

**AN EVALUATION OF THE LITERACY PROGRAMME AT LUSAKA
CENTRAL PRISON IN ZAMBIA.**

BY

NAKWETI NAWA

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA
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Dedication

This work is dedicated to my family: my late parents Evans Sifunganyambe Nawa and Florence Tundaile Nawa whose unconditional love, guidance and mentorship; my son Joshua Moonga Kwambwa, you were too young when I started this programme, when you needed me the most i gave you little attention but I did this for you; my fiancée Ryan Moonga you have been there for me throughout the programme; Brothers and Sisters whose unwavering support have awarded you all premier places within my relational constellation. Did you know that you are my heroes and she-roes? I could think of no greater honour than to have been a part of this family.

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Authors Declaration

I, Nakweti Nawa declare that *An Evaluation of the Literacy Programme at Lusaka Central Prisons in Lusaka District* was achieved through personal reading and scientific research. It represents my own work and has not in part or in whole been presented as material for the award of any degree at this or any other University before. Where other people's works have been cited, acknowledgement has been made by use of complete reference.

Signature of Author:

Date:

Signature of the Supervisor:

Date:

Certificate of Approval

The University of Zambia approved this dissertation by **Nakweti Nawa** as partial fulfilment of the requirement for the award of the degree of Master of Education in Literacy and Learning. It is submitted with approval by the Examiners and with full consent from the Supervisor.

Examiners	Signatures	Date
Examiner 1:
Examiner 2:
Examiner 3:

Supervisor:

Signature: Date:

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Abstract

This study was an evaluation of the Literacy Programme (LP) at Lusaka Central Prison (LCP) in Lusaka district of Lusaka Province in Zambia. The study evaluated whether or not the LP at LCP had fared well in empowering the inmates' occupational skills. The objectives were to establish: the aims and objectives of the Literacy Programme at Lusaka Central Prison; the literacy teaching techniques used to teach literacy skills at Lusaka Central Prison; literacy materials that were used in the teaching and learning process at Lusaka Central Prison; how former inmates applied the skills learnt to uplift themselves; the challenges that were faced in the programme; and how the Literacy Programme at Lusaka Central Prison fared in meeting its aims and objectives.

The Multiliteracy theory which was developed by the New London Group was used (Cope & Kalantzis, 2000). The group's focus was the big picture the changing world, the new demands being placed upon people as makers of meaning in changing workplaces, public spaces and in the dimensions of our community lives. The CIPP Model of evaluation was employed as a tool to evaluate the programme. This emphasises on Context, Input, Process and Product evaluations Stufflebeam (1973).

The study employed a qualitative research design and data was collected using interviews, focus group discussion and observation method. The subjects of the study were programme participants who were 3 administrators (the Prison Secretary, Officer in Charge and the Programme Coordinator) 7 instructors, 30 former prisoners, and 60 current prisoners. The sample size of hundred (100) subjects was drawn from the total population.

The findings of the study revealed that the LP at LCP though facing a number of challenges was slowly meeting its aims, and objectives. The programme was teaching different literacy and life skills such as income-generation and critical thinking skills with a spirit of self-sustainability. The study revealed that the programme would perform well if most of the challenges faced are to be addressed because its aims and objectives were relevant to the inmates' lives as they were addressing their needs and aspirations. Necessary recommendations were made to various stakeholders involved in the provision of the LP at LCP.

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List of Acronyms and Abbreviations

AIDS - Acquired Immune Deficiency Syndrome

CCCC- Centre on Crime Community and Culture

CIPP- Context, Input, Process and Product

HIV - Human Immune Virus

LP - Literacy Programme

LCP- Lusaka Central Prison

MESVTEE- Ministry of Education, Science, Vocational Training and Early Education

MHA- Ministry of Home Affairs

NGO - Non Government Organizations

UNESCO - United Nations Educational Scientific and cultural Organization

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1.Introduction

This chapter provides a synoptic view of the research study. It starts by bringing out the background, statement of the problem, purpose of the study, objectives, and research questions, significance of the study, delimitations and limitations and the operational definitions of terms. The chapter ends by providing the overall organization of the whole study after which the chapter is summarized.

1.2. Background

Background information identifies and describes the history and nature of a well-defined research problem with reference to the existing literature (Green, 1999). It should indicate the root of the problem being studied, its scope, and the extent to which previous studies have successfully investigated the problem, noting, in particular, where gaps exist that your study attempts to address. Introductory background information differs from a literature review in that it places the research problem in proper context rather than provide a thorough examining pertinent literature. Hart (1998) states that, **the background information expands upon the key points stated in your introduction but is not intended to be the main focus of the paper.** Sufficient background information helps your reader determine if you have a basic understanding of the research problem being investigated and promotes confidence in the overall quality of your analysis and findings. This information provides the reader with the essential context needed to understand the research problem and its significance. The purpose of this section is to demonstrate one's understanding of the field by critically analyzing the pertinent work of other investigators leading up to the proposed work. "Critical" does not mean negative however, it means that you are able to appreciate the salient contributions of other scientists upon whose work your work builds (Hart, 1998).

The Zambia prisons service is part of the criminal justice systems. It has been mandated among others, to provide correctional services that contribute to the maintenance of internal security, law and order in the country. Historically, the Zambia prisons services evolved from the post-colonial prisons services of Northern Rhodesia prison service. The prisons, which were established in 1912, came under the auspices of the Northern Rhodesia police (Zambia Prison Service Strategic plan, 2013-2017). It was not until 1945 that it became autonomous and by 1947 published its own prison ordinance and rules and was headed by a superintendent.

By 1952 as a result of re-organisation, the Zambia prisons services were headed by an independent commissioner of prisons. When Zambia attained its independence in 1964, Zambia Prisons Services came into effect and were managed by the Zambian government (Zambia prisons services Strategic plan 2013-2017). Initially, the prisons were punitive in nature, but overtime and with the mandate given to them under CAP 97 of the laws of Zambia their major role has evolved to effectively and efficiently provide and maintain human custodial, rehabilitation, correctional services and reintegration of inmates into society. This is an initiative of increasing industrial and agricultural production to contribute to the well being and reformation of the inmates and maintain internal security.

Lusaka Central Prison (LCP) is one of the prisons in Zambia where literacy programme is offered. Under the literacy programme, there are two components of literacies that are being conducted, the first one being formal or school literacy and the second one is occupational literacy. Formal or basic literacy is a type of literacy where inmates are taught how to read and write and others normal are in primary and secondary level. On the other hand, occupational literacy takes the path of learners being taught occupational life skills that they can use for community and personal development. This being the case this study focused more on the occupational literacy skills that were being offered in the programme. However, basic literacy was also mentioned in the sense that it is the basis on which a person can learn better the advanced literacy skills when they have been taught how to read, write and interpret their environment (UNESCO, 2008).

Kolstad (1994) indicated that, literacy for societies, Nations, and individuals is a powerful determiner of success and the opposite of success is failure and clearly being in jail is a sign of failure. People who are illiterate have got troubles earning a living, for them it becomes attractive in terms of gaining funds to violate the law either by stealing or do things that get them into trouble. However, literacy opens doors for success and people who are occupationally literate are likely not to engage in criminal activities that can end them into prison. Literacy can also help deter people from committing criminal acts and can greatly decrease the likelihood that people will return to do crime even after being released from prison (UNESCO, 2008). According to Barton and Corley (1996), literacy can help to minimize the negative economic impact of high recidivism. As a group of prisoners, they have a lower rate of literacy than the general public.

Kolstad (1994) indicates that, illiteracy is increasingly viewed as a national problem with implication that reaches far beyond the individual. Our current educational system and training does not adequately address the position of adult literacy especially for those behind the prison walls, yet

efforts on this matter are as old as the country's independence (MOE, 2009). The education system does very little to ensure individual opportunities, improve economic productivity and strengthen our nation's competitiveness in the global market. This being the case, as a nation there is need to respond to the literacy challenges not only to presume our economic vitality but also to ensure that every individual has a full range of opportunity for personal fulfilment and participation in society. If citizens are empowered with such kind of literacy (occupational literacy) we would see a reduction in the number of crime cases leading people to prisons. In trying to reduce on the illiterate levels in prisons, the Zambian Prisons Services have come up with literacy programmes to help equip inmates with good and beneficial occupational literacy skills and help them to reform as they get back into society.

These programmes in prisons were launched by the then president of the Republic of Zambia Dr. David Kaunda in 1973 (Musonda, 2014). This has seen a number of partners coming on board to support the programme. The Ministry of Home Affairs, being the main ministry in charge of prisons in the country have incorporated the Technical Education, Vocational And Entrepreneurship Training Authority (TEVETA) under the Ministry of Education Science Vocational Training and Early Education (MESVTEE), the Church, Non-governmental Organisations, the Civil Society and all well wishers to help in the implementation of the literacy programme at Lusaka Central Prisons. This was a deliberate policy put in place to ensure a robust and successful rehabilitation and reformation process of inmates through adult literacy programmes.

While these literacy programmes are conducted at Lusaka Central Prisons by the Zambia Prisons Service, evaluation that would provide the management with vital information to improve such programmes are not done frequently. Evaluations are very important and can lead the way and ensure future success (Payne, 1994). Evaluating the Lusaka Central Prisons literacy programme would provide necessary insights to management as they attempt to improve the prisoners' lives especially after serving their sentences. As the programme aims at enhancing prisoners' lives through literacy courses and entrepreneurship skills, it is important that an evaluation is conducted to assess its usefulness (Payne, 1994). While there is a lot of research and literature on literacy programmes in prisons from different parts of the world, there is little attention given to such programmes in Zambia. Thus, there is very little information about literacy in prisons and related programmes in Zambia. For example, there has been no kind of study or formalized evaluation research to establish

whether or not the aims and objectives of the Lusaka Central Prison literacy programme are being fulfilled.

1.3. Statement of the Problem

Olk (2003) argues that, the most frequent challenge encountered by the researcher might find is narrowing the topic especially those topics that are unfamiliar. Nevertheless, it should be noted that there is no one correct or best way to write the statement of the problem. According to Kasonde-Ng'andu (2014), the statement of the problem is a concern that puzzles the researcher. This may be due to its effects despite the measure taken. Ellis and Levy (2014) states that, the statement of the problem is a concise description of the issues that needs to be addressed by a researcher and should be presented to him/her or created by them before the researcher tries to solve the problem. The statement of the problem should briefly address the question, at the same time, the statement of the problem is used to centre and focus the researcher at the beginning, keep the researcher on track during the effort of the research, and it can be used to validate that the effort delivered an outcome that solves the problem. It is therefore very important for the researcher to ensure that this aspect is well defined as it helps the researcher in identifying the variables to be investigated on in the study. Burnet (1965) emphasises that literacy or being literate goes beyond merely being able to read and write but being able to apply these skills for one to better their lives.

The literacy programme at Lusaka Central Prison (LCP) started as a mechanism to help improve the survival skills of inmates in their daily lives which we can call occupational literacy. This was as a result of an increasing number of criminal activities in society which are attributed to low levels of literacy among the victims. The programme also is designed to address issues to do with lack of reading and writing skills which is basic literacy, inadequate knowledge about HIV/AIDS and drug abuse. Following this situation, the Zambia Prison Service and other parts of the world have been offering the literacy programmes to their inmates in order to solve these social problems. However, since this programme started at LCP there has been no formalized research to determine how the LP at LCP fared in achieving its aims and objectives. It is therefore not known whether the LP at LCP has succeeded in achieving its aims and objectives of empowering inmates and former inmates with occupational literacy skills who took part in the programme.

1.4. Purpose of the Study

Combo and Tromp (2006) say that, the purpose of the study is a general statement of what a researcher is looking forward to accomplish at the end of the study. According to Kasonde-Ng'andu

(2014: 16), the purpose of a study is an intention or what a researcher strives to achieve. The researcher should say to what extent the study makes an important contribution to some known world view or philosophy, theory, policy or educational model. The researcher should also give a clear picture and outline of the academic aims that he/she wants to achieve through the research. With these brief definitions, the purpose of this study was to establish how the literacy programme at LCP was faring in developing the occupational skills of the inmates.

1.5. Objectives of the Study

Objectives are meant to guide the investigation while stating at the same time the key dimensions that the researcher intends to explore (ZERNET, 1991). Combo and Tromp (2006) state that objectives are specific statements relating to the defined purpose of the study. Specific tasks to be carried out by the researcher in order to accomplish the purpose of the study are stated in the objectives. Therefore this study was guided by the following objectives.

1.5.1 Main Objective

To establish how the LP at LCP faired in empowering the occupational literacy skills among prisoners.

1.5.2 Specific Objectives

Specific objectives of the study were to establish:

- i. the aims and objectives of the Literacy Programme at Lusaka Central Prison.
- ii. the Literacy Teaching Techniques used to teach literacy skills at Lusaka Central Prison.
- iii. the Literacy Materials that were used in the Teaching and Learning process at Lusaka Central Prison?
- iv. how former inmates apply the skills learnt to uplift themselves.
- v. the challenges faced in the programme.
- vi. how the Literacy Programme at Lusaka Central Prisons faired in meeting its aims and objectives.

1.6. Research Questions

Lee (2003) states that, a research question guides and centres your research. It should be clear and focused, as well as synthesize multiple sources to present your unique argument. The research

question should ideally be something that you are interested in or care about. According to Kasonde-Ng'andu (2014), research questions are statements that identify the phenomenon to be studied. Therefore, the proposed study was guided by the following questions.

1.6.1 Main Research Question

How has the LP at LCP fared in empowering prisoners with occupational literacy skills?

1.6.2 Specific Research Questions

- i. What were the aims and objectives of the Literacy Programme at Lusaka Central Prison?
- ii. What were the Literacy Teaching Techniques used to teach literacy skills at Lusaka Central Prison?
- iii. What Literacy Materials were used in the teaching and learning process at the Lusaka Central Prison?
- iv. How did the former inmates and inmates' participants apply these skills to uplift themselves?
- v. What were the challenges faced in the programme?
- vi. How did the Literacy Programme at Lusaka Central Prison fair in meeting its set aims and objectives?

1.7 Significance of the Study

This creates a rationale for conducting a research and why the result would be important. This section will elaborate on the importance and implications of the study to the researcher, practitioners and off course policy makers. Significance of the study, therefore addresses the potential value of the study (Creswell, 1994). This being the case, the findings of this study may help policy makers and implementers adult literacy programmes focus their attention towards literacy in prisons. These include the prison of the management, line ministries which are Ministry of education, Science Vocational Training and Early Education which is the overseer of these programmes and the Ministry of Home Affaires which is the mother body for prisons in Zambia.

Additionally, strategies on how best to encourage the prisoners participate in these programmes may be established. It is also anticipated that the information that was generated as a result of this study will facilitate the planning and implementation of literacy programmes in prisons which are direct relevant to the improvement of the beneficiaries' lives. Subsequently, society's and the nation's

development at large will be attained and in turn this would lead to the reduction in the levels of criminal activities and recidivism.

