

# Assessing the Provision of Formal Education to The Inmates in Zambia Correctional Facilities-

## A Case Study of Selected Districts in Muchinga Province

(Paper ID: CFP/1337/2019)

**1<sup>st</sup> Author:** Mr. Mwenya Brian Mwelwa

Email: [mwenyabrian08@gmail.com](mailto:mwenyabrian08@gmail.com)

School: Business/ Humanities

Information and Communication University  
Lusaka, Zambia.

**Supervisor:** Mr. Chibomba Kelvin

Email: [kelvin.chibomba@gmail.com](mailto:kelvin.chibomba@gmail.com)

School: Business/ Humanities

Information and Communication University  
Lusaka, Zambia.

### ABSTRACT

*This study attempts to assess the provision of formal education to the inmates in the correctional facility. A case study gathered data using questionnaires to collect qualitative data while interviews focused on qualitative data. This research study was guided by the structural functionalism theory.*

*The study revealed that trained teachers are not deployed to go and teach in correctional facilities by the ministry of education on behalf of the government but only through local arrangements at the request of the correctional service through the DEBS office. Therefore the few trained teachers that are there voluntarily are at the mercy of the DEBS office.*

*Findings also show that it was difficult to conduct formal education program in correctional facility. However, few have accessed the education provision and have benefited greatly after serving their prison sentence. As result this study suggest that a lot need to done in order for the education service provision in correctional facilities be*

*effective in Zambia. Arising from the research findings and discussions, the study makes three*

*crucial recommendations among which the Ministry of General Education, must fully take over the running of education in Correctional Facilities through the provision of trained teachers and proper infrastructure for learning and teaching and also the supply of teaching and learning materials so as to ensure quality of education.*

*In order to mitigate these challenges, some measures were indicated to have been put in place to help in the effective provision of formal education in correctional facilities. The study made far-reaching recommendations to arrest the factors that affect the effective provision of correctional education. These measures geared towards the effective provision of formal education in correctional facilities.*

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Overview

The chapter presents the background to the study which is the preliminary information on the topic of study, it also highlights the problem which necessitated the study. It further looks at the theoretical framework which guided the study, the research objectives, and the limitations of the study and the delimitations of the study which gave an outline of the scope of the study.

#### 1.1 Background to the study

Prisons as places of confinement for law breakers, debtors, enemy combatants, political dissidents, religious heretics and others came into existence thousands of years before the Christian era (B.C.E). Robert states that 'from 3000 B.C.E to 400 B.C.E. the Babylonian Empire maintained prisons for petty offenders and debtors'. Many accounts of ancient prisons appear in both the New and Old Testaments of the Christian Bible. For instance, in the book of First Kings, the Bible states that people were put in prison for various offences. However, the imprisonment did not take into account the aspect of reformation and rehabilitation. The above prison systems did not prepare inmates for re-integration into society.

The modern concept of prisons did not emerge fully until the eighteenth century. Before the modern concept of rehabilitation and reformation, imprisonment was not intended as a punishment but for punishment. Offenders were sent to prisons not as a punishment in itself but a means of inflicting punishment. Confinement and seclusion from ordinary society was not seen as punishment in

itself but the kind of menial jobs and other prison activities that the prisoners did were seen as punishment. Prisons functioned as detention centers to house offenders until the state met out the actual sentences, in form of capital or corporal punishment. However, during the eighteenth century, efforts began to be made towards correctional imprisonment.

The correctional education had a positive impact on the inmates. The behaviour of most of the ex-prisoners changed due to the education they had received in prison. More results of rehabilitation were seen during annual agricultural and commercial shows, where the Prison Service exhibited products such as ceramic mug cups, shoes, mats, baskets, bathing and washing soap, agriculture products and many others. More importantly, the carpentry industry in Zambian prisons was acknowledged as a very successful venture both in quality of goods and prisoner training.

In this report, we present the findings from our analysis, which will inform policymakers, educators, and correctional education administrators interested in understanding the impact of formal education offered to inmates in order to create improvements in employment and other outcomes.

#### 1.2 Statement of the problem

Despite the educational programs for rehabilitation and reformation given to inmates in Correctional Institutions in Zambia, the number of ex-convicts bouncing back in correctional institutions keeps on increasing in Zambia, hence defeating the purpose of integration into society of ex-convicts through formal education.

This is evidenced by the high rate of recidivism or rather increases in number of ex-convicts that are finding themselves back in correctional facilities for continual law breaking.

### 1.3 Objectives of the study:

#### 1.3.0 General objective:

The general aim of this study is to assess the process of rehabilitation and reformation of prison inmates through formal education service provision in Zambia. The study is premised on the following:

#### 1.3.1 Specific objectives:

- (i) To determine the impact of formal education on inmates in Zambia during and after the period of study.
- (ii) To explain factors leading to the failure of inmates to access higher education after acquiring correctional education.
- (iii) To establish the challenges in the provision of formal education to inmates in Correctional Facilities in Zambia.

### 1.4 Research questions:

- (i) What is the positive impact of formal education offered in Correctional Facilities on the inmates during and after the period of study?
- (ii) What could be the factors leading to the failure of inmates access higher education after acquiring correctional education?

- (iii) What could be the main challenges in the provision of formal education to inmates in the Correctional Facilities in Zambia?

### 1.5 Significance of the study

The study will highlight on the positive aspects of correctional education provided to inmates and ex-prisoners. This is unlike much of earlier literature which condemned the ex-prisoners as recidivists despite having received such education.

It is also hoped that the study will stimulate further research interest on correctional service provision in the Zambian Correctional Facilities in order to increase employment prospects on ex-convicts. It was hoped that the study would also help policy makers to be aware of the impacts of correctional education on inmates and the challenges that the facilities are facing in the process of providing the educational service to the inmates. It was hoped that the study would also give readers an insight on the approaches that can be used to improve the provision of formal education to the inmates. In addition, ministry of general education would be able to acknowledge the need of partnering with the correctional facilities in promoting the provision of formal education to the inmates.

### 1.8 Theoretical framework

The research was guided by the structural functionalism theory. This Theory sees society as a structure with interrelated parts designed to meet the biological and social needs of the individuals in that society. Structural Functionalism is a theory that developed, evolved and grew out of the writings of English philosopher and biologist, Hebert Spencer (1820–1903), who saw similarities between society and the human body; he argued that just as the various organs of the body work

together to keep the body functioning, the various parts of society work together to keep society functioning (Spencer, 1984).

The theory best suited the study because the Correctional Facility has substantial influence in societies because it plays a pivotal and crucial role in resolving high rate of crime. Structural Functionalism theory that attempts to explain why society functions the way it does by focusing on the relationships between the various social institutions that make up society for instance, government, law, education and religion. The Correctional Facility has distinct roles and functions that supplement the functions of other social institutions.

## CHAPTER TWO

### Literature Review

#### 2.0 Overview

The purpose of this chapter is to outline and discuss the experience of managing a full-time school within a Correctional Services environment as derived from literature.

Literature on correctional educational programmes is not extensive, but it is growing and acknowledged (O'Neill, Mackenzie & Bierie, 2007:315).

