

**Exploring the management of offenders' education for optimum
rehabilitation: A case of a Correctional Centre in Gauteng**

by

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DECLARATION

I, AmynaShahnaazFakude, declare that this dissertation is my own unaided work and personal endeavour except as indicated in the references and acknowledgements. It is submitted in fulfillment of the requirements for the degree of Master of Education (in Education Management) at the University of South Africa, Pretoria. This dissertation, "Exploring the management of offenders' education for optimum rehabilitation: A case of a Correctional Centre in Gauteng" has not been submitted before for any degree or examination in this university or any other university.

Signed: _____

At: _____

AmynaShahnaazFakude

Date: 11 November 2012

DEDICATION

This work is dedicated foremost to the memory of my parents Abel Tommy Ndakayi and NobanganilvinahNdakayinee Mafunjwa for the affirmation they bestowed on me, the expectations they had for me and the reverence they shared for education. It is this combination that continues to inspire my pursuit for education and knowledge in the quest to lead a life of dignity and significance as they envisioned for me.

And

To the precious gem in my life, my daughter Zuza Aziza Fakude who has remained a constant feature throughout the length of this research, whose active involvement, encouragement, love and patience makes this dissertation and everything else in my life a definite possibility.

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ABSTRACT

This study aims to explore the management of offenders' education for optimum rehabilitation in a Correctional Centre in Gauteng. In this study the nature of correctional education management is explored in relation to the self-concept of offenders as learners, as well as their view and experience on their future position as released parolees striving for reintegration into the society.

Methodologically, the study is located in the qualitative paradigm where a questionnaire was designed to gather the respondents' demographic profiles, and to extract from them the factors that influence crime propensity and amenability to correction through correctional education. The questionnaire was targeted at all functionally literate participants who indicated their interest at the sampling stage. The research site was a Correctional Centre in the Gauteng Province. Respondents comprised sixteen offenders and five officials.

The key findings of this research are that policy intervention is crucial to improve the management of offenders' education, so to remove barriers that hinder the exercise of effective education. How offenders' education is managed impacts on their receptiveness of education. This implies their fate as future ex-offenders and their prospects of employment after release as citizens are tarnished with the stigma of a criminal record. Their self-esteem seems to improve with the acquisition of well managed education, while on the other hand, propensity to recidivate is high where the management of their education has failed and hopelessness and lack of motivation in planning for a better future pervade. Thus, proper management of offenders' education can go a long way to ensure their successful reintegration in the society.

The research report concludes with recommendations that could have implications for future research in the context of correctional education management, as well as implementation and monitoring of such management via policy in order to achieve optimum rehabilitation of offenders.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. Background of the Study

This study aims to explore the management of offenders' education for optimum rehabilitation at an identified Correctional Centre in Gauteng. It is a product of questions raised and observations made during the period of my immersion in the prison society which resulted in me playing a significant role in the setting up of a school and management of the education of offenders (teachers and learners). Of importance was the maintenance of efficient and effective learning and teaching; yet of concern was the possibility to develop a sound educational institution within the prison to enable relevant effective interaction between the school community and its objectives.

This study is not a historical study per se. However, due to its nature (its uniqueness brought upon by it being conducted in a Correctional Centre environment) I reckon it important to flavor the study with a historical perspective to enhance the understanding that is envisaged by the reader. Certain important terms (safe custody, rehabilitation, recidivism, etc.) applicable uniquely to the prison environment are also deemed crucial and as such will be engaged and clarified in the study.

Managing the school meant directing and controlling the activities of the school and the efforts of learners and teachers towards the pursuit of education with full recognition of their reality; that they are offenders (prisoners) first and their learning must comply with security prescriptions of the Department of Correctional Services. Over and above enabling the learners to achieve their goals was an added responsibility of realizing the aims and objectives of education in the Department of Correctional Services which among others are, according to Republic of South Africa (1999a:3), "to provide a safe and appropriate environment that is conducive to influencing offenders to learn and adopt a positive, appropriate value system, thus creating a desire in them to lead productive law-abiding lives when they are released into the community".

The word 'safe' in the correctional education context can pose serious challenges for education in that in the correctional context, one of the most important functions is the water-tight safe and secure containment of offenders against possible escape. Should the interpretation not be reconciled between correctional officials and correctional education officials, offenders who are classified as high risk (Cavadino&Dignan, 2007:208), those housed in super maximum security facilities (Schmallegger&Smykla, 2005:207), and those who are viewed as a threat to the safety of society (Luyt& Du Preez, 2000:38) might suffer prejudice by being denied access to education in the quest for safety and security.

The context of the conception of this study is located in the period barely five years after the Prison Services was separated from the Department of Justice in 1990 and renamed the Department of Correctional Services (Republic of South Africa, 2005:172 - DCS). Prisoners had ceased to be called prisoners and become offenders – a name compatible with their newly acquired status as beneficiaries of correction. This department was charged with the responsibility of transforming the criminal justice system from the discredited illegal system notoriously known for targeting opponents of apartheid and criminalizing what society glorified, (as had been the case in the famous Rivonia Trial) to one resonating with the aspirations of its people (African National Congress, 1994:63; Lodge, 2006:104).

Such aspirations were informed by the introduction of the Reconstruction and Development Programme which was a programme of the African National Congress that held a promise of developing an integrated system of education and training that was to provide equal opportunities to all (African National Congress, 1994:61). This education was “to be directed to the full development of individuals and the community in order to strengthen respect for human rights and fundamental freedoms” (African National Congress, 1994:62). Redress of the historical imbalances and inequalities was at the heart of the education of all historically disadvantaged South Africans and offenders were no exception. Education of offenders had been formalized for parity with mainstream education.

The eagerness nationwide to embrace education according to the provision of the Reconstruction and Development Programme was also informed by the onset of the democratic and constitutional system of governance. The Interim Constitution of 1993 had just given way to the Constitution of the Republic of South Africa 108 of 1996 which

instantly catapulted government to take cognizance of international law practices by among others, bringing prison legislation in line with international instruments like The Standard Minimum Rules for Treatment of Prisoners 1955 (Republic of South Africa, 2005:5 – GP).

The nation was ready to transform from the vestiges of the divisive apartheid state to a conciliatory egalitarian democratic state. According to Lodge (2006:41), apartheid was an ideology and programme of Afrikaner nationalism developed in the early 1940s, reinforced and entrenched in 1948 when the Nationalist Party came into power. It emphasised racial apartness aimed at, among others, “tightening up urban segregation and restricting African migration into the cities, bringing African schools under state control, banning inter-racial sex and marriage, prohibiting mixed race residential and business districts ending altogether the already limited African voting rights, and from the late 1950s, extending the embrace of influx control to African women”(Lodge, 2006:41). Contrary to the theory of Cavadino and Dignan (2007:43), that the role of public opinion on government policy is based on ideological considerations rather than considerations of evidence in this case, it was a combination of both. People had been unequal and deprived for too long. The idea of equal opportunities encouraged people to take charge of their lives and achieve what apartheid had denied them- even education.

There was however a niggling concern that the idea of education of prisoners was not new in South Africa. It had lived not only through the Apartheid era but from as early as 1830 according to Venter (1959:56) who states that although education and training of prisoners started then it was not organized. Of importance at this stage was that the education of offenders was formalized and given equal status as mainstream schools. This brought to mind, connotations of former prison cells converted to dormitories, prison warders turned into boarding masters and mistresses or matrons and the prison – a huge highly secured boarding facility wherein boarders enter as depraved folk in need of reform, remain in there for as long as their goals are not achieved and leave only as graduates, accomplished and ready to face or even change the world in a positive way as law abiding citizens.

Act 111 of 1998 of the South African Correctional Services, which is the strategic document of the Department of Correctional Services was drafted in order to guide the process by providing guidelines on how the business of correction as opposed to imprisonment was to

be carried out. The guidelines, however, did not provide a blueprint similar to that found in mainstream education. Act 111 of 1998 whose promulgation was dubbed 'a milestone in the history of Correctional Services' provided only a framework for treatment of offenders' development and support services demonstrating the social responsibility of the department (Republic of South Africa, 1997:1 - DCS). This left the manner the education of offenders would run open to as many interpretations as there are correctional centres. It was hoped and believed that cognitive training might have substantial benefits in the reduction of crime.

It struck me that seeking to develop people is a function of leadership, which involves a process of influence "exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization" (Yukl, 2002:3). Education requires educational leadership in the form of an educational manager, to create a certain atmosphere or climate which enhances the teaching-learning interaction, and a certain culture within which education is sustained in order to thrive (Walker & Dimmock 2002:1). According to the Republic of South Africa (2005a:32) the organizational culture the Department of Correctional Services fosters is not conducive to the new challenges of ensuring safe custody in conditions of human dignity and furthering corrections. This is the case because the current prisons were not designed with correctional education in mind. This means that the correctional system as an organization within which the correctional education resides is by virtue of its culture repulsive to correctional education, that is, it favours one organization 'correction' at the expense of the other, 'correctional education'.

Such a bias in the correctional system towards correction necessitates the definition of organizational culture in order to clarify the role of the correctional culture and its importance in education management. Organizational culture as observed by Bush (2003:156) refers to "beliefs, values and ideologies at the heart of organizations. Individuals hold certain ideas and preferences which influence how they behave and how they view the behavior of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and ritual". Luyt (1998:59) portends that while the correctional education control structure has implications for the correctional education policy formulation and implementation, the control structure of the

correctional system is not only important for political and operational decision-making but also plays a role in staffing and how correctional education programmes are provided.

The complexity of the relationship between correctional education and the correctional system calls for a combination of a leader and a manager at the helm of the correctional education entity to negotiate and maintain a sustainable, lucrative and mutually beneficial relationship between the mother body and her tenant organization namely, correctional education. It is for this reason that for purposes of this study management and leadership will be used to denote management of which Robbins, Judge, Odendaal and Roodt (2009:29) purport that management positions come with some degree of formally designated authority which enables an incumbent to assume a leadership role simply because of the position they hold in an organization. Interchangeably, managers are called administrators, chairpersons, coordinators, and leaders depending on the task they are called upon to execute at a given moment in any organization they find themselves managing, not only the prison education.

Of essence also was and still is the question of attitudes of offenders who do not participate in the correctional educational programmes towards those who do. The extension of choice to one who offended raises concerns, since it has the potential to curtail correctional effort meant to rescue the offender from their offending inclinations. Rescuing the offender from their offending inclinations ensures the maintenance of the safety of society against the potential backlash of such inclinations should they parade as activity, which invariably is criminal activity. Correctional effort manifests in the life of an ex-offender as rehabilitation.

Furthermore scholars such as Schmalleger and Smykla (2005:74) among others, describe incarceration as an act of retribution which literally means 'paying back', and dictates that the offender pays the debt they owe, to both their victim and society. Correctional education is thus a means to enable offenders to pay the debt also to themselves by addressing the cognitive causation of their criminal behavior, namely ignorance.

For offenders to refuse to participate in the correctional education programme is a violation of correction. One theory that identifies this violation is that advocated by Raynor and Robinson (2005:25) that correction is a right to the offender for the benefit of potential

victims and communities. This is a challenge to educational leadership or management to find how to discharge the correctional education right to all eligible offenders.

1.2. Motivation for the Study

The gesture of the Department of Correctional Services to extend a service so audacious, noble and humanitarian to offenders seemed to heed Beccaria (1992:92) where he avers that “the most certain method of preventing crime is, to perfect the system of education”. South Africans some of whom were then incarcerated had come from a pitifully imperfect system of education which had severely disadvantaged indigenous people particularly.

To achieve rehabilitation through education, not only leadership would be needed but management would be of crucial importance. Bolman and Deal (1997: xiii-iv) state that the challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leaders provide.

According to these theorists, leaders are people who shape goals, motivations and actions of others while frequently initiating change to reach goals old and new. On the other hand managers efficiently and effectively maintain current organizational arrangements. Images of two people working in sync for a common goal come to mind when one tries to understand these theories on leadership and management.

Yet, not only are these pictures conjured but also those of a single visionary working systematically and conscientiously with the goal in mind. The two can co-exist in one person according to Bolman and Deal (1997:xx), an assertion supported by Pearson (2009:5), who claims that managers get things done through other people, which is not so different from shaping goals, motivations and actions of others. He goes further to say they make decisions, allocate resources and direct the activities of others to attain goals, while leaders have the ability to influence a group towards the achievement of a vision or set goals (Robbins, Judge, Odendaal and Roodt2009:29).

Once again, I must reiterate that to me, for a manager to lead is just a matter of flexibility. To me, attaining goals – a function of management, is the same thing as achieving set goals – a function of leadership. Thus, an organization needs only one person to execute this function, whether they call him/her a leader or a manager. It is for this reason that, for purposes of this study, a leader is a manager and a manager is a leader.

As an education practitioner it came to my realization that Correctional Services would render this service best with the contribution of other significant stakeholders and citizens such as education experts and business sector to monitor the progress of correctional education and skills development according to the trends and requirements of the mainstream.

According to Republic of South Africa (1997:1), provision of development programmes to offenders in order to afford them rehabilitation and successful reintegration into the society is the core responsibility of correctional education. Silverman (2001:390) states that correctional education programmes are often subverted by custodial staff who prize security, order and discipline as the highest goals of imprisonment.

This therefore suggests that at the helm of correctional education should be found an ideal education managerial leader who influences attitudes and initiate change in the entire prison in a way that appeals to custodial staff, so that the organizational climate of the prison is conducive to development.

Development programmes in this case were to flow from the provision of formal education in order to redress the injustices of the past. At that time the demographic representation of the prison population was invariably predominantly African. This was understandably so since Africans under the rule of Apartheid Nationalist government from 1948 were subjected to learning through the Bantu Education curriculum designed to ensure that as a race, they remained perpetual inferior labourers executing menial duties in the workplace, and never competing for jobs reserved for Whites (Freire, 1985:77).

Africans are indigenous South Africans as distinguished from other non-European races such as Chinese, Coloureds, and Indians together with whom collectively they were called

'blacks'. This racial exclusion left Africans poor, uneducated, backward, aggressive and angry. Language had been highly instrumental in the perpetuation of the intellectual inferiority of Africans in that when they finished primary school a policy of 50-50 applied.

This policy meant that English and Afrikaans were equal mediums of instruction for children who were not exposed to any of these languages after school hours. This alienated the African child from their education. It was in 1976 that the 50-50 policy experienced vehement resistance that resulted in the infamous 1976 Soweto uprisings (ANC Education Department, 1994:34; Martin 2005:23). Some of the learners never returned to school after that fateful June 16th day of 1976, whereon they had witnessed the brutal massacre of their peers by police.

In reaction some parents became fearful and withdrew their children from school especially in view of the fact that children feared harassment by police. Some children were imprisoned without trial for a long time and their education prospects were nullified while others fled the country. The rest became militant and adopted the unhealthy slogan 'liberation before education', that was born of hardened, radical and revolutionary attitudes that permeated the townships after the uprisings. Such attitudes combined with the radical outlook to education rendered education the ultimate casualty, and further aggravated the already delicate and tenuous educational life chances of African children.

Redress in the form of education was indeed a welcome relief if not the only relevant and viable option after parents had lost control of their school-going children and out of school youths some of whom had ended up in prison not only for political reasons. Correctional education since then made valiant efforts to deliver rehabilitation, yet both the rate of offending and that of recidivating has been escalating since the conversion of prisons into correctional centres, and the demographics of offenders worryingly indicative of the historical disadvantages meted out to indigenous people of the African race.

Quensey, Harris, Rice and Cormier (1998:33) aver that previous convictions are positively related to such factors as age at first commission of crime, (which suggests that some of the detainees of 1976 may have ended up adopting criminality as a lifestyle and to this day, in the 5th or 6th decade of their lives, are still languishing in prison from time to time as

recidivists) criminal versatility, substance abuse and low education attainment. Low educational attainment can be directly linked to the apartheid legacy that subjected Africans to an inferior system of education, using language and economic power as instruments of exclusion. Those who responded typically to the challenges posed by language and economic disadvantage at school of course dropped out and swelled the ranks of cheap labour.

Albrecht (1998:59) states that in 1997, the rate of incarceration in South Africa was 368 per 100 000 of the general population. That was three years after liberation. According to the Republic of South Africa (1999b:8), 34% of the 1998 offenders were illiterate. In 2005 the rate of incarceration had risen to 411 per 100 000 of the general population (Altbeker, 2005:22). The increase is disturbing, more so that it is eleven years into democracy and correctional education. Republic of South Africa (2005b:49) states that the number of offenders in economic and narcotics categories has been escalating in the past few years. It is no surprise that during elections, crime is a high social issue in the manifestos of most if not all parties.

This study aims to investigate management of correctional education with the view to find out whether or not there are deficits in correctional education that hinder rehabilitation, and how those can be eradicated through correctional education management in order to achieve optimum rehabilitation and rid offenders of the burden of criminal behavior that makes them a menace to their society, and thereby rid the country of the scourge of crime.

1.3. Problem Statement

Resultant from the above exploration of the problem and motivation, the main research question arises:

How is the education of offenders at a Correctional Centre in Gauteng managed for optimum rehabilitation and reduction or even eradication of recidivism?

The main research question as stated above necessitates the following sub-questions:

- What is the nature of management of correctional (prison) education?
- How can offenders' education at a Correctional Centre in Gauteng be effectively managed?
- What strategies can be recommended to enhance the effective management of offender education at a Correctional Centre in Gauteng?

1.4. Aim of the Research

My study aims to explore the management of the education of offenders at a Correctional Centre in Gauteng for optimum rehabilitation to enhance the advancement of rehabilitation and reduce or even eradicate recidivism.

To achieve this aim the study will endeavor:

- To explain the nature of the management of correctional (prison) education.
- To explain the developments of correctional (prison) education in South Africa and its impact on the management of offender (prisoner) education.
- To recommend strategies for effective management of offender (prisoner) education.

1.5. Definitions and Explanations of Key Working Concepts

1.5.1. Correctional education

There exists a vast variety of definitions and explanations of this term by different theorists each in terms of the context from which they see it, e.g. attitude, moral regeneration, medical, spiritual, work ethics, intellectual development etc. All these perspectives speak to one or more of the aspects of correctional education. For purposes of this study I shall respect all and work with them in mind until my experience and the collective input of the subjects of my investigation help me find the one that speaks to their shared experience.

According to Clear and Cole (1994:345) correctional education programmes refers to any structured activity that takes offenders out of their cells and sets them to perform instrumental tasks. To these theorists education occurs in any task performed anywhere.

Rotman (1990:35) advocates the change of a human being will not come by changing him spiritually only but by working on his mind as well. To him thus, correctional education should attempt to see an offender holistically and identify individual needs for change, which in this context is rehabilitation through cognitive, affective and spiritual development.

Among objectives of correctional education is also the inculcation of values which suggests the intention for moral regeneration. Feni (2005:5) explains it as a means to inculcating compassion and enabling offenders to become responsible moral citizens. Restorative justice also occurs in this context in that relations between the offender and the relevant people they offended are initiated, facilitated and restored before the offender is release.

Sagel-Grande (2002:94) identifies correctional education as the benefactor for self-development through its humanizing effects that restore community cohesion. With the inputs of the above scholars on correctional education, a clear picture of an educated rehabilitated offender can be visualized and clearly targeted.

1.5.2. Educational leadership

Over the past fifteen years, a variety of conceptual models of leadership has been generated of which two theoretical positions are most prevalent namely, transformational leadership and transactional leadership. Whichever leadership position a leader prefers, foremost a number of theorists on leadership perceive it as an 'art' as well as a 'craft' and a technical science (Sergiovani 2001:19; Day, Harris and Hatfield2001:17), which to me suggests the need for creativity and flexibility.

These two models of leadership are known to achieve the same results using different approaches. A flexible leader might even use both according to his/her discretion in line with the task at hand at a given time. There is no right or wrong position. Sometimes it is the type of people led or the context wherein leadership is being exercised that determines the

position of leadership best employed or even dictates the position best exercised. There are many more other leadership styles I have not mentioned.

For purposes of this study one other model of leadership worth mentioning is managerial leadership which is concerned with the harmonization of leadership and management. According to Leithwood, Jantzi and Steinbach (1999:14), managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours, and that if these functions are carried out competently the work of others in the organization will be facilitated.

Most approaches in managerial leadership also assume that the behaviour of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy.

Cuban (1988:14) sees leadership as the ability to influence others actions in achieving desirable goals. This view is supported by Bush (1998:328), Dimmock (2002:442) and many others. Correctional education as an education too, is hopefully in its structures equipped with some or all of these crucial office bearers so that the educational objectives are realized as educative teaching and learning ought to be achieved and realized.

1.5.3. Educational management

Of management Dimmock (2002:xx) states that management is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. In this study fusion between leadership and management is tolerated because I cannot see one functioning adequately without the other, since different settings and times call for varied responses. This idea is supported by Day, Harris and Hatfield's (2001:51) where they advocate that leadership informs management functions and management expresses leadership and gives meaning to leadership policies, vision and mission. Fidler (1997:26) argues against a firm distinction between leadership and management and claims that they have an "intimate connection and a great deal of overlap, particularly in respect of motivating people and giving a sense of purpose to the organization".

1.5.4. Offender

An offender “is any person sentenced by a court of law and kept under the custody of the Department of Correctional Services” (Republic of South Africa, 2001:3). This definition is the same as that of a prisoner.

1.5.5. Recidivism

Reichel (1994:385) defines recidivism as the act of falling back into crime after methods of deterrence, retribution of correction have been applied and recidivists as people who return to the correctional centre within three years after release.

1.5.6. Rehabilitation

McWilliams and Pease (1995:15) view rehabilitation as the attempt to help the offender return to and remain as a full member of society with the status and obligations that membership confers. To Holtzhuasen and Makhabela (2000:38), rehabilitation is the act of providing educational services and vocational training to offenders to make them less likely to engage in further criminality. The White Paper on Corrections which comprises a number of papers cited in this study as Republic of South Africa, defines rehabilitation as the result of a process that combines the correction of offending behavior, human development and promotion of social responsibility and values (Republic of South Africa, 2005:7 - GP).

All the above definitions depict rehabilitation as an opportunity for incarcerated individuals to change the direction of their lives with self-awareness, new insights, based on a consciousness to shun criminality and courage to go back to society as productive citizens.

1.6. Research Approach and Methods of the Study

1.6.1. Research approach

I will follow a qualitative research approach because I intend focusing on participants in their individual and collective life-world experiences of school management and schooling within the Correctional Centre. Morse (1994:1) portends that the laboratory of qualitative research is everyday life and cannot be contained in a test tube, started, stopped,

manipulated or washed down in a sink. I agree with Morse in that my love of qualitative research comes from its focus on meaning expressed through the person as a whole entity and through words. Since I want answers to the management of correctional education, I believe the answers lie in the people who are actively involved in correctional education's daily functional operational and managerial activities as their lived experience.

I would personally define qualitative research as an approach that looks at the effect and sets out to find the cause as determined by the meaning the owners of the effect make of it. Qualitative research concentrates on knowledge building by enabling the researcher to tell a story from the eye of the respondent. Neuman (1997:270) states that qualitative researchers offer an in-depth description that is true from an informant's worldview.

1.6.2. Research methods

1.6.2.1. *Data collection methods and instruments*

I utilised multiple methods or as the need arose from situations in the field such as observations, interviews, document analysis and questionnaires. Pearson (2005:21) portends that questionnaires extract attitudes, descriptions of experiences, perceptions of situations and opinions about issues.

Questionnaires extract all these from participants as they express their opinions on the questions who, what, when, how and where with regard to data collection. I designed a questionnaire which preceded all interview questions since it afforded me the advantage of assessing all the above, and directed my structured interview questions accordingly.

Data collection instrument therefore included the questionnaire already described above, structured interview questions, unstructured questions arising from participants,' interactions, responses and muted cues. I also unobtrusively observed my respondents taking notice of body language, attitudes and muted cues. I recorded conversations, discussions, and colloquial interactions among the general sample population and my study's focus group participants.

1.6.2.2. Population sample

The population studied comprised sixteen offenders of whom some were recipients of correctional education and five officials of the correctional centre, who hold a variety of managerial positions in the correctional centre that include education as well. The study required a small but in-depth sample to prove an intimate knowledge or to answer the research questions. therefore I used random sampling to select only eight female participants of a balanced demographic variety and eight male participants with the same attributes to constitute a focus group.

1.6.2.3. Ethical accountability

Permission to conduct this study was obtained from the national office of the Department of Correctional Services. My letter of application included a description of the study; it also explained the questionnaires that were going to be administered and the purposes thereof. In the end it sensitized the department to the fact that the dissertation would be published.

1.6.2.4. Data analysis strategy method

Cooper and Schindler (2006:461) aver that different types of reasoning move from different bases. This is interesting in that they say that inductive reasoning moves from specific to general but deductive reasoning moves from abstract to logical. Neuman (1997:46) also supports this statement. I used deductive reasoning to analyze my data since my analysis proceeds from qualitative research methods.

1.6.2.5. Reliability and validity

Rustum and Newton (1992:16) state that one cannot separate investigation from the object of the enquiry. Reliability refers to repetition of similar studies with the objective of coming to the same or different conclusions for purposes of thoroughly investigating the object of enquiry to arrive at reliable conclusions. Steinfield and Dennis (1993:69) aver that the truth of an assertion made about something in the empirical world is validity. The truth in my opinion can be arrived at when the meaning flows from participants whose life world is the subject of the study. Validity and reliability in this study will be tested at the end of Chapter Three.

All methodology issues will be discussed in a more detailed manner in chapter three which is a methodology chapter.

