

The Status of Prison Education in Selected Correctional Facilities of Western Zambia.

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Abstract: This study investigated the status of rehabilitation education in selected correctional facilities of Western Zambia. The study was located within an interpretive qualitative paradigm and used an embedded case study approach built on the premise that reality has multiple layers and is complex. The study involved 43 participants selected through purposive sampling techniques from three correctional institutions in Western Zambia. Data was mainly collected through one-to-one interview. Focus group discussions and observation were also used to triangulate data obtained through one-to-one interviews. The objectives of the study were; to establish the nature of teaching and learning in selected correctional centres; to investigate the learning environment in selected correctional centres, to assess the benefit of correctional education provided in correctional centres to inmates and to find out the challenges faced in the provision of correctional education in selected correctional facilities of Western Zambia. The study observed that learner centred methods were limited, teachers could not apply methods like group discussions due to various factors. The study also revealed that correctional education centres were grossly under resourced in terms of teaching and learning materials. Classroom infrastructure was inadequate and not conducive for learning. The study recommended inter alia that correctional centres should be more receptive to other stakeholders and partner with other organisations in addressing their educational challenges. Additionally, curriculum review should be considered to suit the needs of inmates as most of them were adults.

Key words: Correctional education, rehabilitation, inmate, curriculum, prison.

I. INTRODUCTION

A correctional facility, is a facility in which inmates are forcibly confined and denied a variety of freedoms under the authority of the state. In simplest terms, a correctional facility can also be described as an institution in which people are legally held as a punishment for a crime they have committed. On the other hand, correctional education refers to a wide variety of education programs available to men and women under correctional supervision. The types of programs range from basic skills training to college and vocational training that provide the skills necessary for people to obtain employment upon release (Sepeto, Kalimaposo, Mubita, Milupi and Mundende, 2022).

The introduction of correctional education started as elementary education in Zambia. It was introduced to prisoners in Northern Rhodesia and during that time, special attention was given to whites only, blacks were not given the opportunity

to access basic prison education. The focus of prison education then was reading accompanied by recreational activities.

From 1973 prison education was renamed correctional education. The intention of correctional education was rehabilitation and reformation of the behaviour of inmates. The 1999 Implementation policy states that inmates needed skills to become acceptable members of society. On 26 July 1974, the first Republican President of Zambia, Dr Kenneth Kaunda visited Mukobeko prison. During the visit, President Kaunda pronounced that prisoners were to be provided with literacy, political and basic education to enable them reform into law abiding citizens and gain life skills. Since then, the focus of prison service in Zambia has been on the improvement of behaviour of inmates through literacy, basic education and vocational training skills so that after saving their sentence in prison they could be reintegrated into society as useful citizens prepared for the world of work.

The Zambia Correctional Service was established under Article 193 of the 2016 constitution as a national security service whose function is to manage, regulate and ensure the security of inmates and correctional centers and to perform other functions as prescribed in the constitution. Zambia Prisons Service was renamed as Zambia Correctional Service on the 5th January 2016 through the leadership of President Edgar Chagwa Lungu. He affirmed that, there would be total transformation of prisons into correctional facilities that would make inmates change to better citizens after serving their prison sentence. His commitment to the above statement was shown through his visit to the Maximum Security Correctional Center on 26 May 2016, Lusaka Central and Kamwala Remand correctional centers on 29th August 2016 respectively. Prison services aim at effectively and efficiently providing and maintaining humane custodial and quality correctional services to inmates and to increase industrial and agricultural production in order to contribute to the well-being and reformation of inmates and maintenance of internal security of the Republic of Zambia.

Tracing the history of correctional education world over, we realise that, the early prison education programs were often referred to as the Sabbath School. The purpose of the Sabbath School was to teach inmates how to read in order that they may be able to read the Bible. The foundation of the correctional education programs in the late 1700s mirrored that of the broader educational framework during the Colonial period. The Puritans were obligated to seek salvation which required that

literacy be promoted to enable everyone to read the Bible (Gehring 1995). Therefore, early correctional education programs became literacy driven programs so that the inmate could read and comprehend the Bible. It was hoped that the inmate could identify his or her sins, seek forgiveness from God, and thus achieve salvation. During the period of the early prison education system, 1789-1875, a local chaplain who provided the Bibles to the inmates as well as volunteered his time to help them learn to read often represented the adult educator. Therefore, the curriculum primarily involved the reading of Bible verses. The goal of the Puritan version of prison education was to change the heart of the inmate toward a more moral and value centred human beings (Gehring 1995).