“The Department of Correctional Services is the state’s agency for rendering the tertiary and final level of correction to offenders within Correctional Centres” (DCS, 2005:97). DCS therefore is utilizing education as a rehabilitation tool for offenders or inmates. “The word offender or inmate refers to a person, whether convicted or not, who is detained in custody in any correctional centre or who is being transferred in

custody or is en route from one correctional centre to another correctional centre ...” (DCS, 2008:4).

#### 2.1. Challenges encountered in the provision of formal education to inmates in correctional facilities.

##### 2.1.1 The status of teaching and learning in correctional centres

Rehabilitative environment covers all aspects of correctional environment, including regimes, programs and correctional Centre culture. Synergy between these different facets must be established and exploited in order to maximize the potential for successful rehabilitation (Griffin, 2000:20). According to Gordon & Weldon, (2003:201) the concept of rehabilitation has been rooted in the notion that if enough rehabilitative services are provided, the number of repeat offenders will be minimized. It refers to the result of “a process that combines the correction of offending behaviour, human development and the promotion of social responsibility and values” (DCS, 2005:71).

#### 2.2 Factors leading to the failure of inmates to access higher education after acquiring correctional education

##### 2.2.1 Learners in correctional centres: profile and academic needs

In the United States of America, offenders entering a State correctional centre differ in background in social and educational level, from functionally illiterate to a college graduate or higher (Hall, 1990:3). The findings from the research conducted by Burton, (1993:14) reveal that the majority of correctional centres are filled with offenders

who are members of the most illiterate class of the society. “About 19% of all adult offenders are absolutely silliterate and another 40% are functionally illiterate.”

## **2.3 Impact that formal education has on the inmates**

### **2.3.1 Resources for education in correctional centres**

The capacity to deliver comprehensive educational programmes inside the correctional centre depends heavily on human, financial and material resources (Provest, Noad & Sylva, 1998:83). “A sensible combination of flexible timetabling, the provision of educators skilled in dealing with non-compliant, low achieving students and a collaborative relationship with other community agencies could result to suitable schools for juvenile offenders” (Zan, 1998:128).

### **2.3.2 Libraries**

Literature reveals that “no account of correctional education would be complete without mentioning libraries. Libraries are a vital part of offenders’ lives and have been so since the days of prison hulks, when good-natured chaplains handed down books to offenders to enable them to while away the hours in those loathsome places. In correctional centres, all offenders are allowed to draw books from the library at regular intervals, unless specifically banned from doing so for some disciplinary reason” (Ripley, 1993:11).

### **2.3.3 Funding**

In the United States of America, collecting financial information on the resources spent on correctional education is a problem since money for correctional education programmes comes from different organizations like the State Education Department of Corrections, Local School Districts, Local or Country Governments, and Special Districts (Coley & Barton, 2006:14).

### **2.3.4 Educators**

Research reveals that “education in a correctional environment is subordinate to the need for security and labour and is utilized as a mechanism for sorting, judging, and controlling” (Shethar, 1993:359). Conducting a classroom-based programme in a correctional environment entails working around the schedule requirements of the correctional centre (Sanford & Foster, 2006:606).

### **2.3.5 Classrooms**

In most correctional centres, educators teach in places that were never intended for teaching and learning. They teach without chalkboards and desks since classes cannot be conducted in suitable classrooms. Sometimes they teach in kitchens, gymnasiums, “converted housing spaces, religiously-affiliated space, and a space formerly used as a washroom.” In a correctional environment, teaching often takes place in places that are not reserved for teaching, which correctional educators have no ownership (Sanford & Foster, 2006:606). Educational programmes in a correctional institution therefore, are programmes

too often deficient in staff, resources, methods and facilities (Dell'Apa, 1999:9).

### **2.3.6 Curriculum**

There has been a significant increase in correctional education programmes within the last four years. Correctional centres are working towards relationship building and individualization of sentences, and a career pattern for those convicted (Ripley, 1993:9). In Australia, education screening begins the inmates' education programme in case management. This interview process is arranged separately between the offender and the educator. After this screening, an offender's training plan is developed. This is integrated carefully with assessments conducted by staff from the Departmental of psychology, drug, alcohol, and welfare (Noad, 1998:89).

### **2.3.7 Correctional education programmes**

Correctional education started in the United States of America. Education programmes for offenders have been operating in the correctional system for more than two hundred years. The first government-sponsored American correctional centre started in Philadelphia in 1791, offender education programmes were introduced to this correctional centre in 1798 (Burton, 1993:9).

### **2.3.8 Correctional education and employment opportunities**

Literature that examines re-offending rates of offenders or recidivism since 1990, revealed that educated offenders are unlikely to return in the correctional centre if they finish an educational programme and are given skills to successfully read and write (Roper, 2005:14). It is believed that

correctional education reduces crime, is cost-effective and helps in equipping most offenders with skills that will assist them to be law-abiding citizens, pay taxes and become positive parents (Tolbert, 2002:26).

### **2.3.9 Relationship between correctional education programs and recidivism**

Our meta-analytic findings provide additional support for the premise that receiving correctional education while incarcerated reduces an individual's risk of recidivating after release. After examining the higher-quality research studies, we found that, on average, inmates who participated in correctional education programs had 43 percent lower odds of recidivating than inmates who did not. These results were consistent even when we included the lower-quality studies in the analysis. This translates into a reduction in the risk of recidivating of 13 percentage points for those who participate in correctional education programs versus those who do not. This reduction is somewhat greater than what had been previously reported by Wilson,

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter outlines the data sources, sampling procedure and sampling population. The term methodology refers to the overall approaches and perspectives to the research process as a whole and is concerned with issues such as why you collect certain data, what data you collect, where you collect it, how you collect and analyse it (Collis and Hussey, 2003).

#### 3.1 Research design

Research design is a plan on how the study was conducted or a detailed outline of how an investigation was undertaken. According to Gosh (2004:34), “a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose; it is a conceptual structure within which research is conducted.” It can also be explained as a plan of the proposed research work. Kothari (2004:52) defines a research design as, “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose.”

**Table 1: Details of the sample composition**

SAMPLE SEGMENT	SIZE
ADMINISTRATORS	3
TEACHERS	6
INMATES	21
REPEATED OFFENDERS	30
<b>TOTAL</b>	<b>60</b>

Source: Fieldwork (2018)

The research design which was employed in this study was a case study. Qualitative research according to Ng’andu (2014:4), “aims to gather an in depth understating of human behaviour and the reasons that preside over such behaviour. It investigates the “why” and “how” of decision making, not merely the “what” “where” and when.”

#### 3.2 Target population

The study population was comprised of 60 respondents which included Correctional Facility management, teachers in the Correctional Facility, inmates receiving formal education and repeated offenders who benefited from the education service whilst serving a sentence. These were the people who had the required information for the study.

#### 3.3 Sample population

The planning of boundary for Muchinga province covers a total of nine (9) Districts. There are only three (3) districts that have Correctional Facilities in this province which include Isoka, Chinsali and Mpika. In each district, there is only one facility, giving us a total number of three correctional facilities in the entire province.

##### 3.3.1 Sample size

For this research, the sample size was sixty (60) which was translated into three (3) administrators of which one (1) from each Correctional Facility, six (6) teachers of which two(2) from each facility, twenty one (21) learners of which seven(7) from each facility, and thirty(30) repeated offenders of which ten(10) from each facility.