1.7. Overview of the Study

The research study comprises of five chapters presented as follows:

- Chapter 1:** In this chapter I explore the research problems and contextualize with the relevant scholarship. I motivate the study and report on the research design that I will follow. I also provide an overview of the entire study chapter for chapter.
- Chapter 2:** This chapter presents a theoretical framework guiding the study. I draw from relevant literature on education management both internationally and locally to demonstrate how the management of offenders' education can help them achieve optimum rehabilitation and possibly eradicate recidivism.
- Chapter 3:** The aim of this chapter is to concentrate on key aspects related to the research design, sample size population, the research methodology, its limitations, case study, interview methods, ethical issues, validity and reliability of the research. I will describe processes and methods I used for data gathering and analysis.
- Chapter 4:** Findings are expressed in this chapter and they are informed by the experiences of participants, practitioners and observations of the researcher.
- Chapter 5:** Concludes the study and provides recommendations for future research. It argues that new policies for education of offenders should involve sound education management in a context wherein the educationist is better empowered. The constraining environment in which this education operates will have been examined and interrogated, and it will have been found either conducive or not conducive to effective efficient educative teaching.

CHAPTER TWO

THE NATURE AND DEVELOPMENT OF MANAGEMENT OF OFFENDERS' EDUCATION

2.1. Introduction

Chapter One introduced and explored the problem receiving attention in this study. The research questions and objectives were stated in 1.3 and 1.4 respectively. This chapter addresses the first two sub-questions of this research study by means of theoretical frameworks in the context of managerial and environmental practices that impact education generally, and correctional education in particular. In addition to the theoretical frameworks, this chapter also covers the developments in correctional education that provide the background against which correctional education, its management and its objectives, and including rehabilitation are assessed for purposes of this study.

2.2. The Education Management Theories Guiding the Study

Covey(1992:29) writes:

“The more we are aware of our basic paradigms, maps, or assumptions and the extent we have been influenced by our experience, the more we can take responsibility for those paradigms, examine them, test them against reality, listen to others and be open to their perceptions, thereby getting a large picture and a far more objective view”.

While a sprinkling of information regarding correctional education can be found especially in the form of White Paper for Correction, little guidance is found on correctional educational practices, its administration, leadership and management. The lack of this crucial information has warranted the use of education management theories that apply to universal education management as a basis of my awareness of this subject. These theories, I believe, will fulfil the role of illuminating issues concerning management of correctional education, and enable me to explore how it impacts on one of the core responsibilities of correction, which is rehabilitation.

According to Neuman (1997:42), relevant literature tends to be useful in any study and serves a crucial function to afford the researcher useful tools for organizing ideas and information, as well as scrutinizing personal arguments against those advanced by other scholars. I believe carefully thought out, enlightened literature on education management may succeed in bringing a better understanding of the dynamics at play in order to enhance effective management of correctional education. The Department of Correctional Services administers educational programmes that include formal education in its Correctional Centres with the view to rehabilitating offenders and releasing them back to successfully reintegrate into society as economically active law abiding citizens.

Furthermore, education management theories reflect a need for educational organizations to be able to articulate deeply held and shared values in clear and tangible ways. O'Neill (1994:116) advocates that such values be coherently articulated in order to provide form and meaning for the activities of the members of the organizations. This is especially true since most institutions choose their educational management theories according to their organizational goals, mission and vision combined with specific internal and external characteristics.

For purposes of this study, six main theories, which Bush, Allen, Glover, Middlehood, Parker and Smith (2009:36) call six major models of perspectives of educational management, are chosen and discussed. Each of these six theories is linked to one or more of the ten educational leadership models that guide education managers.

These theories broadened my scope and illuminated my understanding of education management in line with universally held and practiced educational leadership and management perspectives. It is these same theories that have guided my understanding and view of education management in the context of correctional education management and brought me to the conclusion that all education management subscribe to the same principles expressed through these six theories. They are classified into six major models and are discussed together below with the objective of guiding the study along universally accepted principles of educational management.

2.2.1. The formal theory

The formal theory is linked to the managerial model of leadership which views organizations as hierarchical systems in which management uses rational means to pursue agreed upon goals. The heads and principals possess authority legitimized by their formal positions within the organizations (Bush, 2009:40). The final decisions rest with the Head even if consensus is democratic. The position that the Head Correctional Centre holds makes him/her solely accountable. It will be interesting to find how the formal theory is adapted in correctional education management since the Head of the correctional centre is not the Head of correctional education, and not all offenders are learners.

2.2.2. The collegial theory

This theory is linked to three models, namely a participative, transformational and distributed model of leadership. Collegial models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Lumby (2003:14), Leithwood, Day, Simmons, Harris and Hopkins (2006:23) and Gronn, (2010:37) describe it as highly consultative and promoting power-sharing among some or all members of the organization who are thought to have a shared understanding about the aims of the institution. Collegial theory is thus called 'distributed leadership' since the leadership of all practitioners is valued. The participative and transformational nature of the collegial theory could hold advantages where two institutions operate in the same space for common objectives and outcomes, as is the case with the correctional centre and correctional education. It might be the most ideal and effective in the interest of achieving correctional goals especially rehabilitation through effective and efficient education management.

2.2.3. The political theory

Bush (2009:336) identifies the major feature of political theories as group activity linked to a transactional model of leadership. This political model of leadership sees policies and decisions reached in institutions as products of negotiation and bargaining. It sees institutions as comprised of different interest groups, similar to most education and security interest groups found in the Correctional Centre. However, the groups focus on developing and forming alliances in pursuit of their common and particular objectives. At times they

even transact to sacrifice their position and belief, letting the most powerful alliance to formulate policy in the interest of pursued goals.

2.2.4. The subjective theory

Subjective theories are linked to the postmodern and emotional models of leadership that assume that organizations are created by people within them who aim primarily to maintain and perpetuate their power and authority. These people do not necessarily share views or interpret situations in the same way due to their different backgrounds and values. Heck(1996:198) avers that organizations have different meanings for each of their members and exist only in the experience of each member or group of members according to their perceptions of the organizations they are involved with. This theory typifies the correctional education situation.

2.2.5. The ambiguity theory

In ambiguity it is assumed that turbulence and unpredictability are dominant features of organizations. Ambiguity theories argue that organizations are characterized by constant fragmentation and loose coupling. Individuals in institutions regularly divide and form coalition groups in which internal coherence is based on internal values and goals. According to Weick (1976:26), links between these groups are tenuous and unpredictable and there is a link between this theory and contingency models of leadership.

2.2.6. The cultural theory

This theory is coupled with the moral and the instructional models of leadership. Instructional leadership, according to Davies (2004:60), exemplifies a leadership model that may link to all managerial theories because it is a learning-centred model of leadership that focuses on the direction of influence, learning and teaching rather than the nature of the influence. Cultural theories, according to Caldwell and Spinks (1992:74), assume that beliefs, values and ideology are bases on which organizations are founded. Colleagues hold certain ideas and value preferences which influence their collective behavior and view of fellow members' behavior.

In this research, the cultural theory is the one best illustrated in the Department of Education (2001a:12) in its attempt to implement democratic practices, negate compromised influences of the past and uphold the Constitution in all learning. The Department of Education is attempting to manifest the cultural theory by developing a Manifesto on Values, Education and Democracy (2001a:12) wherein ten fundamental values are listed namely: democracy, social justice, equality, non-racism and non-sexism, UBUNTU, an open society, accountability, respect, the rule of law and reconciliation. These overly idealistic principles or values guide all educational practices, and it is intended that they pass in all educational institutions as norms that should, with time, become shared traditions which are communicated among the people of South Africa as a nation. Yet, by overlooking the lack of these fundamental values and responsibilities within large segments of the population, the education and rehabilitation principles developed within Correctional Services, actually do more harm than good since they fail to address the real needs of the prison population. Furthermore, there is actually an absence of efforts to instill and inculcate these as part of the national education system, which makes the task of educating the prison population that much harder.

The education management theories discussed thus far, indicate the main tenets of theoretical approaches and their basic features to management.

A further development of the formal theory is presented by Bush (1997:45), who refers to it as the structural theory which describes the way in which people are positioned within organizations and the manner in which they relate to each other in order to achieve set goals. Consequently, accomplishment of goals can be designed and implemented to fit circumstances, and coordination and control become essential to effectiveness.

The second useful theory to this research is the systems theory, which basically views organizations as systems with their parts interacting to achieve systemic objectives. Boyd (1999:286) observes that the unity and integrity of the organization is emphasized and the interaction between its components is valued. Members of the organization and those external to it recognize it as a meaningful entity. Systems theory shares with other theories the emphasis on agreed objectives and interchange with the environment. The distinction between open and closed systems is blurred in practice despite the strong belief of closed

systems that interaction with the external environment can lead to permeable boundaries with outsiders, thereby freely influencing policy and priorities.

In the correctional education context this means that prisons begin to strike a balance without abandoning their closed nature, and allow themselves to interact with elements of their external environment that might add value to the attainment of correctional goals.

Thirdly, there is bureaucratic theory. Bureaucratic theories are perceived as probably the most important of the theories of the formal model. The term bureaucratic is often used broadly to refer to characteristics which are generic in formal organizations. Webber (1989:16) describes the pure version of the bureaucratic theories as capable of attaining the highest degree of efficiency, in this sense the most rational means of carrying out imperative control over human beings.

Taylor(2007:569) hails it as superior to any other form in precision, in stability, in the stringency of its discipline and in its reliability. Bush (1994:36) observes its main features as hierarchical authority, goal orientation, division of labour, rules and regulations, impersonal relationships, and meritorious recruitment and career progression as witnessed in educational institutions.

The bureaucratic theory, in my view, if applied with a little modification, would perhaps bring untold benefits for correctional education because, within the correctional environment already, authority is hierarchical, rules and regulations are favoured and relationships between offenders and officials are impersonal. If correctional education and management authority were to assert custodial rules already in place, for the purpose of achieving set correctional goals therefore, rehabilitation could be a resounding success.

Rational theory, on the other hand, emphasizes managerial processes rather than organizational structure or goals (Davis & Cotes, 2005:109). It focuses on decision making which occurs within a recognized structure in pursuit of accepted goals. The process of rational decision making follows a sequence that begins with perception of a problem, analysis of a problem, formulation of alternative solutions, choice of the most appropriate solution, implementation of the chosen alternative, monitoring and evaluation of the

effectiveness of the chosen solution. Evaluation enables the revision of agreed solutions. To apply this theory requires consensus and team work.

In the context of this research, rational theories when put to practice along bureaucratic theories would enhance the decision making capacity of authority in pursuit of set goals.

Finally, the hierarchical theory emphasizes the organizational structure with reference to authority and responsibility of managers at the apex of the hierarchy. Packwood (1989:10) provides a precise definition of hierarchical theory as follows:

“One of the basic properties of a hierarchical organization is the way in which occupational roles are graded in a vertical hierarchy. Authority and accountability are impersonal in that they are attached to roles, not to personalities of the individuals who occupy the roles. Its characteristics are vertical communication and accountability.”

This theory assists in developing a meaningful model for correctional education in that as already mentioned, authority in correctional education is hierarchical. Thus, carefully combined with other theories already discussed, it might enhance correctional practice.

2.3. The Criteria or Elements of Education Management Theories

2.3.1. The level of agreement about the goals or objectives of the institution

According to Cheng (2000:51), goal orientation is one of the only two common factors within the numerous definitions of educational leadership. Goal orientation demonstrates that education happens within the ambit of an objective, an outcome or an end product, no matter how the education leadership decides to realize it. The various strategies identified among others are emphasis on organizational aims, focus on individual purpose, while featuring agreement about objectives, stressing conflict over aims or pointing to difficulties in defining purpose within educational organizations.

Correctional education would benefit from embracing goal orientation in order to achieve objectives and outcomes so as to realise its aims in its end product which is rehabilitation.

Bush (2009:39) observes that structure reduces people to sheer symbols of the positions they hold within the organizational structure. People become defined by the roles they play which is especially true in the prison context where there are clear distinctions between offenders and officers foremost, and this distinction extends and separates officers from officials and so on. Personality predominates in determining behavior. Theorists differ in their view of the structure criterion or element of educational management

2.3.2. The relationship between the school and its external environment

Bush (2009:40) asserts that interaction between the institution and its external environment may be viewed as a positive step since it would promote community involvement and ownership of the institution, accountability to stakeholders, transparency and mutual co-operation. The flip side of this view point he argues would be a perception that the external factors exert inappropriate influence on the institution. In this way conflict is perceived between the institution's goals and external influences.

The conflict question might pose greater challenges for correctional education since the prison, by its nature is a closed and isolated environment with restricted access. Yet it is easier here to enforce community involvement and demand accountability than it is in conventional communities because the prison community is collectively totally accessible.

2.3.3. The most appropriate leadership strategies for educational institutions

Analysts hold different views to the nature of education leadership according to the theories they espouse. Some analysts assume that Heads take the lead in establishing objectives and in decision making (Bush, 2009:40). On the other hand, some other analysts regard the Head as a mere figure of authority within a participative system in which everyone plays a role in designing objectives and influencing decisions (Davies & Coates 2005:109). Certain approaches stress the presence of conflict within institutions and identify the Head's role as a negotiator and others observe the Head's limitations of active leadership in such ambiguous institutions (Bush 2009:147).

It can be said that correctional institutions probably operate similarly in that they all fall under the same department and therefore are guided by the same policies, and regulations.

It can be deduced, from the theories explored above, that education management theories guide educational managers and help them distinguish between managerial models in order to identify what works for their institutions as well as what alternatives can be explored in order to achieve effectiveness and efficiency in the attainment of set goals and objectives. Correctional education managers, in conjunction with correctional managers, in their exceptional circumstances, too, are actually no exception. Thus it will be interesting to find how they manage to overcome the challenges inherent in their environment and still rehabilitate offenders. Worthy of notice though is that educational management theorists such as Cuthbert (1984:39), Bolman and Deal (1997:46), Morgan (1997:22) and Bush (2009:34) observe, that education management theories overlap in many respects.

Similar models are given different names or the same name is used to denote different approaches. Cuthbert (1984:41) observed in 1984 that theories need to be integrated to a degree so that they can be presented in a clear and discrete manner. According to the theorists cited above, theories or models have been borrowed from an array of disciplines, which suggests that education management is compatible with universal management and thus impacts heavily on the correctional services environment where education resides within a managed non-educational environment and both function as organisations. The notion that management is universal opens possibilities for my study where the institution of my investigation namely, the school operates within another organization - the prison (correctional centre) with which rehabilitation is a common denominator.

At this stage I explore the development of prison education in the context of South Africa, so that an understanding can be created about its nature and how the theories discussed thus far inform the management of correctional education.

2.4. Development of Prison Education in South Africa

According to Venter (1959:56), education in South African prisons started in 1830, but it was poorly organized. The observation of Coetzee, Kruger and Loubser (1995:290) supports Venter's statement that within the space of eighty-one years from 1830, the first uniform prison system in South Africa was introduced only in 1911. By then very little had been

achieved in the education of offenders, who were then called prisoners. Uniform prisons were institutions that operated in the same manner throughout the country with the core business and responsibility to ensure security of all prisons, control of prisoners, and correct offending behavior. This differed only slightly from present day correctional services' core business.

Another aspect of uniformity referred to the dress code of all prisoners as is the case today. Republic of South Africa (2005a:17) confirms this and states that the education system was introduced under the Prison Act 13 of 1911 during the tenure of the Union Parliament. During the operation of this Act, administration and control were emphasized much more than the correction of offending behavior. Correction was only referred to in Section 28 of Act 13 of 1911, albeit vaguely in tandem with reference to the appointment of the boards of visitors, which served as watchdogs against prisoner abuse (Coetzee, Kruger & Loubser 1995:58).

It is noteworthy that whenever correction and education is mentioned in the prison context, nothing is said about its administration, or leadership, which would suggest management of a sort to facilitate efficiency that would propel it towards the realization of set goals. However, Act 13 makes mention of 'administration' which, according to Bush (2008:276), is still widely used in North America and Australia, for example, through 'management' to 'leadership.' It cannot be assumed that administration in this case means education management or leadership or both in that it is meant to aid control. Furthermore, there is no mention made of what outcomes the administrator should set out to achieve and how.

When education fails to achieve the desired outcomes, management thereof becomes questionable. Management is about maintaining efficiently and effectively current organizational arrangements (Cuban, 1988:xx). Cuban expands his definition of management by saying that managing well exhibits leadership skills. Thereby he is agreeing with Dimmock (1999:442), that leadership overlaps with two similar terms, management and administration. Bush (2008:276) also suggests that these terms are used interchangeably in some areas of the world, to denote one or all three concepts.

To take this discussion forward, the developments of the management of offenders' education is presented next.

2.4.1. Correctional education under justice

Fullan (1991:57) avers that between 1911 and 1934 control of the prison services in South Africa alternated between the Department of Justice and that of Education. One cannot help but wonder what happened to education when it was the Department of Justice's turn to take control of the prison since the act of imparting education is such a specialized practice. According to Vygotsky (1978:85) learning is always mediated by other people and basically a mediator in the form of a teacher. The role of mediation is central to progress through the 'zone of proximal development,' which is where the learner needs help. This makes the responsibility for learning rest with the mediator and the quality of the mediator's mediation. In this way, the process of providing the learner with support is reduced as the learner becomes able to work independently. The zone of proximal development can thus be described as the distance between the actual development level as determined by independent problem solving and progressive development of oneself under expert guidance or in collaboration with more capable peers (Vygotsky 1978:85).

Naser (1997:67) confirms that prior to 1934 industrial schools and reformatories were controlled by the Department of Prisons before they were transferred to the Department of Education in 1934. Of concern still is that nothing is said to the effect of challenges encountered by the administrators of reformatories grappling to educate prisoners and what outcomes were realized by prisoners under the Department of Education as compared to what they imaginably had failed to achieve under the Department of Justice hence the necessity to shift their education.

The appointment of The Landsdowne Commission of Penal Reform (1945) was commissioned by the South African Institute of Race Relations to implement reform after having investigated the functioning and effectiveness of the prison system and finding its shortcomings. The Landsdowne Commission found that the Prison and Reformatory Act of 1911 had either failed dismally or totally neglected introducing reform in prisons. So intransigent had they been that instead of conducting educational programmes to reform

prisoners they preferred to maintain the harsh and inequitable prison system that had been in place prior to the act of 1911 (Republic of South Africa, 2005:44 - GP). Correction of offenders concomitant with the implementation of literacy programmes, especially for the benefit of black offenders, was again recommended by the commission.

According to (Botha 1999:23) however its recommendations were not implemented by the Uniform Prison System at all. Looking at the history of prison education one marvels at the unrelenting prison policy makers' attempts to afford prisoners access to education and is equally baffled by the obvious failure of prison officials at operational level to implement the policies and deliver the desired outputs. With this background history of the education of offenders it becomes imperative that attention be paid to correctional education management to find the challenges it faces and how best they can be addressed so that future offenders may benefit effectively from it.

2.4.2. The reign of the Nationalist Party (1948 - 1994)

Botha (1999:24) states that when the National Party took over power in 1948, the prison took a totally military line and dropped all the Landsdowne Commission on Penal and Prison Reform recommendations. A new stance was adopted which was to tighten up administration and control over prisons. Such control demonstrated its maturity in the promulgation of the Prison Act 8 of 1959 which, according to Oppler (1998:5), aimed at reinforcing racial segregation in prisons, ignoring correction of prisoners and even denying prisoners access to the library, and ensuring retention of corporal punishment of prisoners. This was a set-back to the education of offenders.

To exercise segregation of access to the library, the Prison Act 8 of 1959, which had previously read, "...a library shall be at the disposal of all prisoners detained..." (Botha, 1999:25) was amended to, "... a library may on the discretion of the commissioner, be placed at the disposal of all offenders detained at such prisons" (Botha, 1999:25). This brought about potential doom to the aspiration of prisoners who hoped for self-development during the period of incarceration. At his discretion, the commissioner could decide to extend access to one section and deny access to the other in exercising his discretion, especially since legislation allowed different strokes for different folks.

Ironically, by 1968 the Prison Act 8 of 1959 was seen to have extended better opportunities to prisoners than its predecessors who merely executed safe custody. Act 8 of 1959 introduced rehabilitation services which involved the education and training of offenders. Senior vocationalist posts within prisons were created to enable the monitoring of education and training for rehabilitation (Fullan, 1991:61). However, one cannot be very enthusiastic to believe that those senior vocationalist posts filtered down to the benefit of prisoners in that Republic of South Africa (2005b:45) advocates that the Prison Act 8 of 1959 recognized the United Nation's Standard Minimum Rules for the treatment of prisoners in as far as correction of offenders is concerned. It nevertheless refuted important aspects of their treatment such as the prohibition of corporal punishment and imprisonment for rehabilitation and reintegration in favour of previous prison policies which had 'a proven' track record. Such a track record however was of no benefit to the eradication of crime.

I cannot help but wonder what "correction" in terms of the prison act meant and what the difference between correction and rehabilitation was, since in terms of correctional education, correction results in rehabilitation because correction should be a process leading to change of behavior from criminally inclined activities to law abiding actions or behaviours.

2.4.3. Bantu Education and Christian National Education (1953)

Failure to educate the prisoners in that period can be understood better by looking briefly at the background history of education then and the Prison Act 8 of 1959 already discussed in section 2.3.2 above which, according to Oppler (1998:5), aimed at reinforcing racial segregation in prisons. Hartshorne (1999:74) reports that:

"the curriculum guiding Bantu Education was primarily concerned with ensuring a widespread education for a few years to ensure basic literacy and a population that would have enough skills to be useful to industry. Christianity was now deemed an essential component and the issue of tribal culture and traditions sidelined. Christian national education was aimed at the White population and also controlled with an iron fist to provide educational advantages for Whites rich and poor, and at the same time

promote an ideology of White, and particularly White Afrikaner supremacy. Educational content was strictly controlled to circumvent critical thinking and Christianity was deemed an essential component.”

This differentiated and segregated education policy that ensured inferior education for Africans was adopted in prison by virtue of the Prison Act of 1959 despite being a recipe for the development of Anomie tendencies among Africans as a population. The Anomie Theory which according to Beukman (2005:53) was developed by Emile Durkheim (1858-1917) and Robert Merton (1910-2003) removes criminal responsibility for criminal behaviour from aspects such as genetic make-up of the offender or the offender's emotional inclinations, and places it on the environment such as presented in the apartheid education system. Schmallegger (2005:109) takes it further and portends that the concept 'Anomie' describes a disjuncture between socially accepted goals such as wealth, status and power, and various opportunities available to citizens to achieve them among which education features highest.

Beukman (2005:53) supports Schmallegger (2005:109) and states that the Anomie theory identifies two elements that lead to potential Anomie conditions namely, culturally defined goals like wealth and success and means to achieve them. They concur that goals tend to pose unbearable challenges to some citizens than others in that they are not distributed equally through society. This was the case with Bantu Education and Christian Education for citizens of the same country. Olivier (2000:30) describes Anomie as the frustration suggestion theory and is supported in his postulation by the Anomie theory that states that in frustration aggression theory, individuals respond aggressively when attainment of these crucial goals is blocked.

The unequal distribution of opportunities aggravates the inevitable stressors of poverty such as poor shelter or none at all, starvation, lack of access to education which result in poor employment opportunities and therefore poor earning capacity and in some instances total unemployment. The Anomie theory then advocates that crime is caused by people on the receiving end of the Anomie conditions turning to illegitimate means to achieve accepted goals. It is, however, difficult to safely view offending behaviour solely from the Anomie theory and Bantu or Christian Education wavelength because offenders represent the

diversity of the South African population regardless of race, educational or socio-economic background.

2.4.4. Evolution of prisons (1976)

In 1976, according to Republic of South Africa (2005a:16) the Viljoen Commission made proposals for the evolution of the prison system from the Prison Act of 1959, due to the avalanche of youths who were imprisoned as a result of the popular 1976 student uprising. The proposal was for the implementation of correctional education. Prisons took no heed of the Viljoen Commission's proposals for more than ten years until 1988, when amendments were made for the abolition of apartheid racial segregation in the prison system (Naser, 1997:73; Republic of South Africa, 2005:9 - GP). In the meantime, the youth had lost twelve years of education and became illiterate adults as a result.

The extensive reappraisal of 1988 saw the demise of the Prison Services Act of 1959, and the birth of the Department of Correctional Services of 1988. This proved to have been only a name change (Naser, 1997:75) as the recommendations were disregarded and the status-quo maintained as it had been the case with its predecessors as demonstrated in this document. It is worth mentioning that this was the period where youths had dared to defy the vision of Bantu Education and revolted against its vein on that fateful Wednesday the 16th of June 1976. They had in terms of rules and education provisions of the time overstepped their limits by demanding a specific education when they should not be getting any education at all in terms of policy.

Today there is a mirror image of this situation is observed and experienced nationally, where there is no longer a violent demand for quality education but rather a passive acceptance of the status quo. Naturally offenders generally adopt and bring communal attitudes into the prison with them, and it is this fact that has prompted this study.

2.4.5. The constitutional democracy (1996)

In 1996 the publication of The Constitution of the Republic of South Africa 108 of 1996 impacted on the Department of Correctional Services to an extent that it finalized the draft

of the White Paper on Correctional Services of 1993 and came up with Act 111 of 1998 (Republic of South Africa (1999a:3). It prioritized correction, especially the previously circumvented education and life skills. The debates overwhelmingly indicated that it was desirable that the imbalances of the apartheid regime should be redressed, and offenders be rehabilitated through education and training (Korabie, 1998:86). By then correctional education with the aim of rehabilitation was already in operation for a few years.

The White Paper on Correctional Services, Correctional Services Act III of 1998, brought about a complete departure and break from the Prison Services Act of 1959. Based on this act, the correction of offenders was to include reformation upon arrival at the correctional centre, rehabilitation by the time the offender completed the term of sentence and reintegration into society by the time the offender left the institution and re-entered the community (Naser, 1997:31;Fullan,1991:74).

2.4.6. Correction and correctional education context

Education under Act 111 of 1998 is formalized and emphasized to the extent that a Directorate of Formal Education presides over education in order to facilitate the overall educational development of prisoners. The directorate provides that individual offenders are fitted into a programme according to their needs and that they determine their own progress. The Directorate of Formal Education employs teachers to facilitate effective and efficient education and training in correctional centres.