Statement of the problem

The provision of quality correctional education is indeed an aspect of great concern not only in Zambia but the world over. It has affected many inmates especially after completing their term of sentence into the world of work without being reformed properly. A number of ex-convicts are seen languishing in society looking for means of survival and some of them lapse into recidivism (Likando, 1983). The current status of rehabilitation education in some correctional facilities appears shrouded in secrecy due to paucity of research done and the security nature of these institutions. Therefore, this study sought to investigate the status of rehabilitation education in selected correctional facilities of Western Zambia.

Purpose of the study

The purpose of this study was to explore the status of rehabilitation education in selected correctional facilities of Western Zambia

Objectives of the study

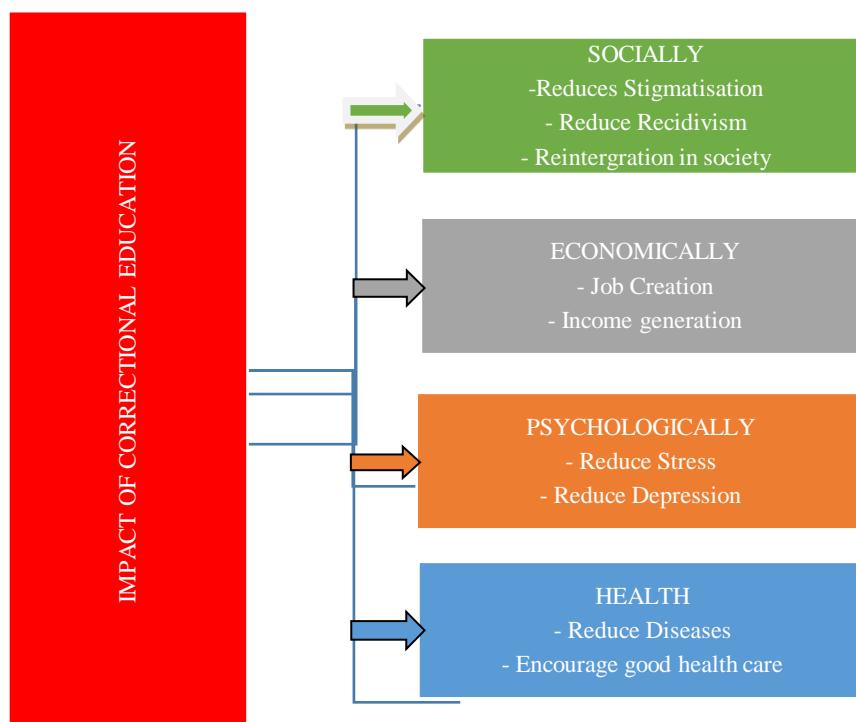
The following objectives were formulated for the study.

1. To establish the nature of teaching and learning in selected correctional centres of Western Zambia.
2. To investigate the learning environment in selected correctional centres of Western Zambia
3. To assess the benefit of correctional education provided in correctional centres to inmates.
4. To establish the challenges faced in the provision of correctional education in Western Zambia.

Conceptual framework

The early perception of incarceration in many societies bordered on punishment of the offenders. After many years, it became evident that incarceration as punishment did not change the prisoners into better citizens. Hence, prison authorities in some societies evolved the use of punishment to rehabilitation. This rehabilitation was facilitated through proper education of inmates in order to enable them to re-integrate successfully into society upon release from correctional services. The concept of rehabilitation included correctional education or reformation of inmates through education. The idea of prison education which was adopted by this study was based on the concept of correctional education given by Gonzales (2007). Gonzales defines correctional education as ‘vocational training or academic instruction provided to prisoners while incarcerated’. According to this definition, the purpose of correctional education is to rehabilitate and reform the prison inmates, so that released prisoners can overcome the prison *stigma* among others.