1.8 Delimitation of the Study

Delimitation is used to address how the study will be narrowed in scope. According to Heppner and Heppner (2004), delimitations are simply the parameters that a researcher chooses to place on the study. Delimitations are used to describe the scope of the study or limits for the study. In this study the delimitations was Lusaka Central Prison, male and female prisoners who participated in the LP, providers and facilitators of the LP at LCP.

1.9 Limitations of the Study

Limitations are hindrances or problems which a researcher foresees which may impede or be a detriment to the research study (Kasonde-Ng'andu, 2014). Thus, this study would have yielded better results and would have been more representative if more prisons were included in the sample. Due to this the findings of this study should not be generalized however, they may help in providing a general picture of what happens in Zambian prisons.

1.10 Operational Definitions

It is important as a researcher to define terms that individuals outside the field of study may not understand and that go beyond common language (Locke et al, 2000). Operational definitions are words or terms used in the study that are not widely understood by everybody.

In this study therefore, the following terms should be interpreted as follow;

- I. **Basic education**- Social skills and common application of knowledge in everyday life.
- II. **Former prisoner**- those who have been in jail before and have since been released.
- III. **Functional literacy** -This will be used to mean being able to apply one's skills and knowledge in order to function better in a given environment.
- IV. **Illiteracy**- This refers to an individual's inability to read and write and lack of relevant skills and knowledge in order to function in that given environment.
- V. **Inmate will be used as prisoner in this study.**
- VI. **Inmate will be used as Prisoner**- meaning anyone who is in jail having been convicted of any crime.

- VII. **Literacy-** skills in a particular field which enable a human being to engage in activities that will improve their lives.
- VIII. **Lusaka Central Prison Literacy Programme-** this refers to the programme of teaching prisoners literacy skills that is taking place at Lusaka Central Prison under the Ministry of Home Affairs and Education.
- IX. **Recidivism-** these are crimes committed by prisoners after being discharged from prison.

1.11 Organization of the Dissertation

Chapter one provides background information and introductory remarks to the study regarding an evaluation of the Lusaka central prisons literacy programme in Lusaka District. It also includes the statement of the problem, significance of the study, objectives of the study, delimitation and limitations of the study and operational definitions. Subsequently, Chapter two provides relevant literature which will be reviewed in an attempt to gain more insight into the study's interest area. This literature was reviewed from a general perspective and narrowed down to the problem of illiteracy in Zambian prisons. Methodological issues will be articulated in Chapter three. The intricacies to do with data collection procedures and analysis of the research findings will be discussed herein. The fourth Chapter is a response to the research questions and therefore presents the research findings obtained from all the respondents. Thereafter, Chapter five provides the discussion of the research findings using the research objectives. Chapter five also discusses the findings to ascertain the extent to which the set objectives have been attained or not. Chapter six draws the conclusion of the whole study, based on the research findings. After the conclusion is drawn, the Chapter ends by providing recommendations of the study to various stakeholders in the provision of literacy in prisons.

1.12 Summary of the Chapter

This chapter provided an introduction and background to the present study. The chapter clarified what literacy, as a concept, really was and all its related concepts. It was also in this chapter that the statement of the problem was highlighted including the objectives to be achieved at the end of the study. Based on the five objectives of this study, the research questions attempted to focus on the aims and objectives of the literacy programme at Lusaka central prison, the literacy activities, the materials used during the teaching and learning process, the literacy skills displayed by prisoners as

well as the former prisoners including the challenges that were faced in the programme. The importance of this study was also highlighted in this chapter.

As no research goes without delimitations and limitations, this chapter discussed the restrictions, which affected the research. In this chapter, operational terms and acronyms have been defined for better understanding of the study. The next chapter will review literature relevant to the study in an attempt to establish what other scholars and writers have written about literacy programmes in prisons.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Sekaran (1992: 38) states that ‘a sound literature review gives a good basic framework to proceed further with the investigation by clarifying the research problem and identifying variables’. Therefore, literature review is a review of existing literature that identifies what researchers have found to be important and provides a basis for the researcher to work from (Davis et al., 1989: 6). Looking at previous research done by others is important as it further provides the researcher with a degree of competence within their research area. A literature review also helps in developing the researcher’s knowledge, and identifies the boundaries of previous research, thereby focusing and justifying the research problem. Literature review also helps to convey the importance of studying a topic to researchers (Creswell, 1994).

This literature review allowed the researcher to understand the study better. The researcher used the literature review as a tool in identifying the gaps in studies that have been carried out by various researchers and authors. This review also served as a dialogue between the studies conducted and the researcher. It also attempted to bring out issues that addressed the research questions in the current study. The literature in this chapter presents a review of literacy both locally and internationally. The chapter was divided into sub-sections comprising of literature related to literacy in general, literacy in prisons, United Nations’ views on literacy in prisons and some countries literacy in prisons. The chapter will also provide the negative and positive effects of literacy in prisons and finally literature related to evaluative studies.

2.2 Theoretical Framework and the Context, Input, Process and Product (CIPP) Evaluation Model.

The word theoretical is taken from the root word theory which means a speculation about a phenomenon. Kasonde Ng’andu, (2013) states that, a theoretical framework can be looked at as a collection of interconnected ideas based on the theories. It explains a phenomenon and tries to explain why things are the way they are basing on theories (Kombo & Tromp, 2006).

In line with what a theoretical framework is, this study was informed by the Theory of Multiliteracy. This theory was developed by the New London Group (Cope & Kalantzis, 2000). As Cope and

Kalantzis (2000:4) note, the group's focus was the big picture the changing world and the new demands being placed upon people as makers of meaning in changing workplaces, as citizens in changing public spaces and in the changing dimensions of our community lives. Multiliteracies emphasize the real-world contexts in which people practice literacy. This theory also places significant emphasis on the role of power relationships in shaping literacy and literacy learning. Multiliteracies theorists do not limit their definition to print only instead, they include a variety of forms and semiotic systems. Scholars in this tradition might not think about what literacy is without also thinking about the ways in which literacy is taught. For example, Alvermann (2008) suggests that the second mindset described above, implies that expertise and authority are distributed, which blurs the distinction between teachers and learners. With so many literacy activities and skills offered at LCP, this theory was used to help evaluate the Literacy Programme.

In line with the multiliteracy theory, the theoretical framework model that governs management evaluation models with a clear reflection on Literacy in Prisons was used. Program evaluation can be traced back in the 1930s when educational program evaluators tended to concentrate on determining the extent to which a program met its stated objectives (Tyler, 1942). After the 1930s a number of models emerged in response to the need of providing accountability for large programs expenditures in education, health and social welfare.

Scriven (1972) urged evaluators to cast a wide net in evaluating results of a program by looking at both the intended and the unintended outcomes. Scriven further made popular the terms formative and summative evaluations as a way of distinguishing two kinds of roles evaluators play, meaning that an evaluator can either assess the merits of the program under development or they can assess the outcomes of an already completed program.

The basic idea of such kind of evaluation approach is the fact that, as an evaluator, the main role is to provide relevant information to management and help them in the process of decision making Payne et al, (1994) as quoted in Mkandawire (2013). In support, Ogula (2002:35) adds that, "the rationale of the management oriented evaluations approaches is that, evaluation data is essential when it comes to decision making". Based on these assertions, this study employed the Context, Input, Process and Product (CIPP) model by Daniel Stufflebeam so that management of the Literacy Program at Lusaka Central Prison, government and all stakeholders can use the results to improve their own practices. Stufflebeam (1973) viewed evaluation as a process of providing meaningful and useful information for decision alternatives.

2.2.1 Summary of the CIPP Model

Context Evaluation- this helps in describing and examining the context of the program and it also determines whether or not the proposed objectives will be favourable to the identified needs (Stufflebeam, 1971). Evaluating the context would help the management at Lusaka Central prison in making Literacy program planning decisions.

Input Evaluation- this has to do with activities such as a description of the programme. It assesses the competing strategies, work plans and the budget. Stufflebeam (1971) states that, input evaluation has to do with the prospective benefit/cost assessment such as deciding whether you think there are more benefits than the costs on the programme. This study would help management of the literacy programme at Lusaka Central Prisons.

Process Evaluation- this evaluation monitors, documents and assesses the activities under the programme. It goes on to examine how a programme is being implemented, monitoring how the programme is faring and also auditing the programme to ensure that it follows the required guidelines. This is the stage at which evaluators would provide information about what is actually happening in the programme (Stufflebeam, 1971). In this study, process evaluation would help in making important decisions by the management at Lusaka Central Prison.

Product Evaluation- this examines and determines the general and specific outcomes of the programme such as assessing the merits of the programme (Stufflebeam, 1971). In this study, product evaluation would help in making decisions such as what are the merits and worth of the programme and decide on whether the programme should continue or not.

2.3 Literacy in General

Literacy is more than just reading and writing. It is a human right, a tool to personal empowerment and a means for social and human development. As educators today, we have seen a significant shift in what a literate person looks like. The dominant conception of literacy among governments, policy-makers, and many members of the general public is that literacy refers to the ability, on the part of individuals, to read and write. While this conception of literacy is useful and important, there are some educators who conceive of literacy in broader, sociocultural and even political terms (Luke, 1997). Educators who are interested in critical literacy are interested in written text, or, indeed, any other kind of representation of meaning as a site of struggle, negotiation, and change. As Luke (1997) notes, while earlier psychological perspectives conceived of literacy as the acquisition of

particular behaviours, cognitive strategies, and processing skills, more recent insights from ethnography, cultural studies, and feminist theory have led to increasing recognition that literacy is not only a skill to be learned, but a practice that is socially constructed and locally negotiated. In this view, literacy is best understood in the context of larger institutional practices, whether in the home, the school, the community, or the larger society (Fairclough, 1992; Heath, 1983; Kendrick, 2003; New London Group, 1996). These institutional practices, in turn, must be understood with reference to what is called the “literacy ecology” of communities, in which there is frequently inequitable access to social, economic, and political power (Barton, 1994; Barton & Hamilton, 1998)

UNESCO (2003) defines Literacy as the ability to understand, interpret, identify, create, communicate, compute, and use printed and written materials associated with varying contexts. Burnet (1965) also mentions that, for a person to be considered literate, one has to have acquired the essential skills in reading, writing and arithmetic at a level that an individual can use these skills towards their own development. However, the Canadian Council on Learning’s (2007) state of learning report explains that literacy encompasses much more than basic skills of reading and writing. It includes the ability to analyze things understand general ideas or terms, use symbols in complex ways, apply theories and perform other necessary life skills including the ability to engage in the social and economic life of the community.

Despite the many definitions of literacy, this dissertation settles on the definition by the CCL as above. Unlike traditional definitions of literacy, which focus on decoding and Comprehension, this definition encompasses a broad range of skills which adults use in accomplishing the many different types of literacy tasks associated with work, home, and community contexts. This new perspective is shaping not only adult literacy assessment, but policy as well. This also shows that being literate goes beyond being able to read and write but to apply these skills in order to better one’s life. This broader concept of literacy is what is called functional literacy. A joint Statistic Canada and Organization for Economic Co-operation Development (OECD) (1997) defines functional literacy as the ability to understand and employ printed information in daily activities at home, work and in the community in order to develop one’s knowledge and potential. Functional literacy is when a person has acquired the knowledge and skills in reading and writing which later helps them to develop their occupational skills that enables an individual to engage in the activities that will improve their well being (Barley & Coleman, 1998). This is the type of literacy that is mostly found in prisons, meant to empower the inmates with skills that will help them improve their lives economically, socially, spiritually and even politically.

Unlike basic literacy, with its focus on acquiring reading and writing skills, functional literacy deals with how people actually use such skills to live and work in society. Functional literacy is a type of education or learning in its broad sense aiming at effecting change in human behaviour with its cognitive, emotional and performance aspects (Sumbwa, 2013). Functional literacy is directed at empowering people with skills which will enable them to effect change in our societies and improve peoples' lives as good citizens, parents and healthy individuals (Muyoba, 1975). Literacy is neither a single skill suited to all types of texts, nor an infinite number of skills, each associated with a given type of text or material. Rather, as suggested by the results of the young adult and job seeker surveys, it is an ordered set of skills to be called into play to accomplish diverse types of tasks (Kolstad, 1994).

Critical and Cultural literacy are some of the literacies that can be discussed in this study though the emphasis is based on functional literacy. Functional literacy is more applicable in prisons because the larger populations in prisons are adults who need functional literacy skills in order to improve their lives after serving their sentences. Critical Literacy practices grew out of the [social justice](#) pedagogy of Brazilian educator and theorist [Paulo Freire](#), as first described in *Education as the Practice of Freedom* published in 1967 and his most famous book *Pedagogy of the Oppressed*, published in 1968. Freirean critical literacy is conceived as a means of empowering underpowered populations against oppression and coercion, frequently seen as enacted by corporate and/or government entities. Freirean critical literacy starts with the desire to balance social inequities and address societal problems caused by abuse of power. It proceeds from this philosophical basis to examine, analyze, and deconstruct texts. Critical literacy helps individuals to explore the relationship between theoretical framework and its practical implications. Critical literacy encourages readers to actively analyze texts and offers strategies for what proponents describe as uncovering underlying messages. According to proponents of critical literacy, the practice is not simply a means of attaining [literacy](#) in the sense of improving the ability to decode words, [syntax](#). In fact, the ability to read words on paper is not necessarily required in order to engage in a critical discussion of texts. The important thing is being able to have a discussion with others about the different meanings a text might have and teaching the potentially critically literate learner how to think flexibly about it. For example, when pupils are given a passage to read and discuss.

Without such skills no matter how much a reader may read the book it will be a share waste of time. Hence Critical literacy involves determining what effect a writer is trying to bring about in readers,

why she/ he is making that effort (Freira, 1989). This type of literacy requires a critical mind, that can apply critical thinking and good at analyzing issues. Though not emphasized in this study, it is important for inmates to have it as it will help them read their environment, identify the wealth it has and protect that wealth, multiply it and enhance their life.

On the other hand, Cultural Literacy holds that, what a text means depends on what readers bring to the text and what they bring will depend on the background, training, values, traditions and beliefs. Cultural literacy goes beyond text to mean understanding the cultural context and practices where a person is in. Any person will only be motivated to acquire these skills if they are able to see their importance in one's life. Once a person has acquired the functional literacy skills they become more productive by applying these skills to their daily lives.

Literacy is a complex process that involves building on prior knowledge, culture and experiences in order to develop new knowledge and deeper understanding. It connects individual and communities and is an essential tool for personal growth and active participation in a democratic society. Literacy in the twenty-first century involves not a single skill but a complex interaction of skills and resources that a person draws upon to make meaning of their lives. Barton (2008) says literacy is a broad discipline that is part of our everyday life. This tells us that literacy impinges on our everyday lives and there is need for the government and non-governmental organisations (NGOs) to promote it (literacy) in our societies. Sumbwa (2013) also shares the same view by suggesting that governments need to provide more resources to create literacy centres other than depending on the ones created by non-governmental organisations NGOs. In view of the same, more emphasis should be directed to prisons as there is a strong relationship between illiteracy and crime. These inmates need to be educated and equipped with skills that will keep them away from committing crime in society. Literacy like riding a bike can involve basic or complex skills. For example, a novice who rides his bike to work every day needs less developed skills than a professional cyclist who is competing in the Tour de France.