### 3.3.2 Sampling procedure

Three (3) districts were selected purposively (being the only ones providing education service in Muchinga province), every class in each of the 3 correctional facilities was included in the study, from the 3 correctional facilities, 20 respondents were selected. Teachers, repeated offenders and administrators were purposively selected while inmates were selected randomly after collecting the list of learners from the teachers. Random sampling was used to the learner in order to give each learner equal opportunity to the study and for the rest respondents; purposive sampling was used as they were the one with the needed information.

### 3.3.3 Sampling techniques

The sampling decision or sampling strategy was adopted in the research study were purposive sampling and simple random sampling. Purposive sampling is a non-probability method which question research participants according to pre-selected criteria relevant to a particular research question. In this case it was used due to the fact that some respondents were required to participate by virtue of their title and responsibility. Simple random sampling was chosen as the ability in helping to sample the large population and every respondent in the study area is given equal chance to be picked (Kombo et al, 2009).

### 3.4 Research instruments

In this research Interviews, questionnaires and the researcher's observation checklist are the instruments which were employed. The researcher specifically used two (2) questionnaires to collect data from the inmates (learners) and repeated offenders, two (2) interview guides for the teachers and the administrators, and the observation checklist which was physically administered by the

researcher himself. Open ended question helps the interviewer to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced introduce by the interviewee. Semi structured interviews also has another advantage over other forms of interviews as it is fairly informal which makes the interviewee feel as though they are just participating in a conversation or discussion rather than in a formal question and answer situation. The other strength of this method of collecting data is that the interviews allows and accords informants the freedom to express their views in their own terms. Interviews can also provide reliable, comparable qualitative data (Mugenda and Mugenda, 1999).

### 3.5 Data collection methods and instruments

The data collection instruments which was adopted in the research study was mainly interviews and questionnaires,

#### 3.5.1 Data collection instruments

In this research Interviews and questionnaires were used to collect data qualitative data while interviews focussed on quantitative data.

#### 3.5.2 Data collection procedure

Meeting of interviewee and distribution of questionnaires was distributed to the respondents through the facility office. The study started with conducting interview to respondents from the teachers and administrators, inmates and repeated offenders from three (3) correctional facilities. The researcher collected the questionnaires from the respondents after they had answered them.

### 3.5.3 Data analysis

Data analysis is the process of systematically applying logical techniques to describe and illustrate, condense and recap, and evaluate data. It is a practice in which raw data is ordered and organised so that useful information can be extracted from it (Smith, 2003). This is an important and crucial stage in the field of research.

In accordance with the academic research principles, the researcher had to read the interview manuscript as a measure to obtain a thorough understanding of the responses from the participants. According to White (2002:287), “qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns among such categories

## CHAPTER FOUR

### Results of Findings

#### 4.0 Overview

The preceding chapter was a presentation of the research methodology used in the study. This chapter presents the findings of the study based on the objectives. The overall focus of the study was to assess the process of rehabilitation and reformation of inmates through formal education service provision in Zambia. The study was guided by the following research questions:

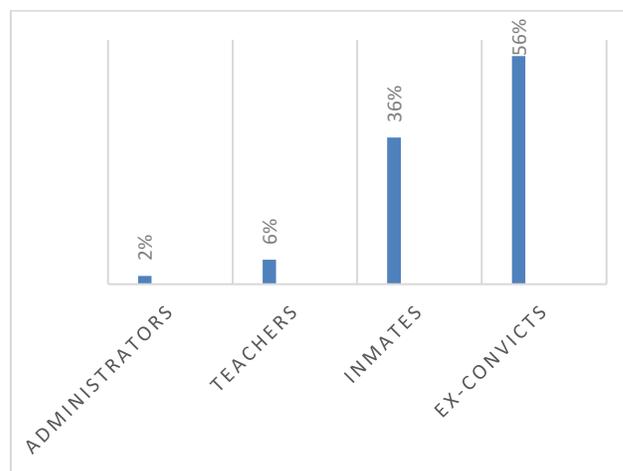
- (i) What was the positive impact of formal education offered in Correctional Facilities on the inmates and ex-convicts in Zambia?
- (ii) What could be the factors leading to the failure of inmates to access higher education?

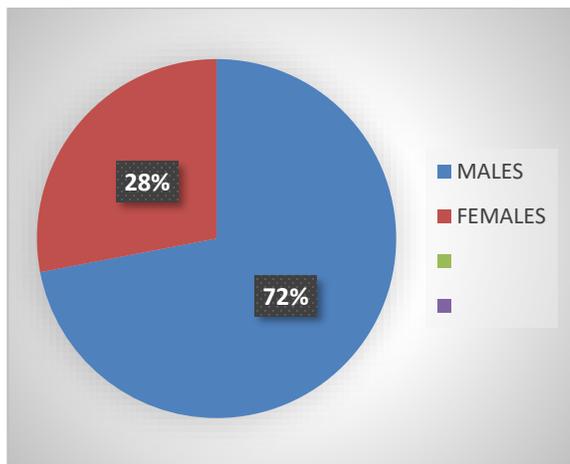
- (iii) What could be the main causes of challenges in the provision of formal education to inmates in the Correctional Facilities in Zambia?

#### 4.1. Demographic profile of research participants

This section presents the demographic profile of the participant. Demography of participants denotes the statistics relating to the people who took part in the research which are commonly referred to as participants/respondents. It is a composition of all the background information of the research participants deemed necessary and relevant to the study by the researcher. A research participant, informant or respondent is someone who is well grounded in the social phenomenon being studied and who is willing to provide information on it. The demographic representation of the participants was as follows: two (2) or 6 percent (6%) of the research was represented by the Correctional Facility Administrators, four (4) or Eleven percent (11%) was Correctional Facility Teacher. Ten (10) or (27%) represents the inmates and (20) or (56%) of the respondents were the subjects (Ex-convicts).

**Table 2: Population demographics of inmates registered for educational programs**



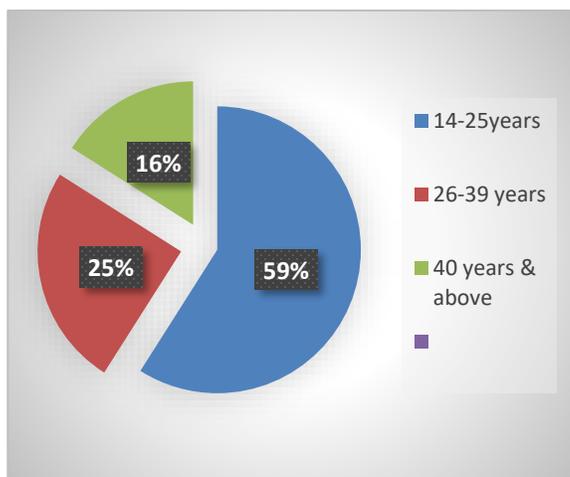


**Figure 2: Respondents by Gender**

Source: Fieldwork (2018)

### 4.1.1. Respondents by gender

In order to get a fair and unbiased response from the participants the researcher made sure that the aspect of gender was considered. The number of males who participated in the research was 26 representing 72% of the respondents. Whereas the number of females who participated in the study was 10, representing 28% of the total number of participants.