Figure. 1.1 Conceptual Model



II. REVIEW OF LITERATURE

Evolution of correctional education

The history of correctional education can be traced in the United States as far back as 1789. According to Gehring (1995), the early prison education programs were often referred to as the “Sabbath School.” The purpose of the Sabbath School was to be able to teach the inmates how to read in order that they may be able to read the Bible. The foundation of the correctional education programs in the late 1700s mirrored that of the broader educational framework during the Colonial period. The Puritan’s were obligated to seek salvation which required that literacy be promoted to enable everyone to read the Bible (Stubblefield & Keane, 1994). Therefore, early correctional education programs became literacy driven programs so that the inmate could read and comprehend the Bible. It was hoped the inmate could identify his or her sins, seek forgiveness from God, and thus achieve salvation (Gehring, 1995). During the period of the early prison education system, 1789-1875, a local chaplain who provided the Bibles to the inmates as well as volunteered his time to help them learn to read often represented the adult educator (Gehring, 1995). Therefore, the curriculum primarily involved the reading of Bible verses.

The curriculum during this period of correctional education focused primarily upon the areas of reading, writing, and Mathematics. However, in some prison settings, the inmates were provided instruction on history and geography. By the mid-1840's, the field of correctional education began to expand the curriculum offered to inmates. Gehring (1995:53) stated that in 1844, Sing State Prison in New York expanded its prison education curriculum to include “History, Astronomy, Geography, Physiology, and Physical Education. According to Wolford (1989), New York in 1847 was the first state to mandate that correctional education be available in all institutions. The reform movement, which began in Elmira, New York about 1870, spread quickly throughout the U.S. The reform movement mandated some inmates to participate in the educational and vocational programs as part of their prison sentence. Gehring (1995) noted that during the early period of correctional education the staff of the Boston Prison Discipline Society observed that prisons without schools had higher annual death rates than those with schools.

Correctional education in Zambia

The history of Prison Education dates back to Zambia’s independence. However, there is currently little scholarly literature on prison education in Zambia as there has been little research done on prison education in Zambia. Prison education as advocated by Chapter 97, of the Constitution of Zambia mandates every prisoner to have an equal opportunity for education and library facilities. In 1973 Prison Education was introduced by first Republican President through Adult Education Programmes. Essentially, Zambia was under the colonial government and after independence inheritance of most of the laws was inevitable such as treatment of prisoners in prison. It was believed that prisons were institutions for

punishing law breakers and thus the prisoners were punished through various means and there were no rehabilitation plans for them. However, the Universal Declaration of Human Rights of 1948 and other various International Protocols on the treatment of prisoners shaded more light on the dignity of a human being (UN, 2010). Zambia later became a signatory to human rights instrument and it was evident that human rights were to be protected, promoted and respected by all citizens and government leaders. It was with this motivational documentation on human rights that Dr. Kenneth David Kaunda launched Adult Literacy Programme at Maximum Security Prison in July, 1973. There was now a move from focusing on punishment to focusing on rehabilitation and integration of prisoners into society. Prison Education was proved to be an effective means to achieve the goal. Mandate was given to the Zambia Prison Service under Chapter 97 of 2016 of the Laws of Zambia to provide humane custodial services, rehabilitation and reintegration of inmates in order to contribute to internal security. A deliberate Policy was put in place to ensure a robust and successful rehabilitation and reformation process of inmate through prison education. Later prison education was introduced gradually in other prisoners. However, the status of correctional education with regard to quality of teaching and the learning environment in correctional facilities still leaves much to be desired in some parts of the country.

Relevance of correctional education

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

Secondly, it is believed that education keeps inmates busy which could assist in better management of the prisons (Dixon & Mentor 2005; Hill 2008). Correctional education or prison education is the phrase used to indicate the educational provisions in prison settings. Ryan & Woodard (1987) define it as the process of developing the knowledge, skills, attitudes, and values of inmates by providing learning experiences and learning environments. This definition implies that doing so helps to shape the behaviours of inmates. Rhode (in Omoni & Ijeh 2009), define it as an educational programme offered with the intention of helping inmates get the necessary knowledge and skills so that they can get employment after release. Similarly, the U.S. Department of Justice (in Dixon & Mentor, 2005) describe prison education as a means through which the skills, knowledge, and attitudes of inmates could be improved, and a means of helping inmates spend their time in prison on useful tasks. According to Dixon and Mentor (2005), in addition to helping them get the necessary knowledge and skills for employment, inmates’ participation in educational activities

makes them busy which in turn helps them pass their prison time on relevant tasks.