While South African Correctional Services Act III of 1998 is still in place a series of new White Papers have been published from time to time. The White Paper on corrections published in 2005 (Republic of South Africa, 2005:44 - GP) particularly aimed to bridge the gap between theory and practice. It appeared that vibrant development had taken place in the South African prisons between 1997 and 2005 and the former White Papers on Corrections had failed to locate corrections as a social responsibility. This particular paper extends the interests of society to be also given priority which means that society is a stakeholder in the rehabilitation of offenders.

Correctional Education (Republic of South Africa, 2005:44-50 - DCS) is organized into four levels. At the top is the Directorate of Correctional Education, which is also called Head

Office. It provides support, develops policies for management, distributes budgets to regions and reports back to parliament through the Director of Education. On the second level is the Regional Offices which, assist correctional education with the implementation and perform the education management function of coordinating between the Head office and Area management. There are nine regions nationally and each region is responsible for all correctional centers' in its province.

Third is the Management Area which performs the education management function of providing support and supervision to educationists who operate at centers' in their management areas. Education Area managers provide information on performance to the regional coordinators. Fourth and last, in the rung are Correctional Centre Educationists who are at the operational level and interact directly with offenders. They perform the education functional operational duties ensuring implementation of education. They have the responsibility of seeing that education is executed according to goals and objectives of correction (Republic of South Africa, 2009:50).

This historical background of South African prisons has proven that correction of offending behavior through education of offenders has been a national concern since 1830, which for reasons of poor implementation failed. The efforts of the present dispensation however, are commendable in terms of the structures already in place as illustrated above. The desire expressed and related as the premise of this dispensations objective for educating offenders which is redress, and that correction be viewed as a social responsibility holds a promise for success. I can only hope this study will succeed in contributing to the improvement of correctional education management practice which will impact optimum rehabilitation of offenders. The next section discusses the present nature of correctional education.

2.5. The Nature of Correctional (Prison) Education and its Management in South Africa

All education in South Africa is based on the 1996 Constitutional principles of equity, human rights and democracy, and explicitly focuses on remedial measures intended to address the impact of years of violence associated with the anti-apartheid struggle on students and

youth (Thompson, 2006:258). Offenders invariably comprise this category of the educational population. Some of the present day offenders were educated under the apartheid education system by teachers who were educated and socialized under the apartheid regime. Many of those who are younger also still do experience a post-apartheid education that was and is still given by teachers educated, trained and socialized under the apartheid system of education. Therefore, apartheid education still pervades education to a significant extent.

Nassbauw (2000:78) describes the liberal democratic environment as one in which citizens can achieve “the capabilities.” It is noteworthy that Nassbauw’s citizens are not qualified, thus it can be safely assumed that the conventional and the deviant enjoy equal status in a democracy as citizens and compatriots. Fox and Gay (1995:68) take it a notch higher and suggest that multicultural education is a condition for achieving equity of learning opportunities and is a ‘basis’ of democratic citizenship and social justice for a pluralistic society just what South Africa wanted. This needs serious well-trained leadership to put it into practice.

A relevant background to this section can be clarified by quoting an extract from Thompson (2006:258), in which he relates the working of apartheid education:

“The Mandela government inherited a particularly intractable education situation; 19 separate education departments - 1 for each race and one for each homeland, and so on; immense disparities between the buildings and the equipment in schools created for ‘Whites’ and those created for ‘Blacks’; a dearth of qualified teachers and the inordinate cost of raising the ‘Black’ schools to anything like the level of the ‘White’ schools. Moreover, the established syllabi and textbooks were devised under the apartheid regime, and there was an imbalance between the focus on the humanities and the national need for industrial skills. The universities that the apartheid government erected for African students were grossly inadequate. In 1994, 24% of the adult African population had no schooling at all, 37% had attended only primary school, 22% had some secondary education and only 6% had some higher education. Africans had gained the dignity of full citizenship but most of them were not equipped to prosper in the country they now formed the political majority.

What Thompson observes is cause for concern in as far as managing the education of offenders is concerned because it already condemns the very source of education and the

providers thereof. Should it be the case that teachers of offenders did not go through the democratic education programmes, they might still be locked in the old dysfunctional ways of imparting education taught to them during apartheid, hence the dismal by some of them, of the outcomes associated with correctional education which manifests as recidivating behavior mistakenly attributed to poor rehabilitation or the absence thereof.

In terms of the socio-economic and educational disadvantage of Africans, the majority of them might even identify with the “nearly 22 million South Africans (58.5%) of the population that fall below the poverty data line according to the United Nations Development Programme Report released in 2004” (Spren&Vally 2006:354).

Robertson (1978:66) posits that the factors that influenced the teachers in the past are still very likely factoring in at present. Teachers who are still cementing their understanding of democracy under new socializing influences have to adopt new perspectives before they can effectively develop and understand how to impart education to meet democratic objectives. According to Eagle (1988:1):

“Socialization is a kind of training to fit into society. This training is not structured in the same way as formal education. Socialization is common to all societies and has existed for as long as the human race....The point of socialization is to perpetuate the existing structures”.

In the light of the above national education background, I shall be examining the nature of correctional education management.

The Department of Correctional Services began to intensify its effort to educate inmates from the onset of democracy but struggles to achieve its set goals because of a myriad of challenges among which staffing and overcrowding feature highest. Often attitudes of some correctional officials as observed by Albrecht (1998:8) trivialize education since they hold a perception that it is only a peripheral activity meant to provide good order and pacify offenders. Under such conditions it is humanly difficult and strenuous for offenders to remain motivated knowing that their education does not enjoy full support of their officers and might thus be of no value.

It is the main purpose of this research project to meet this challenge head-on and provide feasible and lasting solutions as envisioned by respondents whose experience informs their perspectives since it directly affects them in their daily endeavours to attain rehabilitation.

2.6. Informal Management Style of the Habitat of an Offender

Offenders not only have to cope with ordinary day to day socialization but also with prisonisation which according to Schmalleger (2005:589) is the learning of inmate values attitudes roles and even language. Prisonisation signifies the socialization of an offender into offender roles so that by the time the process is completed, the offender is institutionalised. Lilly, Cullen and Ball (1995:119) see prisonisation as the abrogation of ties to conventional society and the internalization of the prison culture.

Bayse (1995:32) expatiates and advocates that because offenders live with other offenders, they may become 'prisonised,' that is they adopt norms, values and behavioural patterns, and subscribe to systems of other offenders, with even hardened offenders included. First offenders in this case are most vulnerable. In this assertion Bayse is supported by the 'Importation Model' of MacDonald (1999:35) which posits that offenders come to the prison with entrenched attitudes and group associations from different subcultures such as the diversity we have in our country.

This model basically assumes that the offender becomes socialized in the prison and adopts a value system that differs from that of the non-deviant society. This new value system is based on the mix of ethnic and cultural groups, even the prison subculture led by hardened offenders and recidivists, with different norms that compete for control of the custodial environment. Bayse (1995:32) and MacDonald (1999:35) call this process the importation model, due to its mixed up state. The assumption made by the importation model has the elements of the Interactionist Theory (MacDonald 1999:36) which postulates that if individuals interact more with certain people than others, the differential interactions exert a greater influence upon them than other associations, which in this instance implies domination of the institutional influence. Interventions are needed to counter prisonisation.

The contention in the importation model is that receptivity to recidivistic trends is shaped by socialization processes to which the offender was exposed prior to imprisonment.

The interactionist theory also relates to power struggles that happen among offenders as they assimilate into groups according to a variety of factors common to them such as age, race, marital status, criminal involvement, educational attainment and sexual orientation etc. Individuals in these groups strive to derive benefit for themselves and their groups.

Bayse (1995:32) posits that once an offender enters the correctional centre they lose their independence and autonomy and enter a state of deprivation. The loss of independence and autonomy results in many responses to deal with the environment. It is of profound importance that the cognitive and affective state of offenders is taken into account when studying management of their education.

Wortley (2002:38) also notes the deprived state of offenders' being and views it as a condition that facilitates the neutralization of mental activity and manifests as cognitive disengagement. He observes that in this state the offender may be divested of their human qualities in the quest to adapt and fit in. This is a state at which the offender is vulnerable.

Silverman (2001:116) also recognizes the deprivation situation of offenders and describes it as one that depicts a socialization process involving pre-prison exposure to an adoption of criminal value systems. Naser (1997:189), Wortley (2002:241) and Silverman and Vega (1996:121-124) describe deprivation circumstances as pains of imprisonment that point not only to physical separation from one's family, but also to a sense of isolation that is, being brought away from everything one knows, of alienation, being removed from familiar environment and lack of social acceptance.

Silverman and Vega (1996:112) call this condition the deprivation model, and suggest that there exists a variety of problems and pressures known as pains of imprisonment that encourage a collective cultural response associated with life in prison. Life in prison comprises isolation and confrontation with problems which occurs on social, emotional and psychological levels finally relegating individuals to the subservient status, a painful

condition known as pains of imprisonment disempowerment, a change that fluctuates in opposition to the basic intrinsic values.

The Importation Model of MacDonald (1999:35) basically assumes that the offender becomes socialized in the prison and adopts a value system that differs from that of the non-deviant society. This new value system is based on the mix of ethnic and cultural groups, even the prison subculture led by hardened offenders and recidivists, with different norms that compete for control of the custodial environment. Having shared values it seems enables shared goals to generate shared responses to various uncertain and threatening situations in the lives of offenders in their cells.

Bayse (1995:38) avers that violations of the prison code by members are met with sanctions ranging from ostracism to physical violence. Brown, Esbensen and Geis (1996:297) support his averment and portend that in the sub-culture, guilt is obviated and social control strategies of the mainstream culture are circumvented by the learnt values of the sub-culture. Hence Du Preez and Luyt (2004:67) perceives the threat and demonstrates the seriousness of the prison subculture by proposing a categorization of prisons to a prison for marginal offenders and a separate one for clear recidivists.

The Zamble and Quinsey Model (1997:12) acknowledge both the importation model and the deprivation model. The Zamble and Quinsey model is closely related to the previously explored models in that it too is based on psychological theories that emphasise emotions and cognitive thinking as well as the elements of coping processes. Hollin (1995:195), on this model posits that it is not the actual environment that is important, but rather the offenders perception of it and the way the offender understands the collective action of others. Hollin's assertion concurs with the contention in the importation model that receptivity to recidivistic trends is shaped by socialization processes to which the offender was exposed prior to imprisonment. These observations suggest that offenders enter prison ready to change, however not extremely from the lifestyle they are accustomed to. The readiness to change suggests receptivity even to formal learning and education.

The Career Criminal Theory (Gottfredson&Hirschi, 1996:216) focuses on offenders who commit crimes over an extended period and those who specialize in particular types of

crimes and categorize them into non-offenders, offenders and recidivists. They define a criminal career as a characterisation of the longitudinal sequence of crimes committed by an individual recidivist coupled with interventions by the criminal justice system. A criminal career isolates the onset maintenance and termination and is a period during which the rate of offending is greater than zero and is consistent.

Lily, Cullen and Ball (1995:101) locate the responsibility of the development of a career criminal on society when they assert through their Social Control Theory that there are differences in behaviour controls that function to sustain non-recidivating behavior to the extent that the real question that should be asked is why with so many opportunities and pressures to recidivate do individuals become law abiding. According to Lily, Cullen and Ball (1995:117) recidivating behavior is maintained by the central importance of the disapproving degenerative and isolating reaction of society. This societal reaction manifests as exclusion from all social activities— even employment, which is felt as rejection.

They assert through their Labeling Theory that the process of labeling, which is often exercised by society plays a vital role in the acquisition of a recidivating identity. Morrison (1995:321) supports their assertion and avers that at the centre of the labeling theory is the assumption that recidivating always involves processes of social definition and reaction. Finally Zamble and Quinsey (1998:216) and Bartol (1995:318) cite The Relapse Theory which sees recidivism as a failure of intervention efforts and the individual recidivist.

Zamble and Quinsey (1998:216) advocate that the relapse depicts a failure of the released offender to maintain behavioural change due to inappropriate or inadequate coping behaviour. Bartol (1995:318) asserts that relapse follows a sequence of events all representing high risk situations. Prevention of relapsing relies on the ability of the offender to restrain themselves and on the strength of the empowerment the offender received inside, which points to the ability of correctional education management to influence offender dexterity to reintegrate.

2.7. Factors in the Management of the Education of Offenders

Bell (1993:86) locates attitudes of officials and avers that it should be remembered that the majority of custodial correctional officials hold no education qualifications and therefore some have a built-in resistance for education programmes. By implication therefore such built-in resistance may inadvertently lead to the emphasis of safe custody over correction through formal education. Albert (1997:7) supports this view and states that, some of the custodial staff and officials regard education as a privilege offenders do not deserve. If the majority of officers have these attitudes entrenched through socialization, then education is bound to struggle since custodial personnel controls every movement of offenders.

The disparity in the way education is understood by departments that provide education namely the Department of Education and the Department of Correctional Services is demonstrated in the descriptions derived from documents of each of the departments. The education provided is designed by the Department of Education.

While the Department of Correctional Services provides a descriptive presentation of what educational programmes in their understanding and practice are, it provides a definition. According to Clear and Cole (1994:345), Department of Correctional Services describes correctional education programmes as any structural activity that takes offenders out of their cells and sets them to perform instrumental tasks. On the other hand, Department of Education (1996:84) defines education programmes as:

“a teaching and learning activity which has a specific identifiable field of specification which may be offered at one or more qualification levels and which leads to the awarding of the qualification at a certificate diploma or degree level”.

It is observed from these two definitions that these two institutions of education by default of their structural and cultural dispensation cannot deliver equal education opportunities.

From a management perspective, it would be interesting to try and find truth about how the offenders' education is managed as this is a crucial aspect because the intended goal is to rehabilitate the offenders mainly educationally so that they do not become a misfit again in the society. A study of this nature is important as it is envisaged to inform practice in this

sense. Management of offenders' education is an element of power by structures that are positioned to manage it.

The four levels into which correctional education is organized run parallel with the execution of powers of the correctional area of the Department of Correctional Services which concentrates on safety and security. The Correctional Education Management structure is, to be precise derived from the Department of Correctional Services structure in that:

- parallel with the National Commissioner of Correctional Services is the National Director of Education;
- parallel with the Regional Commissioner of Correctional Services is the Regional Coordinator of Education;
- parallel with the Area Commissioner of Correctional Services is the Area Manager of Education; and
- parallel with the Head Correctional Centre of Correctional Services is the Head Educationist.

(Republic of South Africa, 2005:9 - DCS).

It is noteworthy that each parallel education office reports directly to the parallel correctional office and not vice versa.

From this it is evident that for Correctional Education Management to thrive, Correctional Services officials must enable it. Correctional Services Act III of 1998 vaguely refers to the criterion of education of offenders that, if the Area Commissioner is of the opinion that a prisoner's deficient and inadequate schooling is causing crime, such a prisoner shall be at all times encouraged to undertake an appropriate course of study in his free time (Republic of South Africa, 2009:76). It is not stated how this course will be monitored and how his free time will be identified and by whom.

Visage (2008:5) states that Readucate, a literacy training organization that conducts literacy training in all of South Africa's Correctional Centres, claims that 50% of prisoners are illiterate. This number is too high for an organization that conducts formal education. This

can perhaps be attributed to the bias illustrated in staffing where according to the Republic of South Africa (2005b:89), there is a total of 400 correctional teachers employed nationally to provide education to a population of 180 000 offenders. Contrarily, there are 36 300 correctional officials employed to provide security to the same number of offenders. Altbeker (2005:5) attests to the reality that a glaring prejudice towards security exists.

Republic of South Africa (2001:5) supports Act III of 1998 where it says that correctional education is responsible for availing education opportunities to offenders. Being responsible for availing education does not impel the incumbent to administer education nor does it empower them to vehemently emphasize its outcomes, which is not a recipe for success. Hence, Coetzee (1998:37) and Niles (1997:52) identify one of the causes of the lack of success in correctional education programmes as inadequate implementation and poor monitoring. These two processes are in my view elements of management at the rolling out stages. Bruyns and Cilliers (2009:81) portend that overcrowding affects the progress of offender education and have a negative bearing on administration. This becomes a factor in the management of offender education. Republic of South Africa (2005a:17) concurs with this view and observes further that the prison culture is also one of the major challenges of correctional education. This, in my view, is the prison culture dating back from 1830, now 18 years shy of two centuries which caused the then prisons to fail at correction.

Culture informs how one in management goes about managing. By culture is meant the complex organizational traditions of institutions universally, including correctional centres. Bush (2003:156) describes educational culture as “beliefs, values and ideologies at the heart of organizations.” It is what educational managers should strive to build if they are to achieve effective efficient schools that deliver educative teaching and learning within a positive instructive climate.

Bush goes on to state that individuals hold certain ideas and value preferences which influence how they behave and how they view the behavior of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and rituals. This brings to light the challenge of operating education within an organization of safety and security which already has its entrenched cultural practices.

Walker and Dimmock (2002:2) and Crossley and Broadfoot (1992:100) advocate that policies and practices cannot be translated from one culture to another without mediating the different cultural contexts, a situation that calls for pragmatic education management that is proactive in identifying and dealing with challenges the culture of Correctional Services might pose on education. This view is supported by Bush (1998:137) where he stresses that all theories and interpretations of practices must be grounded in a specific context.

Hence, it is not surprising that the culture of the Correctional Centre as an organization might, as the White Paper on Corrections suggests, impinge correctional education. This would inadvertently deny correctional education as an educational organization, a meaningful educational culture that bolsters educative teaching and learning which would in an ideal correctional environment facilitate rehabilitation. Achievement of rehabilitation is the realization of the second which is a core responsibility of the department itself.

On examining what some scholars say, I found some startling observations that, if during data collection they are proven to be true, a lot more research will be warranted, and correctional policy makers will have to rethink new ways of branding the correctional philosophy so that it finds harmonious co-existence with the security philosophy.

Averments of scholars are of interest for this study because they made their findings in the period when the South African prison system was already a corrective service striving to achieve rehabilitation. Unlike its predecessor, Prison Service, Correctional Services has education management provisions starting from its Head Office right down to its Correctional Centres.

Bell (1993:86) notes that the conflict between custodial services and the development functions of the prison which include education, is constant and real. Neser (1997:84), on the other hand, states that prisons are coercive organizations where power and force is used for compliance. Du Preez and Luyt (2004:28) aver that there is not always consensus on the purpose of correction of offenders between correctional education staff and custodial staff, despite correction being their common denominator. It is important to highlight this fact even though this study does not compare correctional education and custodial sections; but in a way, this aspect could play a role in prison education management.

What has already been discussed in terms of South Africa's correctional track record suggests that some of the challenges identified by scholars may even be prevalent in South Africa's Correctional Centres despite the eighteen years long or more of provision of correctional education. Experience points to the historical socialization of prison personnel prior to the advent of democracy. Such socialization is illustrated in the Republic of South Africa (2005a:16) cited in 2.4.4 where, in 1976 the Viljoen Commission made proposals for the evolution of the prison system from the Prison Act of 1959. In essence, the proposal was for the introduction of correctional education which the department embraced. Yet while it was not rejected, it was not implemented.

"It is highly probable due to socializing influences of the apartheid prison system and the apartheid education system that there is a discrepancy between espoused theories, which is what practitioners claim to do, or want to do and, theories in use, which practitioners actually do" (Argyris & Schoen, 1994:82).

Correctional teachers and correctional custodial staff, offenders and even stakeholders to rehabilitation come from the same violent background that was rife with inequality. Prisoners were the skunk of society with no right to anything, not even life, let alone education. As much as they might want to get themselves developed, and as much as correctional officials would like to have them rehabilitated, there is no telling what hindrances lie in their path, whether those of their individual making or of their collective socialization's making.

Republic of South Africa (2005a:61) defines correctional education in explanatory terms as development through provision of social development, inculcation of competencies and vocational training. It advocates that education involves re-orientation of offenders. Education in correctional terms refers and relates to all efforts made by correctional teachers to avail offenders with opportunities to develop themselves. The emphasis on development in this explanation is indicative of an all-inclusive desire and effort to effect change in offender's lives by moving them from the position they were at on incarceration to a new position of advantage and transformation. Positive change thus demonstrates the attainment of rehabilitation and successful reintegration back into society upon release.

To glean correctional educational operations requires that one gains in-depth knowledge of how education is managed within Correctional Centres and whether or not that manner of management enhances rehabilitation of offenders. Evaluating past practices and even the sub-culture that spans years of the prison lifestyle gives me a better understanding of the perspectives and perceptions of long serving officials, some of whom are my respondents who came from the old prison system and were part of the transition. Some of these officials are perhaps incumbent education managers who might serve as the most information-rich respondents.

I also got exposed to the possible friction between the old and the new ways of managing or of doing correctional education and comparing them to envisaged objectives. This paved way for me to explore, interrogate and investigate existing attitudes of all official sold and new towards correctional education. Correctional education management needs to be investigated with a shared vision to achieve set goals-rehabilitation. When reviewing literature on the education of prisoners globally, it is clear that it cannot be denied that correctional education management is crucial because effectively educated prisoners are able to re-enter society.

Almost two decades ago already, Gerber and Fritsch (1995:43) found that correctional education programmes lead to a reduction of criminal behavior and continued education after release. This confirms successful re-entry which is evidence of optimal rehabilitation, a response to correction. Rehabilitation makes education management crucial as it is only from a well managed institution that effective education can take place.

Re-entry of ex-offenders into society therefore makes education management crucial for correctional education to achieve, because it is the gateway to rehabilitation, which is the core responsibility of the Department of Correctional Service, and service delivery to offenders and society. Not only offenders benefit from correctional education management, but all stakeholders such as among others, Correctional Services, business sector, families and communities of offenders and society, etc.

Castells and Carnoy (2001:207) observe that prison population over-represents the under-educated, and only through education under-education can be remedied and recidivism

reduced. Offenders are in a vantage environment wherein there is very little to do. A well managed system of correctional education would alleviate the levels of illiteracy and ignorance and perhaps even give rise to life-long learning. Education of offenders during their time in prison therefore proves more effective in reducing future crime than the building of more prisons to incarcerate future offenders. These scholars in terms of this study support the notion that indeed education of offenders benefits rehabilitation by eradicating ignorance, enhancing life-long learning and improving community life. The opposite is also true and of grave national concern as demonstrated in the averments of Farisani and Mpuang in the following paragraphs.

Farisani (2000:13) observes:

“One of the challenges South Africa faces is to effectively address the imbalances of the past. The greater segments of the population are establishments of the poor, not by choice, but by apartheid design”.

After eighteen years of democracy the matter of the poor should be under control if good education were effected from the onset as one of the integral instruments of redress.

Farisani (2000:13) goes farther to say poverty contributes to the breakdown in the moral fabric of some of poor communities the consequences of which can be substance abuse and other criminal acts that lead them to prison. In effecting correctional education the country hopes to address the imbalances of the past cited by Farisani and all the white papers on corrections. The major concern is for it to be managed with integrity which will only be demonstrated by eradication of illiteracy and recidivism. Correctional education management might also eradicate poverty by releasing of economically active parolees.

Mpuang (2000:88) states that on average 95% of all prisoners are ultimately released back into society with what he calls “the planlessness and stupidity only surpassed by that of their original incarceration”. This is a severe indictment to rehabilitation as it suggests deterioration or degeneration where regeneration was expected. He observes that they are dumped back upon society, regardless of whether any change has then taken place in them for the better, with every assurance that changes have taken place with them for the worse,

the majority of ex-prisoners will re-enter prison within the first two or three years after release, which is indicative of failure to reintegrate into society due to failed rehabilitation.

2.8. Conclusion

The literature I reviewed has provided insight that I believe will enable me to address my research questions. I explored various aspects pertinent to correctional education and education management such as educational leadership and administration as well as rehabilitation and recidivism, and made interesting discoveries of correctional realities. However, until participants and practitioners in correctional education express their views according to their experiences, perceptions and the meaning that they make of their educational situation, I cannot conclusively express from the literature alone whether or not the education of offenders is effectively managed, or how best it can be managed. The next chapter is devoted to the presentation of the methodology as a plan that helped me to gather research data that inform the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The research questions, aim and objectives of this study have been stated in Chapter One (1.3 and 1.4). Here is a quick review of them:

Main research question: How is the education of offenders at a Correctional Centre in Gauteng managed for optimum rehabilitation and reduction or even eradication of recidivism?

Sub-research questions:

- What is the nature of the management of correctional (prison) education?
- What are the developments of correctional (prison) education in South Africa and their impact on the management of offender (prisoner) education?
- What strategies can be recommended for effective management of offender (prisoner) education?

Aim of the study:

To explore the current management of the education of offenders at a Correctional Centre in Gauteng in the light of attaining optimum rehabilitation which can directly translate into a drastic reduction in the high rate of recidivism as seen at present.

Research objectives:

- To explain the nature of the management of correctional (prison) education.
- To explain the developments of correctional (prison) education in South Africa and their impact on the management of offender (prisoner) education.
- To recommend strategies for effective management of offender (prisoner) education.

This chapter sets out to devise the empirical plan to address these research questions and aim and objectives. What is covered in the chapter is the research approach and design as it

was applied in the study. Data collection techniques follow and sampling strategies, backed by literature review that provides sources that informed data collection efforts. Lastly, validity, reliability and ethical considerations relating to the study are presented.

3.2 Research Design

This study is based on a qualitative research design. The research design encompassed the use of a case study within the qualitative research approach. A qualitative and explorative study was most appropriately suited to the data gathering strategies I applied, which included document analysis, on-site recording of participants' responses, literature review, field notes, a questionnaire, a standardized semi-structured one-on-one interview, and observation of interactions of participants from the sampling stage to the end of data gathering.

Cresswell (1998:15) has this to say about qualitative research:

"Qualitative research is an enquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex holistic picture, analyses words, reports detailed views of information and conducts the study in a natural setting".

These characteristics appeal to the inquiry that I intended to undertake for my study. I wanted to build a holistic picture of the offender who was the subject of my inquiry, to find out about the offenders' education needs and the condition of their educational context from an education management point of view.