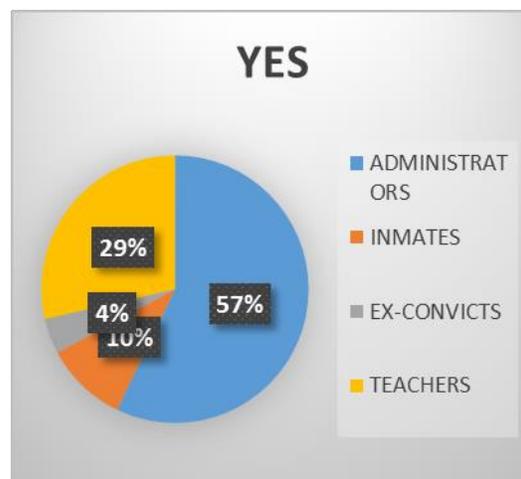
**Fig. 3: Age ranges.**

Source: Fieldwork (2018)

The study engaged 60 participants and it revealed that, among those who participated in the study, 59% of the respondents were between the ages of 14-25 years, 25% were between the ages of 26-40 years and 16% were above the age of 40 years.

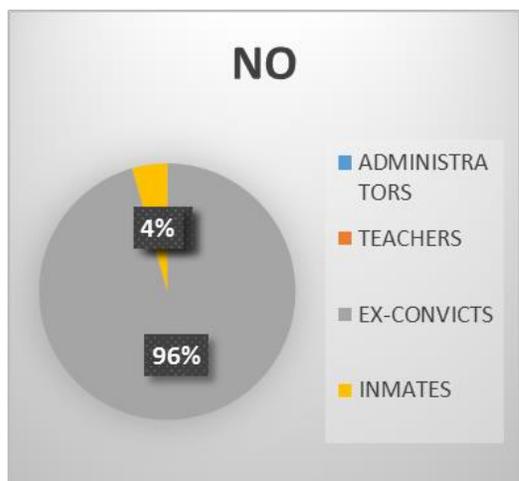
### 4.2 Responses

In this study, the researcher formulated 3 research questions which were based on specific objectives listed above and in trying to probe information from the respondents, various questions were formulated on each research question and in answering the first question which was on the positive impact of formal education on the inmates and ex-convicts, the researcher had to find out from the respondent if the education acquired in correctional facility can get an ex-convict a job or find a place in tertiary education and the chart below shows the responses by the respondents in percentage form: The percentages are representing views of inmates, teachers, ex-convicts and administrators from all the 3 correctional facilities in Muchinga province.



**Fig. 4.a. Job opportunities.**

Source: Fieldwork (2018)



**Fig. 4.b. Job opportunities.**

Source: Fieldwork (2018)

### 4.2.1 Findings from structured interview

The study needed to determine the impact of formal education on the inmates. The study revealed that the formal education provided to inmates has no much impact on them: In line with the finding:

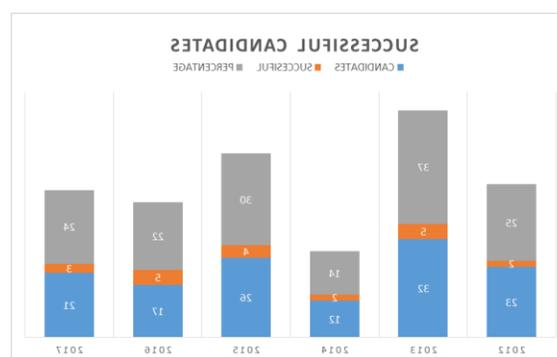
Correctional facility ‘A’ inmates stated that: *The quality of education that we receive does not give us hope if it can take us somewhere because we are not sure if it is formal or just arranged to keep us busy while we are serving our sentences. (10 inmates-Correctional Facility A-April, 2018).*

In relation to the above Correctional Facility B inmates pointed out that: *Though we are receiving this formal education, the rate at which the discharged inmates are bouncing back in the facility despite having received this very formal education is worrisome. (Correctional Facility B-7 inmates, April, 2018).*

In answering the question which stated: Do you think after acquiring correctional education-out of the 30 ex-convicts interviewed, 26 indicated that

they may never be employed or continue with tertiary education; this is mainly due to stigma against ex-convicts by most members of society.

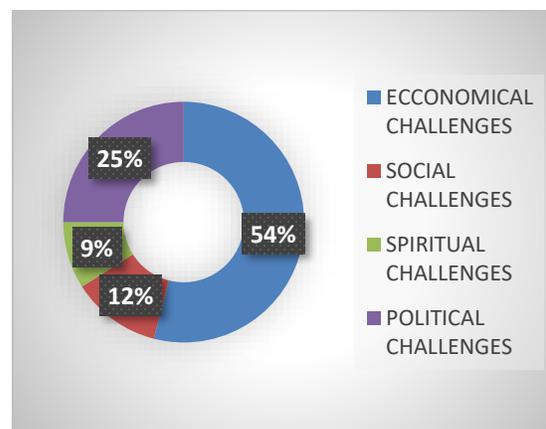
The question on the positive impact of formal education offered in Correctional Facilities on the inmates and ex-convicts in Zambia further led the researcher to ask respondents another question on the impact that formal education provided in correctional facility has an impact on inmates and the chart below shows difference views from respondents in percentage form.



**Fig. 5: Statistics of successful candidates**

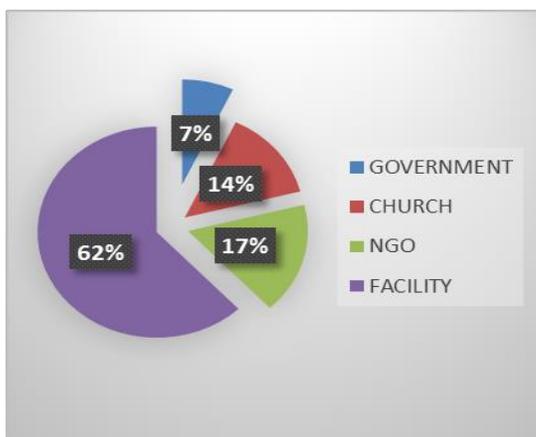
Source: Fieldwork (2018)

The study also revealed that very few inmates have walked out of the correctional facilities with good academic qualifications.



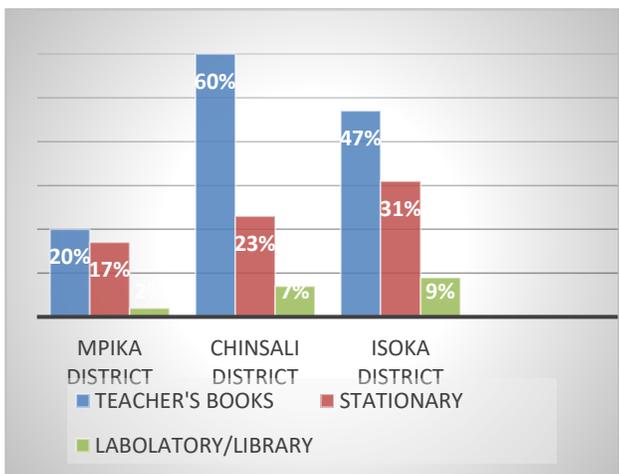
**Fig. 6 Factors of challenges towards formal education in correctional facility.**

The research reviewed that data drawn from document analysis were in agreement with the data from interviews on the 'factors that negatively affect the provision of formal education in correctional facility specifically in the three districts of Muchinga province.



**Fig. 7 shows funding from stake holders**  
 Source: Fieldwork (2018)

The chart above shows the factors that are negatively affecting the service provision of formal education in percentages. A list of different types of challenges was given by respondents and these challenges were categorized in four as presented in the chart above.



