and interpreted under the following sub-themes; (a) *challenges on learner progression from AET level 4 to Grade 10*, (b) *inconsistencies in curriculum*, (c) *learner support*, (d) *literacy levels* and (e) *effectiveness of placement tests*.

(a) Challenges to learner progression from AET level 4 to Grade 10

The analysis of the results revealed several challenges the CEs and ILs experienced about progression from AET level 4 to Grade 10 within correctional schools. The following were some of the challenges mentioned by both CEs and ILs that; learners struggle to master the content, not a single IL who progressed from AET to Grade 10 registered in Mathematics ever passed Grade 12, some learners were forced to register for home languages which were not their mother tongue, lack of subject specific prior knowledge, and the ILs consider AET level 4 subjects as being easy. The results of questionnaires as portrayed in Figure 4.2 reveal that there is no link between subjects in AET level 4 and Grade 10 within correctional schools.

(b) Inconsistencies in curriculum

Both CEs and ILs have revealed serious discrepancies in relation to the AET level 4 curriculums as compared to Grade 10. With reference to responses by CE 1 and 3 as well as IL 1 they support the notion that home languages are not part of the AET curriculum. Subsequently, if the ILs progress from AET level 4 to Grade 10, they would struggle to cope academically because they have to register for new subjects in Grade 10. Additionally, the questionnaires, (Figure 4.3) juveniles 60% agree and adult learners 60% strongly agree that home languages should be introduced in the AET curriculum.

Conversely, in the South African Correctional Services the progression of learners is from an adult education, that is, AET level 4 to Grade 10. In this study, from the statements of both CEs and ILs, it is irrefutable that home languages do not form part of the AET curriculum. Similarly, the ILs would find it problematic to progress with ease into Grade 10 and beyond. In findings by Manzini (2015, p. 69) it is enunciated that in AET level 4, the ILs register for a maximum of five subjects.

Therefore, it affirms the disjuncture between the AET and Grade 10 curriculum within correctional schools wherein learners in mainstream schools register for a minimum of six subjects. As a result, the ILs would be faced with the challenge of registering for a number of new subjects for the first time in Grade 10. Consequently, this may lead to learners failing to progress smoothly from one level/or grade to another. Consistent with the findings by Mkosi (2013, p. 85) within Correctional Services who asserts that the curriculum within correctional schools should be the same as that which is provided in South African public schools. It is therefore imperative that the DCS should ensure that the education of the ILs is similar to that of learners outside of correctional facilities for seamless progression and reintegration upon release.

This finding seems to support what is happening in Canadian correctional centres, which is a leading country in correctional educational programmes. D. J. Stevens (2002, p. 5) contents that the curriculum in their correctional facilities has a sequenced, logical and structured syllabus that ensures that there is progression from one grade to another which ensures that the curriculum outcomes are met and the learners progress effortlessly from one level to another. This finding supports the view that if there are inconsistencies in the curriculum of the learners, they would struggle to cope with subsequent grades or levels and ultimately performs poorly.

(c) *Learner support*

One of the roles of the educators in a learning environment is to support the learners through their academic journey. This view is sustained by Lee, Srinivasan, Trail, Lewis, and Lopez (2011, p. 159) who aver that learner support is a key to their academic achievement in any learning environment. In this study, it was discovered that the CEs support the ILs by constantly talking to them and through providing them with extra classes during their academic journey in order to produce positive educational outcomes. With reference to responses by CE 1 and 2 seem to be in agreement that there was constant support and encouragement for the ILs to succeed in their studies. They both say that they become motivated if their learners pass as well as supporting them with their personal problems.

Moreover, consistent with research by Lawton (2012); Pettit (2012) and K. A. Stevens (2015) who state that educators who are dedicated to helping their learners as well as taking them seriously would help them to achieve academically.

It is important that correctional educators should care deeply about the well-being of their learners for them to succeed in their academic journey.

(d) Literacy levels

The findings about literacy within the correctional schools reveal conflicting views between the CEs and the ILs as well as between the CEs themselves. Evidence in support of this position is represented by CEs 1 and 2 who purport that the literacy levels of the ILs within the correctional schools is high however what affects their progression are the conditions under which they learn. On the contrary, CE 3, CE 4 and IL 1, IL 2) seem to have a conflicting view in that they believe that there is a high illiteracy rate among the ILs. The following words from both CEs and ILs, 'can't read and write'; 'some may not understand questions' and 'I read things that are do not understand their meaning' are an affirmation of the low literacy level within the correctional schools.

The findings of this study is further substantiated by Hill (2015) and L. R. Johnson (2015) further corroborate this assertion by stating that there were inmates within correctional facilities with no previous education at all. Similarly, the findings of a study in the US by Pryor and Thompkins (2013, p. 459) supports this assertion by stating that 19% of inmates who enter their correctional facilities are illiterate. Equally important, this study further established that English was a barrier to academic achievement. This was evident in the findings of this study in which learners reported that they did not want to speak or read in the classroom for fear of being teased by their classmates. Accordingly, Harmse and Evans (2017, p. 148) affirm this belief when they proclaim that:

“Early exposure to English is a fair predictor of later academic progress, particularly when used as the LOLT”.

Moreover, the findings by (Ardasheva, Tretter, & Kinny, 2012, p. 777; Manzini, 2015) as well as Nel and Müller (2010, p. 636) also support this assertion that English proficiency was identified as a strong predictor of academic achievement. As a consequence, the findings of this study revealed that the literacy levels of the ILs is very low, hence they would struggle to understand basic concepts during their endeavour to learn which would lead to poor academic progression.

More importantly, the findings by Macomber et al. (2010, p. 3) concur with this assertion when they state that the major focus of detained juveniles is to ensure that they acquire functional literacy and numeracy for successful academic attainment which would lead to better progression.

(e) Effectiveness of placement tests

A placement test is a test administered within correctional schools to ILs who do not have appropriate academic records (report cards) and wish to register for AET level 1 to 4. In addition, Mkosi (2013, p. 61) defines placement tools as literacy assessment process which is used to assess the literacy competency of inmates. The participants in this study have expressed their opinions about the use of placement tests within correctional schools. From their responses, an overwhelming number of CEs supported by IL 3, 4 and 8 agreed that placement tests are a wrong tool to utilise to assign learners appropriate levels. What became evident from the responses of the ILs was that the tests were too easy for them while some have worked their way around the tests.