Cresswell's view is advanced by McMillan and Schumacher (2006:215) who state that qualitative research is an approach that attempts to gain a rich deep context about the information under observation. They go further to say that it allows the researcher a deep understanding of the individuals as people in context. I found it suited my study in that I needed to gain a deep rich understanding of offenders, the management of their education, and how their education could be best managed to enhance their rehabilitation. In addition, I needed to find the meaning that the correctional community had constructed

of their lives, that is, how they made sense of their world and their experiences in it, hence the choice of a qualitative research design. According to Cresswell (1998:15):

“Qualitative researchers study things in their natural settings attempting to make sense or interpret phenomena in terms of the meaning people bring to them”.

I wanted to study the management of the education of offenders in its natural setting by immersing myself with people involved in it to find the meaning that they made of it and how they interpreted their educational experience in terms of their envisaged outcome, rehabilitation. I had to talk to them, hear them talk and observe them living their everyday lives in their natural environment in the quest for a unique outcome, rehabilitation. I needed to find out from them what actions they associated with rehabilitation, what led them to believe as such, what they believed would lead to the realization of their goal, what they believed denied them the realization of their goal and what they believed could be done differently to enable them to reach their goal.

Morse (1994:1) puts it differently and asserts that, “the laboratory of qualitative research is everyday life and cannot be contained in a test tube, started, stopped, manipulated or washed down in a sink.” The offenders that I studied are adults in conflict with the law. Among them the youngest was twenty six years old and the oldest was fifty years old, yet all of them shared one common belief that education could afford them rehabilitation and enable them each to lead a crime-free law-abiding life. For me to appreciate their worldview I had to enter their world and experience it with them.

Morse’ assertion, I realize, is informed by the observation that qualitative research is interpretative research that focuses on the meanings expressed through body language, muted cues, actions during colloquial and formal interactions within a community in its setting, words exchanged during debates, dialogues, and discussions that can be discerned or observed in direct contact with people. Only in that context are opinions and perceptions made of situations under investigation gleaned by the researcher.

Since qualitative research is explorative in nature and involves a process that looks at effects and attempts to find the causes thereof through the respondents’ perceptions and

responses (Yin 1994:47), it remained the only suitable approach for my study in view of the fact that the effect had already been identified. Also, because qualitative research is interpretative and the researcher's interpretation and description are the significant data collection acts in the study (Morse, 1994:1), I found it enabling for me to interpret what I perceived sincerely, yet reserved my impressions in favour of the respondents' meaning. Being interpretative highlighted and emphasized the importance of carefully and accurately interpreting the respondents' inputs according to the meaning that they attributed to them in their day-to-day experience. The meaning that participants attributed to their experiences had to be purely theirs and unadulterated by my personal perceptions.

Similarly, Merriam and Simpson (1995:4) see qualitative research as an approach that implies the direct concern with experience as it is lived. Meaning and experience are expressed in different ways other than words. That is why in this study, observation is also utilized as a data collection instrument or tool to be able to compare words to actions and reactions. All the observations that I conducted would be validated or refuted by interpretations and the meaning that the participants made of their life world at the end of the investigation.

Frankel and Wallen (1993:382) portend that among the major characteristics of qualitative research is its ability to generate detailed data with description of what is being studied. They explain that people's personal perspectives and experiences are reflected in direct quotations, and this consciousness enables the researcher to relay the story from the eyes of the respondents. In my study this is vital since the participants lived the experience of my inquiry and could practically inform how best it could be executed in order to benefit them.

Merriam and Simpson (1995:98) emphasize direct involvement and observation as a manner of engagement on the field by averring:

"The researcher physically goes to the site, the group of people, the institution and the field to collect data and become intimately familiar with the phenomenon under study".

I strove to achieve this by being an active learner who can tell the story from the participants' own view rather than an expert's view (Cresswell, 1998:18).

Finally, my choice of qualitative research is justified by Neuman (1997:22) when he states that the qualitative researcher attempts to capture data on the perceptions of people, from the inside through the process of deep attentiveness, of empathetic understanding and of suspending or bracketing preconceptions on topics under discussion and investigation; which in my view, points to unobtrusive observations combined with the use of questionnaires and interviews while abandoning all preconceptions in favour of the truth as observed felt or heard from participants.

I chose qualitative research well aware of its limitations. It was important to account how I intended to treat them in my study. The following list spells out some limitations characterizing qualitative research as identified by Neuman (1997:23):

- The researcher's views are biased as he/she has become involved with the study.
- The possibility of the researcher's such biased views entering the study.
- Perceptions and views of respondents and stakeholders not being interpreted accurately by the researcher as issues of establishing trust might obstruct the free flow of honest answers thereby contaminating the research with half truths which in the end have a negative impact on the findings of the study.
- Respondents being unwilling to reveal necessary information in their belief or for fear that they may be misunderstood or misinterpreted.
- If the trust is not mutual, the findings may be affected. Some respondents may feel threatened and abscond.

In this study these limitations were safeguarded by using instruments that underwent the rigour of pilot testing and adaptation to ensure that their effect was positive. Questionnaires and autobiographies helped to eliminate distrust and encouraged participants to express their views on every subject raised. Participants were first asked to each relate their background as well as their reasons for opting to be involved in the study. They were interviewed where they were most comfortable to interact and where they felt they had passionate opinions to share.

Researchers assume that it is impossible to eliminate the effect of the researcher completely (Neuman, 1997:17). This suggests that as a researcher one must guard against

incorporating one's personal opinion contrary to that of the participant. It is also important to remain conscious not to sift evidence and select only that which supports the researcher's personal bias or prejudice. I ensured to remain guided by semi-structured interview questions and the commonalities in responses thereto, to keep myself objective. Where there were disparities I relied on quoted responses.

To sustain neutrality and objectivity, as a qualitative researcher I remained aware of my values and assumptions, personal insight, feelings and perspectives and applied them to facilitate the understanding of managing the education of offenders as this was what I was investigating. I encouraged free flow of ideas and openness. Neuman (1997:18) advises that rather than hiding behind objective techniques, the qualitative researcher is forthright and makes their values explicit in the researcher's respect by telling readers how they gathered data and how they see the evidence.

The research area of focus is the Correctional Centre that runs a correctional education project in which 700 offenders formed the population of the study in 2011. This sample from this population of offenders was self-selected to participate in the study. Participants in the study included learners from level four to tertiary education as well as correctional teachers. Correctional managers in corrections and correctional managers in correctional education were selected according to their rank and experience in the practice.

Yin (1994:15) portends that while some scholars classify the case study as an objective study, others consider it a methodology. I viewed my case study as an objective exploration. On the other hand Mcmillan and Schumacher (2006:77) state that the researcher usually defines the case and its boundaries. The study provides a detailed description of the case, an analysis of the things or issues and the researcher's interpretation or assertions about the case under investigation, all of which describe activities engaged into during my study.

Case study is the research design that was considered under the qualitative approach. McMillan and Schumacher (2001:221) farther reiterate and state that case studies are appropriate for exploratory and discovery orientated research, as is the case with this study. The case study in this study is the management of the education of offenders in a Correctional Centre in the Gauteng Province where the research was conducted.

Leedy (1997:17) sees case study research as descriptive research in which data are collected directly from individuals or groups in their natural environment in order to study their attitudes, interactions or characteristics. To discern and extract useful information from individuals of such diverse academic, cultural, demographic, social and spiritual backgrounds, I used a variety of strategies, which according to Leedy encompass field notes, questionnaires and especially observations all of which address different aspects of investigation.

Field notes as observed by Anderson (1998:128) are an indispensable data source that serves as the researcher's detailed descriptive record of the research experience. Without field notes everything the researcher's senses discerns, from observations through reconstructions of dialogues, personal reflections, physical description of the setting to decisions made that alter or direct the research process would have nowhere to be recorded and would get lost or distorted in the researcher's memory. Field notes are therefore the researcher's sounding board.

Observations precede field notes in that what the researcher notes is what he/she is progressively observing, especially incidental significant details such as non-verbal communication in the form of gestures, facial expressions and other muted cues. Anderson (1998:134) views description of context in terms of location or time of the interview as suitable for being included as part of the observation and that understanding the research environment and all its political, social, psychological, economic and cultural dynamics is vital to producing rich, useful and valid findings.

With observation also comes the aspect of viewing artifacts, to which McMillan and Schumacher (2006:356) refer as an exercise that takes three crucial forms which should not be missed. The three forms are personal documents, official documents and objects. Personal documents come in the form of the teacher's grades and year plans. Official documents come in the form of assessment guidelines and policy documents. Objects can be law books and samples of the learner's works, projects, assignments and so on, all of which were viewed and observations and notes made on them.

Knoble and Lankshear (1999:36) state that artifact collection helps construct contextualizing data with additional details for the study. The use of artifacts assists in the understanding and corroboration of the educator's perceptions, values and attitudes regarding the research. In this case study, everything may be viewed and personal records of it made, but nothing may be copied or removed from the site.

Exploratory research is implied in this case study. Woods and Contazaro (1998:150) maintain that exploratory research, a component of qualitative research, involves the scrutiny of unknown areas for the purpose of discovery. It is acknowledged that exploratory research provides meaning in determining "what is happening to seek new insights; to ask questions and to assess phenomena in the new light" (Woods & Contazaro, 1998:150). I allowed myself to learn new things that I believed I already knew in the quest to appreciate and value the knowing of the participants who were available to clarify my perceptions.

I heeded Robson (1993:42) where he says that an exploratory approach remains flexible and adaptable to change as new insights emerge from the data. I would like to believe from literature that education management is an untapped area in correctional education. This makes this study explorative in nature in that it serves to determine what the education of offenders would be like if it were managed consciously and solely for a single specific outcome collectively targeted by staff and offenders namely, optimal rehabilitation.

Qualitative questionnaires and interviews were most effective in the exploration and highlighting of the deficits in the administration of correctional education, which points to education management. What was envisaged was not always what participants disclosed. Of interest was the consensus between experiences, meaning, perceptions and understanding of all participants incarcerated and deployed. This provided opportunities for the triangulation of data, an aspect that adds to the validity of the gathered data. I felt a sense of a cohesive community striving for a shared common future in them. Even during one-on-one interviews there was remarkable commonality in the participants' perceptions, perspectives and understanding, which assured me that respondents' inputs were honest.

3.3. Sample and Population Size

I used random purposeful sampling to select the participants since I intended to study a group that represented a variety of demographics and capabilities. I deliberately chose only sixteen focus group participants comprising eight men and eight women in order to enable me to conduct in-depth semi-structured interviews within the time available to me. Cohen, Manion and Morrison (2000:267) suggest that interviews... “enable participants-be they interviewers or interviewees- to discuss their interpretationsof the world in which theylive and to express how they regard situations from their own point of view”.I also made a purposeful choiceof the Correctional Centre and five correctional education officials who are responsible for managing the education of offenders.Also, many scholars recommend a small sample in qualitative studies. One such example is Yin (1994:39) who advises that the sample size need not be too large and distract the main purpose of the study. He recommends a sample size that ranges between six and twelve participants. The idea is to explore the problem at hand to the depth possible and not only skim it over.

The precarious nature of the setting of my study advantaged me to have the maximum ofeach gender group (eight women and eight men). The ideal was to interview the gender groups separately for good manageability in terms of recommendations by literature for smaller focus group size, and because of the security related parameters as would be recommended by the prison officials – keeping genders separate. However, I was also prepared for an advice by these officials, due to planned or unforeseen demands, to integrate the groups. If they were separated, each gender group would still be good support for one another and sustain the study, and if combined they would still be manageable.Icould have taken more participants into each group to make provision for attrition but the threat of the distraction of the main purpose of the study encouraged me to use a small sample despite the availability of more potential participants who were jostling to participate during the sampling stage. It was touching to see offenders showing such keen interest in making inputs on how best their education could be managedfor their best benefit. It was equally impressive to witness their maturity in reaching mutual consensus on who they perceived to be the most information rich of them all and why.

The researched sample comprised a variety of ages available in the Correctional Centre based on the level of education. Only level four, which is Matric class to tertiary education were sampled based on their level of educational maturity, compared to the lower levels, with a hope to receive deeper and rich engagements with them. Time constraints as dictated by the prison management indicated that I stick to stipulated time frames for the safety and security of all concerned. I had to demonstrate appreciation of my participants' life world and show that even in such circumstances with the right attitude development could still abide and prevail.

The next section discusses data gathering techniques that were employed.

3.4. Data Gathering Techniques

3.4.1. Qualitative questionnaire

I developed a questionnaire using a combination of open-ended and closed questions (Appendix D4). Cohen, Manion and Morrison (2001:267) posit that questionnaires are useful in that they...“move away from seeing the human subjects as simply manipulable, and data as somehow external to individuals and towards regarding knowledge as generated between humans, often through conversation.” Through questionnaires, people were able to exchange views on the topic of our mutual interest and open-ended questions enabled the participants to “let their thoughts roam freely, unencumbered by a prepared set of replies” (Oppenheim, 1992:113). These questions also allowed them the use of their own language and spontaneity. However, open-ended questions needed to be carefully posed as there was the danger that the participants might answer with what happens to be uppermost in their minds. It was easy to guard against this through follow-up questions and statements that allowed them to explain.

Closed questions came in handy as they were used as follow-up questions to confirm statements already made or to probe clarity since they “are easier and quicker to answer; they require no writing and qualification is straightforward” (Oppenheim, 1992:114). The possible disadvantages that closed questions could bring to the study could not

be overlooked. Whenever they were posed I remained cognisant not to cause loss of spontaneity and expressiveness. I made sure to avoid the introduction of bias by urging the participants to choose between given alternatives and by making them focus on alternatives that might not have occurred to them (Oppenheim, 1992:114). Hence, I used them circumspectly ensuring that the respondents concerned were not forced to answer with a 'yes' or a 'no,' but as they desired to express themselves within the parameters of the questions asked.

Oppenheim (1992:103) further hails the advantage of questionnaires (Appendices D4 and F) in enabling the participants to cogitate over the issues concerned and allow the less vocal participants the opportunity to voice their opinions in a written format. The questionnaire helped me recognize questions which were poorly phrased in my semi-structured interview (Appendix D3) and thereby ensured a high response rate, accurate sampling and, I would like to believe a minimum of interviewer bias. I managed to eliminate ambiguity of questions to a greater extent by consulting the advice of relevant literature, academic experts and my supervisor.

This effort helped me avoid what Oppenheim (1992:103) observes, that questionnaires have certain potential disadvantages such as low response rate, lack of interest from participants, poor literacy levels, time pressures and ambiguous wording which may lead to misunderstanding. He further asserts: "this in turn can lead to questionnaires not being completed fully or being filled in and completed by someone else altogether who may have no relevance to the study." I found the questionnaires to ignite interest and to bring participants face-to-face with the character of the enquiry from the onset. The questionnaires were completed in my presence simultaneously by all participants.

3.4.2. Document analysis

The broad goals of education are to develop the learner to reach responsible adulthood and maturity so as to participate meaningfully in society. In simplistic sociological terms, education is defined as a process the goals of which are the development of a good citizen (Department of Education, 2001a:13). The emphasis on citizenship is that the goals of correctional education, though it is the same as mainstream education should according to

Republic of South Africa (2005a:12), assist and empower an offender not to return to crime, but to return to society as a law-abiding citizen by:

- influencing the offender towards a positive and appropriate value system;
- providing the offender with opportunities to develop human life skills; and
- empowering the offender with social and employment-related skills.

Education has been recognized internationally as a key to development. It contributes to society, multiplies the economic productivity of the nation and increases individual ambitions as correctional education attempts to instill. How education relates to development can be explored through document analysis of relevant educational policies. For purposes of this study, the strategy used incorporates a study of selected correctional documents, document analysis and analysis of participants' answers obtained from all questions including semi-structured interviews.

Selected documents which were analyzed, include personal documents of teachers such as grade year plans, official documents such as Department of Education assessment guidelines, Department of Correctional Services policy guidelines, and education statistics, and objects such as samples of learners' work in the form of test, test memoranda, Matriculation certificates, end-of-semester and end-of-year reports, tertiary academic records, activities, assignments, models and projects. The analysis of these documents would give an indication of how well the offender education was managed from an administrative perspective.

I even had the privilege of viewing the offenders' applications for bursaries as each of them that completes the general education phase aspires to enter the further education phase. I analyzed all documents availed to me as long as they related to correctional education. I even analyzed assessments, portfolios made up of activities, assignments, tasks and resources. I used document analysis data in addition to interviews and observations to enrich in-depth and subjective information and data. All this information will be discussed in Chapter 4 as findings.

3.4.3. Field notes

Field notes allowed for an unobtrusive and instant recording of events. Field notes were set up so that events were recorded on the left side of the page and the right side was left open for comments and questions. I began each observation period by taking field notes and repeated the same for several sessions whether participants were engaged in conversations or quietly arrived and found the space to sit. They became acquainted to my note taking presence before I began with other data collection techniques, even during conversations and discussions. Whatever was not recorded was either because it was gestured or muted. Whatever was not written by participants went into my journal as field notes. Some of the information about field notes has already been discussed in 3.3 above.

3.4.4. Observations

Merriam and Simpson (1995:152) state that data is directly related to typical behavior situations observed, that is people are seen in action. I recorded my observation as field notes in a descriptive reflective journal as advised by Anderson (1990:44):

“Descriptive observation recordings capture a slice of life while reflective observation recordings are comments and reflections made by the observer”.

I reflected on critical dilemmas, observed my own responses and frame of mind in the circumstances, themes and lessons emanating from them, points for further clarification in the focus groups, why certain things were done the way they were. I described portraits of the participants (age, gender and race), participants' behavior, demeanor and temperament, accounts of particular events, description of settings and reconstruction of dialogues. I negotiated for meaning whenever peculiar terms or signs unfamiliar to me were used as respondents have their unique terminology. Mehan (1993:103) states:

“When we listen to and look at social life closely, which is what a video tape or a film record enable us to do, we see and hear a different version of social life than is otherwise possible. We are able to examine more critically the factors which have played a dominant role in explanations of school performance”.

The recordings made in this case helped highlight the mundane and routine practices in the correctional education environment. It also brought to the fore the norms that operated and illuminated the practices that often seemed invisible. Being present in an educational space allowed for the recording of unanticipated events to be unobtrusive. I put the

recording device against the wall away from the sight of everyone including myself and sat with the participants at the table doing everything they did, entering into discussions and debates and dialogue with them.

I would simply ask a question or make a statement and the participants would engage by answering it, debating it, having a dialogue on it or exhausting every angle of it in discussion. I clapped once to signal that we were losing track and we all stopped to assess and introspect our discussion. I had to ensure that everyone got a chance to speak and their views were respected. I also guarded against views deteriorating into personalized arguments.

3.4.5. Focus group discussions

Focus group discussions confirmed Rubin's and Rubin's (1995:139) theory in that they allowed for the group of participants who had experienced the same problem to discuss potential changes or shared impressions and brought them together. All the guiding questions (see interview schedule in Appendix G) were enthusiastically discussed, hotly debated and sometimes aggressively dialogued between differing perspectives to the joy of everyone as the topic was potentially emotionally charged (Stewart & Shamdasani 1990:62). As emotionally charged as the participants grew to be at times, it did not create cognitive fatigue which could exhaust participants more quickly as observed by Stewart and Shamdasani (1990:62), instead the participants could have gone on and on for days and days on the topic.

I agree with Stewart and Shamdasani (1990:63) that the small numbers used in this study "significantly limit generalization to a larger population." Significant too is that, disadvantages of the open-ended nature of responses are that they often make summarization and interpretation of results difficult, and the researcher "may bias results by, knowingly or unknowingly providing cues about what types of responses and answers are desirable" (Stewart & Shamdasani, 1990:63). Since I was aware of what could happen, I took a conscious resolve to let participants freely express their perceptions and perspectives of their situation without threat of my approval or disapproval of their interpretations.

They knew that I was there to listen attentively to them so that I could accurately hear what they said, while ensuring that it was said within the boundaries of the questions asked.

The focus group first engaged in discussions before one-on-one interviews were conducted with the participants as according to McMillan and Schumacher (2006:350), interviews and discussions are key data collection strategies in the case study research. Anderson (1998:190) defines an interview as a specialized form of communication between people for a specific purpose associated with some agreed subject matter. These were the final instruments of data collection with offenders. Individual interviews with Correctional management and education management personnel followed.

3.4.6. Individual interviews

According to Merriam and Simpson (1995:37), "it is virtually impossible to tap into the experience of others without face-to-face and verbal interaction with them." Interviews enabled me, the researcher, to clarify responses as the interviews proceeded and simultaneously follow up on interesting answers. They assisted in rephrasing the questions and demodulate the tone of voice where necessary in order to elicit correct answers and appropriate responses while observing body language for any reactions, ambiguities and unsaid statements. Kerlinger (1993:40) portends in this regard,

"The best instrument available for sounding people's behaviour would be the interview with a schedule that includes open-ended, closed and scale items".

With my participants and their setting in mind, I elected to conduct standardised, open-ended semi-structured interviews (Appendix D3), where the wording and sequence of the questions was predetermined and the questions were completely open-ended. These types of interview questions are popular for effective probing and occasional pauses that take into consideration the needs of the respondents to understand and be understood and vice-versa (McMillan & Schumacher, 2001:99).

My questions concentrated on experience, behavior, opinions, values, knowledge, feeling, sensory perceptions and a little on individual participants' demographic background and information. All interviews were arranged in advance for the convenience of the

interviewees. Interviews were carried out on a one-on-one basis – a preference of the researcher. Each interview lasted an hour.

Semi-structured interviews allowed depth to be achieved by providing the opportunity on my part to probe and expand the interviewee's responses (Hitchcock & Hughes, 1989:83). I could ask focused and direct questions dealing with my topic issues (see interview schedule in Appendix D3) but also allowed participants to ask alternative questions whenever the situations demanded or when they needed clarity from me. This extended freedom to participants to respond at their personal style and each at their level of understanding of questions in relation to the peculiar features in their educational context and the circumstances under which it operates and is managed.

A unique feature of semi-structured interviews is the opportunity I had to negotiate, discuss and expand on the responses of the participants. The rapport that I established between myself and the participants enhanced trust and honesty. As a result I gleaned in-depth understanding from the meaning and rich information flowing from the participative presence of participants' perceptions, emotions, experiences, knowledge, opinions, and so on. These interviews were recorded and field notes were taken with the permission of all participants and stakeholders (see concerned letters in Appendix A in this regard). Respondents listened to recordings of each session at the end for authenticity.

3.5. Data Analysis Technique

Anderson (1998:157) posits that data analysis involves four elements, which are:

- interpreting research findings while in the field;
- coding and organizing data into themes and constructs;
- searching for disproving themes or evidence; and
- testing alternative interpretations of the data to see if understanding changes.

Since this is a qualitative study, data analysis was applied to the answers obtained from the standardized semi-structured open-ended interviews starting from the questionnaire right down to the focus group interview questions. Responses were carefully transcribed, then analyzed. I ensured to disallow the influence of my pre-conceptions, personal values, beliefs and assumptions encroaching into the research and colouring the findings by comparing what I thought the participants were saying, to what they were actually saying. Once the distinction was clearly identified I chose to write verbatim what participants said. McMillan and Schumacher (2006:364) agree with Anderson above and state that qualitative data analysis is a relatively systematic process of coding, categorizing and interpreting data in order to provide explanations of the phenomenon of interest.

The first step in my data analysis process was to personally transcribe verbatim all recorded conversations, discussions and interviews at the end of each day while they were still fresh in my mind. Fieldnotes tended to be very compatible with recorded information, so I combined them with this information fully appreciating that McMillan and Schumacher (2006:350) caution against this practice and advocate the separation of field notes and reflex records from actual observation. For me it was not difficult to distinguish what agreed from what did not since I clarified on the spot the statements made and reported separately what agreed from what differed from it.

I then scanned the data, an exercise that required me to read the data that I had collected. I identified common themes, concepts and trends. I also looked for incomplete, inaccurate and irrelevant data and revisited it with the participants so that it could be clarified in context and made relevant (Vithal & Jansen, 2004:27).

Scanning was followed by organizing the data. Organizing the data, according to (Vithal & Jansen, 2004:27) allows the researcher to make sense of the information by arranging them in a manageable form. This required me to give in-depth descriptions of the data. Comparisons of participants' responses allowed me to categorize identified patterns, common responses and themes. Vithal and Jansen (2004:27) further advise that representing the data in different ways often provides meaningful summaries of large amounts of data. I represented the relevant data in a narrative form in an attempt to answer my research questions in the form of a researcher's statement wherein my

observations were expressed. This process of collecting and analyzing data is an attempt “to build an interpretation of the data that is derived from and was in turn supported by the data” (Merriam & Simpson, 1995:199).

3.6. Validity and Reliability of the Research

The issues of reliability and validity are inherent methodological problems in qualitative research. According to Martin and Rose (2003:67), the validity and reliability of the data collected and response rate activated depends largely on the design of questions, structure of the questionnaire and the vigour of the pilot testing of all elements in the research environment. In this study the questionnaire (Appendix D4) used as a pilot testing tool led to the restructuring of the interview questions (Appendix G). These adjustments I would like to believe ensured the truthfulness and accuracy of responses from the participants.

Anderson (1998:12) states that in qualitative research reliability suggests that different qualitative researchers would come to the same conclusion given exposure to the same situation. The extent to which data relate to objective criteria improves reliability. Kvale (1996:64) states that qualitative research interview lacks objectivity due in particular to the human interaction inherent in the interview. I found the interview a highly objective research method. It was interaction with participants that affirmed my research ability.

Kvale (1996:64) explains objectivity as freedom from bias and that it refers to reliable knowledge checked and controlled, undistorted by personal bias and prejudice. Validity is a compliment to reliability and refers to the extent to which what we measure reflects what we expected to measure. Validity to the qualitative researcher refers to the extent to which the stated interpretations are in fact true, which to me depended on the meaning assigned by participants during focus group discussions where they passionately shared their views.

Responses were carefully analyzed and my own opinions were not allowed to interject the inputs of the participants. Rustum and Newton (1992:33) warn that “one cannot separate the investigator from the object of enquiry.” The repetition of the interview questions prompted by the responses from the questionnaire was a valiant attempt to achieve

reliability. Reliability refers to the repetition of the same situation, same studies, so that related conclusions can be developed (Rustum& Newton, 1992:33).