Therefore, as a result of globalisation, free trade, better communication, information technologies and the rise of societies that use knowledge to create wealth has resulted in a growing demand for highly skilled workers. This scenario explains why literacy has become so important in societies. Literacy is not just about words and meaning, it is important because it affects peoples' lives directly by impacting their chances of employment, their level of income and indeed the type of occupation that one will have. Research shows that high literacy skills can lead to better jobs, increased incomes

and greater productivity (Lars, 2000). This can work well in prisons especially among the most illiterate inmates. Literacy also affects the social status of people, level of political participation, opportunities for cultural expression, health, survival of languages access to social services and opportunities to learn.

However, deficiencies in literacy may cause the ability of a person to study and work as well as to participate in social and political activity be negatively affected. They are, as a rule accompanied by feelings of inferiority and shame that also influence the private life of the afflicted person. Some individuals suffering from deficiencies in literacy may lose motivation and drop out of school. For some it has been a constant struggle to try to secure a place of study or work. Having good literacy skills enhances the country's quality of life by reducing poverty, unemployment levels lessening the need for public assistance and reducing the levels of crime. Literacy has also become an essential part of the fabric of modern societies, a thread that links all aspects of life and living in our contemporary world. Its reach is extensive and complex, influencing how effectively a person is able to engage in social and economic life of his or her community.

However, it is the responsibility of the local authority to see to it that its citizens including those in prisons have enough resources that can enhance literacy skills for better governance in any country. Literacy cuts across everything and each ministry should have a literacy department. Literacy is a basic foundation and instrument for change and development in any given society (Jhorrtton, 2006). It raises critical awareness to the citizens so that they become subjects rather than objects of the world. Freire (1973) also indicated that, with literacy there are no themes or values which cannot speak, no areas in which one must be silent. Literacy keeps us informed about what is happening in our societies and be aware of our own prejudice and blind spots and it gives us ways to resolve them. Muyoba (1975:14) underlines the basic principles of functional literacy as,

“Improvement of participants’ social and economic conditions by using literacy as a tool and that literacy should provide training in improving occupational and everyday skills which leads to increase in production. It should as well provide the participants with necessary knowledge and skills to improve and maintain their healthy, and lead to desirable change in attitudes towards work and participation in national development schemes”

Literacy is the best remedy for many social problems. As to whether or not the literacy programme at Lusaka Central Prison has proven to be such a remedy for the prisoners and former prisoners' social problems in society is what this study will try to bring out.

2.4 Literacy in World Prisons

Society should recognize that the cost of college is really very insignificant when one thinks and compares the cost of the damage done by crime. Literacy and education are key to opportunities in this society and perhaps no one realizes this more clearly than prisoners. An inmate in an American maximum security prison once reflected on the importance of learning and literacy in this way,

“When I first came to prison I had a negative attitude. I didn't write, I didn't want to go to school. I didn't think it mattered” (Kolstad, 1994:1).

However, his views were changed by another prisoner who was involved in post secondary education by trying to show him how education would help him inside. His life in prison changed once he began to take classes. It made him feel good about himself and gave him hope as to what he could be in future. This is a clear reflection probably how many inmates feel when they are imprisoned. They tend to feel helpless, as bad as anyone could think, hopeless and probably they think there is nothing good that can come out of them.

Educating prisoners minimizes the negative economical impact of high recidivism. As a group, prisoners have a lower rate of literacy than the general public (Barton & Corley, 1996). At a different level, literacy and education is now recognized as a basic human need, and as a human right. It can therefore be argued that imprisonment, even if it is viewed as justified punishment should not bring with it additional deprivation of civil rights which include literacy and education. In recent years, prison literacy and education has attracted an increasing amount of interest at the international level. This can be attributed in part to the international community's larger desire to intensify and expand international cooperation in crime prevention and criminal justice issues as a result of a growth in crime. Due to the considerable variations in culture, educational opportunities and prison systems from one country to another, international initiatives have at times encountered considerable difficulties when it comes to all these aspects into one desired literacy programme (Kolstad, 1994).

There are two important issues that deserve special attention if inmates are to be successfully re-integrated into society, the first one being the necessity for prison education and literacy and the

content of such education. In line with the two important issues above, there are a number of literacy activities that take place in prisons that are meant to prepare inmates for re-entry into society and the labour market. Inmates are trained in civic skills, social studies and basic everyday skills such as coping with drug or alcohol problems, and planning their future. In line with the two important issues above, there are a number of literacy activities that take place in prisons that are meant to prepare inmates for re-entry into society and the labour market. Inmates are trained in civic skills, social studies and basic everyday skills such as coping with a drug or alcohol problem, and planning one's life.

However, the common ground shared by prison educators has however made improvements possible on the part of the inmates. For example the programme structures of the various organizations dealing with prison education have been redesigned in recent years to reflect both social rehabilitation and practical vocational training. Since one of the basic aim of the criminal justice system is to promote justice and facilitate the appropriate reintegration into society, nobody can now deny that prisoners need education but what should be taught in prisons and how to do so is not an easy question to answer. For example, the programme structures of the various organizations dealing with prison education have been redesigned in recent years to reflect both social rehabilitation and practical vocational training. Since one of the aims of the basic criminal justice system is to promote justice and facilitate the appropriate reintegration of offenders into society, nobody can now deny that prisoners need education but what should be taught in prison and how to do so is not an easy question to answer. For example, in a society where illiteracy still remains one of the main obstacles for the reintegration of offenders, learning how to read and write may provide offenders with what they need most.

However, in societies where illiteracy has already been almost overcome, such education is not cost effective and may not be necessary for successful integration. Thinking about what should be taught in prison also means thinking about the society to which the offenders belong. In other words, the content of education in prison should be considered and designed in the context of each society and its culture. Therefore, due consideration should be attached to the relationship between basic education and training programmes in prisons and their relevance to offenders. These should be considered in relation to the same aim which is effective reintegration into society. The literacy programme will help to develop the inmates' initiative motivating and social responsibility as aids to leaving the criminal mode.

The starting point, therefore, should be to consider what would be the most effective way to promote reintegration into society. From this point of view, prison education does not necessarily mean academic education only instead we need to think about social education also. At the same time, training programmes are not only aiming at imparting practical skills or achieving productivity, these programmes may help offenders to adjust themselves to daily life and decide to modify their previous lifestyles which may have been one of the factors that led them to commit a crime in the first place. At the same time, training programmes are not only aiming at imparting technical skills or achieving productivity, these programmes may help offenders to adjust themselves to daily life and decide to modify their previous lifestyle, which may have been one of the factors that led them to commit a crime in the first place. In addition, the sale of items produced in training programmes would be of great help in promoting public understanding of prison labour, and thus contribute to the offender's re-socialization.

Efforts are being made on a global scale to reach disadvantaged minorities by modifying and expanding the formal educational system, and by strengthening non-formal alternatives for particular groups. Those who suffer the greatest disadvantage are those who cannot read and write. In a world dominated by recorded messages, literacy is regarded, rightly or wrongly, as the most basic skill of all, and fundamental to educational progress. It is thus one of the means of combating exclusion from societal participation. There are millions of people in prisons and other correctional institutions throughout the world and most of them have no higher vocational or other advanced education. Even in countries with a universal right of access to 10 or more years of schooling, a large minority commonly between 25 and 40 per cent face difficulties in reading, writing numeracy and in conducting social transactions (UNESCO, 1995). In article 1 of the World Declaration on Education for All, proclaimed by the participants of the World Conference on Education for All, held at Jomtien, Thailand, in 1990 (International Literacy Year) under the sponsorship of the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Emergency Fund (UNICEF) and the World Bank, stated that "Every person - child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (UNESCO, 1990. p. 43) this also includes those in prisons. Ever since the early 1970s, international educational organizations and many educationalists have taken a holistic view of education, seeing each educational activity as part of a lifelong process. From this point of view, there is no reason why the process should be interrupted by imprisonment.

There are differences in the way prison education is implemented in the different parts of the world. Goals of prison education vary even among nations with similar economical, social and cultural backgrounds. However, several generalizations can be made that crosses such barriers. By taking into considerations actions taken on a broader international scale, there are similar instrument that reaffirms education as a human right. In general terms goals of any education programme implemented by any country or region is to help inmates with less educational achievement or none at all to learn through having access to teachers and resources as a way of successfully reintegrating the inmates into society.

2.4.1. Literacy Programmes in Finish Prisons

The Finnish education system consists of the comprehensive and upper secondary schools, institutes for vocational and professional training and the universities (UNESCO, 1995). There are no actual pre-primary schools in Finland, although some instruction of that kind is given in day-care centres, which operate under the jurisdiction of the social welfare administration (UNESCO, 1995). Adults can attend high schools and centres for adult education and open universities. “The expansion of education available to the general public and the high level of education have not totally succeeded in eradicating literacy difficulties among adults in Finland as will be seen in the following section on the prison population” (UNESCO, 1995. 85). Adult literacy difficulties present a complex set of questions involving a variety of problems in basic literacy and mathematics skills. Literacy difficulties have recently been given some attention in Finland including those who are in prisons.

There are about 3,500 prisons in Finland which have a total population of approximately five million (UNESCO, 1995). Prisoners are accommodated in 20 closed and 15 open institutions, the latter consisting of three open prisons and 12 labour colonies. Approximately 9,000 offenders are committed annually to correctional treatment institutions, where most among these prisoners are between 25 and 39 years of age and the average age of prisoners is about 33 years. First-time inmates make up about one fourth of the prison population. Of the prison population, 3.5 per cent are female (UNESCO, 1995). The structure of the prison population in 1992 indicates that most inmates have been imprisoned primarily for a violent offence, property offences come second. About one fifth of prisoners have been convicted of drinking while driving and only 4 per cent have been imprisoned for a drug-related principal offence (Leite, 1991).

The need of prisoners for basic education may arise from insufficient exposure to education or from difficulties in learning. The two studies discussed below provide much of the available information

on the need of prisoners for literacy training and basic education. A study on the deficiencies in basic literacy and mathematical skills of inmates aged 18 to 20 was carried out in 1987 (UNESCO,1995). It was assumed in the study that only a person with adequate literacy and mathematical skills is able to acquire further knowledge through systematic education or self-study. The study also compared the skills of the prisoners studied with those of persons with comprehensive school education.

Different types of test were employed to measure literacy and mathematical skills and ability tests. The study indicated no large deficiencies in the reading skills of prisoners aged 18 to 20, only a little over 10 per cent of the participants had greater or smaller deficiencies in their skills. Minor deficiencies in writing skills were observed in about half of the persons studied. However, there were no severe writing disabilities that were observed instead; about 60 per cent of the prisoners aged 18 to 21 were deemed to need further training. On the other hand, the participants showed good results in the ability tests, in which half of them attained average or higher levels. (UNESCO, 1995).

Another study on the literacy difficulties of prisoners was completed in 1992 in the Teacher Training Institution at the University of Helsinki as a contribution to the nationwide research project on adult literacy difficulties (UNESCO, 1995). The study set out to document the extent and nature of literacy difficulties among the prison population. The research was carried out in four central prisons, where all prisoners received instruction participated along with a random selection of 10 per cent of other prisoners. Most of the participants were 21 to 30 years of age, were 17 per cent had not finished comprehensive school. At the time of the study, about one third of the participants were undertaking comprehensive school studies, 18 per cent were studying for the matriculation examination, and 25 per cent were taking courses in vocational education or preparatory courses for vocational education (Ministry of Justice, Department of Prison Administration, 1991). These statistics shows us the need for literacy programmes in prisons, to help eliminate illiteracy, reduce recidivism and popularizing secondary education as are the main objectives of the prison services.

On the other hand, the figures reveal that the proportion of prisoners studying was considerably higher in the group studied than in the prison population as a whole. All subjects had attained the level of mechanical reading, and almost everyone answered the questions to which a clear answer was provided in the text. Subjects with deficiencies in literacy found it difficult to answer questions that required assembling the answer using scattered pieces of relevant information hidden in the text. Creating original ideas and expressing them in writing was even more problematic for them. In the

short compositions, literacy difficulties were evident, as were the lack of practice in writing and a limited active vocabulary.

Instructions and Teaching methods in Finland prisons vary from one prison to the other. The size of study groups also varies from prison to prison according to the number of inmates studying in the prison and whether systematic instructions are given. In some prisons where instructions are provided the size of the group varies from 4 to 12 students, with 7 to 8 as a rule. Other prisons have only a few inmates in comprehensive schooling at a given time. In most cases such students receive individual instructions because of the lack of teachers in prisons. Sometimes part-time teachers are hired to do the teaching, and sometimes the prison study advisors do the job. The students are taught by a part-time teacher or the study adviser of the prison. In elementary teaching, (instruction in reading, writing and numeracy) the groups have a maximum of five students taught by one teacher (UNESCO, 2005)

Most prisons in Finland use the upper secondary school materials and methods for teaching and learning. Prisons emphasize that the teaching methods were chosen to a great extent according to the needs of the individuals and their study plans. If an inmate does the studying on his/her own, then individual remedial instruction gains in importance. Some times smaller classes are preferred due to difficulties that adult students may have in group instructions. Materials for upper secondary schools are sometimes used in these prisons and a wide range selection of books specifically designed in foreign languages and other subjects. Other materials used include, information provided by teachers, information sheets, newspapers, dictionaries, language tapes and individual videos. (Ministry of Justice, Department of Prisons Administration, 1991).

In conclusion, Prison education in Finland has experienced a period of rapid growth in recent years. The current policy has striven to increase the number of educational services by enabling these prisons to develop their educational programmes. A greater number and variety of programmes is now being offered, especially in vocational training for inmates. Attention has been given to basic education as well. Future legislative reforms are likely to replace the work obligation of prisoners with an obligation to participate in the activities offered by the prison. The reform sets out to offer more activities that meet the individual needs of prisoners and suit their abilities. That goal understandably involves implications for the extent and variety of educational services in prisons. The level of basic education among the prison population in Finland is relatively high. Few inmates are illiterate, and 90 per cent of inmates have satisfied the comprehensive school education requirement of nine years (UNESCO, 1995). While serving the sentence, prisoners have the

opportunity to finish comprehensive school or improve the grades received in the comprehensive school-leaving certificate. Finnish prisons do not have teachers of their own hence the fundamental principle of Finnish prison education is thus different from that of many other countries in that respect. Should the standard arrangement be impractical because there are few students or because education needs to be provided only sporadically, the prison will hire a temporary instructor or the study adviser of the prison will teach the courses. Prisons already arrange several types of recreational activities, such as exercise, discussion groups, library services, music, arts and crafts that give prisoners the opportunity for self-development. There are plans to develop such activities and basic education in the near future by launching programmes in which the inmates can develop their personality and improve their social skills and abilities in basic education.