The question which may be asked is, “Do these tests attain what they are intended to?” Inversely, CE 6 purports that the ILs were deliberately getting the answers wrong so that they can be wrongly placed. An inference which could be made from this is that there were serious challenges related to placement tests within correctional schools. Notwithstanding the training that correctional educators received about the use of placement tests, the responses seem to suggest the opposite. To further substantiate this claim, IL 3 suggests that he did not take the placement seriously while IL 4 completed Grades 8 and 9 while outside of the correctional facility but was obliged to write it as well. Based on these facts, a question arises whether is it worthwhile to continue with the placement tests as appropriate tools to allocate the ILs appropriate levels within correctional schools?

Notwithstanding these limitations, the results of questionnaires (see Figures 4.4 and 4.5) from juveniles and adult learners seem to evoke a divergent view point. The results of the questionnaire reveal that juveniles 100% disagree and adult learners 60% strongly disagree that placement tests should be cancelled. Inversely, Figure 4.5 also depicts that juveniles and adult learners disagree that placement tests were used wrongly. However, the following discrepancies should be pointed out. Firstly, CE 6 purports that the ILs have worked their way around the placement tests.

Consequently, they would not be comfortable if they are cancelled. Secondly, the juveniles felt more comfortable doing AET levels than registering for Grades 7, 8 and 9. They seem to prefer the current status quo because progress is much easier as reflected in their responses that the subjects of AET are easy. Again, as indicated earlier, for example, AET level 3 is equivalent to Grades 7-8. To register for AET level 4 which is regarded as equivalent to Grade 9 is an advantage for juveniles because they will progress quickly to Grade 10. The response from IL 3 has highlighted that he had already completed Grade 8 and 9 while outside that is why AET subjects were easy for him. As a result, he found the subjects in AET level 4 easy. Consequently, I do not believe that the ILs' responses were based on facts but on the easy way out to progress to Grade 10 quickly.

4.5.2 Educator perceptions

The educators play an important role in the education of a learner. This role may either be negative or positive. In this study, two sub-themes were discussed under educator issues; that is, *(a) teaching and learning resources and (b) learner motivation*.

(a) Teaching and learning resources

The study also revealed that there were issues related to educators which impacted on the progression of the ILs from AET level 4 to Grade 10 within correctional schools. From the responses of the CEs and ILs, two key factors were identified as problematic during the progression of learners from AET level 4 to Grade 10. A review of the responses of the CEs and the ILs reveal conflicting claims. The following words used by various CEs seem to suggest that there were adequate resources at both correctional schools; 'available', 'minimum', 'enough' and 'sufficient' while at the same time the ILs refute this claim.

The IL's assertion is that the resources were not enough as described through the words, 'lack accessories', 'without textbook' and 'shortage of teachers'. On the other hand, CE 6 seems to agree with the ILs that the resources are not sufficient by stating the DCS does not buy educators study guides. The results in questionnaires, Figure 4.10 have revealed that both juveniles 60% and adults 58% strongly agree that adequate resources are key to the academic progression of learners.

This finding may suggest that if there is lack of resources at schools, learners would not perform well. In research conducted in Kenya by Mbugua, Kibet, Muthaa, and Nkonke (2012, p. 89) about factors which contribute to poor performance in Mathematics, it was stated that textbooks are regarded as the major input in examinations.

Consistent with the findings of this study as highlighted by IL 5, 7 and 9 who indicated that they did not have textbooks, it will seriously impede their progression.

(b) Learner motivation

The sentiment expressed correctional educators was that there was constant motivation of learners to ensure sustained and good performance. The CEs and the ILs responses are in agreement that there was motivation and list instances on how it was achieved within the schools. One of the motivation strategies employed to encourage learners to perform better was to invite ex-offenders to address the current learners. The educators also provide guidance the learners on the use of good study methods as well as encouraging them to work towards obtaining good marks. However, the findings of questionnaires, Figure 4.11 validate this view that learners should be constantly motivated to perform well. In unison, the juveniles 58% strongly agree and adult learners 60% strongly agree that teacher motivation helps learners to perform better.

Thus, the findings in this study about constantly motivating the learners are further supported by scholars (Hattie, 2012, p. 6); Rubio (2009) who assert that learners do not remain constantly motivated. As a result, Hattie (2012) proposes the following to achieve the academic goal. A learner must first see *the gap* for learning, then *plan* how to approach it, implement the strategies and lastly, examine whether you have achieved the goal. Furthermore, R. S. Hall and Killackey (2008, p. 307) affirm this notion when they state that motivation brings an incarcerated learner into the classroom and keeps him there. It is therefore incumbent upon the CEs to constantly motivate their learners to keep them in the classroom and to attain academic success.

4.5.3 Learner personal problems

A careful examination of the data also revealed that the ILs are faced with personal challenges. When asked about what could be the reasons why the ILs are seen not to be coping well in Grade 10. The responses by three out of the six CEs reveal that the ILs has serious “psychological problems”.

According to the CEs, these “psychological problems” impede teaching and learning within the correctional schools. In addition, the correctional educators (CE 1, 2, 3 and 4) also highlight that the teaching and learning environment is not conducive, that is why they constantly motivate their learners.

At the same time (IL 7, 8 & 9) seem to agree with the CEs that the environment under which they study is difficult. Even so, as highlighted by IL 7 and 9 that they struggle to obtain their documentation, for example, identity documents to register for educational programmes during their incarceration. Moreover, the separation from their family system seems to affect them more. This is evident in some of them losing contact with their wives while incarcerated. Accordingly, questionnaires (see Figure 4.13) responses by both juveniles and adult learners strongly agree that their correctional sentencing has an impact on their academic achievement.

Thus, some of the ILs needed counselling while others were affected by being separated from their families. An inference which could be made from this sentiment is that learners require the support of their families during their academic journey at school. Correspondingly, Dlugash (2013, p. 49) suggest that the ILs should be pre-occupied with educational and recreation activities in order for them to succeed at school. It is prudent that the DCS focuses its attention on education as a rehabilitation tool to ease the pain of inmate's imprisonment. In support of this notion, Macomber et al. (2010, p. 3) recommend open and honest communication between correctional educators and incarcerated learners.

4.5.4 Institutional challenges

Institutional challenges will be discussed under three sub-themes; (a) *fluctuating attendance*, (b) *random body searches*, (c) *poor kitchen routine*, and (d) *teacher commitment*.