**Fig. 8:**

## 8: Availability of teaching/learning materials and equipment in each correctional facility.

### Source: Fieldwork (2018)

The study reviewed that there is great shortage of school materials and equipment.

- (i) Do you have enough teaching and learning materials?

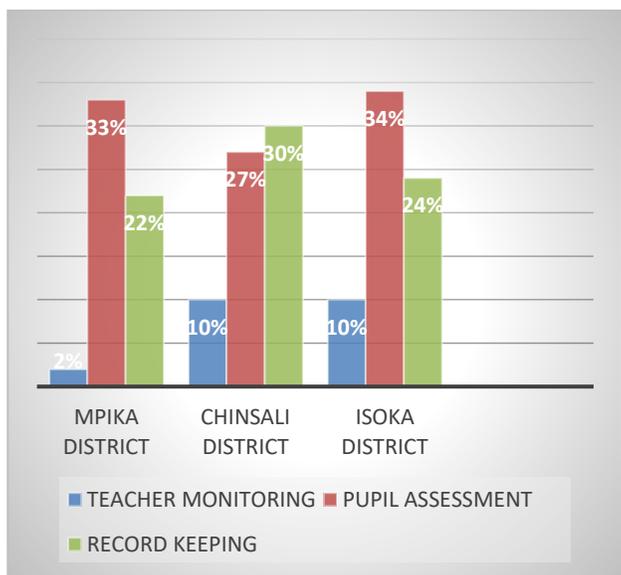
*I teach 2 combined classes. Grade 5, 6 & 7 pupils are taught together in 1 classroom while grade 8 & 9 are also taught together because there isn't enough infrastructure, and so far I only have grade 7 pupil books in 6 subjects out of 10 subjects I teach at primary level and for junior secondary, I don't have teaching materials (books) in certain subjects. (Teacher 3: correctional facility C; July 2018)*

- (ii) Does the facility have the needed stationary equipment and stationery materials?

*I have challenges when to come to printing of question papers so most of the time I just write on the chalk board and the kind of board we have is an improvised on which even 2 paragraphs can't fit. This is because we don't have stationery equipment such as computer and photocopy machine. Paper is also a challenge in most cases so I just source from well-wishers. The few books I have were gotten from my former school and some were donated by DEBS office. (Teacher 1: Correctional facility A)*

- (iii) Any laboratory and library facility within the facility?

*We don't have a library for learner to research and study from and also a laboratory for experiments so science practices are a challenge to teach. (Teacher 1, 2 & 3: Correctional facility A, B & C)*



**Fig. 9: Assessment programs**

**Source: Fieldwork (2018)**

The chart above shows how often the teacher's performance is monitored by the supervisors and also the turns and kinds of assessments learners have. It also show the mode of record keeping and how consistent.

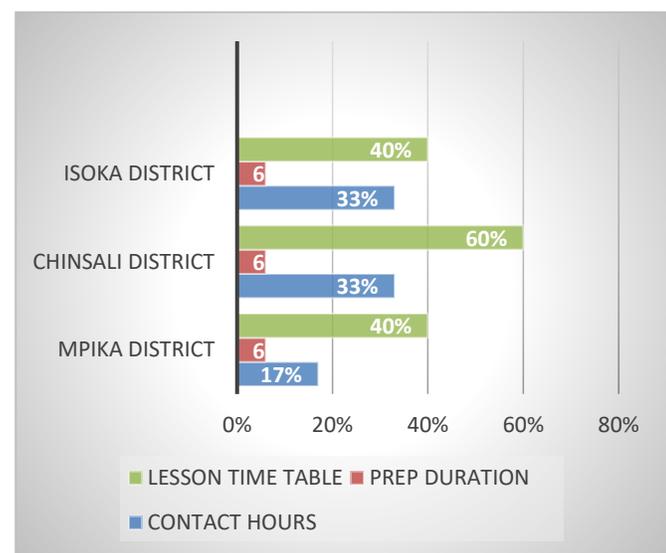
The study reviewed that the correctional facility has not allocated enough time to the education department in order to run the school programs effectively:

(i) Number of lessons per day:

*I only teach 2 subjects every day, so I have 2 lessons per day (Teacher 1 & 2: Correctional facility A & B). I teach 3 subjects every day, so I have 3 lessons per day (Teacher 3: Correctional facility C; April 2018)*

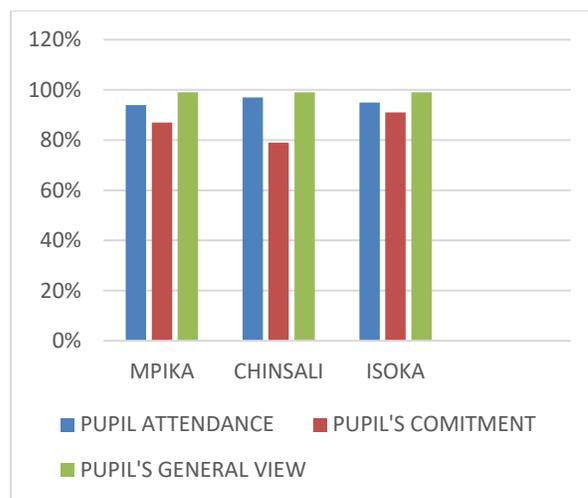
(ii) Time allocated for each lesson per day:

*1hour is located for school program per day so for each of the lessons I spent 30 minutes (Teacher 1 & 2: Correctional facility A & B). 2 hours is allocated for school program per day, so I spend 40 minutes for each lesson. (Teacher 3: Correctional facility C; April 2018).*



**Fig. 10: Time table for lessons, duration for prep and contact hours between teachers and learners.**

**Source: Fieldwork (2018)**



**Fig. 11: Learners' attendance register, pupil's commitment towards the academic work and also the general view of the learners about the entire school program.**

This chart stands to give information on the seriousness of the pupils towards their academic

program through their attendance for lessons. Having received reports that lessons start in the afternoon after attending to other prioritised correctional facility activities such as manual work and attending lessons after being exhausted with other activities and goes on to do academic activities is a sign of commitment toward the program. Despite so many different responses, it was necessary to know the general view of the learners about the program in order to know what has been driving them despite soldiering on with

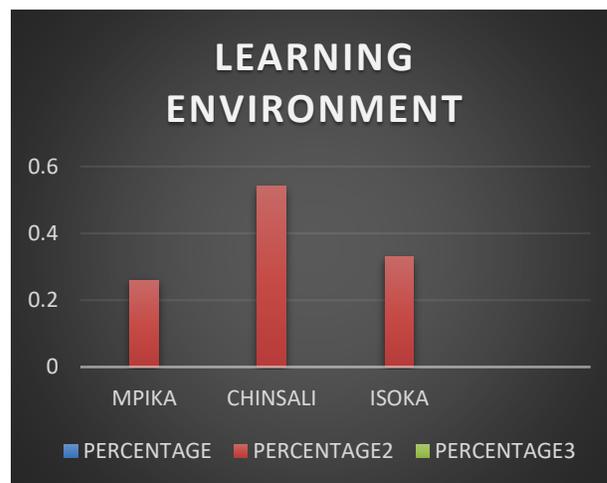


Fig. 12: Learning environment

The chart above shows the kind of learning environments that are in the correctional facility. To have a picture of how conducive they are for learning in order to determine the factors that contribute to learner's performance in correctional facilities.