2.4.2. Literacy Programmes in Chinese Prisons.

In China, most offenders are young about 45 to 74 per cent of prisoners are under 25 years of age. Many prisoners also have very little education. About 14 -32 per cent of prisoners are illiterate or quasi-illiterate, and 37 per cent having only elementary education (Wang, 1993, p.190). Therefore, an important part of the role of prisons is to help prisoners become better educated and to acquire more legal, moral and cultural knowledge, as well as to develop working skills. In order to meet these objectives, Chinese prisons are run as a type of special school, creating a criminal reform system with Chinese characteristics. China Information Office (1993) states that, since 1981, the Government of China has included prison education in its national educational programme. Where conditions permit prisons are required to set up special educational institutions to form a complete system for the formal and institutionalized legal, moral, cultural and technical education of prisoners.

Legal and moral education in prisons in china emphasizes that prisoners have to repent of having committed a crime by admitting their guilt and recognizing the impact of their crime on the victims, society and the offenders themselves. They should abide by the law, improve moral values and better their outlook on life. The purpose is to help prisoners to know, to abide by, and to accept the law, and to improve their moral standards. Legal education for prisoners mainly consists of learning the Constitution of China, criminal law, criminal procedural law, general provisions of the civil law, the Code of Civil Law Procedures that enable them to learn the basic rights and obligations of a citizen, the legal consequences of committing a crime and the basic contents of the criminal law, the criminal justice system and the basic civil laws. On that basis, they should be able to draw a clear distinction between legal and illegal actions or criminal and non-criminal acts, and become fully aware of the

danger and legal consequences of criminal actions, so that they may accept correction and obey the laws (Wang, 1993).

Prisons in China also offer literacy programmes in different aspect of life such as, Cultural and vocational education. In these programmes, Inmates are divided into different grades and classes in accordance with their educational levels as they declared them in their registration forms. Prisoners usually study approximately two hours a day or twelve hours a week. Teaching staff are selected from the schools, and some are chosen from among the well-educated prisoners. China Information Centre (1992) indicates that, prisoners who have attended classes and passed the tests are given certificates by the local educational department equivalent to those issued by educational institutions in the society at large. Vocational education consists of technical training courses at various levels and in various subjects on the basis of the overall needs of production in prison and employment outside prison. This enhances the functional literacy skills of inmates. Vocational education is a major part of the educational programmes for prisoners in China.

China Information Centre (1992) states that, teaching materials and various forms of reference material are provided free for the prisoners while teachers are generally selected from among engineers, technicians and agricultural experts within prisons, supplemented by technicians and teachers from schools or other institutions in society. Taking into account the social needs and personal interests of released prisoners, short, practical and immediately useful programmes are the main focus of vocational and technical training. Through courses in subjects such as home appliance repair, tailoring and sewing, cooking, hairdressing, poultry rising, carpentry, bricklaying, electricity and the repair of agricultural implements, inmates acquire one or more skills during their imprisonment, in preparation for finding employment after their release.

Literacy in morality and outlook on life focuses on issues which are closely related to the immediate interests of prisoners, such as their ideals, conscience, pleasures and future, making them understand proper social morals so that they can clearly distinguish honour from humiliation, civilized behaviour from uncivilized, noble from base actions and beauty from ugliness.

The training programme for prisoners includes not only training in production skills, but also touches on good behaviour, how the inmates are expected to behave when they are out of prison. It is believed that, repeated bad behaviour may eventually lead to pernicious psychological development and the commission of crime this according to Wang (1993). Correctional institutions in China

therefore regard behaviour training as an important means of correcting bad habits of prisoners and of helping them to form a habit of good behaviour. Prisons exert strict discipline and rules, prisoners are under control when they engage in labour, studies and daily life so as to curb their bad behaviour, to help them to get rid of those bad habits, and to form good ones. This is one of the things that this study was trying to find out at Lusaka central prison, how inmates are moulded towards reintegration into society. As time goes by, it is intended that their bad behaviour should be gradually removed and that good behaviour should eventually take over (Wang, 1993).

Employment and resettlement education is also offered in Chinese prisons. The Government of China pays a great deal of attention to making sure that inmates receive pre-release education. Inmates who are about to finish their sentences are sent to the release team, which takes charge of the prisoner and the pre-release education. The release team makes an overall review of the performance of prisoners during their reform in prison, and in accordance with each one's actual situation, they provide supplementary education as needed to consolidate the achievements of the reform. Leading staff members of the local administrative organs, taxation authorities, and industrial and commercial as well as labour and employment departments are invited to speak to the prisoners. They systematically explain recent social developments, current laws and policies, employment trends. They are also told the best ways to handle practical problems which they are likely to have, and how to deal with situations in daily life, such as living alone or with their family members, handling marriage relations and looking for employment.

Former reformed prisoners who have turned their life around are invited to talk about their own experiences to motivate the inmates. That plays a very positive role in building up the confidence of prisoners in reform (Wang, 1993). If conditions allow, prison authorities may arrange for prisoners who have shown good behaviour to have study visits to the places or enterprises they are interested in, or to grant special leave for them to live with their families during holidays. That allows them to see how society is progressing and to feel that they are still members of society and should return to it as soon as possible in order to participate in the development of the country.

Besides the literacy skills that are offered in class, there are many other literacy activities at the prisoners' disposal for instance, seminars, discussions and visits outside the prison. Members of staff are allowed to invite people to make speeches in prisons, arrangements for prisoners to sit various examinations outside, such as the examinations of correspondence universities and self-learning universities. All prisons have libraries and reading rooms for inmates with books on politics, culture,

literature, and science and technology, as well as a variety of newspapers and magazines. Prisoners who are eligible are given an opportunity to engage in activities such as artistic creation, news writing, reading, lecturing and essay-writing competitions. Many prisons provide prisoners with special teachers, facilities, tools and materials, so as to offer calligraphy, painting and other art classes for entertainment.

Many prisons have performing troupes made up of prisoners who set up performances, produced by the inmates themselves (China Information Office, 1992). As part of the effort to educate and reform offenders as well as to enliven their daily lives, the prisons of China publish three newspapers, the “*Reform-through-Labour News*”, the “*Blackboard News*” and the “*Wall News*”. The prison authorities are responsible for giving guidance on the contents of the newspapers that prisoners write, edit, copy and print. At present, the “*Reform-through-Labour News*” has a circulation of 224,000 within the prisons (China Information Office, 1992:20).

In conclusion, prison education has played a positive part in the correction of prisoners and in social stability in China. It is an indispensable part of national education and one of the basic rights of prisoners. It is also among the useful measures taken by the prison authorities to help prisoners reform themselves.

2.4.3. Literacy Programmes in Uruguay Prisons

Difficult economic circumstances in 2002 left Uruguay with high poverty incidence rates and led the way to the formation of a National Social Emergency Plan which was set up in 2005 in the wake of a change of government UNESCO (2008). The Ministry for Social Development was created in that same year with the objective of bringing the plan forward and formulating, executing, supervising and evaluating the policies and strategies in the fields of youth, women and the family, the elderly, the disabled and social development.

To address the educational needs of the section of the population previously excluded from their basic education, the Ministry of Education and Culture and the National Administration of Public Education jointly undertook the initiative to conduct educational projects inside of prison institutions on a variety of topics and with many different objectives (health, family life, vocational training, literacy skills, and social reintegration).

Following the introduction of the Humanisation of the Penitentiary System Act in 2005, which placed significant emphasis on the benefits of education in prison environments, the scope of education in prisons began to find a stronger source of support and subsequently started to enlarge (UNESCO, 2008). Since being established in 2007, the Support Commission for Education in Prisons has been committed to achieving wider and better quality educational coverage in prisons across the country, by means of workshops, courses and literacy programmes for the imprisoned people.

One of the fundamental objectives of the penitentiary system in Uruguay is to work towards the rehabilitation and eventual reinsertion into society of people who are imprisoned. Under the scope of these aims, prison education functions as a means to improve the conditions of imprisonment and represents the stage prior to active rehabilitation.

Non-formal education in the prisons utilises both formal and non-formal teaching approaches, with possibilities to attend literacy classes, continue with primary or secondary education, access vocational training and take part in workshops, theatre groups, and so on. Activities are planned and carried out with the intention of supporting the development of skills, encouraging group communication and reforming the outlook and social behaviour of the imprisoned people.

The chess project was carried out in 2007 which provided an example of the common interdisciplinary nature of the prison programmes. The integrated structure of the course encompassed three themed workshops on carpentry (building the chess board), ICT (installing a computer chess game) and journalism (reporting on a chess tournament) to develop various tasks through the development of literacy and practical skills (UNESCO, 2008).

In that same year, a pilot project was developed by a team of education professionals and introduced in the men's prison of the city of Canelones. After consulting a selection of prisoners on their interests and preferences for the workshop, Uruguayan Carnival was adopted as the central theme. On preparing the sessions, literacy and self-directed learning were woven carefully into the curriculum by the team of professionals. The aspects addressed during the workshop were the social self and environment, language development and communication, art and culture (music groups and carnival), history and geographical reviews of similar cultural expressions. The workshop participants were encouraged to deal with standard aspects of life as well as their own experiences, writing and speaking about the reality of their situations and the topics of freedom, hope and time.

During the workshops, the participants developed their reading, writing and general communication skills through the embedded literacy components in the programme.

Despite having been planned for only 20 participants, by the third meeting 27 prospective learners had joined the workshop and, in order to guarantee the educational quality of the sessions, no additional participants were admitted. All of the participants completed the four-month long course with full attendance. Originally intended to consist of three meetings a week each lasting three hours, the teachers reported that it was impossible to restrict the meetings to less than four hours at a time due to the magnitude of participation and the scope of interest in the topics.

In many prisons, music or theatre groups have been formed often with the support of paid and voluntary workshop instructors. Such occurrences have all been resoundingly successful, with many resulting in the production of shows for the public either in the prisons or in public halls.

UNESCO (2008) states that, in 2005, the largest prison in Uruguay, with half of the country's prison population, was not equipped with classrooms and, across the country, there were only 9 teaching positions in 5 out of 27 prison establishments. Four years later, in 2009, the positions had risen to 51 covering 25 prisons; a marked improvement, arising from the recognition of the right to education for all and the beneficial effect of education in limiting the number of re-offenders.

Only qualified teachers are employed to work as teaching staff in the Uruguayan prisons in order to ensure that the quality of teaching remains high and, most importantly, to ensure that each teacher establishes himself or herself as a pedagogical authority rather than a supervisory authority during the programme. Qualified teachers are also preferred when hiring workshop instructors. Only qualified teachers are employed to work as teaching staff in the Uruguayan prisons in order to ensure that the quality of teaching remains high and, most importantly, to ensure that each teacher establishes himself or herself as a pedagogical authority rather than a supervisory authority during the programme. Qualified teachers are also preferred when hiring workshop instructors.

A key aspect of the prison education programmes is the regular exchange of ideas and experiences between the teachers during meetings and training days organised by the Support Commission. During the training days, political-educational aspects are examined and educational methodology is discussed. In the past, local ministerial authorities, educational branches, as well as teachers from various education branches have been invited to attend and contribute to the event. The importance

of developing areas for pedagogical reflection and interaction with educational professionals is a part of designing common educational projects.

2.4.4. Literacy in Botswana Prisons.

Generally, prison education is laid down in most legislation establishing prison services on the continent as part of general rehabilitation programmes. The laws governing prisons contain provisions which enable an inmate to acquire education while in prison, but there is usually no mandatory requirement for such education to be imposed on the inmates, nor the possibility for them to insist on it as a right. Further, some of the rehabilitation programmes require some elements of literacy which make it necessary, if not compelling, for an inmate to have some basic education to enable him or her to pursue such programmes. At another level, prison education may be tied to the general national literacy programme. Thus, the prison authorities may try to assist illiterate inmates in gaining access to basic education.

In Botswana, however, the Prisons Act provides in section 89 for the educational and vocational needs of the inmate. Subsection 1 reads as follows, "The training and treatment of convicted prisoners shall be directed towards encouraging and assisting them to lead good and useful lives" (Botswana Prison Act and Regulations, 1992:113). The role of the Prisons Service in Botswana is to encourage inmates to avail themselves of the educational and vocational facilities where they exist in the prisons (Boudin, 1993).

Provided those facilities exist, inmates have the right to receive ideas and information under section 12, from the Constitution of Botswana, as amended in 1966, and to have an education while in prison (Botswana Annual Reports, 1981-1992). Prison education is also provided in Botswana as part of the National Literacy Programme organized by the Department of Non-Formal Education (DNFE) to eradicate illiteracy in the country. To some extent it can be argued that in the case of the education of illiterate inmates, the Act appears to signal some form of compulsion on the part of the prison administration. It does not, however, spell it out clearly, as it simply expects the service to pay special attention to the education of those inmates.

2.4.4 Nigerian Prison Literacy

Prison population has been on the increase in recent years reaching well over 70,000 in 1997, seventy percent of whom are functionally illiterate (Enuku, 2001). Because of limited resource allocation for educational programs there has been little systematic educational provision for prison inmates in Nigeria since the inception of the Prison Service. A close study of colonial and post colonial laws

seem to emphasise the custodial functions of the prison while silent on correctional functions of the modern prison.

The educational deficits of the prison population appeared to be even greater than those of the general population. These prisoners, however, because of their confinement, did not have access to the non-formal and formal educational programs in the outside community. The first prison in Nigeria was established in 1872 located in Lagos. Prisons began not as ultimate institutions for punishment and correction but initially meant for human custody for those caught up in the criminal justice systems awaiting trials or the execution of their punishment such as whipping, banishment and death (Alemika, 1987).

However, in the mid-nineteenth century, when the function of the prison changed in Europe and North America from short-term custodial facility to institutions for ensuring punishment, penitence and correction of the offender. Nigerian prison also in 1872, assumed the role of penitence and correction.

In view of the increasing emphasis on correctional education in most countries, the Nigerian prison Service has also emphasized on the need to humanize the Nigerian prison system through educational provisions. This, is believed, that it will help the ex-offender to develop social skills and a better understanding of their lives and the society (Enuku, 2001).

There is a consensus of opinions that, although the 1971 Government White Paper contains correctional functions, in practice there is no evidence of a properly funded education system in Nigerian Prisons.

The overcrowding coupled with inhuman conditions in the prisons have led to the prisons being variously described as “human cages” (Kayode, 1987) and human zoos with little or no provision for organized educational programs. Available evidence revealed that there is no known official policy on education throughout the prisons in Nigeria.