One of the fundamental issues which were discovered during data analysis was the non-aligned or inconsistent curriculum of AET level 4 with that of Grade 10. After careful examination of the data, it was discovered that all correctional educators as well as the ILs have confirmed that there are inconsistencies in the AET curriculum which then poses challenges which were listed as experienced by the ILs when progressing from AET level 4 to Grade 10 within correctional schools. The study found that the ILs do not register home languages as part of the AET curriculum. It was also revealed that the ILs could only register for home language subjects in Grade 10. The learners also corroborated this assertion by indicating that the subjects whom they would be registering for in Grade 10 were completely new.

(a) Fluctuating attendance

Class attendance is one of the key pillars of an ideal good teaching and learning school environment. The school management should ensure that the learners were at school for a full day and a full week. The responses of both juvenile and adult learners based on attendance were analysed and discussed. In this study, the responses acquired reveal a contrasting outcome between the CEs and the ILs and between the CEs themselves. The overwhelming majority of CEs content that attendance is good while at same time stating that some ILs did not attend classes due to “court appearances, the encumbrance of rehabilitation programmes (projects); parole sittings, sick, truancy, bad influences and miscommunication between the school and the kitchen and/or the clinic. Based on the articulated reasons, it cannot be convincingly declared that there was good attendance at both correctional schools. The following responses from two CEs contradicting themselves in the same statements (or answer) are highlighted:

CE 1: ‘no problem with learner attendance’ vs ‘they bunk classes’.

CE 6: ‘attendance good’ vs ‘some learners do not come back after break’.

In the same breath, the following ILs (IL 5, 7 & 8) confirm what CEs (CE 2, 3, & 5) have alluded to the fact that attendance fluctuates. One of the most flagrant reasons of why ILs could progress easily was the one highlighted by IL 5 who purports that some educators do not attend classes. Respectively, the questionnaire responses (see Figure 4.8) both juveniles and adult learners 60% strongly agree that regular attendance helps learners to progress to the grade or level.

In research conducted in Jamaica by Cook (2010, p. 1) on learner absenteeism, it was found that the causal factors of learner absences does not find their origin in the family only, but also in the school, the communities and the learners themselves. Besides, research by Modise (2016, p. 20) supports the findings of this research that poor learner attendance affects academic achievement. In addition, Modise (2016, p. 3) further assert that:

“When learners are not attending school regularly, they will miss valuable curriculum information on which to build subsequently taught and garnered knowledge, as well as social and life skills that are important future success”.

Based on this evidence, it affirms the purpose of this study which was to establish challenges faced by incarcerated learners when progressing from AET level 4 to Grade 10 within correctional schools. Thus, a study in Zimbabwe by Mercy and Mabhandu (2015, p. 26) about learner attendance and academic achievement supports the findings of the current study in that attendance tend to provide learners with greater academic achievement.

(b) Random body searches

Another key factor which may be regarded as playing a role in the progression of ILs from AET level 4 to Grade 10 are destructions in correctional facilities. A term used in the South African Correctional Services is 'random searching'. Random body searches of inmates in correctional facilities are a common occurrence. These searches are conducted if the correctional authorities suspect that there may be contrabands or illegal substances inside the correctional facility. However, the searches at the research sites appear to be minimal and professionally conducted. Despite these random body searches being minimal and professionally executed, they appear to cause huge instabilities in teaching and learning at schools.

This is evident in the statements by CEs and the ILs that the searches distract tuition if they carried out before the commencement of teaching and learning. Equally, questionnaires responses in Figure 4.12 illustrate the majority of juveniles 40% agree and adult learners 60% strongly agree that random body searches of learners prior the commencement of classes demotivates them. However, most correctional educators except CE 3 are in agreement that if the searches are conducted, they distract the school. Also, two out of ten ILs have raised their concerns in their reflective tasks as reflected in the words of IL 8:

"These always random searching and round calls which irritate and minus hours".

This is an indication that they are not happy about the searching which they believe waste their learning time. Thus, this further suggests that the ILs feel very uncomfortable with being searched before they attend classes. The educators have also pointed out that if learners are searched prior to tuition time; it affects the mood of teaching and learning of the day. Hence, CE 2 declare that the ILs throw away their books if they are searched before they attend classes.

It is clear from the responses of both CEs and ILs that the DCS should deal with their institutional distractions much better because they affect the smooth running of the school and impact negatively on teaching and learning. To further illustrate this point, Ballentine (2010, p. 5) proposes a model called the Indivisible Self Model of Wellness (ISM) which declared that human beings do not live in isolation. As a consequence, the environment in which incarcerated learners find themselves has a bearing on their educational achievements. It is therefore important that the DCS should ensure that the conditions under which the ILs learn and study are conducive for educational success.

(c) Poor kitchen routine

Another key barrier to learner progression from AET level 4 to Grade 10 which emerged in the IL's reflective tasks was the health conditions of the learners based on the fact that they were fed expired food. Whilst they were sick, other learners continue with educational activities at school. Not only does the kitchen affect their health, but also delay them by standing in long queues during meal provisioning. Consequently, while they are standing in long queues for food, they miss valuable tuition time which later affects their academic progression.

(d) Poor teacher commitment

One of the glaring revelations by the ILs was that there were correctional educators who do not attend their classes. The finding discloses that some CEs prioritise Grades 10-12 rather AET level 4 learners. As a consequence, AET learners lose ample teaching and learning time which may affect them later when they progress to the next grade or level. This finding may suggest that the ILs would struggle to progress effortlessly if the CEs do not constantly offer them tuition.

4.6 Synthesis

The purpose of this study was to determine the challenges faced by incarcerated learners when progressing from Adult Education and Training level 4 to Grade within correctional schools. In answering this problem, the study focused on the primary question which established why the academic progression of the ILs from AET level 4 to Grade 10m is problematic. Furthermore, a secondary question about the experiences of correctional educators and incarcerated learners were also addressed.