Whereas the earlier two definitions confine the intention of prison education to changing inmates behaviours so as to help them find jobs when they are out of prison, the last definition clearly shows that it is given with the purpose of helping inmates both get the necessary skills, knowledge and behavioural changes and pass their time in prison on positive tasks. In general, all the aforementioned definitions indicate that prison education is provided while inmates are in prison and is given to acquaint them with knowledge and skills. In all the definitions prison education is also taken as a means to bring about behavioural improvements for inmates since it helps them to develop positive attitudes towards themselves and their future lives after imprisonment. Another lesson that can be drawn from the above definitions is the presence of diverse conceptualizations of prison education that often lead to different correctional practices as the definitions imply the purposes attached to prison education. In this study, prison education (used interchangeably with correctional education) is conceived as any education which is directed to easing the life of prisoners both in the prison setting and when they are released and start living with the community to which they belong as productive members. Correctional education programs are integral to the rehabilitative goals of prisons world over and their importance cannot be understated. Education programs are part of prisons' efforts to promote rehabilitation. Offenders can rehabilitate themselves by learning to read, write, compute, and effectively communicate which prepares the prisoners for life upon release. Messemmer (2011).

Fabelo's study (2002) discusses the Texas prison educational system which he says improved the education levels of inmates to enhance their employment prospects and lower their 'recidivism'. He explained why education was introduced by stating that prisoners who received education while in prison found jobs upon release. Besides, it prevented them from going back to criminal activities. Johnson's (2015) study on the offenders' perception of correctional education programmes in the correctional facilities of Tswana affirms that people who go against the law are a societal phenomenon which will never end, even in societies where law and order are effectively enforced and practised. Political, economic and social conditions contribute to reasons why some people end up in correctional facilities.

In terms of the Constitution of South Africa (Republic of South Africa, 1996), education is a right for all citizens, regardless of their circumstances. The Government of South Africa has since 1996 formulated various legislation and policy frameworks regarding correctional services programmes and welfare of prisoners, including their rights to education. For this reason, education opportunities are made available to people who are incarcerated. However, offenders as citizens have choices while in Correctional Centres and after their sentences. Some prison inmates learn because such opportunities are made available, or their engagement becomes mandatory, or just to

kill boredom. These are some reasons why they choose to enrol in studies, while others may choose not to join any educational activities.

Chilimboyi's study (2016) on *Prisons and Education provisions in Zambia: A Historical perspective, 1964-2011* noted that there was lack of coordination between Zambia Prisons Service and the Community. As a result, ex-convicts were exposed to stigma from the community. Furthermore, community looked down upon both prisoners and the education received since independence due to ignorance by most community members.

The information gap from the above studies is that their focus was centred much in their respective countries and localities and not correctional facilities in Western Zambia. A study done by Chilimboyi (2016) focused much on the educational provision in Mukobeko and Lusaka correctional facilities. Similarly, Sepeto, Kalimaposo, Mubita, Milupi and Mundende (2022) in their study titled *Challenges and Prospects of Education in Correctional Facilities in Zambia* focused on Mukobeko Maximum Correctional facility and Lusaka Central Correctional facility. Hence, the researcher found it necessary to explore the status of correctional education provided in selected correctional facilities of Western Zambia.

III. METHODOLOGY

The study was located within an interpretive qualitative paradigm and used an embedded case study approach built on the premise that reality has multiple layers and is complex. The case study design enabled the researcher to delve into details concerning the status of rehabilitation educational programmes in the three facilities of Correctional Centres in Western Zambia. The intent of a case study was to enable the researcher describe the status of rehabilitation education in detail, in context and holistically. Yin (2003) holds that the use of a case study does not only enable the researcher to arrive at an in-depth analysis and logical explanation of contemporary events, but also helps in yielding qualitative data from one locality. Correctional centres are settings that are subject to multiple challenges and various experiences that may not be pleasing in the eyes of an individual, hence a study in three correctional centres was able to yield information from inmates, officials and ex-convicts that participated in this study through interviews, observations and focus group discussions.

The study used an embedded case study approach which involves the use of more than one case as a unit of analysis. This refers to focusing on more than one unit of analysis, and in this case the units of analysis involved three correctional centres in three districts of Western Zambia. The justification for using an embedded case study approach was that the comparative approach enhances inter-unit comparisons and triangulation process that consequently leads to the reliability of the findings.