S/N	WITH G.12 SCHOOL CERTIFICATE	FROM TERCINARY SCHOOL	DROP OUT
1	78	2	32
2	56	5	12
3	89	8	23
TOT	202	15	67

the program through so many hardships.

### Fig. 3 Statistics of qualifications

The chart above shows the numbers of inmates with grade 12 school certificate, those who were in tertiary education at the time of incarceration and also those who dropped off from school so that we have the statistics of inmates who are deprived off the right to education since no tertiary education is conducted in correctional facilities.

FACILITY	TRAINED TEACHER	VOLUNTARY TEACHER	CORRECTIODAL WARDEN TEACHER
MPIKA	1	1	NIL
CHINSALI	1	NIL	NIL
ISOKA	NIL	1	1

Table 4: Teacher qualifications

The table above shows statistics of teacher and their qualifications. It was vital to know if teachers are sufficient and also to know their qualifications in order to determine the quality of education learners receive in correctional facilities. Out of a minimum total number of 15 trained teachers needed in all the 3 correctional facilities, only 9 are conducting lessons in there and out of those 9, only 2 are trained teachers.

## CHAPTER FIVE

### Discussions, Conclusion and Recommendation

#### 5.0 Overview

The Chapter discusses the research findings with special reference to the set objectives in Chapter one of this document. The findings discussed in this chapter are guided by the specific objectives as itemised in chapter one. The order is as follows: To determine the impact of formal education on inmates in Zambia during and after the period of study, to explain factors leading to the failure of inmates to access higher education after acquiring correctional education and last but not the least, to establish the challenges in the provision of formal education to inmates in Correctional Facilities in Zambia. The chapter will thereafter endeavour to conclude the findings of the research and suggests some possible recommendations based on the study findings.

#### 5.1 Discussion of research findings

The purpose of this study was to assess the impact of the provision of formal education to inmates in the Correctional Facilities in selected districts of Muchinga Province of Zambia. Findings indicate that while formal education is necessary and appreciated by the inmates and ex-convicts, a lot more work needs to be done towards the improvement of the provision of quality education in Correctional Facilities in Zambia. Issues of infrastructure and teaching and learning material should be addressed. There is need to increase contact hours, and to streamline learners according to their age. Stigma against ex-convicts by society also needs to be addressed otherwise it will always remain a challenge to fully integrate ex-convicts into society.

#### 5.2 To determine the impact of formal education on inmates in Zambia during and after the period of study

The study needed to determine the impact of formal education on inmates in Zambia during and after the period of study. In answering research question one: Are there chances in getting a job or access tertiary education after attending correctional education?

In response to this question, the teachers and administrators enlightened the government's position on job creation as they said it's the duty of the government of the day to create and provide jobs to the citizens therefore, they were convinced that inmates have great chances of getting jobs after acquiring correctional education. They also understood the value of the document acquired after passing a formal exams from a recognised institution as the exams that inmates are subjected to are as formal as any other exams written by candidates from public schools hence the documents acquired is the same with that from both public and private schools as they are also certificates from the Examination council of Zambia.. Candidates write exams prepared by the examination council of Zambia following the same National exam timetable and facilities do not have examination centres so candidates are ferried to nearby schools where they are registered and write exams from there. The response by inmates clearly shows that there is no confidence in what they are do. Inmate are very keen to learn and acquire a paper that will see them somewhere when they are discharged but the quality of education they receive is what does not encourage them a lot. Ex-convicts also submitted their views on this question. For them it's out of experience. They have been out there and they know challenges that are there in getting a job with a criminal record. Ex-Convicts

appreciated the service provision but did not just see it a beneficial one due to the treatment of Ex-convicts by the society out there. Chances of getting a job are their but one an Ex-Convict tittle is known, reservations by employers immerge. Also chances of one finding a school place in any higher learning institutions are there but the challenges are that mainly lack of sponsorship as most of the relatives are not there for them are as are still considered criminals despite them having reformed. Associations that would assist Ex-convicts reintegrate in society are there but mostly are those that are into vocational training. Assist those Ex-convicts that might have acquired a skill while in facility but for those who take an academic root do not have any support out there apart from well-wishers whose guarantee is questionable. This information clearly shows that the government's involvement in the rehabilitation and reformation of inmates has a premature ending as these people are probably abandoned before they get there hence causing them get back to their old survival skills once things become so tough. The Ex-convicts demanded for support to the inmates during and after the study so as to reinforce positive behaviour in them towards the service.

To explore more on the same research question, another question from the questionnaire was formulated: How many inmates have left the facility with good results that can be used to get them a job or a school place in college of university since the year 2011? The year 2011 is the year when the transition started from the institution being called a Prison Service to Correctional Service.

According to the report in Fig.6 shows the numbers of candidates that the school produced with good results every year. This report explains that a good number of candidates fail exams defeating the

purpose of the service provision. Most candidates don't do well during final exams not that they can't pass but because of the quality of education that they receive? There are so many factors that contribute to their poor performance which include limited contact hours. Time allocated for lessons in all the 3 correctional facility is very minimal. At Isoka correctional facility its 2 hours per day while Chinsali and Mpika correctional facilities its only 1 hour per day. It is for this reason in Isoka 3 subjects are taught every day while in Chinsali and Mpika its 2 subjects per day. This means that going by the prescribed duration which is 40 minutes per single period, only 1 period is taught per subject every day. The contact hours are too less from meeting the educational standards because there is a target of syllabus completion. Final exams are set within the scope of the syllabus and when learners fail to complete the syllabus before exam time it means they can't certain questions from the exam paper. The prescribes period for lessons is 6 hours 30 minute per day and most lessons have a duration of 80 minutes per subjects now the time that is allocated for lessons in correctional facility makes it practically impossible for them to finish the syllabus before exam period. Study materials are also a major challenge that learner inmates have as they do not have study books including exercise books where to write notes as most of them were discovered to have only one book were they write all subjects which makes it difficult to revise when the teacher corrects books for marking as they remain without any other book to refer to. Learners entirely depend on the teacher's information as they do not any other source information. There are no libraries or pupils books they can use for their studies or any technology gadget like computers they can research from. Inmates do not have any provision for prep time in the facility as they do not have a conducive room for that and it's not even on

the daily routine program for the facility. Immediately inmates have supper at 16 hours, they are locked up and that is the case everywhere. This is done to prevent breakouts as they are locked up before night time. This policy affects learners because when they are locked up, activities that go on inside can't not allow them to study as majority of the inmates are not part of the school program. Some students are transferred from one facility to another disturbing their study program hence contributes on their poor performance in their final exams. Lack of infrastructure has also a bearing on the inmates' poor performance in their studies. The infrastructure is not conducive for learning as no facility was found with built room for lessons. In all the 3 facilities that were visited, lessons are conducted in make shift shelters that are constructed on an open area. It was observed that learners lacked concentration during lessons as a lot of disturbances by trespassers were notices. Furniture was also a challenge in all the facilities visited as in some like Isoka and Chinsali four learners were seen to share one desk. This did not make them have the comfort that would enable them concentrate. Science requires practical part and that task requires the use of apparatus. Though these correctional facilities do not have laboratory facility but at least if they could have necessary chemicals and apparatus for the pupils to do scientific experiments.