In a situation where government locks up people for years without trial for political reasons it is clear that the purpose of the prison is primarily punishment and not corrections. This may help to explain the absence of properly funded and organized educational programs in Nigerian prisons. Thus the contemporary criminal justice system in Nigeria is insensitive to recent humane principles for the treatment of offenders and their education. Presently, education is a marginal activity in Nigerian prisons. At the best it takes the form of unorganized apprenticeship for a small number of prison

inmates which is a means of maintaining the prison system (Enuku, 1987). It has no provision for in-prison budgets. Education in its present form may not be able to serve as an antidote to the most harmful effects of the prison environment (Parkinson, 1983).

2.5 Effectiveness of Literacy in Prisons

The effects of incarceration are seen by some to be totally negative. The Centre on Crime Community and Culture (1997) however, indicated that literacy in prisons can help deter people from committing criminal acts and greatly decrease the likelihood that people will return from prison. Zaffaroni (1990), in an address to the heads of penitentiary systems in Latin America, goes as far as to dismiss all claims for the beneficial effects of education, but it can be said with confidence that literacy can at least palliate some of the harmful effects of imprisonment, and can help inmates to gain self respect and rebuild their lives after they have been released. Literacy in particular, can alleviate some of the problems caused by low levels of literacy and verbal ability, and social education may help prisoners to cope better with frustrations deriving from the fact that they are unable to abandon drugs or live at peace with their families.

Most of the penal systems see literacy to be of low priority in comparison with security and prison work. However, they are unlikely to invest in the longitudinal studies involving other actors that might evaluate the results of educational measures. Even when the will to conduct research into effectiveness does exist, it is difficult to follow up ex-offenders after they have been released in order to assess the long term relationship between literacy programme in which they participated and their subsequent occupational and social circumstances. Not only may it be considered improper to continue to keep records on those who have completed their sentence but any meaningful recording of data would also require the cooperation of a variety of agencies, and preferably of the subjects themselves.

In some systems, links between prisons and parole or probation services are at best tenuous, and in many after cares is totally lacking. Surprisingly, little research appears to have been done on even the immediate effects of individual programmes within prisons although increasing awareness of the desirability of internal efficiency evaluation is widespread. It is also rare for offenders to be involved in determining their learning needs and the success of educational provisions in responding to these. None the less, such research evidence as there is, and wide anecdotal evidence from practitioners and ex-offenders, support the statement often quoted in British reports that:

"Education has been seen to aid the process of resettlement; it can help the offenders to take a non-offending path. This can be done by providing the basic education and skills which make law-abiding survival more possible. Qualifications both general and vocational, which can make the attainment and holding of worthwhile jobs more possible, can lead to stability and structure to an individuals' life, especially in the crucial first few months after release. Further this can help in the broadening and maturing of the mind and perhaps for the first time, prestige, success and self-esteem in the non-criminal world.

Literacy has tangible relationships with many aspects of a person's life not only educational attainment but also economic well being, aspirations, family circumstances, physical and mental health as well as civic and cultural participation. (UNESCO, 2008). Outcomes in adult life are often the product of educational and social processes comprising a combination of influences in which literacy plays a part. Literacy problems in the prisons population are often compounded by a wide range of emotional, learning and attention deficits which include;

Child abuse and neglect, linguistic impoverishment in the childhood home, low verbal ability, uncorrected visual and hearing impairments in childhood, unskilled teaching in the junior school and mistaken conjecture about literacy practice, child hyperactivity and inattention, impairments in empathy, social, cognition, current anxiety and depression (Rice and Brooks, 2004:4).

No single cause accounts for all delinquency and no single path way leads to a life of crime but one of the major factors identified as a predictor of delinquency among nations' people is poor academic performance (Lieb, 1994). Many prisons in the world have come up with correctional education as a measure of trying to reduce crime and recidivism in their countries. Correctional education refers to all education from basic literacy to vocational training given to people within the criminal justice system.

The educators within the correction facilities operate on the principle that attitudes, ideas and behaviour can be changed or corrected and that humans are capable of progressing to higher thresholds of awareness. Correctional education helps the inmates to break the circle of poor literacy skills and criminal activity by providing them with the knowledge and skills necessary to succeed in the work place and in society. Effective Literacy programmes help inmates develop problem solving and decision making skills which they can use within the prison and in the life after their release (Steurer, 1996). The ultimate goal of the literacy programmes in prisons is to reduce recidivism by helping inmates become self-sufficient so that they can be reintegrated into society and become

productive and successful workers, citizens and family members (Cortley, 1996). Recidivism is the rate at which released prisoners return to prison without considering the reasons for incarceration.

While few deny the value of education or its significance, the ability to keep individuals from re-entering the criminal justice system is the ultimate test of the literacy programmes' effectiveness. Studies in other countries have been done to find out the effectiveness of the literacy programmes that are offered in prisons and some of such studies are; Mace (1978) who examined the parole and intake records to follow 320 adult male inmates discharged in 1973 from West Virginia correctional institution. The results were that at the end of 4 years there were 76 recidivists of which 55 were from the group that did not participate in any educational and literacy programmes, only 7 of those completed the general educational development (GED) level and 4 of the college participants were re-incarcerated.

Anderson and Schumacker (1988) investigated how many of the 760 detainees who received vocational training while incarcerated obtained employment especially in areas in which they received vocational training upon their release. The detainees were divided into four research groups, namely vocational training, vocational and academic training, academic training and no vocational or academic training. Vocational and vocational academic groups had higher employment rates and fewer re-arrests than the other groups.

Harer's (1994) three years investigation using 1205 releases showed a strong positive relationship between education and a reduction in recidivism. The study found that the more education the released had upon entering the system, the less likely the inmate was to recidivate. These studies suggest that poor literacy skills and crime are related. Such scenarios can be related to a situation in Zambian prisons. Studies show that there is an inverse relationship between recidivism rates and a person's literacy level. The more literate a prisoner is, the less likely he/she is to be re-arrested or re-imprisoned.

2.6 Negative Effects of Imprisonment

Prisoners have been deliberately alienated as a result of the criminal acts they committed, and their alienation frequently outlasts their sequestration in prison. In what could until recently be described as "traditional African societies", where the degree of individualism and competitiveness was less than in the West, and where criminality was seen as a matter for social control rather than isolation through imprisonment, it was recently assumed, according to Daga (1985 p. 246) that, " an ex-offender could easily be re-assimilated, but it has since been noted that even in these societies,

tolerance is no longer shown by the general population towards the reintegration of ex-offenders, so that their social alienation is likely to increase". The instability of social relationships may be worsened by the separation enforced by imprisonment and the strengthening of "macho" values of violence, so that it is unrealistic to claim that deprivation of liberty can be the only form of punishment associated with imprisonment. Even in systems that seek to promote family contact, some deleterious effect is hardly avoidable if the sentence extends beyond a few months.

The system offers little opportunity for inmates to learn how to take decisions which is one of the essential features of social skills training. All institutions, schools, places of employment, the armed forces, even clubs and associations relieve their members of certain decisions, but a strict prison regime may carry this to an extreme form, not even allowing an inmate to open a door, to take a walk or to speak to w h o m he or she wishes without an official instruction to do so. What may be learned instead are the prevailing values of a prison subculture, which sees criminal activity as an acceptable way of life.

However, this is not a new state of affairs for many inmates, but a reinforcement of what they learned as they grew up in their own communities. Prison can, also have some positive aspects. These can be more positive at least than the negativity of the outside community in which the prisoners have grown up. It is important to note that the majority of those in prison consider that their community is one of the reasons why they offended, and that they grew up in dump societies (UNESCO, 1995). Moreover, life in prisons can be far safer than in the community, and it is likely to be free of alcohol, some drugs, painful and damaging relationships. Sometimes it happens that the quality of accommodation and food that is found in prisons however, can still be better than those in the community that the prisoners come from.

2.7 Literature Related to Evaluation Studies

Studies on adult literacy have increasingly drawn attention world over due to high levels of illiterate among adults. The international media, non-governmental organisation and governments have emphasized on the necessity of coming up with ways of strengthening adult literacy programmes such as the literacy programmes found in prisons under evaluation worldwide. Duffy and Pearce (2009) noted that little progress has been made in reducing adult illiteracy in the past decades and few governments and donors are investing in adult literacy programmes. Little attention has been given to adult literacy especially in prisons even when studies world over have proved its importance and effectiveness if it were to be well implemented. Zambia is one of the countries in the Third

World which has little input towards adult literacy and this shows the statistical perception for adult literacy. This explains why there is low funding for such programmes in many parts of the world contrary to the global campaign for education of 2004-2005.

These challenges of underfunding adult literacy in the world applies also to the Lusaka central prisons literacy programme due to lethal under estimations of such programmes. This problem has raised a lot of challenges in many societies of the world including Zambia. Duffy and Pearce (2009) proposed that there is need to monitor the operations of all organisations involved in the provision of adult literacy programmes by providing them with checks and balances and evaluations frequently. Such frameworks will ensure that programmes' aims, goals, and objectives as well as the expectation of the participants and learners are met.

Mulenga (2005) in his study also noted that evaluations play an important role in the management of programmes both internationally and locally. In another study Duffy and Pearce (2009) also supported the same view when he noted that, learning from existing evaluations is key to the development of new frameworks as they are a basis for future decisions. Nadler (1979) indicated that programmes which exist for a long time without being evaluated are likely to become unsuccessful. Evaluation intends to foster development and improvement within an ongoing activity. These scholars suggest that there is need to evaluate any programme after a period of time to establish whether or not the programme is meeting its set aims, goals, and objectives. Therefore, the evaluation of the Lusaka central prisons literacy programme is very important as it will be used to assess whether or not the aims, goals and objectives of the programme stated are met in generating the skills needed by inmates.

2.8 Summary of the Chapter

This chapter has reviewed some literature related to literacy in general and literacy in prisons from different countries in the similar studies. A theoretical framework also shows some of the theories that support evaluative studies. The literature review has also provided the view on the issue of literacy programmes in prisons. The chapter has also highlighted some of the benefits attached to literacy programmes in the lives of the inmates and also the negative effect of imprisonment. Finally, the chapter has reviewed some of the literature on evaluative studies. It has also established the importance of evaluation and adult literacy programmes in the prisons.

CHAPTER 3: METHODOLOGY

3.1 Overview

This chapter discusses the research methodology that was used in this study. The term methodology refers to the way in which we approach problems and seek answers. Cohen and Marrison (1994:14) define methodology as to “how one conducts research”. Our assumptions, interests, and purposes shape which methodology we choose to use employ in any research. Therefore in this study, the choice of the research method has been described and various aspects of methodology were summarized under separate sub-headings of research design, study population, sample size, sampling procedure, research instruments, data collection techniques and data analysis procedures. Finally, aspects concerning reliability, validity and research ethics for this study have also been discussed.

3.2. Research Design

Bless and Chola (1988:54) states that, “a research design is the planning of any scientific research from the first to the last step”. It is also a programme to guide the research in collecting, analysing and interpret observed facts. Yin (1994:19) defines a research design as, “an action plan for getting from here to there”. He further mentions that it is a blueprint of any research. This plan describes in general terms when, where, and how data is to be collected in the researcher’s efforts to answer the research questions. In support, Phiri and Chakanika (2010) submit that a research design has two connotations. On one hand, it is perceived as a programme to guide the researcher in collecting, analysing and interpreting observed facts. On the other hand, it refers to a specification of the most adequate operations to be performed in order to test specific hypotheses under given conditions.

In conducting this research, the researcher adopted case study design based on the research questions posed which mostly answered the “what” questions. This enabled the researcher to delve into details concerning the literacy programme at Lusaka Central Prison. Welman and Kruger (2000) in White (2003: 68) explain that “the term case study has to do with the fact that a limited number of units of analysis (often only one), such as an individual, a group or an institution, are studied intensively”. The intent of employing a case study approach was to be able to describe the unit 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. Furthermore, Kirk and Miller (1986) suggest that

qualitative research is a particular tradition in social science, which depends on watching people in their own territory.

Qualitative research means that the researcher will study the participants in their natural settings therefore, qualitative approach of data collection was used in this study. It involves the use and collection of a variety of materials that describe routine and meanings in individuals' lives (Denzin and Lincoln, 2000).

3.3. Study Population

Zikmund (2000) defines a target population as a specific sample group relevant to the research project. On the other hand, Borg and Gall (1979) define population or universe population as all members of the hypothetical set of people, event, or objectives to which we wish to generalize the results of our research. This includes all individuals with certain specified characteristics. In support of the generalization aspect, De Vos (1998) states that, the term population is used to refer to all the entities or members which the conclusion or generalization to be made is to embrace. In this regard, all prisoners participating in the Literacy programme at Lusaka Central Prison and some former prisoners of LCP were potential respondents. However, instructors from the prison services and officials from the Ministry of Home Affairs were also targeted as informants since they were all stakeholders in the delivery of literacy programme.

3.4. Study Sample

According to Feuerstein (1986:70) a study sample is a set of elements which are ideally representative of the population, a group of subjects on which information is obtained. Sample subjects should be selected in a way in which they will represent the larger group (population) from which they were obtained (Cohen and Marrion, 1994). The sample for this study was drawn from Lusaka Central Prison, 60 respondents were inmates, 30 former inmates, 3 administrators and 7 instructors making a total study sample to 100 respondents. Lusaka Central Prison was selected for its Central locality and easy accessibility.

3.5. Sampling Techniques

Defining sampling techniques is an important step in research because it indicates the quality of the inferences made by the researcher with regard to the research findings (Collins, Onwuegbuzie, & Jiao, 2006).

Therefore, sampling technique is a process of selecting units from the population of the researcher's interest so that by studying the sample we may generalize the results back to the population from which they were chosen. Borg and Gall (1979:8) states that, sampling is the selection of some units to represent the entire set from which the units were drawn.

The issue of sampling in this study anchors on all the inmates participating in the literacy programme at LCP, former inmates, teachers/facilitators and officials at the Ministry of Home Affairs (MHA) as indicated in 3.2. Teachers/facilitators and officials from the MHA were purposively selected; these included the Prisons Secretary, the Office in Charge and his Deputy Officer in Charge (LCP), Programmes Coordinator, and the Offender Management Officer, this was because these respondents should have key issues and concerns to illuminate in the study.

Purposive Sampling was used in order to achieve a rich and varied collection of information. According to Patton (1990), Purposive Sampling involves the selection of information-rich cases whose study will elucidate answers to the question under study. He holds that the logic and power of logic purposive sampling lie in selecting information-rich cases for the study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Purposive method involves using one's own judgement to choose for a particular purpose, exactly who will be included in a sample (Feuerstein, 1986).

Singleton, et al, (1988) also indicates that, Purposive sampling is where elements which are included in the sample have typical characteristics or attributes of the population and selection is based on the judgement of the researcher.

Inmates included in this study were selected using a Simple Random Sampling. Ten Focus Group Discussions (FGDs) were conducted with each FGD having 6 participants, bringing the total number of participants in the FGDs to 60. According to Feuerstein (1986:23), Simple Random Sampling means that, "every element has an equal chance of being selected in the sample.