3.7. Ethical Considerations

Merriam and Simpson (1995:193) state that *“Where practice involves the social world and people in it, research is particularly value-laden hence ripe for ethical conflict”*.

This meant that as a researcher I had to make various specific ethical considerations to prevent such conflict and any ethical dilemmas occurring when doing a study in the field of humanitarian sciences such as education of offenders in a Correctional Centre. Participants were informed in writing of their right to privacy and confidentiality as well as their right to withdraw from the study at any stage of the research without prejudice and with no consequences to themselves (Appendix D1).

Kvale (1996:117) states that moral research behaviour is more than ethical knowledge and cognitive choices. It involves the person of the researcher, his or her sensitivity and commitment to moral issues and action. The decisions made by the researcher are critical to the knowledge and quality of the research project. As this study strives to attain valued and reliable data, I had to keep in mind at all times that the rights of participants are paramount. This was achieved by ensuring that all data collected were kept confidentially in my possession at all times, while maintaining good relations and ensuring a reciprocal, co-operative context.

I ensured that the privacy and confidentiality of the participants was fully recognized and respected in the quest to prevent possible emotional distress to them and ramifications for the department, and for the organization to which they were attached. I entered into an agreement to change their names and all identifying features of their setting though some would have been happier with their identities disclosed. They all chose pseudonyms which will appear in the findings chapter.

Letters of permission were obtained from the Head Office of the Department of Correctional Services, and the participating Correctional Centre was also provided with the same letter of permission after its approval was endorsed by the Area Commissioner of the Centre. A copy of the same letter was also read to all participants including management on my arrival on site, to ensure that the legitimacy of my presence was commonly understood.

3.8. Conclusion

Data gathering in this chapter has identified certain aspects of all matters under investigation. The aim of my research fits with the issues I explored and supports my choice of the qualitative approach. For purposes of this study the research design was drawn from diverse sources using the qualitative research approach. Once the case study had been identified, data collection took the form of all the strategies discussed in this chapter, culminating in focused but open-ended semi-structured interviews. The data collection techniques included semi-structured interviews, observations and document analysis. The last section of Chapter Three dealt with validity and ethical issues and how they were addressed. Finally, how the data were analyzed serve as a prologue to the next chapter wherein I present the findings of this study.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1. Introduction

This chapter presents the results of the empirical investigation after the management of the education of offenders for optimum rehabilitation was explored. The perspectives presented are experiences, perceptions and views of the respondents comprising offenders and key correctional practitioners who manage different aspects of the Correctional Centre. The findings are presented in response to the research questions, sub-questions and aims of the research which were stated in Chapter One (1.3 and 1.4).

The findings were obtained from data collected through qualitative research tools such as field notes, document analysis, observations, questionnaires and standardized semi-structured interviews. Possible theoretical underpinnings from the literature review are occasionally attached in order to elucidate arguments advanced and observations made and sometimes to elaborate on research questions and research aims above. These are sometimes followed by synthesis. The qualitative data collection at the research site revealed numerous factors that affect the management of correctional education and the acquisition of rehabilitation. The findings are discussed in four broad sections, which are:

- biographical profiles of the respondents;
- respondents' attitude regarding correctional education management (offenders and managers);
- factors that pose challenges to the management of correctional education; and
- perceived solutions, suggestions or way forward as visualized by respondents.

4.2. Biographic Profiles of the Respondents

The biographic profiles of all respondents were recorded in order to enable me as a researcher to understand their motivations to participate in the correctional education programme and in this study. Profiles also facilitated the measurement of the level of the

respondents' commitment to the objectives of correctional education and the vision this initiative holds for their goals. Republic of South Africa (2005a:61) states that correctional education involves re-orientation and correction of offenders in order that they do not relapse into crime after release and consequently do not become a burden on or a danger to society. It is aimed at the individual with his or her particular personality, temperamental makeup, emotional level, intellectual functioning, value system, and general outlook on life all or some of which could be gleaned through the use of biographical profiles.

Unless respondents' profiles fitted the description of the correctional learner presented above, they could not contribute meaningfully to the study on correctional education management that I conducted. If I did not have such a caliber of respondents I would not be able to glean accurate findings addressing education management. It was even more important for me to ensure that I had genuine learners and teachers in the light of the statement by the Republic of South Africa (2002:3), that offenders become desperate to overcome the effects of prisonisation by focusing on having control of their world and may use manipulation to achieve such control. The profiles of the respondents are presented subsequently.

Little is a 26 year old aspirant advocate from Gauteng who matriculated at the age of 18 and failed to get admitted to study for medicine, in her words "MCHB". She became frustrated and worked as a paramedic, obtaining an Advanced Life Support Diploma. As a result of bad company, she ended up in prison but fortunately still enjoys the support of a stable family. She is now studying for her LLB in prison and is assisting in the education of fellow offenders. She has two years teaching experience.

Sipis is a 45 year old mother of two who is supported by her spouse. She grew up in a stable family in the Free State where she completed her Matric at the age of 18. Afterwards she studied for a BA degree and became a Chartered Accountant. She was lured into a life of crime by the materialistic world in the line of her duties due to ignorance in legal matters. She has completed two years of her sentence during which she is studying Law while assisting in the education of other offenders.

Gogo is a 40 year old love child from the Western Cape who completed her Matric at the age of 17 in 1992, applied for bursaries in vain and eventually found a job at the Post Office. The demands of having to provide for her younger siblings catapulted her into activities that saw her entering prison where she has remained for a year already. She is now studying for business qualifications through sponsors and assisting in the education of her peers.

Peggy is a 49 year old mother of 2 from a stable family in North West. She completed her Matric at the age of 23 and became a teacher. She worked for the Department of Education until the unfortunate death of her husband whereupon she was arrested. She is struggling to finish her Honours Bachelors degree due to the scarcity of financial support for offenders who aspire to pursue higher education. She is pleased that her qualifications benefit the education of fellow offenders who need it most.

Nana is a 43 year old from Gauteng who completed her Matric through correctional education and is studying Adult Basic Education and Training while concurrently applying her learning by teaching. She left school at the age of 15 due to lack of financial support and poverty being a daughter of a miner and a domestic worker. She worked to help her parents raise her younger siblings. The political upheavals in the African townships pushed her into a rebellious attitude, and vengeful mode against apartheid which led to a life of crime and subsequent imprisonment.

Khabo is a 38 year old mother of 2 from Mpumalanga who finished her Matric in prison through correctional education programmes. She left school in her words "because of lack of uniform, lack of money, lack of accommodation." She lived on a farm and the farmer demanded that she worked for her keep. When she was grown she became exploited as a domestic worker in the same farm that had forced her to remain illiterate. It was this experience that developed rage in her to the extent that she left the farm and went onto commit crime. In prison she studied from Grade Four, matriculated and proceeded to complete a diploma in Adult Basic Education. She applies her knowledge by helping in the education of peer offenders while finishing her Advanced Diploma in Education. She believes being educated will enable her to find work and to educate her children to protect them from her fate.

Kip-kip is a 40 year old mother of 2 from the Eastern Cape who finished her Matric at the age of 18. She wanted to become a Chartered Accountant but could not continue because of financial constraints. She worked as a receptionist and managed to put herself through college doing Marketing. Due to being raised by her granny, she had to take responsibility for her granny and her two younger siblings as well as her own children. It was that strain that caused her to end up committing crime to make ends meet and she ended up in prison. She helps in teaching Business Studies to other offenders. She needs sponsors to study further.

Lisbet is a 34 year old lawyer from Mpumalanga who completed her Matric at the age of 18 and studied BLC and UB to become an advocate. She grew up in a good middle class family. She would have liked to study Medicine but studied Law with the intention of protecting vulnerable people who come into conflict with the law. She helps in the education of her peers and she is studying for a Masters degree in Law. Prison brought her into a better understanding of the people she studied to defend and she believes she will be a better advocate because of this experience and interaction.

Ntlois is a 28 year old from KwaZulu-Natal who finished Standard 8 at the age of 15. Born of a single mother, there was no money to pay his fees and he could not continue with his education. He worked at a hotel and painfully watched his peers proceed to get further education and climbing the economic ladder higher than he could ever dream. According to his presentation he even asked his employers to put him through school but he was turned down because he did not hold a Matric qualification. It is only prison that put him back in class and gave him Matric and hope. He would have liked to study and become a Land Surveyor. In prison he is studying N5 Civil Engineering. He finished his Matric in prison and continues to be a beneficiary of correctional education while working as a teacher even after hours to save his peers from a criminal career.

Bokis is a 37 year old from Mpumalanga who completed his Standard 9 at the age of 17. He would have loved to become a Marketing Manager had he finished school. He failed to finish his Matric because he came from a single parent home and he knew how his mother struggled. He knew there was no money to take him further so he went to work. In prison he has studied and qualified with an N6 in Marketing Management. He could not get a

bursary this year and is assisting in teaching his peers with the hope to eradicate recidivism. Bok believes from conversations with peers that if everyone were educated and employed, no one would commit crime.

Rexis a 36 year old from KwaZulu-Natal who completed his Matric at the age of 18 and went straight to work because there was no one to take him further. He would have wanted to become an Advocate but was compromised by financial constraints. Presently he is studying Law piecemeal under the tutorship of qualified lawyers incarcerated with him. Financial assistance is still a huge challenge that denies his studies a smooth flow. He teaches fellow offenders since three years ago.

Rocks is a 36 year old from North West who left school in standard 9 at the age of 21 because of financial problems, low self-esteem and peer pressure at school because he was older. Rocks went through a very difficult time with parents who could not put him in school because they were living in a wrong area in terms of the Group Areas Act, a law that separated South Africans according to their races. His mother only released him from her domestic employer's premises when she found someone to look care for him. He would have liked to become a Lawyer but his mother would not have afforded the fees and he decided to leave school. He is now doing Matric though financial constraints still follow him he hopes to find a sponsor. He is an advocate of education who encourages his peers to study and assists them in the cell with homework to get their Matric to access a better life.

Pops is a 33 year old from Limpopo who finished his standard 7 at the age of 19. Born in a single parent family, he got involved in drug abuse and criminal activities. He would have liked to become an Engineer but lack of any prospect of having him reach his goal frustrated him severely. His first opportunity came when he got arrested. He is now doing his level 4 which is an equivalent of Matric through the correctional education programme. Money is still a problem as he needs to register for further education. He assists peers after lock up and he feels helping others has helped him do well in the two years that he made a success of his studies.

Jukebox is a 46 year old from Gauteng who completed his Matric at the age of 18 and studied Law qualifying with an LLM. He worked as a Public Prosecutor and qualified with a

PHD in Law. He grew up in a stable family and was imprisoned for crime related to his practice. He found a different talent in teaching and is officially assisting fellow offenders. He relishes what he is doing and is grateful that he is learning at such a close range how South Africa's previous history hurt development. He feels he learnt all different cultures and how they differ yet work together.

Ally is a 37 year old from Eastern Cape who left school at the age of 16 in standard 9 due to financial difficulties and a lack of parental support. He grew up with his maternal grandmother. None of his parents helped his grandmother financially and none of his parents supported him and his siblings with books and school uniforms. He would have like to become a business manager or a civil engineer. He is finishing his Matric with the ambition to do business studies afterwards. His father who had been a migrant worker from the Eastern Cape left Ally with an eagerness to find him. Ally left his grandmother with the hope of finding his long lost father in Gauteng but unfortunately he failed to find either his father or a job and ended up committing crime.

Dobby is a 42 year old who completed his Matric at the age of 18, grew up in a stable family, became a policeman in 1988. He became incarcerated in 2007 and began to study for IT. He obtained a National Diploma in IT in 2010 and is now educating fellow offenders in IT. His parents encouraged him to study at UNISA and they influenced his tutors to help him on a practical level with his subjects. If he had qualified in IT before he entered prison, he does not think he would have entered prison. He enjoys teaching against all the odds they perceive as respondents, and he believes teaching is the only thing that helped him into becoming truly South African.

Big Show is a 38 year old Free State who completed his Matric at the age of 17 and became a teacher. He would have liked to become a Geologist but did not have the money to pay for his university fees since he came from a poor family and struggled to support them with his meager earnings. He got into criminal activities, got arrested and spends his time educating fellow offenders. Financial constraints deny him the opportunity to further his studies especially to access his dream career –Geology.

A few deductions can be drawn from this biographical information. The respondents comprised eight women and eight men all of whom were offenders who are engaged in academic studies in pursuit of career qualification. Most of them are deployed as teachers in the correctional education programme. The biographical details of the respondents comprising men and women from available demographic groups revealed foremost a collective identity of offenders far removed from the definition that I provided in Chapter One (1.5.1), which stated that an offender is any person sentenced by a court of law and kept under the custody of the Department of Correctional Services (Republic of South Africa, 2005:3 - DCS). They instead displayed characteristics of a cohesive community guided by shared values and working together to achieve shared goals.

Of the eight male respondents five of African descent are still finishing their Matric through the correctional education programme. All male offenders have correctional experience spanning more than two years. Of the six who have had work experience prior to incarceration, only one, an African, holds a formal qualification in education. The three African men had no qualifications and did menial labour while the two white men had the benefit of tertiary qualifications in different fields totally unrelated to education. One of them is studying for a PhD in Law and the other an Honours degree in Information Technology. Of the eight female respondents, two African women completed their Matric through correctional education, went on to study at tertiary level and delighted in helping their peers get educated. Three African women completed Matric in record time, with two of them leaving school without qualifications due to poverty and deprivation attributed to their socio-economic backgrounds. The three operated as ordinary workers prior to incarceration.

Of all eight women only one black woman had formal education qualifications, held a certificate in Adult Basic Education, had teaching experience prior to incarceration and was studying for an Honours Bachelors Degree in Education. On the other hand all three white women completed their Matric in record time, and by virtue thereof had professional work experience prior to incarceration. Irrespective of whether the offenders came from a background of privilege or deprivation, the initiative to educate offenders has given all

therespondents leverage to career goals they believe would lead to their individual self-actualization.

All of them are engaged in undertakings that enable them to make up for ambitions they had had to abandon due to a variety of factors most commonly the imbalances between their earnings and the responsibilities they had to fulfill when they worked. Inadvertently their qualifications coupled with the zeal the respondents demonstrate to obtain an education justify the importance of effective management of the education of offenders and rehabilitation.

It can be noticed that the biographical profiles of respondents bear glaring disparities of poverty and opportunity reflected as low education attainment and vice versa, which are elements of the Anomie Theory cited in Chapter 2. According to Beukman (2005:53) the Anomie Theory removes responsibility for criminal behavior from aspects such as genetic make-up and places it on the environment and the individual behavior. In this case it is demonstrated in the respondents' of African descents' characteristic deviance that brings them into conflict with the law. Schmallegger (2005:109) describes Anomie as a disjuncture between socially accepted goals such as wealth, status and power, and opportunities to achieve them such as education. Invariably Africans cite failure to get educated as their reason for committing crime motivated by family responsibilities they had to fulfill.

Olivier (2000:30) describes this phenomenon as frustration suggestion theory and is supported in his postulation by the Anomie theory where it states that in frustration aggression theory, individuals respond aggressively when attainment of these crucial goals is blocked. In my experience based on the study I conducted I would substitute 'aggressively' with irrationally in that I did not find aggression but frantic efforts in the respondents in their daily lives as they strive to find a channel that would lead them out of poverty and usher them to a better life. Their misguided efforts that landed them in prison, and their involvement in the correctional education programme are all directed to this single goal – a better life.

In Olivier's (2000:30) words unequal distribution of opportunities aggravates the inevitable stressors of poverty. The Anomie theory advocates that crime is caused by people on the

receiving end of the anomie conditions turning to illegitimate means to achieve accepted goals, as respondents of African descent, especially Ally. Scholars cited in the literature review and respondents' perceptions of their situation and reasons for their criminal offences concur that the education of offenders would manage to break the cycle of poverty that is passed from generation to generation of African families in South Africa. Of the literature mentioned the most poignant in support of respondents' reasons for involvement in the correctional education programme are those advanced by the Republic of South Africa (2005a:12) wherein the aims of correctional education are stated that foremost, they are to assist the offender not to return to crime by:

- Influencing the offender towards a positive and appropriate value system.
- Providing the offender with opportunities to develop human life skills
- Empowering the offender with social and employment-related skills.

Development refers to all services aimed at inculcating competencies through provision of social development, vocational training, recreation and sports, and opportunities for education (Republic of South Africa, 2005:12).

4.3. Emerging Themes from the Analyzed Data

Several themes and issues emerged during the research process each day from the moment of observation throughout, but especially while conducting focus group discussions and one-on-one interviews (Appendices D3 and G). Respondents most commonly referred to correctional education and its effective management in terms of a specialized approach driven by tenets of democracy, equality, freedom, transformation and ubuntu. They spoke of rehabilitation in tandem with the importance of education managers, the importance of stakeholders, eradicating recidivism, and the need for new policies on correctional education management.

Reichel (1994:385) defines recidivism as the act of falling back into crime after methods of deterrence, retribution or correction have been applied. Respondents viewed recidivism as an embarrassment that they need to avoid. When asked about their objectives in taking up

the correctional route they all cited readiness to face the world differently and crime free. Their major concern, however was that they perceived correctional education as compartmentalized, insulated, isolated and segregated education that is marginalized to the periphery of insignificance and aimlessness.

During focus group discussions the relating of critical cases and incidents often occurred spontaneously in response to questions relating to the efficacy of correctional education management for purposes of rehabilitation which was the most passionate topic (Appendix D3 and G). The mention of rehabilitation invariably brought up the question of socializing effects of incarceration.

Respondents held these socializing effects of incarceration as solely responsible for prisonisation, which according to them is learned on the onset of one's first offence and manifests itself as recidivism in the long run. According to them, recidivists are fashioned and molded by the prison on their first experience of incarceration due long spells of free time spent within the confines of cells rife with bullying, idling and poor or no intervention.

Although this study did not set out to specifically investigate prisonisation, from all races, age groups and genders, prisonisation emerged and was discussed. Prisonisation according to Schmallegger (2005:589), is the learning of inmate values attitudes roles and even language. It signifies the socialization of an incarcerated individual into offender roles so that by the time the process is completed, the offender is institutionalized and has no need for reform. Similarly, Lilly, Cullen and Ball (1995:119) see prisonisation as the abrogation of ties to conventional society. Respondents observed that education is the only means to counter prisonisation and effectively prepare offenders for reintegration into society. They believed that if the door to education is opened later than the door into the cell, the greater chance is that the offender is already lost into clandestine activities that lead to prisonisation.

The respondents linked the cause of prisonisation to be the frustration that comes with incarceration and the solace that is provided by anything and anyone that offers a coping mechanism. Their interpretation is supported by Silverman (2001:116) who describes the prison sub-culture as a collective response to the deprivation imposed by prison life. Silverman surmises that the value of the prison sub-culture is to provide a way of

thinking, feeling and acting in a way that is acceptable to aspects of prison life. It is a means to abandon the new-comer status and earn the right to belong.

Offenders identified this period in a freshly incarcerated offender's life as opportune time to introduce correctional education. They ascribed their observation to their experience that when an offender comes in for the first time, the offender is blank, scared, tired, ready and eager to embrace anything as long as it is a way that is acceptable to prison life. They all nodded and applauded Rex when he said: *"Officials will never know why offenders reject rehabilitation. We know but we cannot convince any official."*

The opposite of correctional education is the prison subculture or prison code, which, whether it is practised overtly or covertly, is the opposite of everything that is good. The respondents viewed prisonisation as a lifestyle that represents a way of offending that is not ashamed of offending and recidivating. Neser (1997:219), Bell (1993:86) and Matthews and Pitts (1998:398) describe the prison code as a structure of accepted prescribed behavior that is responsible for negative attitudes towards what is conventional including authority, and impacts negatively on correction.

4.3.1. Offenders' attitude and feelings towards prison education management

This section, which relates to the respondents' attitudes and feelings regarding the management of the education of offenders' rehabilitation is presented in paragraphs depicting responses to questions asked during data gathering. Some of the questions are reiterated in order to contextualize responses but others are referred to in terms of the appendices on which they appear. I separated my respondents into two categories, starting with offenders because they were interviewed separately. The former are beneficiaries of the programme and the latter, agents of its beneficence. I presumed their positions predisposed them to holding varying perspectives based on the purpose of their participation in correctional education.

4.3.1.1. Correctional education, its environment and its management

Respondents unanimously viewed correctional education as the only gateway to true rehabilitation. They observed vast behavioural disparities between offenders who

participate in educational programmes and those who do not. In their collective experience, they also noticed that those who participate in education change their world view and develop constructive, positive and law abiding tendencies, this view points to the need for change in their lives by the time their release arrives. They observed serious threats to their aspirations but remained optimistic and saw themselves having acquired their goals and successfully reintegrated into the society. This was demonstrated in their responses to interview questions as embodied in the verbatim answers of the following ten respondents to the six questions presented as Appendix D4:

a) What makes you think education will help you stay out of prison and what do you think makes you different from those who refuse to take this opportunity?

The respondents realized the importance of education and had their goals clear to be educated. The prison experience made them swear never to go back to prison again. They did not see any future for those offers that shun education. They even advised that education be compulsory for all the offenders. Here is what they had to say in this regard:

"I will get into a career, find a job and make a decent living, while those who are not schooling see education as a waste of time and plan better ways of committing crime".
(Little)

"Education gives me confidence, dignity and self-esteem. I will get into a profession and perform. Those who refuse to get educated strive to learn new skills of doing new crimes". (Peggy)

"I know prison clearly now. There's no way I'm coming back here. I'll go out of prison well educated in the years I'm spending here. If I cannot find employment I will start something of my own. Those who refuse to get educated are destructive people who need counseling." (Big Show)

"From the start if we were educated with purpose and someone directed our steps when we finished school, no one would be in prison. No one likes to be in prison and have their future tarnished, but it's tough out there and it's tougher here". (Rocks)

b) What do you think are the challenges facing the management of your education as you experienced it especially in 2011 to date?

“An education manager cannot manage the school independent of the prison climate its challenges and its troubles. These are many and dictate whether or not school operates. In prison only prison rules work”. (Sip)

“Correctional operations take precedence over everything else whatever it is and of whatever importance. The correctional manager is not the same person as the education manager. The education manager cannot begin to manage until the prison manager gives a go-ahead”. (Kit-Kat)

The focus group discussed on the above responses made by their two fellow respondents. Their responses demonstrated a sad realization that the prison has an impervious artificial and influential environment that makes it not the ideal place to apply the principles of development with a view to rehabilitation and successful reintegration into society. They experienced the reality of correctional education as that of an entity which operates within an environment not conducive to the existence of education. Despite Section 41 of the South African Correctional Services Act 111 of 1998 (Republic of South Africa 1998:42) extending education to offenders who wish to develop themselves and those who do not want to participate have no rules governing their co-existence with learners.

Irrespective of their disparate pursuits within prison in some instances especially related to overcrowding, these offenders share the same cells that were designed exclusively for custodial purposes of imprisoning and are allocated equal spaces with no consideration for study material. In communal cells there exists no structured timetable that allows study time apart from TV time, chat time and leisure time. All offenders have to appreciate that this is prison. Only at times convenient to the custodial situation is consideration for the accommodation of educational offenders and their educational needs made. This collective response warranted a follow-up question presented below.

c) How do you study within and outside of the school environment then?

Respondents indicated that they experience studying as an ongoing struggle inside and outside of the cell because for those who came to do their sentences; cells are living spaces wherein custodial rules are observed and custodial needs met ahead of educational needs. Rehabilitation is not prioritized, so custodial routine within the cells as well as outside is not structured to accommodate and facilitate the presentation of correctional and developmental programmes in the form of education. Respondents observed that despite rehabilitation being the core responsibility of corrections, its facilitation is not adequate. No special provisions were made for the inclusion of education with the onset of democracy.

An example of these responses is embodied in the verbatim answer by Rocks:

“Our peers do not take us seriously for failing to achieve education in school and believe we can achieve it in prison. Some personnel believe we want to be special. Whether you turn left or right your motives are challenged and questioned and very little support is given to education. The name of this place is prison no matter what fancy name you decide to call it. It operates as a prison first”.

d) Who in your view should work out strategies for the effective management of your education?

“Policy makers whether it is parliament or the portfolio committees or the minister and commissioners for correction should devise strategies for our education. The last time I knew was that the ‘top-down’ system of government was replaced by the ‘bottom-up’ system whereby policies were going to be designed with the full involvement of the people they affect. I have not seen any of the policy makers I mentioned coming to talk to us or our managers about our education. Maybe my peers know differently, but those who came before me agree with what I am saying”.

(Jukebox)

All respondents applauded Jukebox and supported him through a discussion of the issue about the need for policy makers to engage them. They (policy makers) should know from them (offenders, referred to here as respondents) that the Correctional Centres were not designed for education but for control purposes, unfortunately. Hence the needs of the

prison often take precedence over those of education despite the value that education brings to corrective efforts. The daily Correctional Centre's routine is not aligned with the running of educational programmes which are often interrupted or even suspended due to security which often means locking all offenders up, whether they were involved in the issues or not. For this reason education programmes operate under the threat of being dictated to by the custodial situation that is driven by the primary objective to manage the prison. These respondents' experiences confirm the incompatibility observed by Luyt (1998:28), that development programmes and security do not go together. Pops emphasized this ordeal:

“Those men get very little humane treatment and it has become a lifestyle. They have no programmes and they may not go to any programmes. By the time they are reclassified they might have lost the will to change their lives but prisonised and institutionalized into eating and sleeping”.

Pops got a nod from his peers as the discussion ensued. Respondents unanimously concurred that education programmes leave no room for anyone to escape whatever their classification. A classroom poses no risk to security because in the educative environment offenders are always under the watchful eye of one another and that of their teacher. Respondents maintained that if all offenders were in school there would be no threat of escape or interruptions due to noise caused by custodial offenders who spend time idling, thereby demanding to be watched. This might have been an understatement by the respondents because there is no guarantee that they would really behave themselves should security measures be relaxed.