Target population

The environment in correctional centres is naturally complex and highly security-regulated. The target population comprised

five teachers, twenty-two inmates, four officers working in the facilities and four ex-convicts.

Sampling techniques

Purposive sampling was used in order to achieve rich and varied collection of information. Purposive sampling involves the selection of information-rich cases. The logic and power of purposive sampling lies in selecting information-rich cases for in-depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the study. Focus Group Discussions were conducted in each correctional facility. A total of 9 ex-convicts were selected using Snow ball sampling procedures.

Instrumentation

The study used semi-structured and focus group discussions. Information was also obtained through observations. According to Hall (2017), semi-structured interviews use an interview guide with some questions developed in advance and also allow the interviewer to stray from the interview guide, asking follow-up questions as the interview progresses. Interviews provide an opportunity to the researcher to carefully interact with the participant thereby creating some level of trust between the two and maximizing on the information collection. This type of interview was chosen because it is easy and reliable as both persons can see each other and if the participant does not understand the question, time and space allow the interviewer to rephrase the question. During the interviews, the researcher used a voice recorder with permission from participants. The recorded information was then transcribed into writing for easy interpretation of data. Interviews enabled the interviewees to share their lived experiences regarding the status of education in correctional facilities. Interviews were conducted with prison administrators, teachers and inmates to explore educational challenges and opportunities faced in correctional facilities. Focus Group Discussions were also conducted with inmates and teachers in two correctional centres. The researcher had separate discussions with inmates and teachers in both settings. FGDs were used to supplement data obtained through one-on-one interviews and to clarify contentious issues. FGDs provided valuable information as inmates were able to discuss matters freely and were somewhat inspired by other participants who were discussing matters freely.

Observations were also used in the collection of data. According to Patton (2002), direct observations are an essential method through which a researcher can obtain information. Direct observation was used in lesson observations. During observations, field notes were taken to show methods, activities and the social interactions observed between inmates and teachers in the classroom.

Document analysis was also used in this study, this technique is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Creswell, 2014). Analysing documents incorporates coding content into themes similar to how focus

group or interview transcripts are analysed (Bowen, 2009). It has been observed that that document analysis is a social research method and is an important research tool in its right and is an invaluable part of most schemes of triangulation (Bowen, 2009).

Data analysis

Analysis of data generated from interviews was informed by interpretive analysis which considered participants' subjective interpretation of their considered perception regarding the status of prison education. Data analysis started in the field. The data collected was coded and categorised into emerging themes according to the thematic approach of data analysis. The narratives were thoroughly read through in order to get the general meaning and then sorted manually to identify the emerging and recurring themes which were then put together under sub-themes.

Ethical considerations

Ethical clearance procedures were followed and participants were informed of the voluntary nature of the study, the anonymity of their responses and the purpose of the study. Considering that the issues of incarcerated individuals are sensitive, the researcher sought ethical clearance from the University of Zambia, Humanities and Social Sciences Ethical Committee. All participants in the study were required to sign a consent form after being briefed on the purpose of the study. All participants were informed that participation in the study would be on voluntary basis and confidentiality and anonymity would be observed.

IV. PRESENTATION OF FINDINGS

The following findings are presented based on the study objectives.

Challenges affecting delivery of education in correctional centres

The researchers interviewed officers in correctional centres and inmates who indicated that they were challenges in implementing educational programmes in correctional facilities which included inadequate teaching and learning materials, lack of library facilities and insufficient budget allocation towards education in correctional centres. The students noted that they understood the importance of education and were eager to learn but the conditions in prison were not conducive.

A prison warden from a correctional facility [A] commented as follows:

Students do not have the time to read in the cells, because by the time they return to the cells, there isn't enough light for them to read. In addition, there is a lot of congestion in the cells when all prisoners return. Therefore, it is very difficult for them to study in the cells.

Observation of classes in session

The researchers observed classes in session in the correctional facilities visited. Focus was on teaching staff, lesson

preparation, punctuality of teachers, teaching methods, Class management, teaching and learning materials in use among others. It was observed that in some cases teachers were under qualified and not trained to teach fellow inmates. In some correctional centres, teachers from neighbouring schools were seconded to teach in correctional facilities. Most of the trained teachers who came to teach in correctional centres were primary school teachers. One female teacher seconded from a school near the correctional facility at Correctional Centre [B] lamented that:

I feel bad to see the educational needs of inmates neglected in correctional centres. Inmates should be provided with educational opportunities even when they are in custody to enable them continue with their education upon release. The Ministry of Education should support correctional facilities with teaching and learning materials.