A total of 30 former prisoners were selected using Snowball Sampling Procedure, which is a tracer study. This was to enable the researcher find the non-participants with ease, by following them up through leads provided by some of the participants in the Literacy Programmes at LCP. Baker (1988:159) explains Snowball Sampling as follows:

"Snowball Sampling involves approaching a single case who is involved in the phenomenon to be investigated, to gain information on other similar persons. In turn, this person is again requested to identify other people who may make up the sample. In this way, the researcher proceeds until he/she has identified a sufficient number of cases to make up his/her sample".

Therefore the total sample in this study was 100 respondents as indicated in 3.3.

3.6. Data Collection Techniques and Instruments

Field data was collected in a space of two weeks from 26th January to 13th February 2015 by the use of the following instruments.

3.6.1. Interviews

Coolican (2009:150) states that, “Interview method involves asking people direct questions”. This study conducted face to face interviews with the sampled group of the population where the researcher asked specific questions to the subjects of the study. In this case former inmates, administrators were interviewed with a different set but similar set of questions with regard to the content learners were exposed to in relation to the aims, and objectives of the programme and the outcomes of the training programme.

3.6.2. Focus Group Discussions

This study employed focus group discussions where the researcher conducted five focus group discussions about the Literacy Programme with regard to how and what they learnt, how they perceived the programme and other questions about the programme. Wimmer and Dominic (1987:151) say,

“Focus groups or group interviewing is a research strategy for understanding audience/consumer attitudes and behaviour. From 6 to 12 people are interviewed simultaneously with the moderator leading the respondents in a relatively free discussion about the focal topic”.

All of the interviewed groups comprised of the inmates participants in the literacy.

3.6.3. Observation Checklist

This study employed the observation technique particularly ‘disclosed observation’ as the researcher was with participants on the programme watching what exactly they were doing. Coolican (2009:123) indicate that, “observational method involves watching and being with the people. Disclosed observation is where people know exactly what the observer is doing”. This technique was used to observe inmates participants and former inmates in the community practically applying the skills learnt on the programme.

3.6.4. Documents Review

According to Tesch (1990), document review is a good method of collecting secondary data when answering research questions. It provides a useful check on information that is in existence already relating to your study. For this study, documents were collected and reviewed from Lusaka Central Prison. Data was collected from these documents answering certain questions especially those concerned with aims, goals and objectives of the programme.

These techniques listed above entails that triangulation data collection strategy was employed which according to Yin (1994) is used to validate the collected data. This view is also supported by Patton (1990) who indicates that, using the triangulation method of data collection entails that multiple sources of information are sought and used because there is no single source of information that can be trusted to provide a comprehensive perspective of the information collected on a particular research project.

3.7. Data Preparation and Formatting

All the data collected was transcribed and translated in readiness for analysis. Data preparation and formatting was done while in the field and afterwards. It was prepared and arranged into categories based on the themes emerging from the collected data but arranged according to the research questions.

3.8 Data Analysis

This is an activity whose main purpose is to let the collected data ‘speak for itself.’ In data analysis, the data obtained is summarized in a way that it will be easy to interpret and understand.

Ader (2008:333) describes data analysis as “a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making”. In support of these views Lewis and Michael (1995) also says that, data analysis is done in a variety of ways depending on the instruments used to collect data and how the researcher want the information to be presented. For example, quantitative data is usually analyzed using some software and is presented in numbers, tables and percentages while qualitative data is usually analyzed and presented using themes, trends and similarity of data. In this study, data was analyzed using thematic approach where similar themes and trends were categorized under the same theme but presented in line with the research questions.

3.9. Ethical Issues

Kombo and Tromp (2009: 106) state that “Researchers whose subjects are people or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out their research”. Research ethics is specifically interested in the analysis of ethical issues that are raised when people are involved as participants in research.

Therefore, permission was obtained before collecting information from respondents through a letter from the Permanent Secretary Ministry Of Home Affairs. The letter assured the respondents of the following: the purpose of the research and who the researcher was; the study’s potential benefits to the profession or field of literacy; that the responses would be anonymous; offered for them to withdraw if and when they felt uncomfortable to continue; The participants were also advised that the final copy of the research study would be made available to them through the office of the Prisons Secretary in case they needed to see it.

3.10. Summary of the Chapter

This chapter delved into the methodology that was used for the study. A case study design was adopted in order to enable the researcher have an in-depth understanding of the subject under study. It is evident that the research design used for this study was qualitative. The chapter has also discussed the instruments which were used to collect and analyze data including the catchment area under investigation. It was also indicated that data was analyzed thematically by virtue of grouping related data under one or similar themes and noting trends for possible propositions.

The study population was prisoners and former prisoners at Lusaka Central Prison. A sample size of 80 respondents was drawn. Ethical issues were also clarified in this chapter. The next Chapter is a presentation of the research findings.

CHAPTER 4: PRESENTATION OF RESEARCH FINDINGS

4.1. Introduction

The aim of this chapter is to report on the findings pertaining to the evaluation of the Literacy Programme at Lusaka Central Prison. The views of the interviewees and information obtained from observations and other relevant documents constitute the focal point of this chapter. The findings herein have been segmented according to the categories under which the respondents participated. Therefore, this chapter brings out the findings of this study in accordance with the issues articulated by the respondents who were: three administrators (Prisons Secretary, the Officer In-Charge, the Programme Director), seven instructors, sixty Inmates and thirty Former Inmates. The data is presented in line with the research questions of the study as presented in chapter one and these were the questions:

- (i) What were the aims and objectives of the literacy programme at Lusaka Central Prison?
- (ii) What were the literacy techniques used to teach Literacy skills at Lusaka Central Prison?
- (iii) What Literacy materials were used in the Teaching and Learning process at the Lusaka Central Prison?
- (iv) How did the Former Prisoners apply the skills to enhance their lives?
- (v) What challenges did the Literacy Programme at Lusaka Central Prison face?
- (vi) How did the LP at LCP fair in meeting its aims and objectives?

The findings were presented in line with the research questions from the various categories of respondents.

4.2. Research Findings

The findings of this research were presented according to the research questions. The data collecting instruments used were the focus group discussions, individual interviews, observations, questionnaires and analysis of relevant documents such as prisons strategic plans. The content of the focus group discussions, individual interviews, observations, questionnaires and documents analysis were used in order to obtain comprehensive data analysis. The data collected was therefore, analysed by coding it into themes.

4.3. Aims and Objectives of the Literacy Programme at Lusaka Central Prisons?

The first question to be responded to was meant to establish the aims and objectives of the Literacy Programme at Lusaka Central Prison. To answer this question, data was collected from the three administrators (Prisons Secretary, Officer in Charge and the Programmes Coordinator) by the use of interview guide which turned out qualitative data. Seven instructors were also interviewed and qualitative data was also collected. The other set of respondents was that of sixty inmate participants in the programme. These were purposively sampled because only those inmates who were participants in the literacy programme were targeted and ten Focus Group Discussions each consisting of six inmates were held. Data which turned out to be qualitative was also collected. thirty former inmates were among the sample where data was collected by use of an interview guide which also generated qualitative data as well.

4.3.1. Findings from Management (Prisons Secretary, Officer in Charge and Programme Coordinator)

Aims and objectives of the Literacy Programme at Lusaka Central Prisons was the first research question in this study. The respondents who answered the first question were three administrators who were the Prisons Secretary, Officer in Charge and the Programmes Coordinator who were purposively sampled. The Prisons Secretary together with the Officer in Charge and the Programmes Coordinator were interviewed using a semi-structured interview guide in order to establish the extent to which they were aware of the aims and objectives of the Literacy Programme offered at Lusaka Central Prisons. Qualitative data was collected from this exercise.

(a) Responses from the Prisons Secretary

The prison secretary was aware of the aims and objectives of the Literacy Programme that was running at Lusaka Central Prison. The secretary mentioned that the main aim of the literacy programme at Lusaka central prison was to teach and impart knowledge and skills to the inmates, so that at the time of their discharge they can become better law abiding citizens and probably start doing something that can help them stay away from criminal activities and improve on their livelihood. The secretary also mentioned that the programme taught inmates good morals, anger and stress management so that when these prisoners are released they can be able to face real life situations with care and caution. The findings show that, by imparting conventional and functional literacy skills to prisoners, they may be able to fit into society

and refrain from engaging into criminal activities which can lead them back into prison. In support to the above statement the prison secretary said that:

Since illiteracy is related to crime, this programme is meant to help inmates to stop indulging in criminal activities and change their mindset towards their lives. The programme will also help inmates especially after being discharged knows how to handle their personal problems and manage themselves.

(b) Responses from the Officer in Charge

The Officer in Charge was also interviewed and the data collected turned out to be qualitative. According to the response given by the Officer in Charge, the aims and objectives of the Literacy Programme at Lusaka Central Prison was to change the character of the prisoners from that of indulging themselves in criminal activities to that which is acceptable by society. He also brought revealed that, the only way this could be achieved was by imparting knowledge and skills in the inmates so that they could reintegrate well into society when they are released. The Officer in Charge mentioned that:

It is important that these prisoners are exposed to the skills being offered here because these are going to help them lead a normal life accepted in society and use their skills to improve their lives and not to go back to committing crime again. Skills such as carpentry, mechanics, auto and power electrical, these are good programmes that most of the former inmates are utilising out there in society.

The study also found out that most prisoners who were jailed lacked relevant literacy skills which they can use to enhance their lives. Due to such reasons, most of the prisoners would rather involve themselves in criminal activities for them to earn a living. The interviewee said that:

Most of the inmates we have here have got petty petty crimes such as stealing, assaulting others, fraud, drugs, rape and many sought of abuse.

(c) Responses from the Programme Coordinator

The programme coordinator was one of the 3 administrators that were sampled in this study. An interview guide was used to collect data from him and the data collected was as well qualitative. Being the overseer of the literacy programme at Lusaka central prison, he was

aware of the aims and objectives of the programme. From the findings of this study, the aims and objectives of the programme according to the coordinator were to effectively and efficiently impart knowledge and life skills to inmates so that they can be accepted by society when they are released from prison. To cement the finding above the coordinator said that:

such programmes are very important in places like the prisons, am sure you know the kind of a place it is and the perceptions that society has towards prisoners, it is not an easy thing to reintegrate into society from prison it takes someone to put up a good character for society to start perceiving you otherwise. Therefore, it is only the programme such as the one here which can help in the reintegration of the former inmates into society.

From the administrators' views, it is clear that the Literacy Programme at Lusaka Central Prison was well meaning especially that it focuses on behaviour changing and skill development in inmates. The findings from these respondents also showed that, by the time inmates are discharged from prison they should have acquired entrepreneurship skills and establish their own businesses as a way of generating income for self sustenance. In line with this finding, the respondent said that,

When inmates have been equipped with the knowledge and skills inmates will develop a business mind which can keep them busy and help to reduce recidivism among the released prisoners.

The respondent mentioned that, at the end of their sentences, inmates should have enhanced skills that may help in their lives. The respondent also said that, some former inmates were using these skills in their respective communities.

4.3.2. Findings from Instructors

A sample of seven instructors was purposively sampled to help answer the first research question in this study. A focus group discussion was held and the data collected turned out to be qualitative.

Although the responses from the instructors varied, they had one common thing in all their responses. The study found out that, apart from being aware of the LP, the instructors were also aware of its aims and objectives. In their responses, the aims and objectives of the LP

were to educate and empower inmates with survival skills in order to improve their level of reasoning, reduce re-turn trips to prisons or what is known as recidivism and also change their mindset towards economic problems. In line with the point above, one of the respondents indicated that:

This programme is aimed at reducing recidivism, improve the inmates' reasoning and also change in the way they handle problems especially economic ones. So, to provide such kind of services aimed at improving their well being it is really appreciated.

4.3.3. Findings from Inmate Participants

Sixty inmates were purposively sampled. This was because only those inmates who were participants in the programme were targeted. Data from this category was collected by use of focus group discussion. Ten groups were formed each consisting of 6 respondents. Findings from the respondents show that both those in conventional and functional literacy skills were aware of the aims and objectives of the LP at LCP.

Findings from the inmates show that, the aims and objectives of the programme were to educate and empower inmates with skills which can enable them to come up with their own businesses and improve their lives after serving their sentences in prison. One of the respondents said,

Iyi programme ititandidza kuti ti kankale nama nkalindwe yabwino tikachoka mu jere muno. (This programme is helping us so that we can have better lives after prison).

Findings also show that, it is clear that inmates know the aims and objectives of the Literacy Programme at Lusaka Central Prison. Usually, they do their best to acquire the skills with the hope of changing their lives after being discharged from prison. Another respondent alluded to the fact that:

iyi programme yati punzisa vintu vambili maningi. Ine nikayo yendao chooka muno mujere sinizakabweza po kunduma nafuti. (This programme has taught us a lot of

things. When am out of jail i will never go back to stealing).

4.3.4. Findings from Former Prisoners

Former prisoners were also among the sample requested to answer the first research question. A total number of 30 former inmates was sampled by use of a Snowball Sampling Technique where respondents were traced by first identifying one respondent who later told the researcher where to locate other respondents until the target was met. A Semi-structured interview guide was used to collect data which attracted qualitative data.

Therefore, findings from former Prisoners on the aims and objectives show that, former Prisoners were as well aware of the aims and objectives of the programme. Their responses show that, the aims and objectives of the LP were to empower them (prisoners) with knowledge and skills to improve their lives after being discharged from Prison. A respondent said:

the programme chikulu chamene banayiyambila nikuti batandizile ise bamene sitinayende kuma sikulu. Kambili mami chamene chilengesa kuchita vintu vamene sivunika mu community ni kuzaziba, kusayenda ku sikulu na kufuna vintu vamene muntu sakwanisa kunkala navo. Bantu bapaya kamba kosaziba malamulo ya dziko, ma abuse yose aya nikamba kosaziba.

« the main reason why this programme was introduced was to help us who didnt go to school. In most cases what causes people to do things which are not accepted by society is the lack of knowledge, resources and basic needs ».

4.4. Summary of Findings to Research Question Number 1.

Conclusively therefore, the first research question which sought to establish the aims and objectives of the Literacy Programme at Lusaka Central Prison, found out that, the main aim and objective of the Programme was to effectively and efficiently impart knowledge and skills to inmates so that they become better, law abiding citizens and reintegrate well into

society. The programme aimed at good character building in the lives of inmates and also to instil a sense of responsibility in their lives.

4.5. Teaching Techniques that were used in the Literacy programme?

The second research question to be responded to was about the Literacy Teaching Techniques that were used in the programme at Lusaka Central Prison. To answer this question, data was collected from two administrators (Officer in Charge and the Programme Coordinator) using interview guides, seven instructors from data was collected using a Focus Group Discussion, sixty Inmates from whom data was collected by the use of Focus Group Discussions and from thirty former inmates from whom data was collected using semi-structured interview guide. The data collected turned out to be qualitative data. The prisons secretary was not part of the category to answer this question as he was not in a position to answer this question.