Despite having candidates who are released from the facility with good results, the facility has no provision of ensuring that such Ex-convicts proceed to tertiary education. Such inmates can only access higher education after discharge from correctional facility and once they are out they are no longer a responsibility of the facility so whatever goes on out there is up to them. Therefore even finding a place in college or university it has to be done by

themselves and sometimes by the help of supporting organization. It has not been easy for the inmates because after being confined for a good number of years they tend to remain backwards with the happenings out there and such creates a sense of no confidence in them such that even the courage of going out to look for a job or a place in college by themselves becomes a serious challenge.

In reference to the second research question, stigma, was identified by all respondents as a major factor why integration of inmates failing to access higher education. The other factor identified was that most employers have no confidence in the quality of education received in Correctional Facilities. Employers have questioned the quality of teachers, and curricula offered in Correctional Facilities. The other factor revealed by the research findings is that opportunities in terms of recruitment are minimal such that even non-convicts are struggling to get a place in tertiary education or employed by government.

The other factor revealed from the findings is that there is little financial support, either from government or relatives of the inmates, available to most inmates to meet the required fees charged by tertiary institutions.

In response to the third and last research question, findings of the study indicate that the common and major challenges in the provision of formal education to inmates in the Correctional Facilities in Zambia are lack of teaching and learning materials, limited contact periods, no proper infrastructure in terms of classes and desks, and that lessons are conducted after manual work when learners in most cases are fatigued by work hence, making it difficult for them to concentrate. Other challenges revealed by the study findings are that learners are combined; for instance, grades 1 to 4,

and 5-7 are put in one class, regardless of age, and this makes it difficult for learners to follow lessons and difficulty also in terms of assessment of learners and giving of remedial work to the learners by teachers. This is mainly caused by the fact that there is shortage of trained teachers in most Correctional Facilities. And in certain situations, there is no consistency in terms of continuity. This is due to the fact that sometimes learners are transferred to other Correctional Facilities where they may have to start afresh or try to catch up with other learners or in worse cases there no such service provision.

Due to the insufficient funding from the chief funder, the government, the facility has no choice but to sustain itself. This is the situation whereby the facility has prioritized manual work. Manual work has been put first in order to become more productive. It is for this reason that learners are not exempted from manual works as they are allowed to go out for work with other inmates and only attend classes in the afternoons when they come back from laborious works. Since learners are not exempted from doing manual work lessons to start in the afternoon in all the 3 facilities and because of this practice, inmates complained that they can't concentrate because mostly they come to class when they are already tired and sometimes are even on an empty stomach. There are so many factors that negatively affect the service provision. Unavailability of teaching/learning materials, unavailability of stationery material and equipment and unavailability of both laboratory and library facilities. These requirements are very important in any learning institution and they determine the performance of the school. The facilities are short of teaching and learning materials, stationery materials and equipment and equally have no essential facilities at the school department such as

laboratory and library. Concerning books, all talked to teachers in the 3 districts said they lack materials for teaching such as teachers guides and pupil's books, after physical a check, a few pupil's books in certain subjects were noticed. Mostly teachers only borrow books from nearby schools but mainly the lending period is too short as the owners come to collect them even before the topic is exhausted. The few books they have are personal books and copies were donated by DEBS offices which the offices also hand sourced from surrounding schools They equally don't even have teaching aids such as charts of maps, labeled objects and pictures for lesson motivation. Sometimes teacher have no choice but to use lecture method of teaching which is not recommended at that level because they run short of chalk even for weeks. . In order to follow the set syllabi by curriculum development Centre, teacher have to use recommended books because at end learners write exams prepared based on the same syllabi by examination council of Zambia. Therefore, unavailability of teaching materials in the facilities compromises teacher's performance. The chart also explain teacher monitoring schedules. Teachers are monitored regularly and sometimes the whole year would go without receiving any visit by the ministry of education. The only year they interact with DEBS office is when they have examination candidates and that is when submitting required information for the candidates. This work culture by the teacher supervisor does not motivate teachers in correctional facilities as they do the job from the facilities voluntarily. Besides, the chart shows the pupil assessment in order to check their progress. Monitoring is done but mainly at teacher discretion. There is no deliberate policy that guides a teacher to assess learners through writing of either weekly, monthly, termly or end of year exams. Pupil assessment encourages hard work and promotes

competition amongst learners which in turn improves results.

The purpose of this study was to assess the impact of the provision of formal education to inmates in the Correctional Facilities in Muchinga Province of Zambia. This was after the discovery that despite the provision of formal educational programs for integration and reformation given to the inmates, the number of ex-convicts bouncing back in Correctional Facilities keeps on increasing in Zambia.

The general objectives of this study was to examine the process of rehabilitation and reformation of inmates through formal education service provision in Zambia. The study was guided by the following research questions:

- (i) What was the positive impact of formal education offered in Correctional Facilities on the inmates and ex-convicts in Zambia?
- (ii) What could be the factors leading to the failure to integrate ex-convicts in society through formal education programs?
- (iii) What could be the main causes of challenges in the provision of formal education to inmates in the Correctional Facilities in Zambia?

This was a Case Study which focused on three (3) Correctional Facilities in Muchinga Province, namely Chinsali, Isoka and Mpika. The total sample was 60 respondents: three (3) administrators (one (1) from each Correctional Facility), six (6) teachers (2 from each facility), twenty-one (21) learners (7 from each facility), and 30 ex-convicts (10 from each facility).

The first question was based on the premise that it was necessary to establish the importance of formal education in the process of reforming inmates in

Correctional Facilities and integration of ex-convicts in society. The second question was based on the fact that if formal education program is going to fulfill its role in the reforming and integration of inmates and ex-convicts in Correctional Facilities and society respectively, it was necessary to investigate and identify factors that hindered or caused failure to achieve this goal. The third and last question was based on the premise that poor quality of education in Correctional Facilities may be the reason why it had no positive impact on the reformation and integration of inmates and ex-convicts respectively. Therefore, it was necessary to establish the causes or factors leading to challenges in the provision of formal education in Correctional Facilities in Zambia. Once factors were identified it was hoped that solutions would be found and hence improve the quality so as to enhance the reformation and integration of inmates and ex-convicts in society.

Using a qualitative paradigm, this was a Case Study which focused on three (3) Correctional Facilities in Muchinga Province, namely Chinsali, Isoka and Mpika. The total sample was 60 respondents: three (3) administrators-one (1) from each Correctional Facility, six (6) teachers -2 from each facility, twenty one (21) learners - 7 from each facility, and 30 ex-convicts -10 from each facility.

In order to collect data to help in answering research questions, the researcher used the following evaluation instruments: interview schedules, questionnaires and observations. Data collected was categorized and arranged according to key concepts which corresponded with research questions. The process of data analysis was done manually and it involved comparing of what was said, observed and with the support of what was gathered from the literature review.

Due to the nature of methodology used, some unavoidable problems were experienced during the process. The subjectivity created by the nature of the qualitative research paradigm, where much of what is done in the field is decided by the researcher alone, is one of the problems encountered in establishing the credibility and dependability of the data collected.