During the actual classroom practice, it was observed that some learners actively participated in the lessons by asking questions and answering teacher's questions. On the other hand, some learners appeared timid, withdrawn or absent-minded. Asked why some learners appeared timid. A teacher from Correctional facility [C] explained as follows:

After classroom sessions students who appeared active and intelligent during classes were harassed by their colleagues when they returned to the cells. Some inmates on long prison sentences who were used to the system harassed their fellow inmates and punished them in the cells for outwitting them in class.

Teaching Staff

During interviews with one of the officers at Correctional facility [A], the officer confirmed that they were sometimes compelled to use inmates who were not qualified as teachers to increase on the number of seconded teachers from Ministry of General Education. The officer commented as follows:

Sometimes it appears difficult to find teachers to come and interact with inmates. Some of the teachers seconded to teach in correctional facilities are not committed due to lack of incentives. Therefore, we have no choice but to pick on inmates with certain levels of education to serve as volunteer teachers.

During focus group interviews, the researcher observed that class management was difficult for some teachers. Some volunteer teachers chosen among inmates found it difficult to manage fellow inmates who were regarded as 'Bosses' in the cells. One volunteer teacher had this to say;

If a 'Boss' misbehaves in class and you tell him to behave properly he will harbour a grudge against you and deal with you in the cells. Sometimes they instil fear in us and we are forced to take a blind eye when they make noise disturbing the lessons.

Lesson preparation.

Teacher preparation was one of the items which the researcher observed. The researcher found out that the volunteer inmate teachers did not have any lesson plan, scheme of work or records of work. Conversely, the teachers that were seconded by Ministry of Education had teaching files but lesson plans and records of work were not updated.

Marking of assessment tasks or class exercises

It was observed that in some correctional centres, some students complained that class exercises were rarely marked by the teachers. A student from correctional facility [C] lamented that,

Class exercises can last for a week or more without being marked because of various factors such as absenteeism on the part of the teachers from Ministry of Education. Other students noted that illnesses sometimes also contribute to lack of marking exercises and some teachers have a laissez-faire attitude towards work.

Punctuality.

During class observations, the researchers observed that time was not respected by most of the volunteer teachers and those seconded from the Ministry of Education. The researchers would wait for the teacher for 15-20 minutes in class after which the teacher would appear and start teaching. Volunteer inmate teachers had this problem of coming late to class but they were better compared to some of the seconded teachers from the Ministry of Education.

Teaching methods

The researchers observed the interaction between teachers and students during the lessons. From the six teachers that were observed in correctional facilities (A,B &C) with classes ranging from Literacy level, Grade 7, 9 and 12 in different subjects, the interaction methods used were different. For instance, during Mathematics class at the male centre of Correctional facility [B], the teacher enthusiastically engaged with his learners, the teacher asked questions and got the learners to come to the board to write the solutions to the homework that was assigned a day before. During English lesson the teacher used more of lecture method. It was evident that the volunteer untrained teachers had problems in presenting the material and engaging the learners, this could be seen through their questioning techniques, teaching techniques and use of the chalkboard.

Classrooms

The classroom infrastructure and architectural design was not conducive for learning. Figure 5 below depicts a make shift classroom along the corridor.

Figure 5.0 below shows a female cell corridor where learning is conducted for all the subjects in Correctional facility [C].

Figure 5.0



Source: Correctional facility [C]

The above picture shows a class where learning actually takes place. In here both male and females mix under the supervision of an officer to ensure security. This is a female section corridor that has been improvised due to lack of classes.

Figure 6.0 shows an improvised class which was initially a kitchen with no furniture. Learners sit on the floor.