After careful interpretation of the data, there were several key findings which were made, for example:

- There were inconsistencies in the AET level 4 curriculum as compared to Grade 10. This was evident in the fact that learners do not register for Home languages in AET level 4.
As a consequence, these learners would struggle to cope with new subjects or lack basic knowledge in subsequent grades or levels. The study reported that not a single learner who progressed from AET level 4 ever passed Grade 12 in Mathematics.
- Incarcerated learners' literacy level is very low. The responses from the participants reveal that if learner's literacy levels are low, it will affect their performance.
- Placements tests play a key role in allocating learners appropriate levels. Despite the fact the educators were trained on the use of the tests but the learners have worked their way around the tests. Based on this notion, placement tests cannot be reliably used as tools which can accurately place learners in correct levels.
- Besides, it was established that teaching and learning resources are an important tool for the delivery of curriculum at schools. Equally, the DCS should ensure that schools within its facilities are properly resourced.
- Motivation and support and learners during their academic journey were established to be paramount to learner achievement. The educators must constantly motivate and support their learners to increase learner outcomes.
- Educators should teach subjects in their specialisation field (see CE 6 on resources). Educators who were forced to teach subjects, in which they did not specialise, either do not thoroughly prepare, their morale (or disgruntled or frustrated) would be low and they would end up not attending their classes as depicted by the findings of this study.
- Correctional schools should synchronise its programmes in such a way they do not affect tuition time, for example, the kitchen, the clinic, parole sittings, court appearances and the school.
- A key finding was that of teacher commitment where some correctional educators prioritise Grade 10-12 learners more than the AET learners. Consequently, if these learners are not properly taught in lower grades or levels, they will struggle to progress well from one grade or level to another.

- Lastly, even though not such a key hindrance at both correctional schools, it became evident that random body searches of incarcerated learners before the commencement of tuition disturbs teaching and learning.

It is thus evident that if the Department of Correctional wants to succeed with building effective and efficient correctional schools, they should address these challenges.

4.7 Conclusion

This chapter presented four themes which emerged during data analysis. In Chapter 4 the findings were presented theme by theme with supporting excerpts which were extracted from interviews with six (6) correctional educators and ten (10) incarcerated learner's reflective tasks. Chapter 5 discusses the significance and implications of this study.

5. CHAPTER 5: SIGNIFICANCE AND IMPLICATIONS OF THE STUDY

5.1 Introduction

This chapter outlines the implications of the study based on the findings as presented, interpreted and discussed in Chapter 4. Consequently, this chapter provides a brief overview, implications of the inquiry, significance of the inquiry, limitations of the inquiry, recommendations for further research to be done, and the reflections of the inquiry.

5.2 Brief overview of the study

This research investigated challenges faced by incarcerated learners when progressing from AET level 4 to Grade 10 within correctional facilities. The primary data were collected purposefully through interviews with six (6) correctional educators and reflective tasks by ten (10) incarcerated learners (5 juveniles and 5 adult learners). I administered questionnaires to incarcerated learners with thirteen questions as a follow-up to triangulate the findings of the two other data sets from interviews and reflective tasks.

Questionnaires were used as a follow-up to get clarity on issues which emerged during data analysis since I was not permitted to interview incarcerated learners. The study was underpinned by a qualitative research design in an interpretive paradigm to gather rich data from both correctional educators who teach Grade 10 incarcerated learners. All participants were purposively selected; correctional educators due to experience in presenting tuition in Grade 10 and Grade 10 learners as they were the principal source of adequate data.

5.3 Significance of the inquiry

This study creates awareness about challenges faced by incarcerated learners when progressing from AET level 4 to Grade 10. Based on the findings of this study as outlined in Chapter 4 the researcher anticipates these changes could:

- bring about fundamental policy changes to correctional education in South Africa.
- also assist the DCS to seriously review the type of education offered to ILs lower than Grade 10 within correctional schools based on the inconsistencies which were discovered in the AET curriculum.
- Help the DCS begin to benchmark their educational programmes with that of other countries for further enhancement and improvement.

5.4 Implications of the inquiry

Several implications for policy and practice emanate from the findings as presented, interpreted and discussed in Chapter 4. These findings indicate a serious lack of continuity between AET level 4 and Grade 10 curriculum resulting in a high drop-out and failure rate. There is, therefore a need to bridge this gap in the curriculum in order to increase learner participation and improve learner progression from Grade 10 to 12. This factor was confirmed by both juvenile and adult learners who experienced no link between the AET subjects and Grade 10 as depicted in Figure 4.2. The DCS should embark on several activities in order to resolve the problems related to progression of the ILs within correctional schools. The DCS should, first introduce a scarce skills curriculum, and popularise educational programmes to increase participation.

5.4.1 Introduce a scarce skills enhancing curriculum

The DCS should introduce a market related curriculum which would help incarcerated learners to seamlessly reintegrate into communities as outlined in *Section 41 (2) (b)* of the Correctional Services Act 111 of 1998 as amended and *Chapter 9, 9.9.2* of the White Paper on Corrections (2005:69). The introduction of a better curriculum would attract learners and this would help the department to increase participation in educational programmes. The DCS should waive the fees which are paid for Higher education to increase participation. Another incentive would be to offer ILs who participate in educational programmes, a stipend in order to increase participation and sustain the enrolment of learners within correctional schools similar to the United Kingdom.

5.4.2 Popularise educational programmes to increase participation

It would assist the DCS to increase learner participation in line with the strategic plan of the department on offender rehabilitation through education. This can materialise only through advocacy campaigns and resourcing the correctional schools so that they are attractive. Equally important, Garcia (2013, p. 19) concurs with this notion by declaring that the programmes offered to incarcerated persons should provide them with marketable skills to provide for their families and alleviate poverty.

5.4.3 Professional development: correctional educators

Professional development of correctional educators is critical in order to minimise challenges faced by learners in progressing from AET level 4 to Grade 10. Inmates will not be transformed if correctional educators are not skilled to deal with learner challenges.

The findings of this study revealed that incarcerated learners have serious personal problems which may affect their academic progression. To infuse the theory of this study, the CEs need to apply the knowledge basis of teaching as espoused by Rahman et al. (2010, p. 86) which requires that educators should have the skills to deal with diverse learners. Hence, the educators employed to offer educational programmes within correctional facilities should be highly skilled to deal with such learners as indicated in Chapter 2.

On the other hand, it will improve professional development of correctional educators as contemplated by several scholars Gameda and Tynjälä (2015); (Jovanić, 2011; Karaman, 2012, p. 56; Sharma, 2016) who contend that professional development is a cornerstone for learner academic achievement. The findings of this study compare favourably with that of Bihi (2014, p. 14) where a more context-based training for correctional educators is key because they deal with learners with special educational needs. At the same time, the study by Sharma (2016, p. 566) substantiate this view by stating that:

“A teacher needs to have an in-depth knowledge of the subject matter which he/she is likely to teach as the content of the subject forms the base of any teaching”.