These respondents experienced education management as subordinate and ineffective in terms of time management. This is unfortunate, considering that time management is one of the crucial aspects of school management and learner development. They felt that their school time tables are rendered dysfunctional by events that are far removed from education. This affects the motivation and confidence of learners who look up to their educationists to lead education, and if it fails, to those who are not so perceptive the educationist is blamed for failing them. Ntlo raised a concern about the respondents being kept at bay by decision makers:

“Policy makers must pay a different type of attention to education, by finding out from offenders why rehabilitation is difficult to achieve and is always compromised by recidivism. If they talk to us, we will help them. We will tell them like we tell you. The problem here is that people in high places do not talk to us as offenders”.

e) Do you think the education of offenders can eradicate recidivism?

Respondents construed that if all offenders were put through school, education could eradicate recidivism. While this can be believed to some extent, the respondents may have not considered the fact that even the educated can be vicious offenders. One of the challenges confronting correctional education is that offenders are classified according to the safe custody model which determines the mobility of the offender. The custody model prioritizes the crime that the offender committed and in some cases their previous record. This puts offenders who carry a maximum security classification at a great disadvantage even if they have no previous record. Maximum security classification confines them to a specific area of the prison. Unless education programmes are conducted where such offenders are confined they cannot access educational and developmental programmes. So, just as they were disadvantaged outside, they still are.

Respondents perceived that by the time such offenders are reclassified it might be too late in that they might have gotten used to the prison culture, eating and sleeping. Another relief could be if such programmes are conducted at their section which is unlikely due to the shortage of educationists. This leaves them unable to either benefit the correctional education and developmental programmes as some of them are skilled, or to derive benefit from them as some others might be illiterate.

Respondents viewed this practice as a hindrance to rehabilitation which in their perception is an offender's personally chosen journey that cannot be assessed retrospectively using the mistakes the offender made, but only progressively using the endeavours the offender is making to change their lives. They perceived their efforts to change as being trivialized and reduced to ravages of time, irrespective of whether change has taken place or not, hence some offenders sit and await the time. Respondents attributed recidivism to this practice, saying wrong people get released because they have literally sat a certain time irrespective

of whether they have become better or worse than when they first came. They called for a practical measure of release to be devised and applied. They conjured that measure as one that would institute, monitor and recognize tangible concrete and observable change traces the offender's development and capability from the time of incarceration to the time of release. Only education can do this because records and progress reports are kept.

Respondents advocated for management of correctional education to be administered by managers who are qualified to evaluate the progress of offenders who participate in correctional education programmes. They believed that managers must also facilitate emotional and cognitive advancement of offenders in order to ensure their holistic transformation. They felt that a bad name earned by one recidivist makes a bad example of all offenders and instills a phobia that causes a stigma and instills resentment in a society that already fears offenders generally. Nana had this to say:

"If offenders are put into school when they come to prison, many would never dare to return and re-start where they had ended off. They would want to prove that education helped them, and that Parole Board was right to release them."

All the respondents agreed with Nana's assertion and maintained that only education can help the department to deliver valuable service to the nation by genuinely rehabilitating offenders. Their view is supported by Silverman (2001:390) when he states that correctional education programmes are often subverted by custodial personnel who still view the core responsibility of incarceration as discipline, order and security. Where these attitudes prevail, according to the respondents, rehabilitation is compromised. When asked what discipline entails, respondents describe it as the ability to obey officials unquestioningly and cooperating with peers.

Cooperation with peers according to respondents depends on who the peers are and what they do, which can yield sad ramifications where an offender quietly becomes prisonised. My beyond-interviews observation captured the respondents' reflecting and revising their experiences of paroled peers. In their interaction they stated that the previously released offenders who participated in the education programmes showed that educational advancement enhanced attitudinal change, self-esteem and self-worth, so that most of their

released peers access employment opportunities even if they had not completed their schooling at the end of their sentences.

Respondents attributed the eradication of recidivism that comes with education to attitudinal change that helps every offender appreciate whilst confiding to others and sharing. They agreed that there occurs a change in the value system when one spends time in the correctional educational programme making an effort to shift from a criminal mindset to a law abiding attitude. Respondents also perceived that prison maintenance and the responsibilities of offenders in the upkeep of prison and its operational needs precludes free participation in education which is misleading as it entices offenders to menial work.

“Education in prison is seen as a liability whereas idling is rewarded. One who wakes up and sweeps the yard for an hour in a day gets rewarded with a pay and a record that they work in prison. This is the piece of work that all offenders can take turns and do when they come back from school”. (Bok)

Respondents deduce from Lolo’s observation which they endorsed as true, *“custodial duties are incentivized while education is not. In their experience offenders who engage in activities that enhance the upkeep of the environment are registered as working, while those who attend developmental and correctional education programmes are not registered at all. Those engaged in discipline related activities get paid while those engaged in educational programmes do not get paid”.*

Respondents felt this might be the cause for those who come from poor families to prefer to work rather than learn since learning materially impoverishes. The same bias they observed is also demonstrated in the administration of the prison by allocating resources to maintenance and security far more than in correctional education and development. From their observation each year they see two or more batches of interns freshly appointed to work as custodial officers but none comes for education. Their view is stated in Republic of South Africa (2005b:89) that there is a total of 400 correctional educators employed nationally to a population of 180 000 offenders against 36 300 correctional officials employed to provide security to the same numbers of offenders. Hence Altbeker (2005:15) confirms their observation when he states that there exists a bias in the balance of staffing

in the Department of Correctional Services that favours activities historically related to prison security.

Given the lack of correctional education trained personnel it makes it difficult for correctional education to thrive without the support of custodial personnel and correctional officials. In the respondents' views overcrowding has risen to the extent that there is insufficient control over offenders and that custodial staff is overstretched at such times. Their view is supported by Altbeker (2007:27) where he states that between 1998 and 2005 the offender population of the Department of Correctional Services increased three times resulting in the deterioration of offender to official ratio. This condition reduces correctional education and development opportunities as it aggravates the risk of escape and stricter control to counter it.

Republic of South Africa (2005a:17) confirms both the bias and the risk posed by overcrowding by stating that the prison culture and overcrowding are some of the main challenges of correction. Interruption of education programme compromises programme integrity as it results in programmes being offered haphazardly with no consideration for coordination and integration. Programme integrity means that programmes are presented consistently, managed properly and presented by knowledgeable people which cannot be claimed in correctional education.

All respondents comprising learners and their educators concurred that they are not always able to adhere to times allocated in their timetables, which points to poor consistency. Conditions such as mentioned above render any institution dysfunctional and devoid of effective educative learning and teaching experience. With educators who have no formal mainstream education training background as offenders are, the compromised functional operational state of correctional education cripples motivation. Participants immediately perceived neglect and associated it with learning destined exclusively for poor results only suitable for offenders. This perception brings the integrity of correctional education to question especially to those who already had difficulty finishing school when they were younger.

The absence of teacher development initiatives by the Department of Education paints a picture that correctional education is prison education that is separate from national education. Africans came from a background of inferior Bantu Education. So, when correctional education leans towards reduced programme integrity it discourages prospective enrolments and prompts attrition in the existing learners. Even the two formally trained and reputedly experienced offenders concurred that correctional education is diminished if not disregarded by the mainstream education sector. Educators felt whether they get recognition for their role from the Department of Education or not it does not matter. All they need is to know that the knowledge they impart is imparted in the most effective manner possible as is done to any other learner in any other school. They all concurred that their most validating time is always the end of the year when learners succeed to achieve progression to the next level, then they know they are able to teach effectively.

f) How do you think offenders who strive for rehabilitation should be assisted through education management against all odds?

During the discussion of this question Khabo observed that among the respondents *“are some who have been in prison longer than ten years and have never used a computer.”* Computers are available to learn from but they are used solely by those offenders who study Information Technology. They felt that computers should be part of every learner’s curriculum and a certificate should be issued when they attain competence. To this statement Gogo interjects: *“No one remembers there are prisoners and rural people who have no electronic devices. If they say ‘google,’ it’s do or die because no one is even going to listen to you who cannot google”.*

Offenders are not allowed cellphones for security reasons. It is important therefore that the correctional school put offenders on par with learners who are at the same level in mainstream schools by making sure that they are computer literate to prevent alienation. An example given by offenders is that of someone who qualifies as an electrician to be linked to Eskom to make models or projects that can be transported when completed. When that offender is released and continues as an intern they might be employed, escaping

recidivism which is also caused by unemployment based on social prejudice against former offenders.

4.3.2. Management's attitude and feelings regarding education management

Managers had to be interviewed separately after a short focus group interview due to very stringent time constraints in their working schedule. By the time I managed to interview them I had already experienced how difficult it was to have a quiet and uninterrupted consultation with a correctional manager. I agreed to take all managers concerned to a quiet venue away from the reach of everyone who might need them.

Data was gathered by means of a brief focus group discussion guided by questions on Appendix D3 which served as a focus group semi-structured interview guide document. Using the same focus group document enabled me to access community perceptions and perspectives as a collective to glean whether respondents shared the meaning they make of managing the education of offenders. A group specific one-on-one interview document (Appendix H) was used for managers' interviews.

While offenders had pseudonyms for protection of their identities, managers were only five and might have easily remembered one another's pseudonyms thereby opening the study up for breach of ethics. They are thus referred to numerically as respondent 1-5 without distinction or mention of their particular portfolios for ethical reasons on confidentiality and privacy. Their responses are presented under the identified themes subsequently.

4.3.2.1. Policy related questions

- a) As a correctional centre head/manager/educationist explain how you manage the education of offenders?

All the five managers responded differently to this question, each according to their job description ranging from ensuring that the infrastructure, educators and security for the area where education is taking place is checked and escorts provided, down to motivating offenders to enroll in the education programme. It became apparent that the educationists take care of the education management for the school while directly liaising with the Head Correctional Centre because the school is within the correctional centre and the people they

deal with are offenders. Security measures must be in place daily and throughout the time education is in progress. Security is the same for all offenders whatever they do even if they are in church. One manager said that *“correctional education programme is a ‘back-to-school programme”*.

All managers split duties among themselves according to individual expertise and manage all areas of education comprising of formal education, skills development education, sports and recreation, arts and culture. All offenders register themselves and those who do not register are left to stay in their cells which at times are shared with learners especially when prisons are overcrowded. Managers are aware that life in the cell is a struggle for learners immersed among custodial offenders. One manager said, *“it is the survival of the fittest, and learners often fail to survive”*.

Managers struggled with funding which is sometimes not allocated by the department. There are only a few educationists employed against a large number of offenders who must be educated. This does not encourage educationists to encourage more offenders to attend school. They concurred with their colleague: *“We look for donors and present programmes that the centre can provide with the donations we have. We organize offenders and put them in as teachers if they have Matric and we show them what to do and they are a great help since we are short staffed”*.

All managers agreed that the way the correctional centre is structured and operates is according to its nature and purpose for which it was built, which is the safe custody of prisoners characterized by their treatment. It is a prison, and it is defined by a lack of fit for educational programmes that is, it is not user-friendly to the pursuit of rehabilitation through education. One of the managers commented in this regard:

“It is difficult to manage the education of offenders because of policies that are not meant for providing education. There are no formal structures and the running of the school is outside of the control of the education manager when prison circumstances threaten security, school is not exempted because learners are offenders too”.

Finally, though there was no question asked about the situation in the cells managers opened a discussion and asserted:

“If learning is to be effective in prison, everyone must learn because those who do not learn are hostile to those who do. They distract them in the cells and even get others to pull out of programmes but there is no telling how it is accomplished”.

b) What outcomes do you hope to achieve with your management?

In a discussion managers demonstrated that they believed and knew from experience that once offenders gain qualifications such as Matric, diplomas, certificates and degrees or skills such as mechanical engineering, electrical engineering, plumbing, etc. they disappear from prison. To managers this means that those who engage in correctional programmes *“get rehabilitated and they fly the flag for the Department of Correctional Services”.*

Managers felt that all offenders who pursue education in prison are easy to work with because they are disciplined. One manager who had experience spanning over ten years hailed the introduction of education in prison and mentioned to the applause of others:

“Educated offenders are covered because if they are at school I can maintain discipline among them, I see them, they see one another, they are in front of me, no fight, no escape, I am in front of them, there is no chance for mischief. They develop and build corporate careers and make their own living once they are released. Educated offenders are rehabilitated offenders”.

Managers hoped to get as many offenders skilled as possible both vocationally and occupationally because skills education for those who are not that academically gifted are work skills that get them into employment. Education managers believed the education of offenders happens only if the incumbent correctional manager prioritises its effective management and is supported at the top ranks of the prison to make it possible for education and development. Without the right attitudes and cooperation of correctional

managers there is no hope for any outcomes; *“education helps them reach their goals and all those that reach their goals are safe from reoffending”*.

c) Explain the challenges that you face as a manager of the education of offenders?

In answering this question each manager saw the same challenges but from different perspectives, yet all responses were very important to the research questions asked. For reasons of authenticity, I list each respondents' challenges individually and separately to accentuate the viewpoints of respondents as raw data before analyzing them.

Respondent 1:

- Shortage of educationists causes the education of offenders to be administered by fellow offenders who are not trained and have no option of in-service training since there is no time for that to be done even by their correctional education managers. Although education is not compromised by this practice we know as South Africans that it is not the ideal practice. We see the conflict between the Department of Education and the South African Democratic Teachers' Union over it.
- Inability to train offenders to become teachers in order to efficiently teach other offenders and leave prison as professional teachers with experience one day leaves a guilty feeling that we cannot validate their experience.
- Bursaries for offenders who finish Matric and want to enter further education.
- Motivation for offenders to register themselves to get educated. Too many offenders do not embrace the opportunity to get education in their prison time.
- Infrastructure, that is classes to educate offenders in or else facilitation of the same cells to serve as classes during the day to enable all eligible offenders to receive education. Most mischief that parades as night chaos is planned in these cells during the day when there is free interaction among all offenders.

Respondent 2:

- Review of policies in education so that there is no clash with custodial policies the result of which is damaging to education. The two core responsibilities should

integrate for harmony to prevail. It is worth the effort in order to achieve rehabilitation. Recidivism will stop as soon as rehabilitation is realised.

- Inadequate infrastructure in terms of classes, libraries, laboratories, etc.
- Making education compulsory so that offenders who do not attend school are not a nuisance to those that do. It is these offenders that are a bad influence to others.

Respondent 3:

- So it is common cause that they are designed by the department for all those at that level of education including offenders.
- Days where prison will close due to fights, escapes, or role calls brings learning to a standstill. This is a huge setback as you know in education every minute counts.
- Where heads of correction see education as a hindrance to security and put education last. To cover up the days one has missed is usually very difficult.
- Where educationists are sidelined in terms of correctional staff privileges they find themselves fitting nowhere. The Department of Education does not accept them as teachers, nor does the Department of Correctional Services accept them as correctional officers. This brings about a debilitating identity crisis in them.
- Where tenders take over what prisoners used to do for years as this was part of practicals in their fields of study whereupon they were evaluated on their skills and also giving them work on which they could practice skills for after release.
- Lack of training and development opportunities by the Department of Education for both educationists and offender teachers.

Respondent 4:

- Shortage of educationists. The present educationists are appointed on acting posts and therefore not quite empowered since they are acting.
- Shortage of bursaries.

Respondent 5:

- There is no motivation for offenders to get themselves educated.
- Custodial activities are valued over and above educational activities.

- Tenders deprive skills education of practical experience.
- Offenders do not get bursaries after they pass Matric and this affects their ambitions as the experiences that they went through as children repeat themselves.
- Lack of consistency causes offenders to lose faith in the goodwill to educate them. Learners need to have faith in the programme of education and see it to be reliable and working for a fixed achievable goal.
- Lack of support from stakeholders.
- Lack of development from the Department of Education.
- Lack of incentives from the Department of Correctional Services for both offender teachers and educationists.

d) In your own view how can these challenges be addressed in order enhance the rehabilitation of offenders?

When managers answered this question and stated that these problems can be solved if the sentence plan of each offender under the age of 60 would emphasise education as a condition for rehabilitation therefore release. They observed that offenders enter prison each without a personal plan for their prison time and find no mandate as to what is expected of them. It is idleness that brings out their bad inclinations so that by the time they are released they do not care to return.

Here they cite the importation theory mentioned in (2.4). This question was addressed in the form of a discussion in the brief focus group session, Appendix D4.

The respondents felt that it is only policy developers who can make education compulsory to all offenders and they as managers would implement that policy and achieve rehabilitation. All offenders who do not have a Matric should know that they spend their time in the classroom and each year they must be in the next class failing which they lose points and might end up spending all their sentence years inside the prison. When offenders are given a target, they would strive to achieve it.

Offenders would do better if separated not only according to security classification but according to levels of education so that those who are at lower levels are challenged to advance to higher levels. The infrastructure would work better if offenders were divided

according to their education levels because each cell would work like a classroom wherein offenders would spend their time doing their school work rather than talking and sleeping all day which makes them end up engaging in destructive activities like gangsterism. Mediocrity is a product of natural equality that demands no responsibility, and this practice is unrealistic. Offenders must learn that better people and rich people are made of effort and achievement. That will be motivation for offenders to move to higher levels through recognized achievement.

e) Do you have an education management policy that guides how offenders' education is managed?

Managers state that their centre conducts mainstream education which is a correctional education programme offered by the Directorate of Formal Education to offenders from Grades 1 to 12. Under mainstream education is also National Technical Certificate 1 to National Technical Certificate 3 in engineering courses. Tuition in the mainstream programme is offered by educationists. They employ the help of matriculated offenders as teachers in various areas of learning. All costs for mainstream programmes are borne by the Department of Correctional Services. It provides learner support and all materials needed.

The education policy of the Department of Correctional Services also accommodates distance education, life skills development, the basic occupational skills programme, the work experience programme, vocational skills programme, the creative skills development programme, the entrepreneurial programme, the agriculture programme and sports, recreation, arts and culture programme among which educationists are stretched beyond the limit, hence the utilization of matriculated offenders. Offenders who do not want to learn may not be compelled to do so but may be guided towards other programmes especially life skills. Social workers and psychologists also give counseling to direct choices.

I was interested to probe for clarification of collective responses from these managers regarding the progressive policy on education that they explained. This was about how they are expected to manage all these programmes and get the offenders participating, as well as whether they have facilitators for all these programmes. They concurred that offenders participate in what they are interested in. They may not be forced. Facilitators are

selected from the existing staff members according to their hobbies. Management improvises for a position just like it is done with offenders who teach peer offenders without qualifications. In their view this is a legitimate practice that is utilized even in formal education where temporary teachers work in formal schools. Assessment and guidance enable unqualified teachers in the form of offenders and facilitators who are officials likewise to achieve excellence.

4.3.2.2. Quality assurance questions

a) How often does the Department of Education visit your centre for purposes of monitoring the progress of education of offenders?

The respondents agreed that sometimes, only once a year during examinations does the Department of Education visit. Officials rarely come to give National Curriculum Statement skills on particular learning areas despite the need for in-service training in the curriculum that they circulate to schools, including prison schools. They do training for mainstream schools and should do the same for the correctional schools which need not be discriminated against, excluded, neglected or sidelined.

b) Who visits?

According to the respondents in this category, it is always quality assurance officials who visit.

c) What do they do when they come?

Respondents maintained that quality assurance officials visit to ensure that policies, rules and regulations of examinations are complied with during examinations. They check and inspect what is expected of the prison officials. There is no quality assurance for school management and classroom management in the correctional education programme. They stress that the nature of correctional teachers who are not professionally trained rely on professional guidance to develop effective teaching skills that are context relevant and comply with the departments' policies, acts, rules and regulations so that correctional education is empowered.

d) How often does the Department of Correctional Services education officials or inspectors visit your centre for purposes of monitoring the quality of education offered?

The responses received regarding this question is that the Department of Correctional Services education officials visit whenever it is necessary to inspect progress but it cannot be said how often. The Department of Correctional Services education officials set themselves an agenda to which respondents ascribe. They inspect learners' work rather than operational teaching and learning in the classrooms. They deduce ability and performance from learners' portfolios.

e) What do they normally do when they come?

According to the respondents, the Department of Correctional Services officials are quality assessors who basically have an inspection guide they use to check if education is managed in accordance with policy procedures and manual for educationists. They check all the learners' tasks and evaluate the performance of all learners in each level. They either comment immediately or send a report, but either way, a written report follows a few weeks after the inspection. As an educationist one goes back and rectifies whatever mistakes were pointed out. When they come back, they first look at corrections, then assess new work.

f) Who comes?

Respondents agreed that an education quality assurance official either from Correctional Services or from the Department of Education comes to inspect. Each department does its own independent inspection at its chosen time and both departmental inspections are of equal importance for correctional education.

g) Does the Department of Education and Department of Correctional Services have an integrated monitoring system?

Respondents assumed that these quality assessors probably meet outside and plan together because in the experience of correctional managers, the two departments do not have a common monitoring system though they monitor the same things. It is once a year or at most twice a year at times just at managerial level where documents are checked. Very

seldom they interact with learners. It is only on the occasion of Matric results and learners' week that they address learners.

h) Does the Department of Correctional Services send you a report?

Respondents concurred that the departmental monitors advise on issues of non-compliance and request solutions in terms of action plan from managers. When such reports come to the centre they are discussed with practitioners and the action plan is worked out. Where managers are not certain of the efficacy of the plan they pilot it before sending it back. Whatever the report pointed out is perfected between inspections so that correctional education is in line with the national education practice.

i) Does the Department of Education send you a report?

The responses to this question are that even the education department sends reports which get the same treatment from themselves as the Department of Correctional Services' reports do. To them reports give direction and guidance for best practice. For example, respondent 4 stated:

"Guidance is valued input for us no matter which department it comes from because we have a challenge of being far removed from peers. We do not want our learners to feel they got education that was of inferior quality because they studied in prison. We even feel it would be of great benefit if the Department of Education came to assess classrooms and the school environment during school hours".

4.3.2.3. Training related questions

a) Who provides in-house training for educationists to keep them abreast with current practices in education management or to upgrade their skills in education management?

Respondents agreed that the Department of Education, by means of workshops for Adult Basic Education and Training (ABET) highlight especially managing exams and invigilating

roles. No workshops are conducted for the daily management and teaching purposes within the Correctional Centre. Respondent 2 even went on to say:

“training is not about workshops but about what the Department of Education expects us to do since our school should operate like all other mainstream schools. Training does not happen within the centre so we manage as we best can.”

Respondent 3 clarified further:

“only on rare cases workshops are provided separately by Head Office and Department of Education but these do not happen in house, we have to go there, which we rarely do since we are short staffed and attending workshops would mean closing the school down”.

Respondent 4 reiterated respondent 3's concern from another perspective:

“No in-house training is provided because educationists have no relief in place so they can take time out and attend training at the Department of Education”.

Respondent 5 blatantly denied the existence of training saying:

“No in-house training is provided due to time constraints. Prison time is not clock time' so very few people can tolerate inherent delays characteristic of prison”.

b) Are workshops considered for staff for the management and teaching purposes? If yes, how often and by whom?

On this question all managers spoke in one voice that the Department of Education comes once a year to give National Curriculum Statement (NCS) learning area workshops particularly when there is a change in curriculum. These workshops are aimed at all educators each according to the area they handle. These workshops are conducted at the education premises during working hours and correctional educationists do not have relief due to shortage of staff, therefore they always miss out. The Department of Education makes up by organizing separate workshops for correctional education.

c) What is important about these workshops?

The managers were asked to respond to this question by relating it to offenders used to teach other offenders, functional operational educationists and themselves as managing educationists.

About the offenders who are utilized to teach other offenders, the responses showed that these workshops provide material for all people involved in the education of offenders and educational resources for each educator's use. They also give skills to educators for the particular areas that they handle which is important since this category of teachers is not qualified and does not receive training in education. Individual attention given by these professionals bolsters confidence because teachers felt that they got the training directly from an expert. Sometimes they give certificates which are the only proof of practice for offenders when they leave the correctional centre that they ever worked.

Regarding functional operational educationists, the managers responded that the same workshops that offenders attend service the educationists, too. This category of educators is eligible to attend workshops at the Department of Education premises but often the correctional centre has no access to this training due to logistics ranging from lack of relief on site if the educationist is away, transport and time constraints. For this reason all education practitioners attend the same workshop that is conducted within the correctional centre.

The same situation that applies to functional operational educationists does to the managing educationists as well. However, at times there are workshops held for principals whenever it is possible to attend. Principals' workshops deal with enhancement of managerial skills and organizational development, team building, school management and whatever is topical in management at a given time. Principals are expected to go back and inculcate the skills they learn in their schools to improve operational functions. It is not always possible for principals to attend workshops outside of the centre due to the shortage of education managers to stand in their behalf. If for instance a manager attends a workshop it means the section of correctional education that they manage must close for the duration of the workshop, which is bad.

4.3.2.4. Assessment related questions for management officials

a) What kind of assessment do you administer for the education of prisoners?

Respondents conducted formative assessment in the form of activities, assignments, test and creative projects throughout the year in their correctional education programmes. At the end of the year, however, they have summative assessments, which are departmental examinations which are a common paper for all schools. These go for moderation to the Department of Education. Whoever qualifies through correctional education has as valid an educational qualification as any other learner who wrote and obtained those same qualifications anywhere else.

b) Who designs this assessment?

Respondents endorse the statement they made above and still concur that assessments are externally designed by the Department of Education and therefore there is no such a thing as prison education as some people would like to make it so. Correctional Services offers valid national education and certificates obtained from there have nothing bearing the name of the prison. Assessments are provided by the Department of Education to the Department of Correctional Services and only education is mentioned in the education certificate. There are common assessments for all schools in the formal education sector no matter where they are situated in the country. Formative assessments in the form of various activities and tests are carried out internally and summative assessments-examinations are marked externally.

c) How do you manage your assessments?

Respondents agreed that they have to comply with the Department of Education's policies in their manner of managing assessments especially end of the year examinations. They concurred with respondent 3 when saying:

“Inspectors who are now called Quality Assurance Officers come in anytime, and if anything wrong is found, our centre can be disqualified which means we would not be allowed to conduct examinations again”.