The Officer in Charge, Programme Coordinator and the instructors were purposively sampled, the inmates were also purposively sampled and 10 Focus Group Discussions each consisting of six inmates were formed. Former inmates were sampled using a snowball sampling procedure.

Data from the Interviews, and Focus Group Discussions showed that there were different techniques used depending with the skill under consideration. As the researcher was trying to get information on the teaching techniques, respondents went as far as giving out some of the major skills taught in the programme such as; Reading and Writing (basic literacy), Carpentry and Joinery, Tailoring and Designing, Metal Fabrication, Agriculture/Gardening, Behaviour modification (Anger Control and Stress Management), Plumbing, effects of drugs and HIV and AIDS, Auto And Power Electrical Mechanics (Functional Literacy).

4.5.1. Findings from the Officer in Charge

To answer this question the Officer in Charge and the programme coordinator were interviewed and the findings showed that the most used techniques in the programme were lecturing, counselling and demonstration, Findings further revealed that, among the three which they mentioned, the most dominant ones were; lecturing, counselling and demonstration techniques. This is where most of the time an instructor would give an example in form of a demonstration and learners were left on their own doing the work with little supervision from their instructors. One of the respondents further said that:

Skills such as functional skills,(carpentry tailoring, plumbing and mental work), the inmates are usually doing them own their own may be one of them will demonstrate to his friends and then his friends will also start practising coping what the friend was doing.

The respondent attributed his response to lack of enough trained teachers to do the job.

4.5.2. Findings from Instructors

Instructors were the second category to answer the second question in this study. About seven instructors were given questionnaires to respond to and the findings were a bit detailed as respondents also mentioned of the skills taught in the programme as they were trying to give out the teaching techniques used in the teaching and learning process.

Findings show that, lecturing, demonstration, sensitization, discussions and concept mapping were mostly used techniques in the teaching process at LCP. It was discovered that learner centered techniques dominated in the programme due to lack of teachers to handle the literacy programme in the process. One of the respondents said that:

Despite a number of skills being offered here, some of the skills are not effectively taught due to few facilitators in the programme. Because of this some of the classes are left for the learners (inmates) to do the work on their own. Mostly the facilitator will only demonstrate a skill under discussion and the inmates will have to do the rest alone.

Lecturing was also one of the techniques that the respondents mentioned. This technique though not frequently used, was one of the techniques that those teaching conventional literacy skills used in their classes.

The findings also show that, learners learned well when they are involved in the process by way of letting them participate in the activities around them.

4.5.3. Findings from Inmates

Sixty inmates were asked through Focus Group Discussions held with them on the teaching techniques used in the programme. Findings from the inmates on the teaching techniques

used show that a number of techniques were used to teach the skills offered in the programme. Techniques varied depending on the skill being taught. One of the respondents pointed out that;

Mapunzisindwe yama pusana pusa kukonkelezana na skill ye tili kupunzila pantawu iyo. Penangu ba teacher bazaambo kamba kusongolo penangu bati uza kuchi fwebene bake.

“Techniques vary depending on the skill we are learning at that particular time. Sometimes the teacher will be talking in front and sometimes we are told to do the work on our own”.

The findings show that the most used techniques were the lecturing and demonstration.

4.5.4. Findings from former Inmates

Thirty former inmates were also interviewed and findings showed that, lecturing, demonstration, sensitizations and counselling techniques were mostly used in the programme. One respondent said that;

We were sometimes given pictures of the things we were to make like beds, chairs, cloths and an engine of a car. Like this it made us to learn how to do things fast and easy because we could see what is in the picture.

Under sensitization technique, one of the respondents said

we sometimes mobilize ourselves to stage plays focused on a particular teaching point like drug abuse, crime, HIV/AIDS and good behaviour.

Findings show that most former inmates supported the use of demonstration technique indicating that it was very helpful and effective as they were able to relate issues on the picture or charts with those in real life situations.

4.6. Summary of Findings to Research Question Number 2

The study found that as respondents were trying to answer on the teaching techniques, they also mentioned the types of skills offered in the programme. The study further discovered

that a number of techniques were used in the programme depending on the skill being taught. However, the most prominent ones were;

Lecturing- this technique seemed to be of great service in the teaching of conventional literacy skill at the LP at LCP where facilitators began by developing the lessons to learners as way of introduction. It is evident that this technique was very helpful in getting participants learn to read and write.

Demonstration and counselling techniques may help learners to grasp concepts fast as they are the ones handling the tasks. These techniques give learners an opportunity to practice. Engaging learner's views, experiences and interpretation of what they see on the visual helps an individual facilitator to look at learners from a different point of view. The technique as used at LCP provides a very rich environment for learners to understand each other's backgrounds, thought patterns and skills through their personal interpretation of the visual objects they see such as photographs, paintings, diagrams, illustrations and models to demonstrate a particular practical experiment based on people's daily lives.

Table 1. below summarizes the teaching techniques used to teach in the programme.

No.	Skill taught	Technique used
1	Reading and writing (basic literacy)	Demonstration, concept mapping and discussion
2	Carpentry and joinery	Lecturing, demonstration and discussion
3	Tailoring and designing	Lecturing, demonstration, and practising
4	Metal and Fabrication	Lecturing, concept mapping demonstration, and discussion
5	Agriculture/Gardening	Demonstration, and discussion
6	Behaviour Modification	Counselling
7	Effects of Drugs and HIV/AIDS	Lecturing, Counselling and sensitization
8	Plumbing	Demonstration and discussion
9	Auto and Power Electrical Mechanics	Lecturing, demonstration, and discussion

4.7. Literacy Materials that were used in the Teaching and Learning process at Lusaka Central Prison?

The third question to be responded to in this study was, what literacy teaching materials were used in the LP at LCP. To help answer this question data was collected from the Prisons Secretary, Officer in Charge and the Programme Coordinator by use of semi-structured interview guide and data collected turned out to be qualitative. Seven instructors also answered the question by responding to questions during the Focus Group Discussion. Sixty Inmates and thirty former inmates were also some of the samples that contributed to answering of research question 3. The instruments used were Focus Group Discussion and an interview guide respectively. The findings showed that the learning and teaching materials used varied depending on the subject matter and the theme under consideration. Respondents of the Literacy Programme at Lusaka Central Prison indicated that the type of materials used for teaching skills varied depending on the skill under consideration, stressing that each skill explained below had its own materials used during the learning and teaching process.

4.7.1. Findings from Administrators (prison secretary, officer in charge and the programme coordinator)

Literacy teaching and learning materials used in the LP at LCP was the third question this study was trying to answer. Three respondents from this category helped to the question on the teaching materials used in the programme. Responses from this category indicated that materials such as books from the Ministry of Education Science, Vocational Training and Early Education (MESVTEE), TEVETA, other donor organisations, and tools for various skills were used in the T/L process. The programme coordinator indicated that:

Most of the materials used in the programme were provided for by the government through the Ministry Of Education, and that some donors would come in to supplement what is already there.

4.7.2. Findings from instructors

Literacy teaching and learning materials used in the LP at LCP; seven instructors helped to answer this research question. Findings from the instructors show that for conventional literacy skills the Ministry of Education gave books to the prison service and the materials for functional literacy mostly came from donors and TEVETA. Materials such as reading and exercise books were mostly used.

Materials such as; textbooks, exercise books, pens, pencils, charts and maps were used when teaching conventional literacy. Planks, vanishing spray, and leather and cotton materials for making sofas, nails, glue and books from TEVETA, thread, sewing machines, cotton materials and fabrics Iron metals, welding machine, spanners, spare parts, vehicles, also mechanics, unblocking machines, spanners, fillers, glue, hoes, fertilizer, seeds, and demonstration field, iron metals, and welding machine were materials used for teaching functional literacy skills such as carpentry, plumbing, tailoring, gardening, auto and power electrical mechanics.

It was further noted that while some facilitators provided some materials using their own initiatives, other facilitators found it hard to access these teaching and learning materials. Another respondent said;

Facilitators sometimes we would improvise our own teaching and learning materials like if as a facilitator you teach how to make door mats they improvise the materials from those who do tailoring and then start to make them to finished products as they demonstrate.

4.7.3. Findings from Inmates and Former Inmates

Findings from these two categories were similar. Respondents showed that books and tools such as spanners, wood plainer, nails, fertilizers, sewing machines and bar metals were mostly used in the programme. To summarize the materials used in the programme the table below shows the skill and materials used to teach literacy skills at LCP. Even though these are the materials that were used in the programme, inmates and former inmates complained of the materials not being readily available for use. One inmate respondent said that:

These people in these offices they just claim that there materials for us to be using, there is nothing if a facilitator hasn't provided then there will be no learning that particular day.

4.8. Summary on the Teaching Material Used.

Findings from the respondents show that a number of materials were used in the programme provided by the government through the Ministry of Education and others donated by donors

and well wishers. The table below shows the skills taught and the materials used when teaching.

Table 2. Summary of the materials used to teach in the programme.

No.	Skills taught	Teaching Materials used
1	Reading and Writing	Textbooks from the Ministry of Education, Exercise books, Pens, Pencils, Charts and maps.
2	Carpentry and Joinery	Planks, vanishing spray, and leather and cotton materials for making sofas, nails, glue and books from TEVETA.
3	Tailoring and Designing	Thread, sewing machines, cotton materials and fabrics.
4	Metal Fabrication	Iron metals, welding machine.
5	Agriculture/Gardening	Hoes, Fertilizer, Seeds, and Demonstration field.
6	Behaviour Modification	Motivational books
7	Effects of HIV/AIDS	Books on HIV/AIDS
8	Plumbing	Unblocking machines, spanners, fillers and glue
9	Auto and Power Electrical Mechanics	Include spanners, spare parts, vehicles and also mechanics books from TEVETA.

4.9. How did the former inmates apply the skills learnt in the programme?

In answering this question, thirty former inmates were sampled using a Snowball Sampling Procedure, semi-structured interviews were used to collect data which turned out to be qualitative. This question was only directed to former inmates because they were the ones who practically used the skills since they had been released from prison.

4.9.1. Findings from Former Inmates.

Application of the skills learned in the programme by former inmates. Thirty inmates were interviewed and findings from this category indicated that, not all former inmates were applying the skills learnt in the programme. Those who did apply the skills did so only by starting a business of their own or sensitizing society on the dangers of crime and drugs through music and public speeches. Those who have failed to use the skills attributed their failure to lack of finances as capital for starting up a business as a result some have even gone back to committing crime in form of stealing just for them to earn a living. One respondent said:

The skills are not helping me in any way, the government cannot employ me, and even in private I cannot join due to my record of once being a convict. It is really rough in the sense that no one will ever trust you even with your skills this pushes us to temptations of stealing or dealing in drugs again so that one can have a living.

4.9.2 Summary of Research Question Number 4.

Conclusively therefore, findings on how former inmates used the skills indicated that even when these skills were acquired by the learners while in prison, it was not everyone who had the opportunity of using them once they were released from prison. The study established that there was lack of finances for former inmates to start up businesses of their own and there was no one willing to employ them.

4.10. Challenges faced in the programme?

The fifth research question was on the challenges faced In the Literacy Programme at LCP. To help answer this question; three administrators (Prison Secretary, Officer in Charge, And the Programmes Coordinator) were purposively sampled. Seven instructors were also purposively sampled from the total population. The other sample that was used to answer this question was the sixty inmates who were sampled using the simple random sampling procedure and ten focus group discussions were held each consisting of six participants. The last category of respondents who answered the fifth question was the thirty former inmates who were sampled using the Snowball Sampling Procedure and semi-structured interviews were used to collect data. From all the four categories, data that was collected turned out to be qualitative.

The Programme is reported to have experienced a number of challenges which could slow or hinder the implementation of its aims and objectives. These challenges are discussed below according to the respondents from each category.

4.10.1. Findings from the Management (Prison Secretary, Officer in Charge, Programmes Coordinator)

Three management officers were sampled and interviewed on the challenges that were faced in the literacy programme and findings show that, they acknowledged the fact that the programme has few learning and teaching materials. However, respondents in this category indicated that the government, through the Ministry of Education Science, Vocational Training and Early Education (MESVTEE), provides few teaching and learning materials.

a) Responses from the Prisons Secretary

The prison secretary was interviewed on the challenges that were faced in the programme and findings show that, the programme faced a number of challenges such as; inadequate Learning and Teaching Materials, lack of trained teachers to facilitate in the learning process, not enough funding of the programme and also not enough infrastructure for the learning process. The prison secretary acknowledged the fact that, despite the programme being good especially for inmates, there were inadequate teaching and learning materials to use in the process of learning; the programme also had no infrastructure such as classrooms and chairs to use in the programme.

In line with the findings above the respondent said that:

There is no budget specifically meant for the literacy programme, hence this programme is like a charity of some kind meaning that when well wishers will not be there, then the programme is likely to die a natural death.

b) Findings from the Officer in Charge

The officer in charge was also interviewed and qualitative data was collected from his responses. Findings from this respondent show that, the most prevalent challenge that the programme faced was that of lack of trained teachers and inadequate teaching and learning materials. Findings further show that the programme was not well funded by the government hence limiting its effectiveness on the lives of inmates. The respondent indicated that:

Such challenges as lack of funding, lack of trained teachers and inadequate teaching and learning materials can limit the potential of a programme on the inmates.

On the challenge of lack of trained teachers, the respondent said that:

sometime back the programme had trained teachers who used to be hired by the prisons department and they used to get paid, but at the moment they longer do that due to lack of funds hence the teachers and facilitators are the same prisoners at least those who have some experience and knowledge of the subject.

c) Findings from the Programmes Coordinator

The programme coordinator was also interviewed on the challenges faced in the programme and qualitative data was collected. From the responses findings show that, the programme faced changes such as inadequate teaching and learning materials, lack of trained teachers and inadequate funding towards the programme. The respondent said that:

The programme is facing a lot of challenges which can hinder and also slow the implementation of the aims and objectives of the programme. There are no teachers to teach in the programme, the people that help are the same prisoners at least those who have a trade. Books are also limited, the government does not provide books frequently most of the books used in the programme the facilitators has to improvise and in most cases we rely on the books donated by the donors which sometimes turn out to be outdated.

Findings under this category also show that the inadequate teaching and learning materials, lack of trained teachers and inadequate funding of the programme were the most pronounced challenges cited by the administrators.

4.10.2. Findings from Instructors

Challenges faced in the literacy programme at Lusaka central prison. Seven instructors were sampled using purposive sampling procedure and open-ended questionnaires were

administered and the data collected turned out to be qualitative. Findings show that the programme was facing challenges of inadequate teaching and learning materials, poor infrastructure for learning and teaching purposes, inadequate funding for the programme, and lack of capital for released inmates to start a business. Respondents in this category also indicated that there were few materials for the learning and teaching process. One respondent noted that,

We are not given enough books to use in the programme, even when books come they are a few such that they don't add up to the number of learners. And in most cases its well wisher who helps us with materials and not our own government. This is not good as the government should take prison education serious if the country is to reduce the level of crime.