In addition, Skosana and Monyai (2013, p. 91) concur with Bihi (2014) that professional development has an impact on teaching and learning within schools. Indeed, professional development is vital to learner attainment and can adversely affect learner progression if correctional educators are not regularly skilled to deal with the dynamics of the ever-changing curriculum demands.

5.4.4 Increase resources

The findings of this study demonstrated that there was a shortage of resources for effective teaching and learning as described by various ILs who said that they did not have textbooks, and lacked accessories like computers. Staff shortages were also reported. The DCS ought to maximise resources within correctional schools to improve teaching and learning based on the findings of this study that textbooks improve learner academic achievement.

This assertion is further supported by findings in Thinane (2010, p. 41) who claims that lack of resources impacts negatively on programmes of offender rehabilitation (education being one of them). Accordingly, Koudstaal et al. (2009, p. 2) validate this view in stating that if learners have access to a range of learning resources and learning styles they are likely to perform better academically.

In addition, a need for resources in correctional schools may attract stakeholders or potential funders to assist the department to attain its educational ambition.

5.4.5 Institutional challenges

Having analysed all the data gathered, discussed and interpreted it. There were several key findings which I made after the data analysis, for example, the inconsistencies in curriculum, the low literacy levels, the inappropriateness of placement tests, the lack of resources and learners' inadequate motivation and support. All these findings were expected but institutional challenges seemed to play a leading role as academic hindrances within correctional schools.

The discovery that learners could not register for educational programmes without an identity document cannot be comprehended. Furthermore, there was an IL who had eye sight problem but seems not to get assistance to pursue his academic dream of studying. His eyes were affected by the white board in the classroom. In addition, there were ILs who had serious family problems of being left by their wives while incarcerated. These personal challenges compound what is already a difficult situation of being in jail.

As a result, these learners are overwhelmed with problems to an extent that they cannot concentrate while in class. It is therefore the responsibility of the DCS to ensure that an environment which is enabling is created for educational programmes to succeed within correctional schools. Other institutional challenges like the synchronisation of the school, the kitchen and court appearances have a bearing on this unpalatable environment. There should be better synchronisations of programmes to avoid these mishaps which affect educational programmes. Besides, the random body searches also play a disruptive role if they are performed during class time. The DCS should re-look at when and how those searches are conducted so that they cannot disrupt the smooth running of the school.

5.5 Limitations of the inquiry

There were several limitations to this study. Firstly, the study was conducted in a high security environment for correctional educators as well as incarcerated learners. Correctional educators were reluctant to disclose more detailed information for fear of victimisation or being accused of disclosing confidential information while incarcerated learners had distrust for any stranger.

This was observed during the signing of consent forms where I had to explain at length the purpose of the visit and reassure them about the purpose of the study and their anonymity. This gaudiness may have curbed what the participants could have shared. Furthermore, the secure environment and access protocols did not allow me to spend sufficient time with the participants. Another key area was my conflict of interest as an employee of the Department of Correctional Services working at Head Office. For example, some participants completely diverted from answering questions and complained about operational issues. I had to listen and wisely revert to the question without making them feel uncomfortable. I then after the interview advised that the issues raised be directed to the management of the correctional facility through proper channels.

Furthermore, I had planned to pilot the questionnaires with incarcerated learners on my first day at the research sites. This could not happen because there was some tension among inmates in one of my research sites because of impending unrest. I had to commence with the writing of the reflective task on the first day even though it was not my plan because of the agitation of inmates in one of the correctional facilities. Despite this challenge, I had sufficient time with incarcerated learners on the first day because the schools only reopened the following day. It provided me with an opportunity to explain the reflective task in detail to incarcerated learners and how to go about it. At the same time the anticipated limitations did not affect my study at all. Data collection went on as planned for five days until the last day. Each of the planned data collection activities took place as planned and were meticulously carried out. I also acknowledge a small sample as a possible limitation to my study.

5.6 Recommendations for further research

The treatment of inmates is an international human right which is also observed here in South Africa. I was challenged by the fact that there were human beings who have wronged the society but have decided to do something about their lives through education. The conditions and the circumstances under which these individuals found themselves are challenges but they continue to pursue their dreams of finally doing something about their lives. As a result, my recommendations for research emanate from the findings of this study and to further improve on correctional education in South Africa.

Therefore, I recommend that further research be done about the following topics:

- Is professional development important in supporting curriculum delivery in the Department of Correctional Services?

- Does the current curriculum within correctional schools fit the purpose?
- Establish whether incarcerated learners are able to be integrated into mainstream schools or not.
- Develop assessment tools to be used to assign learners appropriate levels.

5.7 Reflections on the inquiry

This research has improved my knowledge about academic writing because I am now a better writer than before. I have also gained valuable lessons of what other countries are doing to comply with the United Nations Minimum Standards for the Treatment of Prisoners (now called the Mandela Rules) across the world. Additionally, I have learned about curriculum design and teaching of many countries and what they are doing to implement the best practices to improve learner performance. This research study will help me because I will perform my work with better knowledge and make recommendations from an informed position.

5.8 Conclusion

Education within the Department of Correctional Services (DCS) remains a challenge despite the numerous steps taken to improve education within correctional facilities. The study investigated the challenges experienced by incarcerated learners when progressing from AET level to Grade 10 within correctional facilities. Yes, it is true that textbooks, attendance, motivation and support play a role in how learners progress from one level or grade to another. The progression of incarcerated seems problematic because they struggle to cope with the demands of the curriculum in Grade 10 and subsequent grades. My study has brought to the fore multiple challenges on progression in an attempt to progression from AET level 4 to Grade. These challenges must be addressed to curb the high drop-out in Grade 10 and improve progression to Grade 12. Currently, these challenges thwart the strategic objectives of the DCS which aim to transform incarcerated learners through education, thus enhance rehabilitation and reintegration process. There is, thus a dire need for the DCS to take note of the current findings and address curriculum challenges highlighted in this study to improve learner progression.

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Addenda

Appendix A: Interview protocol: Semi-structured one-on-one interviews with correctional educators



Thank you for accepting the invitation to participate in this research. Please note, all your responses will be audio recorded, you may request to listen to your responses at the end of the interview session. You may choose not to respond to questions. Tell the interviewer when you feel uncomfortable and do not wish to continue. You may ask that any question to be repeated/rephrased. You may also ask questions at the end of this session. You are requested to answer all the questions in English.