4.3.2.5. Classroom related questions

Responses to 5.1 and 5.2 (Appendix H1) varied to the extent that it appeared more circumspect to put them verbatim in order to be true to both collective and individual perspectives. These responses furthermore articulated answers to the aim of my study, which is “to investigate how an effectively managed correctional education system can enhance the advancement of rehabilitation and eradicate recidivism.”

And the means to achieve this aim which are:

- Exploring the nature of management of correctional (prison) education.
- Explaining why the management of correctional (prison) education is crucial for offender rehabilitation.
- Recommending best ways offenders’ (prisoners’) education could be effectively managed?

a) Do you think that the conditions in the classrooms in which offenders learn are appropriate as learning and teaching environments? Please, explain your answer.

Respondent 1: *“In some centres the structures are perfect, in some prisons it’s makeshift; that way there are no classrooms, then the programmes share whatever space that they can find with one another. This means when programmes clash the school has to give up its teaching and learning time as a result. In some prisons there are no schools at all as there is no infrastructure to accommodate education”.*

Respondent 2: *“Skills area is good but teaching area is a security risk in that there is always a large number of offenders against a few educationists. Escape would not be rocket science if offenders so intended. That is why we trust we have rehabilitated offenders in our correctional education programmes. They have not escaped”.*

Respondent 3: *“Yes, there is a serious manager who is in charge at the head of education who is responsible to manage the education component but the infrastructure is very difficult to work with due to noise from the idling offenders who do not attend school”.*

Respondent 4: *"No, the organizational structure of the prison is not conducive to the management of offenders' education. Prisons were built during apartheid era and correctional services have not improved those structures to accommodate education. Actually prison remained prison when the name changed to correctional services. There is a tendency for education to be considered last and least when amenities are shared. This is not because anyone is hostile to education but simply prison logic that no one can dispute without sounding unrealistic in terms of prison policy".*

Respondent 5: *"The classrooms are totally inappropriate. There are no resources for teaching and learning to enhance motivation as one finds in mainstream schools. This is due to the fact that what we use as classrooms is of a multipurpose nature open for everyone's use. Our classroom environment is therefore not immediately stimulating. The teacher is the stimulant. We even use empty cells as classroom due to lack of facilities. Either infrastructure development or prioritisation of education is needed".*

b) Do you think that the prison organizational structure down to the classroom is conducive to the management of education of offenders? Please, explain your answer.

Respondent 1: *"The organizational structure facilitates treatment and control and not education unless appropriate infrastructure is developed particularly for education the present structure is not conducive. Much as managers try to work together the environment does not inculcate the desired value system for the envisaged citizen".*

Respondent 2: *"No, the correctional centre and its organizational structure is not conducive to education but tries to accommodate education because it is good for rehabilitation. It works only for the academically strong and determined and leaves those who need support and motivation debilitated and exasperated".*

Respondent 3: *"The prison organizational structure is destructive to education. Everyday is a battle to maintain an educational environment. Change needs to happen through the policy in order for education to be entrenched".*

Respondent 4: *“If education has to succeed and rehabilitate offenders, management of prisons should switch and adopt education management principles for offenders to be observed while they are constructively involved and their rehabilitation evaluated during concrete and instructive interaction within an environment of rehabilitation”.*

Respondent 5: *“No, put structures in place, increase the number of educationists for each component. It is impossible for one educationist to facilitate Further Education and Training, General Education and Training and Higher Education and Training simultaneously and hope to do justice to all. All educationists must be qualified education managers with a common job description so that they can divide their duties among themselves without the fear of any area being compromised”.*

Presenting the above data verbatim enables me to demonstrate the homogenous nature of official respondents’ perceptions of the condition of correctional education. It also helps me depict the homogeneity of the entire correctional community’s perception of education management and the meaning they make of its life world.

c) What do you think needs to change from the management point of view?

Collectively respondents felt that the following should change:

Increase the number of educationists: The number of educationist must be increased as there are too many offenders to whom educationists need to pay attention, to assess and to motivate. Educationists are overstretched and cannot even attend professional development programmes due to concerns that the educational progress of offenders will lose out on their lessons and guidance in their absence. In prison the education programme cannot run in the absence of the educationist and if educationists attend a week long workshop that would mean the school is off for a week with disastrous consequences regarding the motivation of learners.

Offer bursaries to offender educators: Offender educators must be given bursaries to upgrade their teaching skills from Adult Basic Education and Training level to post-graduate level. Some of them only need a tertiary qualification to for a career but they cannot do that

due to poor financial support from home which is not possible since the majority of them were breadwinners before their incarceration. Bursaries must be provided for offenders who have completed their general education phase so that they can proceed to build careers to sustain them after their release. Some offenders are ready to change if they had the means.

Convert cells into classrooms: Cells must be converted to classrooms so that all offenders are gainfully occupied with learning during the day. Poor education infrastructure makes it such that it is not easy for educationists to persuade offenders to enter the education programme if it is not operating consistently, and participants become targets of their doomsayers.

Treat old and younger offenders differently: Only senior offenders from age 60 upwards should be kept occupied with correctional centre up keeping duties and other menial jobs during the day. Younger offenders should attend school and upgrade themselves for reintegration into society as economically active, law abiding citizens.

Redress: Redress should reach offenders where they are and provide their needs so that they know that they do not have to commit crime to survive.

d) Who do you think should change the present management of education of offenders and with what should it be replaced?

Respondent 1 advocated that:

“Prison policies unwittingly cause recidivism in that offenders who were in prison prior to democracy come back and play big brother. Policy makers must change the way rehabilitation is done and replace it with a school like environment that keeps all offenders gainfully occupied in education and preparing them for a productive life outside prison with little to no possibility of recidivism”.

All that respondent 1 mentioned confirmed what the focus group said. However, offenders accused recidivists of perpetuating *“prisonisation by setting the destructive prison subculture they know, even though it does not fit in a democracy”.*

Collectively, managerial respondents agreed that policy makers can change the present conditions of education management which respondent 3 described:

“Despite poor facilities, education in prison has positively eliminated gangsterism and has a positive impact in the behavior of offenders. Some offenders bear testimony that if correctional education can help them change their lives by giving them jobs or work skills they would never come back. Prison policies need to be formulated to fortify education efforts for rehabilitation so that prisons house mostly first offenders”.

Respondents further advocated that the modernization of the old prison structures. Foremost democratization of the prison personnel is needed to cater for the changes that democracy has brought. If the Department of Correctional Services puts rehabilitation first, rehabilitation will take care of security because all prisoners will be in school and only the elderly offenders will be in the yard tending to the upkeep of the prison. Old prisoners are not a security risk even inside the prison and in society.

4.3.2.6. Synthesis: Manager’s attitudes and feelings regarding management

The most salient points identified by managers are listed below:

- Poor infrastructure that was developed for the safety of society and secure custody of prisoners. No prospect of education was in mind which therefore means that education is accommodated on improvised infrastructure. The ultimate point is that correctional schools can operate anywhere within prison as long as offenders are unable to escape.
- Legislated nature of accommodating offenders according to their security classification hampers the rehabilitation of certain classifications of offenders.
- Accommodating learners and custodial offenders is destructive to corrective efforts of the department, of educationists and of offenders who offended by mistake and aspire for change through rehabilitation.

- Optional nature of offender participation in rehabilitation programmes affects the motivation of offenders who strive to get educated and rehabilitated especially when those who are idle are young enough to learn.
- Shortage of educationists makes it difficult for the education to thrive since educationists cannot make time to motivate offenders to participate in education. Educationists do need to find out informally why some offenders do not register so that they can pass informed judgment.
- Absence of participation by stakeholders discourages the efforts of offenders as it takes them back to their socio-economic history.
- Absence of professional development for teaching offenders increases the hopelessness as offenders know that they cannot sell their skills to education when they leave prison and educationists cannot help offenders since they too need development from the Department of Education.
- Unavailability of bursaries for learners who need further education.

Respondents in this study were offenders participating in the correctional education programme and correctional education managers who are also called educationists who were interviewed together with Correctional Centre managers. Perceptions of respondents and the meaning that they made of their life world is remarkably compatible.

4.3.3. Factors creating challenges for effective education management

Respondents (officials and/or offenders) strongly argued that correctional education is not treated like how it is happening in the education sector. They felt that because democracy brought about equal rights that meant that all discrimination was eliminated in all areas of life. They looked at the empowerment they perceived would come with getting educated and the sense of freedom this engenders for the future of offenders when they leave prison. They found it heart breaking that democracy neither protects the right of correctional education by giving it the equality it deserves. They believed that their school environment should be characterized by democracy where stakeholders take heed of the endeavours of offenders and give such endeavours recognition.

Offenders, as indicated in their profiles, came from extremely disadvantaged backgrounds. It is for this reason that a show of the spirit of ubuntu which in Boon's (1996:31) understanding is constituted by "morality, humanness, compassion, care, understanding and empathy which encompasses a spirit of sharing and hospitality, of honesty and humanity," would see offenders confident in changing their lives by realizing their capabilities which they could not do before. Ubuntu in their view bestows advantages described by Nassbauw (2000:78) (cited in 2.4) that "in a liberal democratic environment citizens can achieve the capabilities."

According to their experiences, correctional education operates in such uncertainty that the achievement of their capabilities is under threat. To them obtaining education through correctional programmes is a perpetual anxiety inducing exercise. Respondents maintained that if education was extended to offenders remembering how it was previously denied to them as a race, they would have enjoyed the support of the Department of Education concomitant with the Department of Correctional Services facilitating that they achieve redress and receive education as recourse. Offenders particularly felt that their right to equality is denied in that in view of their background where they were denied education, they should be getting the full attention of the state primarily as a measure of redress and secondarily for optimum rehabilitation.

The challenge of the state in their view is to overcome past negative socializing influences (cited in 2.4) in matters of treatment and control of prisoners, which if left unchecked defeat the very purpose of rehabilitation. Respondents further felt that correctional management must question the status quo about the general perception of offenders as incorrigible criminals in society, and be vocal about it so that offenders are seen as learners who are as empowered as any other educationally engaging citizen, and deserving support as all learners do. They felt that the state should cease to make offenders the responsibility of the Department of Correctional Services alone and recognize its (state's) role, too.

Their perception of their educational attempts within the correctional environment brings to mind memories of the disempowering influences brought by their socialization under the apartheid era where the school operated at the whims of the defense force after the 1976 student uprising. They believed that their education is a microcosm of the greater society

some of whom still view offenders as incorrigible criminals that belong in the lowest rung of society, a statement that point to the labeling theory cited in 2.4.1. Respondents interpreted the absence of democratic practice (Nassbauw, 2000:79) cited in 2.4 in the running of their education as an expression of the social order of power relation where offenders are the lowest.

They advocated that the nation must move to a democratic and egalitarian mindset whereat offenders are viewed as prospective citizens who can role model their empowerment to other citizens countrywide and break free of the existing stereotypes. They believed that generally offenders are viewed and depicted as incorrigible criminals that should be distrusted, feared, and denied economic participation through accentuation of their criminal records when they are released. This in their view is the weapon recidivists wield in the face of correctional education, using themselves as living examples of social and economic discrimination that drove them right back into crime.

Affirmation of offenders' capabilities through state and societal support would inspire confidence in correctional education thereby inspiring their non-participating peers to embrace it and strive for a better future too. Nassbauw (2000:78) states that when one lives with uncertainty one does not feel safe to exercise one's capabilities. Correctional management has already extended development to offenders and apparently only needs effective strategies to transform from the previous culture and achieve its mandate.

Respondents maintained that some of the policies that complicate the operation of correctional education were meant for the prison and not for the correctional environment and therefore in view of the profound changes that occurred they should change. Respondents believed that in a liberal democracy they have the power to challenge and even change their realities that cause uncertainty yet there are so many obstacles that they cannot speak to anyone about such realities. A respondent said in this regard:

"It is frustrating that we cannot call the Minister of Education together with the Minister of Correctional Services and discuss the challenges to the crucial

offender development. No one can call the minister without repercussions, and even when the Minister comes, it is only a selected few and not everyone that sees her”.

The importance of stakeholders in the view of respondents is paramount to the achievement of optimum rehabilitation in that only stakeholders can enable outreach for offenders. Rehabilitation in their perception operates in a network or chain. Correctional education can be seen to be achieved if and when it is strongly reinforced by the Department of Education and affirmed by the public and private sector through the process of absorbing rehabilitated offenders to work. Thus unless the above mentioned stakeholders interact with offenders and to an extent know them, there is little hope that they can facilitate their reintegration. Rules 58 and 59 of the United Nations (1984:10) state:

“The purpose and justification of the sentence of imprisonment or a similar measure of deprivation of liberty is ultimately to protect society against crime. The end can only be achieved if the period of imprisonment is used to ensure so far as possible that upon his return to society the offender is not only willing but able to lead a law abiding and self-supporting life”.

The factors that present the challenges to prison education management are presented subsequently.

Respondents felt that their education is relegated to a segregated type of prison education of which the Department of Education has abrogated its responsibility. The Department of Correctional Services is expected to immediately understand education and administer it single-handedly. According to them the Department of Education is aware of the existence of their school but only allocates its self-assessment and examination duties without monitoring what is being learned and how it is learned. They maintained that the government knows about them and that their academic deprivation was never their choice.

Their sentiment is echoed by the deprivation theory cited in 2.4.1. They perceived that the circumstances that brought them to prison are directly linked to their deprivation but Department of Education does not aid their efforts in getting education and in teaching, by training them so that when they leave prison they can have a qualification.

A qualification, in their view would lead to a direct profession to feed into after release. They furthermore felt that if the Department of Education could offer in-service training it would inspire confidence in terms of their learning being monitored to accord it a genuine status. Offender teachers are dedicated and enthusiastic to teach fellow offenders. However, lack of guidance, training and educational resources dampens their enthusiasm.

They feel that they have no professional claim to teaching after they leave prison because the Department of Education does not train them despite their efforts that produce the same results as those produced in mainstream schools by qualified teachers.

4.3.4. Perceived solutions, suggestions or way forward as visualized by respondents

My study is concerned with the investigation of managing the education of offenders for optimum rehabilitation. During data collection a lot was perceived that was to be clarified, disputed, or supported verbally during one-on-one interviews and focus group discussions. Questions 10, 11, 12, 14, 17, and 20 (Appendix H) elicited responses that pointed to factors that respondents male and female, officials and offenders collectively believe would improve the management of the education of offenders and result in their effective rehabilitation. Respondents agreed that these factors need to be looked at and taken into consideration when policy review is undertaken. These factors are presented subsequently.

4.3.4.1. Factors related to collective responses from officials and offenders

- The Department of Correctional Services must formulate policy to compel every offender younger than age 60 to go to school at the state's expense to redress the cognitive deprivation that offenders suffered for various reasons like poverty. Offenders over 60 may concentrate on the upkeep of the prison and any other menial duties within.
- Offenders whose sentences are shorter than five years must enter skills programmes and not be released until they are incorporated into learnerships or internships

where they can convert their skills into cash, thereby preventing them from keeping the prison door revolving for them to come in and out as career criminals.

- Correctional schools must adopt the same operational school hours as those of formal schools to enhance correctional educational integrity.
- The Department of Education must monitor correctional schools and not allow any excuses to close school haphazardly and abruptly for reasons far removed from the interest of education. In this way disruption of school due to fights and threats of escape will be eliminated as most of the young offenders will be gainfully occupied in classrooms instead of vagabonding, idling or fighting as unruly aimless crowds looking for attention.
- Custodial officers must be allocated specifically to education to perform guard duties wherever educationists need to take participants in the education programme in order to eliminate threats to safety and security while advancing rehabilitation.
- Open spaces within the prison can be furnished ideally to serve as classrooms including bathroom areas of cells during day time.
- Offenders who are already working as teachers deserve to be granted bursaries to further their studies and become qualified in their profession.
- Department of Education must facilitate the financing of offender teachers by acknowledging them and evaluating their professional ability and performance as regularly as is done for trainee teachers studying through universities.
- Institutions of higher learning must accept offenders at tertiary level to study programmes that do not require practical assessment and provide financial aid to them in the same way they do for all deserving mainstream learners.
- Business sector must come on board and absorb released offenders as interns to develop skills in the fields of their study and take them on permanently after their probation in order to prevent unemployment prompted recidivism.

The above suggestions are the reflection of the meaning that respondents make of their lived experiences as expressed during data gathering presented as collective perceptions, suggestions and possible way forward that they envisioned regarding how best the education of offenders can be managed for optimum rehabilitation.

4.4. Conclusion

In this chapter I endeavoured to use data as a source of my understanding of the experiences, perceptions, perspectives and the meaning that respondents make of managing the education of offenders for optimum rehabilitation. I had only this data as a means to bring me to the findings presented in this chapter. The correctional education community is highly dedicated and passionate about managing the education of offenders. Equally the custodial officers and officials yearn to release rehabilitated offenders capable of being successfully reintegrated back into society. The common denominator between this set of colleagues is to release model offenders who become ambassadors of the correctional system by leading productive and crime free lives while adding value into the lives of fellow citizens. They view each released offender as a correctional success story.

Offenders who participate in the education programme are in the programme solely to achieve rehabilitation and leave prison as reformed people. To them correctional education is the only means to change their lives and give them a future. They cry for the redress that they were promised when they first voted in 1994. They strive against all challenges to access education and they recognize the conflicting attitudes within which their education operates. The prevailing rapport between offenders and their rehabilitators inspires hope. None of the staff members is a threat to the progress of offenders' education, rehabilitation or reintegration. What I found awe inspiring is the cohesion and harmony in the views of the correctional community. Problems that compromise the management of their education are perceived from the same lens.

The major challenge between these two categories of colleagues (custodial and educational) is that their work entails managing the same people differently yet simultaneously. What emerged was that issues of policy rank highest of the challenges facing the management of correctional education. Even the clash between the core responsibilities of the Department of Correctional Services which are rehabilitation and security is deeply rooted in the policies of the department. One thing is certain though, that this community is more than ready to implement the first policy that enables them to effectively rehabilitate offenders.

CHAPTER FIVE

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter of the research report brings the study to conclusion by reflecting on the research journey travelled this far. It does this by drawing conclusions on the study as a whole, evaluating the study and acknowledging the limitations encountered and making the relevant recommendations.

5.2. Conclusions on the Study

This study set out to explore the management of offenders' education, as a case study conducted at a Correctional Centre in Gauteng. In Chapter One the research question was posed and relevant research questions and objectives stated. These research questions and objectives were addressed by surveying relevant literature, presented in Chapter Two. The literature discussed the nature of the management of offenders' education from a global perspective and narrowed it down to the South African context. It also presented the developments of the management of offenders' education for purposes of understanding this type of education and its management. The chapter also immersed the engagements within relevant theoretical perspectives.

Chapter Three described the methods and procedures that were followed to gather data.

The data gathered in response to the research question, sub-questions and the aims of the study were analyzed and findings presented in Chapter Four. These findings revealed a myriad of challenges facing both offenders and managers regarding the management of the education of offenders for optimum rehabilitation. The challenges confronting offenders' efforts to learn and those confronting managers to effectively manage for efficient teaching and learning are intertwined.

5.3. Recommendations

5.3.1 Strategic planning to improve democratic practices in the education of offenders, their rehabilitation and reintegration

Schools are responsible to a diverse set of stakeholders and have responsibilities to all of them. Correctional schools are no different neither are they exceptions in that they too like all schools, receive inputs out of which outputs in the form of rehabilitated offenders in preparation for reintegration into society once released are expected. To achieve this, the following recommendations should be considered:

a) Intervention, stakeholders and procedures

- The parents, where applicable or the next of kin, business, Department of Education, religious groups, society, must be recognized by the Department of Correctional Services as stakeholders for correctional education.
- Stakeholders must be enabled to form a board of governors to monitor and oversee the progress of correctional education in aiding correctional managers and educationists.
- Stakeholders must hold meetings and discuss the progress of correctional education, developing strategies to address arising challenges with Department of Correctional Services.

b) Communication

- Educationists who operate as education managers must communicate all challenges, decisions, fears and threats to all stakeholders through the board of governors so that Department of Correctional Services does not carry the responsibility of rehabilitating single-handedly.
- Educationists must call a meeting each term and discuss challenges concerning education with the board of governors to enable the correctional community and its stakeholders to formulate shared strategies to address such challenges. Implementation should be immediate to test the efficacy thereof.

- Whatever it is that was tabled at the meeting should be brought to the notice of all offenders in the education programme so that they are given a chance to make submissions in writing as a contribution to solutions.
- Once a semester the board of governors as representatives of stakeholders must meet directly with offenders to discuss a joint agenda of reflection.
- If possible all interested stakeholders must be invited to attend the semester meeting so that offenders get to represent themselves to correctional stakeholders.
- When this is achieved hopefully ties of trust, mutual concern and common purpose can be established and addressed collectively to facilitate reintegration which according to offenders is a joint effort between released offenders and all stakeholders to the rehabilitation of offenders.

c) Marketing correctional education

- The board of governors which comprises stakeholders from multiple skill sectors should ensure that the school is marketed using the media, articles, posters, photographs, the internet, videos, open days, exhibits, talks, etc.
- Marketing the school in this manner will not be difficult given the skills on the board. It will also help offset the pains of imprisonment caused by deprivation on offenders since they cite isolation and perceive neglect from stakeholders.

d) Training

- Correctional education managers are called educationists. This is due to their responsibility to steer the education of offenders from identifying the need levels to infrastructure, identifying offenders who need education, their levels of education and the learning resources needed for the overall education at a given time.
- Opportunities must be provided for educationists to attend conferences and training to keep abreast of current educational developments and practices, and to improve their management skills keeping them on par with universal trends. Professionally developed educationists would also bring a lot of advantages in the training of newly appointed offenders who teacher.

- Biannual internal workshops which concentrate on world trends and development in education in general and in correctional education in particular must be held at the correctional centre to facilitate attendance of all staff.
- Put in place a framework to apply to Department of Education, the neighbouring universities and the Sector Education and Training Authority for funding and for staff development and training; this includes offenders who operate as teachers to reach a point of qualification as teachers.

e) Leadership

- Management together with the Board of Governors must develop clear goals for correctional education in the particular centre as stakeholders and use them as the benchmark for all intent and purposes.
- End-of-year and half-year holidays must be used for leadership training for all teaching personnel offenders and educationists to enhance conflict resolution, decision making and problem solving skill in teachers.

f) Power-sharing

- Managers must delegate and power-share with offenders to instill applied leadership skills whenever an opportunity presents.
- All staff must be actively trained to lead in planning and organizing for the best operation of the institution starting from the smallest constituency, the class.
- Educationists must develop strategy teams to afford all staff members opportunities to lead specific areas with colleagues at hand to assist them.
- Some offenders have worked with educationists long enough to have gleaned correctional education leadership skills. Given a chance to practice can help eradicate the shortage of educationists which by the assertions of respondents have a negative bearing on rehabilitation.

5.3.2 Areas of concern

a) Teachers

While incorporating matriculated offenders as teachers does enhance their learning experience and allow for progression of learners, their training as teachers is crucial. Their individual perceptions of learning need to be explored and expanded if they are to become more effective in their roles as mediators and facilitators of learning. The fact that these teachers do not get in-service training and are not furthering their studies in education is problematic and therefore cause for concern. Teachers are given only one day of training a year if and when there is curriculum change in the areas of their speciality. Despite the fact that they are committed and intellectually competent they believe training would enhance their performance with theoretical knowledge over and above the practical experience they gain from functional operational educational tasks they perform daily.

b) Educationists

These professionals serve as correctional school managers and principals. By virtue of their position therefore, they should be involved in professional development workshops organized for their counterparts in mainstream education. Whatever obligations apply to school managers in the mainstream should apply to educationists in correctional centres, and whatever benefits accrue to their counterparts should accrue to them too because they too manage education.

c) Management

Wherever education is found within the correctional context, it should be managed by an education manager. Security concerns should be addressed by the allocation of custodial officers to education as a department or section of the correctional centre existing solely for the accommodation of correctional education offenders.

d) Policy makers (Department of Correctional Services)

It is laudable that policy provides that rehabilitation and security are core responsibilities of the Department of Correctional Services. However, most important is the provision of guidelines on how these two must coexist. Policy makers should be in constant consultation

with offenders in the correctional education programme, find out what their challenges are and align the formulation of correctional education policy to address such challenges to finally eradicate them with the view to realise optimum rehabilitation.

e) Department of Education

Respondents feel strongly about the involvement of Department of Education as a stakeholder in correctional education in order to authenticate their education as civilian. They maintain that they came from a brutal past that left some of them morally depraved, which in itself calls for rehabilitation even if they were not in prison. They believe that for rehabilitation to succeed, ubuntu is a crucial and necessary tenet to be instilled to the correctional community in its entirety to influence the implementation of change and transformation that embraces democracy. They view Department of Education as the only custodian of values expressed in South Africa's revised National Curriculum Statement (now Curriculum and Assessment Policy Statement) which commits to the promotion of

“what is right and true” and the spirit of ubuntu, manifesting through learners’ ability in participating as responsible citizens in the life of local, national and global communities and being culturally and aesthetically sensitive across every range of social contexts”(Department of Education, 2002b:8).

5.3.3 Suggestions for further research / future research

Arising from this study, further research is suggested in the following areas:

- It would be useful to replicate this study, using a larger sample chosen to represent all offenders in South Africa. The study could be extended by having a wider range of responses, preferably from different correctional centres in different provinces. Respondents from different areas, especially from rural areas might provide differing and more illuminating information.
- A further dilemma which could be addressed is whether social and cultural factors impact on the management of the education of offender. Since South Africa is a democracy that embraces all cultures, languages, religions, ethnic groups, etc. it will

be interesting to note whether there are offenders who feel alienated from learning that is commensurate with their age and wishes.

- A study of the influence that former or residual prison education management policies which are still in operation in the present day correctional facilities have on the development of transformational correctional efforts for rehabilitation would be of great value.
- A tracer study that tracks the career paths of rehabilitated offenders who went through correctional education and obtained qualifications would illustrate the long-term benefits (if any) of correctional education and rehabilitation.