The other problem is that of the flexibility in allowing the use of multiple research techniques created by the nature of a case study. This produced voluminous data which presented a challenge in sorting out the relevant data for analysis. Being security institutions, it was difficult for inmates to give honest answers concerning certain questions, especially those to do with challenges. Sometimes questions were asked in presence of security officers which made inmates uncomfortable to give honest answers. Enough time was lacking in this study.

The study has revealed that education in Correctional Facilities is necessary because it provides an opportunity to inmates to be employed or to continue with tertiary education once discharged. The study has revealed further that stigma against ex-convicts by society is a major factor why integration of ex-convicts is failing despite the formal education received in Correctional Facilities. The quality of education offered in Correctional Facilities has also been questioned by society. Employers have questioned the quality of teachers and curricula. Employment opportunities are slim due to the limited number of vacancies advertised by the Ministry of General Education. Little or no financial support from both government and relatives of ex-convicts has also contributed to failure to continue tertiary education.

Major challenges in the provision of formal education to inmates in the Correctional Facilities in Zambia are mainly lack of teaching and learning materials, limited contact periods, and poor learning infrastructure. Other challenges are combination of learners in one class regardless of the age, and lack of consistency in terms of continuity due to transfers of learners from one Correctional Facility to another. Last but not the least, lessons are conducted after manual work when learners are extremely tired. This makes it difficult for them to concentrate during lessons and there is no time provided to the inmates for studies by the facility. This is a confirmation of Edwin's findings in his study: Prisons and education provision in Zambia.

*"the study established that the provision of correctional education in Zambia's correctional facilities is in a bad state. This is hampered by poor service provision, lack of funding by the government or stake holders and non-conducive learning environment, implying that poor education service provision is to a larger extent taking center stage in Zambia correctional facilities"* (Edwin 2016).

## 5.3 RECOMMENDATIONS

Our findings provide further support that receiving correctional education while incarcerated reduces an individual's risk of recidivating after release from prison. We found a notable effect across all levels of education, from adult basic education to postsecondary programs. Further, our cost analysis suggests that correctional education programs can be cost-effective. As noted by other researchers interested in estimating the effect of correctional education (e.g., Mackenzie,

2008; Gaes, 2008). In addition, much is changing in the field of correctional education. The 2011 recession affected correctional education (and other

rehabilitative) programs in a number of states and led to some dramatic changes in the number of programs offered, the sizes of classes, the Summary, modes of delivery, and the number of inmates who participate in these programs. A reduced funding environment will likely be true for many correctional education programs for the near future, and questions about the return on investment of these programs will likely continue to be a topic in state-level budget discussions. Going forward, there is a need to undertake studies that “drill down” to get inside the black box and identify the characteristics of effective programs in terms of such variables as curriculum, dosage, and quality. To inform policy and funding decisions at the state levels, policymakers need additional information and a better understanding of how these programs work (or do not work). Following various stakeholders on the role of correctional facility schools in enhancing access to education for inmates, other observations and recommendations as set out hereunder.

(i) It observes that the funds disbursed through the District Education Boards (DEBs) is inadequate, as a result, little gets to Correctional facility School, therefore recommends that the Government should ensure that there is adequate provision of financial resources directed to all Correctional facility Schools.

(ii) Stakeholders expressed concern that the Ministry of General Education has failed to share necessary operations manuals and information on the management and operations of correctional facility schools. They further recommended that the Government should ensure that correctional facility schools are integrated into the information management system and that all relevant information on the management and operations of

correctional facility schools is made available to these schools.

(iii) Stake holders were also concerned that trained teachers deployed by the Government to correctional facility schools don't last due to so many frustration caused by lack of support by the immediate supervisors-DEBS offices; therefore strongly urged the Government to properly orient teachers deployed to Correctional facility Schools to maintain and uphold the philosophy of Correctional facility Schools.

(iv) It was also observed that there are inadequate policies for teacher remuneration and career opportunities for community school teachers, therefore, urges the Government to formulate policies that will provide guidance for teacher remuneration and career opportunities for correctional facility school teachers who are not deployed by the Government.

(v) Furthermore, it was observed that most correctional facility schools do not have the status of examination centers due to stringent criteria put in place for registration, therefore recommends that the Government should put in place measures to enable correctional facility schools to meet the criteria required to have examination center status. This will curb the long distances inmates are moved to write their examinations increasing escaping risks.

(vi) The other observation was that most correctional facility schools in the rural parts of the country are not inspected due to lack of transport by the districts education authorities, therefore, recommends that the Government should provide transport and other logistics to district education authorities to enable them conduct inspections of Correctional facility Schools.

In addition, we need to continue to build the evidence base in this area. We provide recommendations for doing so in three critical areas:

- (i) Government, through the Ministry of General Education, must fully take over the running of education in Correctional Facilities through the provision of trained teachers, infrastructures and both teaching and learning materials so as to ensure quality of education.
- (ii) Society should be fully sensitized against stigma towards ex-convicts. This will facilitate the full integration of ex-convicts into society.
- (iii) Government should come up with a deliberate policy to employ ex-convicts who have completed their studies, and to facilitate or sponsor those who wish to continue studies at tertiary level.

One option is for state and policymakers to invest in well-designed evaluations of correctional education programs to inform such policy questions. Also, researchers and program evaluators need to strive to implement rigorous research designs to examine questions related to potential bias and program dosage and to measure both proximal and distal outcomes. Funding grants and guidelines can help further the field by requiring the use of more rigorous research designs. Such funding would also enable correctional educators to partner with researchers and evaluators to undertake rigorous and comprehensive evaluations of their programs. Last, a study registry of correctional education evaluations would help in further developing the evidence base in this field to inform policy and programmatic decision making.

## REFERENCES

- [1] United Nations Office at Vienna. (1995), Basic Education in Prisons: United Nations Sales Publication.
- [2] Bazos, A and Hausman J. (2004), Correctional Education as a Crime Control Program: Los Angeles: UCLA, World.
- [3] Bennett James. (1968), The k Encyclopedia: Vol.15, London Heinemann.
- [4] Brazzel Diana et al. (2009), From the Classroom to the Community: London, Urban Institute.
- [5] Bready Wesley. (1938), England Before and After Wesley: London, Hodder and Stoughton.
- [6] Brelsford. W.V. (ed.). (1954) The Study of the Northern Rhodesia Regiment: Lusaka, government Printers.
- [7] Brochure, (2004), Zambia Prisons Service 'to Provide Quality Correctional Services': Kabwe, International Relations and Corporate Affairs Unit.
- [8] Burton. (2014), Health D. Reducing Recidivism Through Prison Education: The Prison Journal, 94, P9.
- [9] Carmody Brendan. (1999), Education in Zambia Catholic Perspectives: Lusaka, Book World Publishers.
- [10] Castle, E.B. (1965), Principles of Education for Teachers: Nairobi, Oxford University Press.
- [11] Chanda Harriet. (1989), Ex-prisoner deserve better deal: Zambia Daily Mail, 6 October.
- [12] Chipulu, E. (2012), Government Appreciates your Resilience: Zambia Prisons Service Eagle Magazine, 005, p.13.
- [13] Chiputa K. Euston. (1995), The Theory and Practice of Imprisonment in Northern Rhodesia, 1907-1964: M.A Dissertation, University of Zambia.
- [14] Chiwela Daniel. (2004), The Zambia Prisons Service Recognized and Appreciated during Agriculture Commercial Shows: Zambia Prisons Service Eagle Magazine 2, p.1