Questions

1. How long have you been working as an educationist in the Department of Correctional Services?
2. In your opinion, what is the difference between teaching at a school in a correctional facility and a traditional school?

Curriculum

3. What is the difference between the curriculum of Adult Education and Training programme, in AET level 4 and that of the Further Education and Training band, specifically in Grade 10?
4. How do you think that this difference in curriculum structure affect incarcerated learners' progression from AET level 4 to Grade 10 in correctional schools?

Experiences

5. Based on your experience in correctional teaching, what is your perception about the relationship between AET level 4 curriculum and that of Grade 10?
6. Share your experiences of this relationship between AET level 4 and Grade 10 in correctional facilities.
7. In your opinion, is this progression negative or positive? May you cite examples.
8. What could have been done differently in structuring education in the Department of Correctional Services?

Placement tests

9. The DCS continue to utilise placement tests to allocate incarcerated learners appropriate levels as a result of not having proper report cards.
- 9.1 Are these placement tests adequate to assign incarcerated learners appropriate levels or grades?
- 9.2 Do you think that they have any role to play in how learners progress from AET Level 4 to Grade 10?
- 9.3 Are the educationists able to appropriately administer these tests on incarcerated learners? Why?

Literacy level

10. What is your perception about the literacy level at your school?
- 10.1 What do you think are the contributory factors to the literacy level?
- 10.2 Does it have any impact on the progression of incarcerated learners from AET level 4 to Grade 10 in DCS schools?

Prior learning

11. What is your understanding of prior learning?
- 11.1 Is prior learning important for teaching and learning in correctional facilities?
- 11.2 Does it have any influence on how incarcerated learners progress from AET level 4 to Grade 10?

Learner attendance

12. May you please share with me your observations on Grade 10 learners' class attendance at your school?
- 12.1 In your understanding, does learner attendance affect performance?

Lesson preparation

13. How do educationists prepare for lessons before any lesson presentation?

Study methods

14. What study methods do incarcerated learners use?

Assessment

15. How are incarcerated learners assessed?
- 15.1 Do you think that the way educationists assess learners have any impact on their progression to the next level or grade?

Performance

16. What are your observations about Grade 10 learner performance at this correctional facility?
- 16.1 What do you think are the reasons for your response that you have just provided?

Teacher morale

17. If you assess your colleagues' morale after the performance of their learners, either in a test or examination.
- 17.1 Does it show any change or is it stable?
- 17.2 What would you attribute that to?

Teaching & learning resources

18. Describe the teaching and learning resources at your school?
- 18.1 Do you think that they are important in assisting curriculum delivery?

Motivation of learners

19. How motivated are incarcerated learners to progress to the next level or grade?
- 19.1 How do you try to motivate learners at your school?
20. How is your learner performance in AET level 4 external examinations?
- 20.1 What do you think are the reasons for this AET level 4 performance?
- 20.2 Do you think that AET level 4 learner performance permeates to Grade 10? How?

Challenges

21. What are the challenges which you came across during your teaching at this school?

Random searches

22. Random searches are a regular occurrence in most correctional facilities.
- 22.1 May you share your experiences in relation to teaching and learning.

Support/ interventions

23. What kind of support/intervention is given to Grade 10 learners in order to improve their performance?
- 23.1 According to your observation, do these interventions have an effect on Grade 10 learner performance?

Enrolment

24. How many learners enrolled at the beginning of this academic year at your school? Is the number of the enrolled learners still the same?
- 24.1 If there is a difference in numbers, what do you think are the reasons for this difference?

Appendix B: Learner reflective task



Learner reflective task

Thank you for being willing to participate in this research. I will explain what you must do and provide you with crayons and paper.

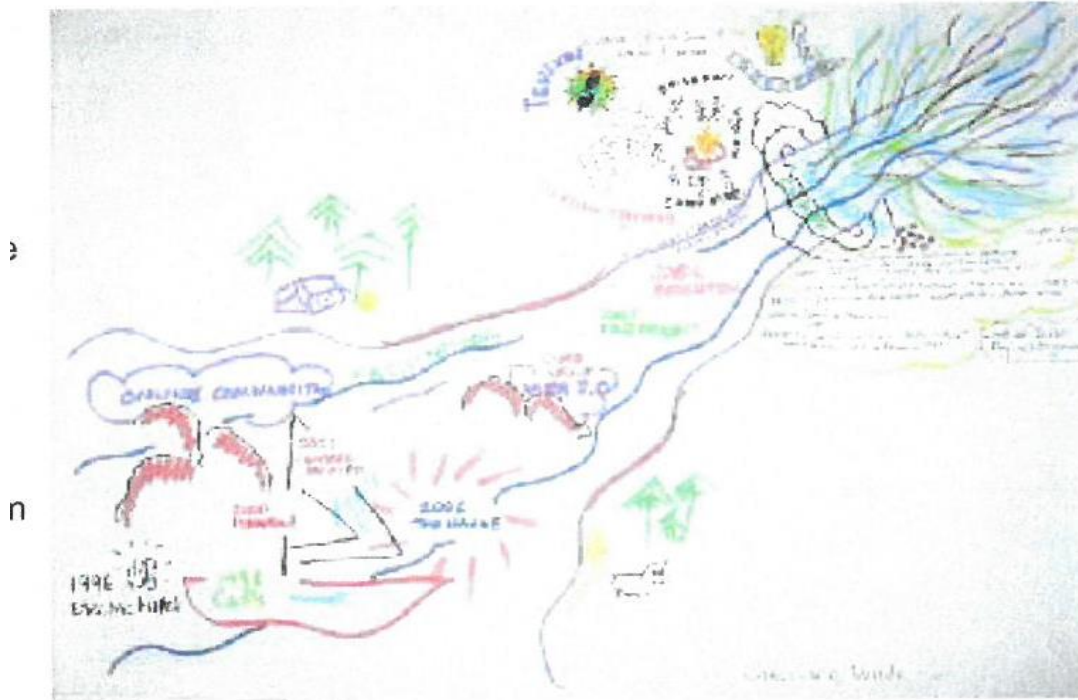
Topic: My journey from AET level 4 to Grade 10.