5.4. Limitations of this Study

The most prominent limitations and challenges that this study faced were in the area of field work. The identified Correctional Centre was not always open to this research. I could not be offered a common venue within the Correctional Centre where males and females would be brought together for sampling. There was some degree of the shortening of time for gathering data. Furthermore, abiding and enduring limitations that cannot be remedied within this study exist, and they warrant further research possibly.

This research project is a once-off study conducted over a short period of time. The findings cannot be totally generalized to all situations in the correctional education setting. However, the results have an ability to add to the body of knowledge on managing the education of offenders.

This study did not take into account offenders' previous history of offending behavior which could have assisted in the assessment of the efficacy of correctional interventions when pitted up against prior prison experience of offenders who had been incarcerated as prisoners and had never undergone any rehabilitation or gone through reintegration programmes. Such a study would enlighten on the importance of programmes, and reinforce rehabilitation practice from an education management perspective.

5.5. Conclusion

This study inquired into the management of offenders' education for optimum rehabilitation at a Correctional Centre in Gauteng. By taking into account the objectives of the study that were stated in Chapter One and the conclusions drawn in 5.2 above, I can confirm that the study achieved its aim –to explore the management of the education of offenders at a Correctional Centre in Gauteng for optimum rehabilitation, to enhance the advancement of rehabilitation, thereby drastically reducing or even eradicating recidivism.

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APPENDIX A

A LETTER OF REQUEST TO CONDUCT RESEARCH



P. O. Box 42974
Fordsburg
2093
23 September 2011

To: Ms SNV Bengu
Directorate: Research
Department of Correctional Services Head Office

REQUEST TO CONDUCT RESEARCH ON MY MED STUDY WITH UNISA

TITLE OF STUDY: MANAGING THE EDUCATION OF PRISONERS FOR OPTIMAL REHABILITATION IN GAUTENG AND MPUMALANGA PROVINCES

I hereby ask for permission to conduct research on the above title at the following prisons:

- Bethal
- Heidelberg
- Johannesburg
- Middelburg

I plan to begin to conduct the research from the 3rd of October 2011. I will liaise with the Educationist in each of the above correctional centres to negotiate and finalize the dates of my visit and research activities.

Please, note that permission was granted before as it was explained on the phone a while ago by my supervisor, Dr Mishack T Gumbo. The permission was granted only for Bethal. I could not continue to conduct the research due to personal reasons. But now I am ready to conduct it and at the four above-mentioned prisons.

My research activities will be to interview the prisoners and do some observations. I would like to first interact with all offenders (male and female, scholars and non-scholars) as well as warders in general and educators in particular before I can continue to work with the specific groups.

I pledge to share my findings by disseminating them to the participating centres.

Should you need to contact me, I can be reached at 0849976276, or my supervisor, Dr Mishack T Gumbo at 0124294331 (w) / 0823258353 (cell), or gumbomt@unisa.ac.za (e-mail).

I will appreciate it if I can be granted the requested permission.

Yours Truly,



.....
Amyna Shahnaaz Fakude
(MEd Student at Unisa)

Date: 2011 September 23rd



.....
Dr Mishack T Gumbo
(Supervisor)

APPENDIX A1

A LETTER OF APPROVAL OF THE REQUEST TO CONDUCT RESEARCH



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O Church and Schubart Street, PRETORIA
Tel (012) 307 2000, Fax (012) 328-5111

Ms. AS Fakude
P.O Box 42974
Fordsburg
2033

Dear Ms. Fakude

RE: FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON "MANAGING THE EDUCATION OF OFFENDERS FOR OPTIMUM REHABILITATION IN PRETORIA CENTRAL"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be the **Assistant Director: Monitoring and Evaluation, Formal Education Directorate, Head Office, Ms. MC Johnson**. You are requested to contact her at telephone number (012) 305-8304 before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document and this approval letter should be in your possession when visiting.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. offenders not prisoners and Correctional Centres not prisons.
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number 012-307-2770/2359.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully


Dr. IS Bengu
Acting DC: POLICY CO-ORDINATION & RESEARCH
DATE: 12/12/11

APPENDIX B

A LETTER OF INFORMATION TO THE PARTICIPATING CENTRE

P. O. Box 42974
Fordsburg
2093
22 November 2011

The Educationist / Head Correctional Center
Bethal Correctional Centre

REQUEST TO CONDUCT RESEARCH ON:

MANAGING THE EDUCATION OF PRISONERS FOR OPTIMAL REHABILITATION: A CASE OF ONE CORRECTIONAL CENTRE IN MPUMALANGA PROVINCE

This request refers re: Permission I secured in 2008 to conduct the above-mentioned research. I am ready to conduct this research. I would like to conduct the interviews and observations by first interacting with all male and female offenders and warders in general and educators in particular before I can continue to work with the specific groups. For ethical consideration, I have prepared consent letters for the participants.

This research is about the Masters in Education Degree that I am registered for with the University of South Africa.

I will conduct this research by immersing myself within the prison's education population in its learning environment, recording conversations and discussions on issues of education as they arise. I will ask certain questions and look at certain aspects while observing prisoners respond and react in their life world. Sometimes I will not ask anything but simply observe functional operational activities as well as management practices in progress. Having listened to conversations, answers, questions and interactions of participants, I will then analyze and interpret their inputs and make sense of what they imply and mean.

I pledge to share my findings by disseminating them to the centre.

Should you need to contact me, I can be reached at 0849976276, or my supervisor, Dr MT Gumbo at 0124294331 (w)/0823258353 (cell), or gumbomt@unisa.ac.za (e-mail).

I thank you sincerely

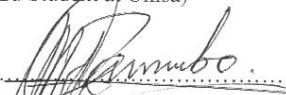
Yours Truly,



.....

Amyna Shahnaaz Fakude
(MEd Student at Unisa)

2011.11.24
Date:.....



.....

Dr Mthack T Gumbo
(Supervisor)

APPENDIX B1

Consent Form for Managers and Educationists

I _____ give permission to AmynaFakude to conduct research on offenders for her study on “Exploring the Management of the Education of offenders for Optimum Rehabilitation: A Case of one Correctional Centre in Gauteng Province”

I understand that:

- She will observe, record and conduct questionnaires and interviews while strictly respecting the centre’s and participants’ rights to dignity, privacy and confidentiality;
- Participation is voluntary;
- Participants may refuse to take part;
- Participants may withdraw if they do not feel comfortable;
- The study poses no risk or benefit;
- No information identifying the centre, the school, or the participants identities will be included in the report;
- Responses be they verbal or written will remain private and confidential;

SIGNED BY: _____

DESIGNATION: _____

SIGNATURE: _____

DATE: _____

APPENDIX C

INFORMATION LETTER FOR ALL PARTICIPANTS AT SAMPLING STAGE

Participants' Letter (Read out loud by one of them)

Dear Sir/Madam

My name is AmynaFakude, popularly known as Amy. I am conducting research for the purpose of obtaining a Masters Degree in Education (Education Management). I am doing this degree with the University of South Africa. I would like you to participate in my study to help me come to informed findings regarding the management of education in your Correctional Centre in particular and in prisons in general.

For participation in this study you will be observed by myself throughout and are required to complete questionnaires and interviews and engage in discussions. There are no risks or benefits for participating in this study and you will not be penalized or prejudiced for not participating. Any questions whether written or verbal that you might feel uncomfortable to answer may be left unanswered. Anonymity is assured and where names have been used, pseudonyms will be applied and those pseudonyms will be known only between you and the researcher. The questionnaires and interviews will be processed by the researcher only and where she might need help her supervisor will be involved. Even when the supervisor is involved confidentiality and privacy will never be compromised.

The information from the study will be written into a final report which you will have discussed. The report will be kept at UNISA after publication. The results may also be reported in a journal article. If you have any queries regarding this process please book for a consultation with the researcher or contact the researcher via e-mail on amy.fakude@gmail.com / zfakude@gmail.com or via mobile on 084 9976 276.

Yours Sincerely,

Amy Fakude

APPENDIX C1

Consent to Participate in a Research Study

I, AmynaFakude, am doing a study entitled: "Exploring the Management of the Education of Offenders for Optimum Rehabilitation: A Case of One Correctional Centre in the Gauteng-Province." The study is conducted towards obtaining a Master of Education Degree with the University of South Africa. I ask for your participation in the study. The information gathered from the interview will not be used for anything else but for study. For ethical reasons, I also promise not to disclose your name in this study. You will derive no benefit for participating in the study, nor will you incur penalties for not participating. You have a right to withdraw from participating at any moment in the stages of your involvement. Please, if you agree to participate, sign the part indicated below.

I _____ agree to participate in this research study.

Signature

Date: _____

APPENDIX C2

Participants' Consent Form for the use of a Recording Device

- I _____ consent to my interview being recorded for the purpose of AmynaFakude's Masters of Education research on "Exploring the Management of the Education of Prisoners for Optimum Rehabilitation: A Case of one Correctional Centre in Gauteng Province"
- The recordings and transcripts will not be seen or heard by any other person participating or not participating in the study;
- Only the researcher alone and where necessary with her supervisor will hear and see the end product of this recording;
- No identifying information will be used in the transcript or in the research report;

Full Names and Surname: _____

Level: _____ Grade: _____

Signed: _____ (Research Participant)

Date: _____

APPENDIX C3

Sampling Questionnaire for All Participants

Please take your time to complete this questionnaire, the information obtained will be helpful towards a study on “Exploring the Management of the Education of Offenders for Optimum-Rehabilitation”. All information will be treated confidentially and used solely for the purpose of research. Please print wherever and whenever you write.

Surname: _____

Date of birth: _____

Place of birth: _____

Province of birth: _____

Father: _____

Mother: _____

Guardian: _____

Offspring: _____

Marital status: _____

Primary education: _____

Secondary education: _____

Tertiary education: _____

Work history: _____

Career Related Questions

What did you do after leaving school? List or explain your post school activities.

Is this what you studied for? _____

If not, what would you have liked to study for and why was this your choice? Please explain.

Why did you take this alternative qualification instead of your goal profession? Please explain.

Rehabilitation Related Questions

Who introduced you to the school you are currently attending and what made you register?

When do you believe you will achieve your goal and what makes you think it will take this long?

What do you think you need to have in order to achieve your goal, and who should provide it?

If you had achieved your goal before you came to prison do you think you would have still come to prison? _____

How do you think education will help you stay out of prison? Please explain.

What proof do you have that this is the case?

What support do you need to reach your goal and from whom?

Do you have friends who do not attend school and what benefit is the friendship to you?

How are your non-schooling friends hoping to stay out of prison once their sentences are served?

Are your friends a source of support for you (if so how, if not what keeps you friends with them)?

Do you live with people who do not attend school who are not your friends?

Why do you live with them?

What challenges do they pose to you as a learner?

APPENDIX D

Information Letter for the Sample

Dear Sir / Madam

I will highly appreciate it if you participate in the research project that I am conducting. The research serves as a fulfillment of a qualification for a Masters degree in Education Management (MEd). I intend to explore the impact of an effectively managed education programme on the rehabilitation of prisoners. The title of my research is "Exploring the Management of the Education of Offenders for Optimum Rehabilitation: A Case of one Correctional Centre in Gauteng Province."

The findings of this study I envisage to make a valuable contribution to the existing models of correctional education management since offenders, officers, officials, correctional- managers, and educationists will contribute inputs in as far as what best can be done to make this noble endeavour a resounding success.

Through this community's insight I believe and hope tools for the reflection on education management in this context will be indentified.

As already stated and explained in our first meeting, please be assured that no individuals' identity or group identity will be identifiable nor will it be revealed by the research or the researcher to anyone in any way at all. Not even in the research report will information on anyone's identity be divulged. Your anonymity will be respected and the information for the interviews and the questionnaires will be kept strictly confidential. You therefore may be as open and true in your responses as you are to yourself about issues in question as well as those you might feel need to be probed in the context of this study.

The draft report and analysis of the findings will be discussed with you before it is submitted to UNISA and published.

As already identified to you in the hall on my arrival I am AmynaFakude. I am popularly known as Amy Fakude.

I look forward to a blessed, happy and richly informative time with you.

I THANK YOU

APPENDIX D1

SAMPLE CONSENT TO PARTICIPATE IN THE STUDY

I, AmynaFakude, am doing a study entitled: “ Exploring the Management of the Education of Offenders for Optimum Rehabilitation: A Case of One Correctional Centre in the Gauteng-Province.”I am studying for a Master of Education Degree with the University of South Africa. I ask for your participation in the study. The information gathered from the interview will not be used for anything else but for study. For ethical reasons I also promise not to disclose your name in this study. You will derive no benefit for participating in the study,nor will you incur penalties for not participating. You have a right to withdraw from participating at any moment in the stages of your involvement. Please, if you agree to participate, sign the part indicated below.

APPENDIX D2

SAMPLE PARTICIPANTS CONSENT FORM FOR OBSERVATION QUESTIONNAIRES AND INTERVIEWS

- I _____ consent to participate in this research study.
- I understand that I shall be involved in a variety of activities mentioned in the participation information letter.
- I shall also answer questionnaires and interviews by Amaryn Fakude for her study on “Exploring the Management of the Education of Prisoners for Optimum-Rehabilitation: A Case of One Correctional Centre in Gauteng Province.” I also understand that in this study:
 - Participation is voluntary
 - I may refuse to answer any questions I would prefer not to
 - I may withdraw from the study anytime
 - My name will be changed for confidentiality purposes but my quotes will be used as is
 - The process poses no risk and promises no benefit
 - No information that may identify me will be included in the report
 - An audio tape will be used from which information will be transcribed

Full Names and Surname: _____

Level: _____ Grade: _____

Signed: _____ (Research Participant)

Date: _____

APPENDIX D3

ONE ON ONE VERBAL INTERVIEW

1. How is your education managed at this centre in terms of structures and processes?

2. How do you experience this management of your education?

3. Does how your education is being managed help rehabilitate you? Please explain.

4. What do you think should change in how your education is managed and why?

5. What do you think should not change in how your education is managed and why?

6. How will this change of prison education management affect your learning?

7. If prison schools were managed like mainstream schools (children's schools), do you think they can address issues of rehabilitation? Please explain.

8. Schools learn the same syllabi whether they are prison schools, urban schools or rural schools. How then, does this learning help rehabilitation?

9. Did you hope to be fully rehabilitated by attending school? Please explain.

10. How did you realise you needed rehabilitation?

11. If having a school in prison helps rehabilitation, do you think all prisoners should be attending school?

12. Why then are some not attending and what can be done to get them to attend?

13. Does the manager in which your school is managed encourage you to aspire for further height? Explain.

APPENDIX D4

OPEN-ENDED SEMI-STRUCTURED INTERVIEW QUESTIONS (as follow-up)

1. What makes you think educated will help you stay out of prison and what do you think makes you different from those who refuse to be educated, some of whom you have described as residents.

2. What do you think are the challenges facing the management of your education as you experienced it in 2011 up to this day?

3. How do you study within the school environment and outside the school environment in circumstances you describe?

4. Who in your view should work out strategies for the effective management of your education?

5. Do you think therefore that the education of offenders can eradicate recidivism?

6. How do you think offenders who strive for rehabilitation should be assisted through education management against all odds?

7. Do you believe the DCS and the DoE can manage to work together for the benefit of offenders?

APPENDIX E

INFORMATION LETTER TO THE FOCUS GROUP

My focus is on education management, prisoners (now called offenders), rehabilitation successful rehabilitation and drastic reduction of recidivism. I am looking to understand how the prison community in its entirety views the present state of affairs and the future possibilities of rehabilitation with a collective view to combating recidivism. Participation in this research entails focus group sessions which are one to three hour long, five times a week for two weeks. In focus group sessions we discuss, debate and argue issues of interest that are relevant to the topic according to our perceptions, experiences and interpretations we make. There are no wrong or right statements, everyone is expected to sincerely express according to their perspectives.

No one will be advantaged or disadvantaged for having participated or for not answering questions of which they feel uncomfortable. No one's personal identity will be divulged nor will sensitive information be solicited. Where you feel uncomfortable please mention and you will be excused. Your personal details shall be kept confidential. As a focus group member you will be involved in categorizing information by participating in group discussions. Important statements you make will be quoted verbatim. The research is conducted in English but feel free to express yourself in the language you are most comfortable in. Group members will translate for you and an added advantage is, the researcher is a linguist. Your input will be part of the collective group input.

The research will contribute to the body of knowledge as well as the country's understanding of the underlying factors that influence criminal activity and the role a well managed education system within prisons can help to curb the scourge of crime by advancing rehabilitation thereby enhancing the successful reintegration of ex-offenders into society. A meeting will be convened to inform you of the final report and to enable you to retract statements you feel were misquoted or to add statements you feel were left out.

Your participation is highly and greatly appreciated.

I Thank You

APPENDIX E1

CONSENT FORM FOR THE FOCUS GROUP

- I _____ consent to participate in this research study as a member of the focus group.
- I understand that I shall be involved in a variety of activities mentioned in the participation information letter.
- I shall also answer questionnaires and interviews by AmynaFakude for her study on “Exploring the Management of the Education of Offenders for Optimum Rehabilitation: A Case of One Correctional Centre in Gauteng Province.” I also understand that in this study:
 - Participation is voluntary
 - I may refuse to answer any questions I would prefer not to
 - I may withdraw from the study anytime
 - My name will be changed for confidentiality purposes but my quotes will be used as is
 - The process poses no risk and promises no benefit
 - No information that may identify me will be included in the report
 - An audio tape will be used from which information will be transcribed

Full Names and Surname: _____

Level: _____ Grade: _____

Signed: _____ (Research Participant)

Date: _____

APPENDIX F

QUESTIONNAIRE FOR THE FOCUS GROUP

Biographic Questions

Name and Surname: _____

Date of Birth: _____

Name of Parents:

- Father: _____
- Mother: _____

Childhood School attended: _____

Year of finishing school: _____

Academic Questions

1. What is your highest standard passed? _____
2. How old were you when you left school? _____
3. What were your reasons for leaving school?

4. What is your qualification?

5. Which company were you employed at? _____
6. What was the duration of your employment? _____

Career Related Questions

1. Do you enjoy the work you do?

2. Are you studying to hone your skills in this field? Why / why not?

Rehabilitation Related Questions

1. Who introduced you to the school you are currently attending?

2. What made you feel it was important to gain an education during your sentence?

3. When do you believe you will achieve your goal and gain your qualification?

4. What do you think you need to have in order to gain this qualification?

5. Who do you think should provide your needs so that you achieve your goal and why particularly this person?

6. What do you suggest should be done for you to get assistance?

7. What do you think education will help you stay out of prison?

8. Why do you think educated people do not go to prison?

9. What proof do you have that this is the case?

10. What support do you need to reach your goal?

11. Do you believe your peers who do not attend school will not be rehabilitated?

12. Do you think they should be helped?

13. Are your peers who do not attend school a source of support to you?

14. What would you ask the DCS to do to help rehabilitation?

15. How do you think DCS can separate offenders?

16. Do you not think recidivists would feel discriminated?

17. What challenges do non scholars pose to scholars?

APPENDIX F1

FOCUS GROUP DISCUSSION

(N.B: The first three questions were open for discussion and were debated by respondents)

1. Who are prisoners and why are they prisoners?
2. Should they be educated or not?
3. Should their schools be run differently from mainstream schools or should they be run like a prison school? (If like a prison school, how and why?)

The answers to these questions were formally transcribed from the recording device. But now the focus group will write them down each individually.

Respondents wrote their answers as individuals to prevent peer influence in responses

1. Describe rehabilitation in your own words?
2. Do you think rehabilitation of offenders is important?
3. How is it important for prisoners themselves?
4. How is it important for correctional officers and officials?
5. How is it important for the broader social and the country?
6. If you think it is not important, why do you think so?
7. Are you rehabilitated? Please explain.
8. How does a person get rehabilitated?
9. Who is good your good example of a rehabilitated offender or ex-offender still in prison?
10. What manner of education and managing education can enable a person to become rehabilitated?
11. Explain whether or not it is possible for the education of offenders to be managed in the manner you advocate? If it is not possible, explain why it is not.
12. Do you attend school?
If yes:
 - I. In what language are you taught?
 - II. Does this language pose a problem for your learning?
 - III. How many are you in your class?
 - IV. Does this pose a problem for your learning? If yes, why?
 - V. Do you and your classmates believe you have good teachers? Why?

School Management Questions

1. What time does your school begin?
2. What time does your school end?
3. Do you go to school everyday?
4. How do you study after school?
5. Where do you study after school?
6. What are your challenges when you study after school?
7. What type of environment do you think would enable you to study best?

Rehabilitation Questions

1. In your own words tell me what you think rehabilitation is?
2. Do you think education helps rehabilitation? How and why?
3. What should be done so that education helps rehabilitation?
4. Why should prisoners be rehabilitated?
5. How do you feel about recidivism (people that get re-arrested after release)?
6. Do others generally feel the same about recidivism?
7. Do you ever speak to recidivist?
8. How do they feel?
9. What do they say is their reason for returning?
10. How do officers and officials feel about recidivists?

Education Management Questions

1. List five things you believe will bring about a good education for prisoners?
2. Do you think the head of prison should play a role in education? If yes, what role? If no, why not?
3. Do you think the department of education should play a role in education?

Curriculum Questions

1. Do you think prisoners should be taught the same things as children are taught in school? (school children are not learning for rehabilitation purposes)
2. Explain as to why or why not and how that helps rehabilitation?
3. Do you think your teachers are trained well enough to deliver your lessons?
4. How and where do you think they should be trained?
5. How did you come to know that there is a school in prison?
6. What is done to encourage those who do not attend school to begin attending school?
7. If all prisoners attended school, what do you think prison life would be like?

School and Community Related Questions

1. Who in the prison community encourages you to learn and supports your learning?
2. How does he or she do this?
3. Does the wider community such as business sector, religious leaders and general visitors support your learning?
4. How do they show their support?

APPENDIX G

INTERVIEW QUESTIONS FOR FOCUS GROUP

1. Who in your view should work out strategies for effective management of the education of prisoners?
2. How will s/he know you are expecting her/him to do this?
3. What do you think are the challenges facing the management of your education as you experienced it in 2011?
4. Recidivism means repetition of criminal activities.
5. What do you think of the activity and how do you feel when you see it?
6. Do you think education of prisoners can be good practice? Why do you think so?
7. In your experience of __ months/years in prison do you believe education has made a difference in curbing recidivism? Please explain.
8. What is the benefit of education to prisoners?
9. What is the benefit to Correctional Services?
10. What is the benefit to Society?
11. Right now prisons are overcrowded and more assets are carried out by police, what would you personally like to advise in order to help your country overcome the scourge of recidivism?

APPENDIX H

MANAGEMENT FOCUS GROUP QUESTIONNAIRE

1. How is your education managed at this centre in terms of structures and processes?

2. How do you experience this management of your education?

3. Does how your education is being managed help rehabilitate you? Please explain.

4. What do you think should change in how your education is managed and why?

5. What do you think should not change in how your education is managed and why?

6. How will this change of prison education management affect your learning?

7. If prison schools were managed like mainstream schools (children's schools), do you think they can address issues of rehabilitation? Please explain.

8. Schools learn the same syllabi whether they are prison schools, urban schools or rural schools. How then, does this learning help rehabilitation?

9. Did you hope to be fully rehabilitated by attending school? Please explain.

10. How did you realise you needed rehabilitation?

11. If having a school in prison helps rehabilitation, do you think all prisoners should be attending school?

12. Why then are some not attending and what can be done to get them to attend?

13. Does the manager in which your school is managed encourage you to aspire for further height? Explain.

14. Who in your view should work out strategies for effective management of the education of prisoners? _____

15. How will s/he know you are expecting her/him to do this?

16. What do you think are the challenges facing the management of your education as you experienced it in 2011? _____

17. Recidivism means repetition of criminal activities. What do you think of the activity and how do you feel when you see it?

18. Do you think education of prisoners can be good practice? Why do you think so? _____

19. In your experience of __ months/years in prison do you believe education has made a difference in curbing recidivism? Please

explain. _____

20. What is the benefit of education to prisoners?

21. What is the benefit to Correctional Services?

22. What is the benefit to Society?

23. Right now prisons are overcrowded and more assets are carried out by police, what would you personally like to advise in order to help your country overcome the scourge of recidivism?

APPENDIX H1

MANAGEMENT FOCUS GROUP QUESTIONNAIRE

Policy Related Questions

1. As a Correctional Centre Head/ Manager/Educationist, explain how you manage the prison education?

2. What outcomes do you hope to achieve with your management?

3. Explain the challenges that you face as a manager of prisoner education?

4. In your own view, how can these challenges be addresses in order to enhance the education and rehabilitation of prisoners?

5. Do you have an education management policy that guides how prisoner education is managed? If yes, please explain it?

6. In your opinion what more needs to be done to enhance education management so that it facilitates rehabilitation?

Quality Assurance Questions

1. How often do Department of Correctional Services officials or education inspectors visit your centre for purposes of inspections in order to monitor its education management?

2. What do they normally do when they come?

3. Do they send you a report on what they found and what they expect next when they come?

Training Related Questions

1. Do you provide in-service / in-house training for your education officials to improve their education management skills? _____
2. Are workshops considered for staff for the management and teaching purposes? If so, how often? _____
3. What is important about these workshops?

4. Do you believe education and corrections co-exist or integrate harmoniously to overcome the social challenges among which ignorance and illiteracy feature highest? If yes, how so? If no, why not?

5. Do you believe education and corrections co-exist or integrate harmoniously to ensure that the core responsibility of rehabilitation is achieved? If yes, how so? If no, why not? _____

Assessment Related Questions

1. What kind of assessment do you administer for the prisoner education? _____

2. Who designs it? _____

3. How do you manage it? _____

Classroom Related Questions

1. Do you think that the conditions in the classroom in which learners are appropriate for learning?

Explain. _____

2. Do you think that the organisational structure down to the classroom is conducive to the management of prisoner education? Please explain.

3. What do you think needs to change in the classroom from a management point of view?

4. How can it be changed?

5. Write a paragraph about what you have thought of the state of prisoner education recently.