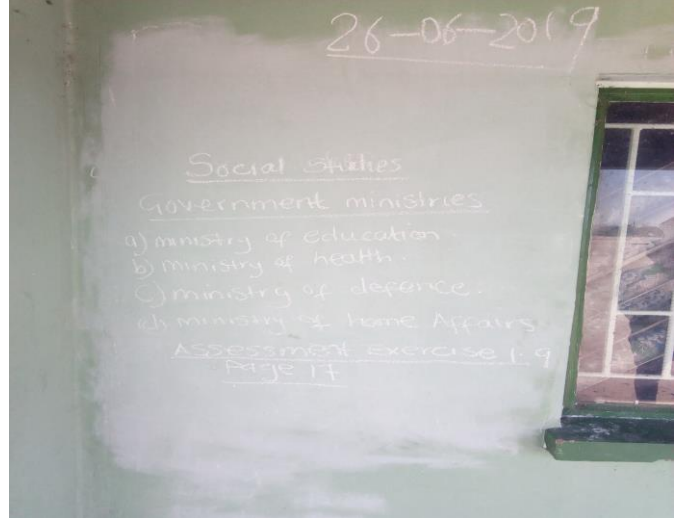
Figure 6.0



Source: Correctional facility [B].

The picture depicts a former kitchen which the institution improvised to create a room where they could conduct educational activities. However, it was interesting to note that the room had no chairs or desks and the chalk board was small, it could not allow students to copy a lot of notes hence they extended to write on the green wall as seen above. Students sat on the floor during classes.

Figure 7.0 shows a class outside a cell without furniture or chalkboard. Teachers write on the wall.



Source: Correctional facility [A].

The researcher was disheartened to learn that learners were learning from outside this cell and sat on the floor as furniture was not available. Besides, the wall was being used as chalkboard to write notes and exercises.

Figure 8.0 Shows a female improvised classroom attached to a cell for women.



Source: Correctional facility [A]

This picture depicts a dilapidated improvised classroom attached to a female cell. This is a room used to conduct literacy classes for female inmates in correctional facility A.

Laboratories for science

During interviews with the officers in charge at correctional facilities (A, B and C), it was confirmed that laboratories were being constructed and a one-by-two classroom for the inmates in all the three correctional facilities respectively. The population of women inmates enrolled in educational activities left much to be desired compared to males. There were only 56 inmates, out of that number only 5 were enrolled in educational

programmes at the time of the study. Initially they were over 15 but others were released a month before the study was conducted. The capacity of the classroom could only accommodate a maximum of ten learners.

Prospects of education in correctional facilities

The researchers interviewed officers in-charge of correctional centres (A, B and C). It was reported that the Ministry of Home Affairs allocates funds in the national budget every year specifically for prison education. In addition the curriculum used in correctional facilities was not different from the one used in schools. Therefore, students wrote the same examinations provided by the Technical Education, Vocational and Entrepreneurship Authority (TEVETA) and Examination Council of Zambia (ECZ).

Responses from inmates and ex-convicts on the value of education in correctional centres

Inmates and ex-convicts reported that education in correctional centres enabled them to acquire the following skills.

- Ability to read and write through literacy programme offered in the centres.
- Ability to perform basic computations such as addition, subtraction, multiplication, division and fractions. Manipulation of numbers in their day-to-day life.
- Education contributed to behavioural change while in incarceration.
- Learnt productive skills for income generation upon release.
- Education helped them understand the law
- Education helped ex-convicts to reintegrate in society
- Education helped to reduce recidivism

Challenges related to procedures of correctional institution

Teachers in the formal academic programme pointed out that head counting and relative visits were the snags they were facing with regard to procedures of correctional institutions. The teachers explained that because of counting, the students do not come to class on time and regular relative visits made inmates to frequently interrupt classes.

Challenges related to inmates' behaviour

During interviews conducted with the participants, this challenge was faced by the teachers. Issues teachers mentioned under this category included; unwillingness of inmates to do things as ordered, lack of safety, harassment on female teachers, and inmates' wastage of time during breaks.

One of the teachers in the formal academic programme during the group interview said that the inmates were not doing what the teachers ordered them to do. This teacher mentioned the reluctance of inmates to do assignments and refusal to take notes during lessons as some of the challenges teachers faced.

Challenges related to resources and facilities

The participants of the study reported various problems related to resources and facilities which directly and indirectly affected

the teaching and learning in the institutions. Both teachers and inmates in both formal and Literacy programmes reported serious shortages of teaching and learning materials in the institutions. The teachers in the formal education programme mentioned a serious shortage of educational materials such as textbooks, pencils, pens, books, desks to mention a few.