Part A: Draw a picture that depicts your experiences in the form of a river flowing in a particular direction, showing your thoughts about your progression from AET level 4 to Grade 10. Begin by indicating the date on which you started studying at this facility and add the date you reached Grade 10. Include the events (either positive or negative) which occurred during or while you studied. Tributaries (side branches of a river) indicate people, lessons, books, experiences, and events etc. that have influenced your academic journey. Rough waters in the river illustrate times when you had difficult challenges river can run straight or it can twist to suggest dramatic moments in your journey.

- Part B: Explain your picture by writing an essay in English. Describe your experiences, any persons or events that influenced your journey. Indicate any challenges you faced and how you felt about them. What could you have done differently? What could DCS do differently? Would you recommend that others study while incarcerated?

Please Note: Someone else's picture has been provided as an example which you may use to draw your own experiences about your progression from AET level 4 to Grade 10.

Name: Mokoena Thapelo



Supervisor: Prof Rinelle Evans

Email: rinelle.evans@up.ac.za

SIGNATURE: _____

DATE: _____

Appendix C: Questionnaire questions



You are requested to answer the following short questions based on the progression from AET level 4 to Grade 10 within correctional facilities.

Participant: _____

- Instruction: For each statement, please check whether you strongly agree, agree, disagree, or strongly disagree.

Make a tick in the appropriate box

	Strongly agree	Agree	Disagree	Strongly disagree
Questions				
1. I attend school because I want to improve my situation.				
2. There is no link between the AET subjects and Grade 10.				
3. Home languages should be introduced in AET level?				
4. The DCS placement tests should be cancelled.				
5. The placement tests are used wrongly.				
6. Doing AET levels 1-4 is a waste time for learners in DCS.				
7. Correctional Services should introduce Grades 8 to 9 in place of AET level 1-4.				
8. Regular class attendance can help a learner to pass/progress to the next grade or level.				
9. Having good study methods makes one to progress to the next level/grade easily.				
10. Learners with most resources in class (textbooks, teachers, etc.) perform better at school.				
11. Teacher motivation helps learners to perform better.				
12. Random body searching of learners before they attend classes demotivates them.				
13. My correctional sentence has an influence on my school work.				

Appendix D 1: Request for permission to conduct research



Department of Correctional services
Formal Education Directorate
21 February 2018

The National Commissioner
Department of Correctional Services
National Office
P/B X136
Pretoria
0001

Dear Sir

RE: Request for permission to conduct research.

I am currently registered for a Masters in Education at the University of Pretoria. I hereby request permission to collect data for my study titled: **Challenges that incarcerated learners experience when progressing from Adult Education and Training level 4 to Grade 10.**

The purpose of this study is to establish the experiences, perceptions and challenges of incarcerated learners as they progress from AET level 4 to Grade 10 in correctional facilities. I seek permission to access six (6) educationists and ten (10) incarcerated learners in two full-time schools at Barberton Town Youth and Barberton Maximum in the LMN region.

This study requires ten incarcerated learners who have recently progressed from AET level 4 to Grade 10 within DCS. They will be requested to write an explanation of their experiences when they progressed from AET level 4 to Grade 10 on the following title:

My journey about progression from AET level 4 to Grade 10.

- Incarcerated learners would first start by drawing a picture of their journey about progression. They would then use the picture to explain in detail their experiences, perceptions and challenges using a method called “Rivers of Life” about progression from AET level 4 to Grade 10 in writing this essay.

Furthermore, I request permission to speak to six (6) educationists in a semi-structured one-on-one interview in order to establish their perceptions on learner progression from AET level 4 to Grade 10. The session should last no longer than 60 minutes and can be conducted in a space of the interviewee’s choice.

An audio-tape recorder will be used during interview sessions with the educationists to enable the transcription of data verbatim during data analysis stage. Permission to use an audio-recorder will be requested from participants and an agreement will be signed.

Ethical considerations

Please note, that the names of the educationists as well as the incarcerated learners will not be identified in the findings and the report of my research. I will use pseudonyms to ensure anonymity and confidentiality. All participants will be requested to sign an Informed Consent prior participation. Participation in this study is voluntarily and incarcerated learners and educationists may withdraw at any stage of the research. I promise to abide by all conditions applicable to research done in the Department of Correctional Services (DCS).

Potential risks of the study

The risks to participants in this study are miniscule. However, some memory might provoke unpleasant or upsetting feelings thus if they feel uncomfortable, they have the right to decline to answer any specific questions or to withdraw from the study immediately without any negative consequences.

Benefits to participants

There are no direct material benefits to participants. They may, however, be prompted to think about how they as individuals could change their study methods or improve their attitudes towards learning.

Significance of study

This study has a potential to advocate, promote change and bring awareness on transforming curriculum policies related to adult education and further education and training to bring about synergy between the two educational bands.

The policy developers may introduce new policy paradigms that will ensure a smooth transition from AET level 4 to Grade 10 in future. These policies may also assist in that if an incarcerated learners (ILs) is released and wants to continue with his or her studies, they are accommodated in schools outside of the correctional facilities.

Please find attached a reflective essay which will be written by incarcerated learners and an Interview Schedule/Protocol which will be used during semi-structured one-on-one sessions with the six (6) educationists at the identified correctional facility. A copy of the Research Proposal which outlines procedures of the research is hereto also attached for your attention.

Time frame

Data collection should start in April 2018 and continue until May 2018. I foresee no disruptions to any schedule of the correctional facility or the school programme.

Your positive response in this regard will be highly appreciated.

Yours sincerely

Researcher: Khoabane, M. S.

Supervisor: Professor Rinelle Evans

Email: metsing.khoabane@dcs.gov.za

Email: rinelle.evans@up.ac.za

Contact number: 012 305 8304

Contact number: 0837320099

Appendix D 2: UP Ethics approval



Ethics Committee 07 December 2016

Dear Mr M Khoabane,

REFERENCE: HU 16/11/03

Your application was carefully considered by the Faculty of Education Ethics Committee and the final decision of the Ethics Committee is:

Your application is approved on the following condition(s).

1. Kindly note in the letter of consent it's stated that the study will take place in one region and but three regions are mentioned. Please clarify.
2. Kindly consider formulating two consent letters. One for correctional educators and a separate consent form for the incarcerated learners.
3. Please clarify the presence of a Psychologist especially during a session with learners since possible risk indicated may be that the ILs, "might provoke unpleasant or upsetting feelings." How will the latter be dealt with should it happen?
4. Section 3.7: Kindly provide more detail in this section.
5. Section 4.1: Please provide more detail under number 1 of the subsection.

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 Declaration Form (Form D08),**
- Initial Ethics Approval letter and,**
- Approval of Title.**

Please note:

- Any amendments** to this approved protocol need to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that the Committee's approval is null and void.*
- On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number **HU 16/11/03** in any communication with the Ethics Committee.*

Best wishes
Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

Appendix D 3: DCS Ethics approval



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X131, PRETORIA 0001, Ruytens Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel: (012) 307 2770, Fax: 086 539 2693

Mr MS Khoabane
P.O. Box 18235
Witsieshoek
9870

Dear Mr MS Khoabane

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "THE CHALLENGES THAT INCARCERATED LEARNERS (ILs) EXPERIENCE WHEN TRANSITIONING FROM ADULT EDUCATION AND TRAINING BAND 4 TO GRADE 10"

I wish to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been conditionally approved. The researcher is expected to meet the following condition for full approval to be granted:

- The results of the study cannot be generalised therefore the title must be amended to state that the study will be conducted in Barberton Management Area.
- You are advised to include in the sample of learners who did not progress to the next level as those are the learners who have been negatively affected by the mentioned challenges.
- The request to access participant's files must be included in the informed consent form. The informed consent form must be submitted.

Thank you for your application and interest to conduct research in the Department of Correctional Services. Should you have any enquiries, please contact the Directorate Research for assistance at telephone number: (012) 307 2770 / (012) 305 8554.

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH

DATE: 28/11/2017

Appendix E 1: Informed consent for correctional educators



Informed consent for participation in a study: Educationists

Study title: Challenges that incarcerated learners experience when progressing from Adult Education and Training level 4 to Grade 10.

RESEARCHER AFFILIATION: MEd IN EDUCATION, UNIVERSITY OF PRETORIA

The study which you are being requested to participate in, is designed to investigate incarcerated learners' experiences, perceptions and challenges about their progression from AET level 4 to Grade 10 in correctional facilities. This study is being conducted by Metsing Sarel Khoabane under the supervision of Professor Rinelle Evans in fulfilment of the requirements of MEd 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.

WHAT WE ASK YOU TO DO:

If you agree to participate, you will be asked to;

- Participate in a 60-90 interview session to answer questions related to what is your perception about the progression of incarcerated learners from AET level 4 to Grade 10.
- Grant me permission to use an audio recorder to capture the conversation during the process of the interview. The audio recorder would be used to capture verbatim data. Furthermore, you may listen to the discussion and your responses at the end of the interview session.
- Your participation in this study is **completely voluntary**. 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.

- Your participation in this study is **completely anonymous** and will not include your name. All identifiable information such as your name, age and gender will be coded. All information will therefore be kept confidential by the researcher.
- An audio-recorder will be utilised during the interview session in order to provide me an opportunity to extract verbatim data during data analysis stage. However, you are requested to grant me permission to use an audio recorder during the interview process and you must indicate whether you would like to listen to the discussions and your responses at the end of the interview session.
- You may come across questions 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.
- This study has a potential to advocate, promote change and bring awareness on learner progression from AET level 4 to Grade 10 within DCS. There will be no financial benefits for participation in this study.
- 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 all 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 the 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 Rinelle Evans at:

Email: rinelle.evans@up.ac.za

Telephone number: 012 420 42 72

SIGNATURE: _____

DATE: _____

Appendix E 2: Informed consent for incarcerated learners



Informed consent for participation: Incarcerated learners

Study title: Challenges that incarcerated learners experience when progressing from Adult Education and Training level 4 to Grade 10.

Researcher affiliation: Masters in Education, University of Pretoria

We are asking you to participate in a research study which aims to investigate your experiences and perceptions of your academic progression from AET level 4 to Grade 10 while studying in a correctional facility. This study is being conducted by Metsing Sarel Khoabane under the supervision of Professor Rinelle Evans for the fulfilment of the requirements of a MEd degree in the Department of Humanities Education, at the University of Pretoria. In this letter we explain the project and how we would like you to contribute. You can then decide if you want to participate or not.

What we ask you to do:

If you agree to participate, you will be asked to:

- 1) Draw a picture that shows your journey from AET level 4 to Grade 10. Your thoughts about the academic progression should be similar to a river, flowing in a particular direction. In your journey about your academic progression, indicate who or what influenced you (e.g. people, education, books, experience, events, etc.). Furthermore, outline the specific dates where you came across difficult moments which nearly made you to quit studying and what were the lessons which you learnt from them. We shall give you the paper and crayons to use. You may keep these when you have finished.

- 2) Using your picture, write an explanation of your drawing. Explain the challenges as well as the highlights of your academic journey from AET level 4 to Grade 10. Explain in detail your understanding of the progression and how it has affected you.
- Write an essay in English about the title: ***My journey about progression from AET level 4 to Grade 10.***
- 3) You will also be requested to answer some questions in writing about your academic experiences while studying. These questions will be additional to the essay which you have already written.
- Your participation in this study is completely voluntary. You may choose which experiences you want to write about or illustrate in your drawing. If you decide not to participate, you will not be disadvantaged in any way nor will you need to give a reason why you do not want to participate. You may choose to stop participating at any time.
 - No one will know your real name. You may choose a code name we can use. All identifiable information such as age, gender, length of incarceration and type of conviction, will also be coded. All information will be kept confidential by the researcher because he will be the only person who will read your essays.
 - Nothing or no one will cause any harm or hurt you during the process of this research. Whenever you feel uncomfortable, you may stop.
 - We hope that this study can change or improve some of the education programmes within the South African Department of Correctional Services. Your participation therefore may help policy developers and education managers within DCS. There will be no financial benefits or rewards for participation in this study.
 - The results of this study will be used in academic contexts only.

If you have questions about the research and your rights, please contact me or my supervisor.

Mr Metsing Khoabane

Email: metsingkhoabne@yahoo.co.za

Telephone: 012 305 8304

Professor Rinelle Evans

Email: rinelle.evans@up.ac.za

Telephone number: 012 420 42 72

If you would like to participate in our study, please complete the form below and sign it. Please give it to the Manager Education and Training at the centre.

CONFIRMATION STATEMENT

I agree to participate in this study. I confirm that I have read all the information above and fully understand that my participation is voluntarily. I also understand that no one will be able to identify me or my contribution by my real name. I will choose my own code name.

I agree to write an essay, draw a picture showing my academic experiences and answer a short questionnaire when the researcher returns again.

_____.

Signature _____

Date _____