V. DISCUSSIONS OF FINDINGS

The discussion is based on the research objectives using thematic areas.

Teaching methods: The researchers found that implementing teaching methodologies such as group discussions was difficult due to insufficient space in the room, learners were squeezed and the only method that was common at the time was lecture method. Davies (2002) argues that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.

Class management: Gives a clear picture of the teacher's expectations and places the emphasis on rewarding good behaviour. Teachers in correctional centres needed to manage their classes well, this is the only way in which they could have a good picture of their expectations from the learners. Evertson and Weinstein (2006) states that, teachers should be able to use appropriate interventions to assist students with behavior problems. Volunteer teachers had difficulties in managing their fellow inmates in class.

Teachers readiness to teach: Teacher preparation such as writing schemes, records of work and lesson-planning is a professional requirement for teachers in Zambia (Malambo, 2012). However, the study revealed that very few teachers wrote schemes of work, records and lesson plans. This revelation does not only present one of the pertinent reasons that may trigger a performance below par among the learners regarding correctional education but is extremely disheartening.

Infrastructure

The learning infrastructure as noted earlier was in a deplorable in all the three correctional facilities. For any lessons to progress and achieve the desired goals there is need for a conducive learning environment. Basic facilities such as furniture, chalkboard and other requisites were not available in most of the classrooms. The Zambia Correctional Service should consider building appropriate classroom blocks for educational purposes.

The benefits of correctional education to inmates and ex-convicts.

Some inmates in correctional facilities explained that correctional education had impacted on their lives positively, as they acquired skills and knowledge. This is collaborated by Tolbert (2002) who states that correctional education programs lead to lower recidivism rates because they provide inmates

with the knowledge, skills, attitude, and values needed to succeed in society and to avoid future criminal activity. The findings of this study were similar to the findings of Chilimboyi in his study on the *Prisons and education provision in Zambia: A historical perspective, 1964-2011*. Correctional education reformed many inmates from different backgrounds into meaningful citizens.

Challenges in the provision of correctional education in selected correctional facilities of Western Zambia.

Lack of resources and facilities to facilitate teaching and learning was a major challenge identified in this study. Under this category, shortage of chairs, textbooks, teaching aids, pens, pencils, laboratories affected correctional education in Western Zambia. All this can be achieved if the correctional institutions are prioritised and funded in the national budget. (Barringer and Diseth 2008) adds that, most of the problems facing the institutions occurred as a result of inadequate budgetary allocation to education in correctional centres. In relation to curriculum, it was found that the formal curriculum was not appropriate for the inmates in terms of applicability of the contents to their lives as most of them were adults. Therefore, it is important to design a curriculum that would focus more on life skills rather than academic and theoretical content (Kalimaposi, 2022). This finding is in line with what scholars like Gehring in Moeller et al. (2004:43) on how the curriculum for such age groups should be. The researchers contend that it is possible to design a curriculum which is need-based and relevant to inmates by considering their condition and at the same time go in line with the standards of education provided outside.

VI. CONCLUSION AND RECOMMENDATIONS

This study highlighted the status of correctional education in selected correctional facilities of Western Zambia. The study attempted to provide a brief account on the genesis of the development of correctional education in Zambia. The study has explained the nature of education and the challenges faced in the provision of education in correctional centres. The study also assessed the benefit of correctional education on inmates and ex-convicts in the three correctional centres of Western Zambia. It has been observed that correctional education had a positive impact on the inmates in the three correctional centres visited. In spite of the many deficiencies observed, results of rehabilitation were seen from some of the ex-convicts who have integrated in the society and found employment using the skills acquired in correctional centres during the custodial sentences.

VII. RECOMMENDATIONS

The study made the following recommendations based on the findings.

1. The Ministry of Education should provide incentives to volunteer teachers serving in correctional institutions.

2. Correctional Centres should collaborative with Nongovernmental Organisations and other stakeholders in order to improve the quality of education offered in correctional centres.
3. The curriculum offered in correctional centres should be relevant and suitable for the needs of inmates considering their age
4. The Ministry of Education should step up monitoring and supervision of educational facilities in correctional centres.
5. The Ministry of Home Affairs and Internal Security should improve classroom infrastructure by building modern classrooms and stocking them with appropriate furniture and the requisite learning and teaching materials.

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