In addition, another respondent said that:

In any learning environment for learning to properly take place, the environment should be conducive for learners and the facilitators as well. Not like the way is the case here at Lusaka Central, the cells were inmates sleep that's were they learn from during the day and in most cases women don't attend because they feel shy to go to male section.

In line with challenge of capital, one respondent also indicated that:

The government should come up with a policy of empowering inmates who are released in terms of giving them money to enable them start up something after being released. This can help in reducing the return trips to prison because people will have something to do to improve their lives. My sister the biggest reason why people engage themselves in criminal activities is poverty. So, even when they are empowering inmates with skills they should also consider how those skills will be used when they are released.

Findings show that the programme also lacked trained teachers to handle the literacy skills on offer. A respondent said,

Am an account but am made to teach maths and other subjects as long as I have some knowledge about it in the programme.

Teachers are picked among the prisoners, especially those who have some knowledge about the skills but they are not on government payroll.

Findings also show Inmates are not given enough time to study. Once classes end it's strictly by order to go and work to areas apportioned by the officers. From there they have their supper and then go to sleep whether one likes it or not.

4.10.3. Findings from Inmates Participants

Challenges faced in the Literacy Programme at Lusaka Central Prison Programme. To answer this question, sixty inmates were sampled by use of purposive sampling. Data was collected from the respondents by use of Focus Group Discussions where data collected turned out to be qualitative. Findings from this category indicated that, there were a lot of challenges the programme was facing such as lack of trained teachers, poor learning environment, poor government work policy for former prisoners, lack of capital to start up a business after saving their sentences, inadequate teaching and learning materials, unfunctioning library, and no time for inmates to study. To support the findings one respondent said that:

there are no trained teachers here so we can't really have that much confidence on the people that are teaching us especially that in most cases our fellow inmates are the one that are teaching us. Kawalala munzako akupunzise (your fellow thief to teach you). It doesn't make sense.

(a) Lack of trained teachers

The study also found out that instructors in the programme are not well trained to handle skills at LCP in the Literacy Programme. One respondent also said that;

Some of these teachers of ours are not fit to teach here this is because they are half baked they are not qualified to teach some of the subjects here. The problem is that, these people think that this programme is just for passing time. The prisons are not serious about it; they just want us to be working for them at the end of the day

we are not even benefiting in anyway. Let them bring in qualified teachers to be teaching.

Still on the challenges by the inmate participants, one respondent said that:

this programme also has got poor infrastructure for learning purposes. Mwamene we tizona ndiye mu kilasi we to punzilila. Nato tu ma cell twakayena tulimbe nama window, simupita fresh air. (Where we sleep that is where we learn from during the day, there are no windows and there is no fresh air).

(b) Poor infrastructure for teaching and learning process

The study also shows that instead, cells where inmates sleep are used as classrooms for learning during the day. This was in line with what respondents were saying that,

Tivutinka ise kuno, kulimbe difference yamongona na mopunzilila. Usikuni bedroom muzuba nimu kilasi. Awe mwandi ba government bafakileko nzelu, nangu bachitila kuti tinalakwila society iyi yeve yachiila mo. (we are suffering here, there is no difference between where we sleep and where we learn from as in the night it becomes a bedroom and during the day it's a class. The government should get serious even if we wronged society, this one is too much).

(c) Lack of teaching and learning materials

The programme also faced challenges to do with teaching/learning materials and also money to run other activities. Those who are still doing conventional literacy i.e. grades 1 to 12, complained that they are made to share books in class, sometimes a teacher has no choice but to improvise his own materials for teaching and it becomes difficult because most facilitators are also prisoners hence their effort is limited. One respondent said that:

Again when we are in the workshop especially in the carpentry and metal workshops we need to be protected in terms of our health. This has been a hindrance to other operational and implementations of other areas which needs

money such as plumbing, computer lessons and building and plastering.

(d) Poor government work policy for former inmates

Findings still show that the government work policy for former convicts was a hindrance towards the real change of the inmates because they really feel unwanted in society as there is no one willing to employ them even the biggest employer which is the government. This has really affected many prisoners and former prisoners. As long as one has been in prison before, they are not allowed to work in any government institution. This shows lack of confidence the government has in these inmates with the skills they have acquired while in prison in order for learners to enhance their lives after serving their sentences. One respondent stressed that,

It is really de-motivating when you think of no one would want to hire you in their institution even the biggest employer itself which is the government. To make matters worse, you are discharged without any money and without proper connections with your family, where do you start from? It is really difficult and government should take keen interest in addressing this issue otherwise they will be shooting themselves in the leg.

(e) Lack of study time

The Study also found out that inmates are not given enough time for studying and this really affects their performance in the areas of their studies. A respondent once said,

Once we get back to cells, we are not given time to study all we do is eat and sleep. We are not allowed to work up and study in the night. This is really affecting our performance especially that we will be writing our examinations at the end of the year.

(f) Lack of resources after being discharged to start up a business

The findings further show that when inmates are discharged from prison, the only thing they are allowed to get or which they are given are their valuables if they came with any at the time of being jailed. Otherwise all they are given apart from their valuables is transport money to get back home. One respondent said that,

The government should find ways of helping inmates who have acquired the skills to find money so that as they leave prison they not only equipped with skills but with money as well so that it becomes easy for us to start up a business of our own since the government cannot employ former convicts.

4.10.4. Findings from Former Prisoners

Thirty former inmates were also sampled using a snowball sampling procedure. They were interviewed to find what challenges they faced during their participation in the literacy programme. Data collected from them turned out to be qualitative. Most of the findings from this category are similar to the responses of inmates. Challenges facing former inmates are the same as those of the inmates except that in their case, the impact is more because they are out there to face realities of life. Most of the respondents pointed out that; the challenges that are hitting them despite the skills learnt in the programme were:

(a) Poor government work policy for former inmates.

Findings show that, most of the former inmates are just languishing on the streets doing nothing despite having acquired valuable skills while in prison. These individuals cannot work for the government because of their status in society. A respondent said that:

Tapali efyo tulechita nagu ababomba banono elyo temu government iyo. Katwishi ngatwalainka ibumi bwashani limbi twabepo fwe ukwiba futi so that tu sange ko fye ifyakulya. (We are doing nothing even those who are working they are a few and they are working for the government. we don't know the kind of life we are not going to lead maybe we start stealing so that we find food).

(b) Lack of resources to start a business after being released from prison.

The other challenge that was mentioned was lack of capital to start businesses Findings show that the programme is not sustainable due to failure by the prison service to provide capital to help inmates as they leave prison. One of the respondents said that,

This situation at the moment is bad, we are have been equipped with the skills but the only thing we are lacking is the stepping stone as we get back into this harsh society. Since government cannot employ us, let them start giving out at least some thing in terms of money so that it becomes easy for us to start a business. Like the situation is at the moment, things are hard, we are forced to get back and start stealing because we don't have anywhere to touch so that we can start using the skills we learnt while in prison.

Conclusively therefore, the findings showed that the LP at LCP lack appropriate teaching and learning materials for the effective implementation of what they plan to achieve. The different skills being taught on the programme require different specialized teaching and learning materials to help facilitators and learners carry out their works well. The findings also associated this factor to lack of financial resources to procure necessary materials. Government's work policy for former inmates was also one of the prominent challenges faced in the LP at LCP, not leaving out the lack of capital upon release of the inmates, lack of trained teachers to handle literacy skills and also the lack of study time for inmates is also among the challenges the programme is facing.

4.10.5. Summary of the Challenges Faced In The Programme.

Despite the programme having aims and objectives which seemed valid and relevant to the lives of the inmates, it had a lot of challenges which can hinder or slow the implementation of its aims and objectives. From the responses of all the categories, inadequate teaching and learning materials was the common one in the programme. It becomes difficult for facilitators to do their job without books hence posing some negative effects on the programme. The programme lacks trained teachers who have been trained to handle literacy classes. This demotivates the learners as they are taught by fellow inmates. Other challenges that were mentioned were, inadequate funding from the government, poor government work policy for

former inmates, lack of capital for released inmates to start up a business, no time for inmates to study and also a dilapidated library and appropriate learning environment.

4.11. How the Literacy Programme at Lusaka Central Prison Faired in Meeting Its Aims and Objectives?

The last research question to be responded to was how the Literacy Programme at Lusaka Central Prison faired in meeting its aims and objectives. In answering this question, three administrators were interviewed using an interview guide and data collected turned out to be qualitative. Seven instructors were also purposively sampled and data was collected using a Focus Group Discussion. sixty inmates were also included in the sample through purposive sampling, thirty former inmates were also sampled using the snowball sampling procedure and were interviewed using semi-structured interview guide. From all these samples data collected turned out to be qualitative.

4.11.1 Findings from the Administrators

How the Literacy Programme at Lusaka Central Prisons faired in meeting its aims and objectives. To respond to this question the first category to be interviewed were the three administrators (Prison Secretary, Officer in Charge and the Programmes Coordinator). In line with what has been presented in this chapter and based on what is availed and the impact of the programme in the lives of the inmates the three administrators said that; the programme is slowly achieving its aims and objectives despite the many challenges it is facing. The management pointed out that, the programme is not only helping the inmates physically but also in their spiritual and mental growth.

One respondent said that:

The programme is trying to do its best although there are challenges that are beyond our reach. At least there is evidence of how some of the inmates are really changing as a result of them participating in the programme. Some have really changed spiritually and have come to appreciate the programme.

4.11.2. Findings from Instructors.

How the Literacy Programme at Lusaka Central Prison fared in meeting its aims and objectives. Seven instructors were also part of the respondents that answered this question. Findings show that, the programme has not yet reached the desired level of satisfaction as return trips to prisons are still rampant. One of the respondents pointed out that:

Despite the presence of the literacy programme in here we still have some repeat cases such as people who have been released getting back to prison as a result of indulging themselves in criminal activities. This has been due to lack of a starting point when they go back in the society.

Findings from instructors show that a lot needs to be done if the programme is to be a successful story. A number of stakeholders need to come on board with the realization that prisons are also another part of society that needs attention and care like any other section of society. At the moment there are more challenges than there are successes in the programme.

4.11.3. Findings from Inmates

How the Literacy Programme at Lusaka Central Prisons fared in meeting its aims and objectives. Mixed feelings characterized responses from some respondents who felt that the programme fared well while others disagreed. Respondents who saw the programme to be faring well indicated that, the programme was helping inmates to change their attitude towards life and it makes them realise their mistakes in life. One of the respondents said that,

Programme iyi yatichinja mankalindwe nafuti namaganizidwe yatu yachinja manigi. Ine peninangena mujere nezeli namaganizo yoipa manigi. Namulungu sinezelikumuziba, manje chifukwa cha iyi programme napunzila vambili manigi. (This programme has changed our attitude very much, when I came to prison i had very bad attitude. I never knew God; now because of this programme I have learnt a lot of things).

In support of the programme faring well another respondent said that,

I yi programme yanitandiza maningi, chinaleta muno mujere nikuba. Manje ma skills yamene napunzila kuno yazakanitandiza nikayenda kuchoka, cinizakabwelela po

kunduma nafuti. (This programme has really helped me a lot, i came to prison because of stealing now with the skills i have learnt, i will never go back to stealing).

On the other hand, those who thought the programme was not faring well in meeting its aims and objectives had their own reasons why they felt like that. Findings from most of these shows that the programme was still far from meeting its aims and objectives due to lack of monitoring the end products who are the former inmates. There is no one to see what they are doing in their lives as a result of having participated in the Literacy Programme. One respondent had this to say:

This programme only ends with acquiring the skills here in prison what happens after one is discharged it no one's business, no one cares, and therefore it becomes difficult to assess the programme at the end of the day.

4.11.4. Findings from Former Inmates

Former inmates also had mixed feelings on the last research question. Some of the former inmates supported in favour of the programme that it is faring well in terms of it meeting its aims and objectives on the target group.

A respondent in answering the last research question said that the programme is meeting its aims and objectives as it has empowered learners to function effectively in the different domains of the life and society. He explained that:

We are made to realize for example that we have the right to education and lead a normal life free of crime and that, we have the right to stand against any bad behaviour in their lives.

However, the majority are of the view that the programme is not doing enough to meet its aims and objectives due to poor exit strategies which make the programme unsustainable. A respondent noted that,

This programme from my own option it's just meant to benefit the prison in terms of doing jobs for the officers.

4.12. Summary of the Chapter

This chapter has presented the research findings in line with the research questions and it is evident from the data given that the responses obtained are really what is prevailing on the ground. The chapter has presented the position with regard to how the Literacy Programme fared in developing the literacy skills of the inmates. The next chapter discusses the research findings.

CHAPTER 5: DISCUSSION OF THE RESEARCH FINDINGS

5.1. Introduction

This chapter discusses the findings of the study on an Evaluation of the Literacy Programme at Lusaka Central Prison. The study focused on six objectives which were to:

- i. to establish the aims and objectives of the Literacy Programme at Lusaka Central Prison.
- ii. to establish the Literacy Teaching Techniques used to teach literacy skills at Lusaka Central Prison.
- iii. to establish the Literacy Materials that were used in the Teaching and Learning process at Lusaka Central Prison?
- iv. to establish how former inmates and inmates' apply these skills to uplift themselves.
- v. to identify the challenges faced in the programme.
- vi. to establish whether or not the aims and objectives of the Literacy Programme at Lusaka Central Prison were being met.

This chapter also related the findings of the study to the ideas of other authors as quoted in the literature review in chapter two of this study. The findings were thematically discussed in relation to the objectives of the study.

The Central finding of the study is that educational attainment while in prison does make a difference to adult offenders when they return to their communities, despite the publicity given to them especially the long sentences that some are subjected to. The mission of prison education is to prepare the inmate for successful community reintegration, of which employment is a core element.

5.2. Discussion on the Aims and Objectives of the Literacy Programme at Lusaka Central Prison.

The first objective of this study sought to establish the aims and objectives of the Literacy Programme (LP) at Lusaka Central Prison (LCP) in Lusaka District, Zambia. The ultimate aim and objective of any prison is to rehabilitate the prisoner so that repeated offenses do not occur. While there are varying levels of success in this aim and objective, prisons do offer many different therapy and education options that prisoners can utilize to get high school and college degrees or to deal with drug and anger problems. The American Council on Education reports that, inmates who participate in secondary education programs while incarcerated are 29 percent less likely to return to prison (Kolstad, 1994). One reason for this is because further education helps an inmate find a job that pays more money on release, lessening the odds that he will return to crime to earn an income.

However, it is worth noting that the aims and objectives of the Literacy Programme at Lusaka Central Prison seemed valid and of social relevance to prisoners' lives though they did not fully address the problem of sustainability as most of the former prisoners are not doing anything to improve their lives. This was due to the observation that the results obtained from the programme which were, visible and did not fully meet the needs and aspirations of the victims. This view is also pointed out by Duffy (2009) as discussed in the literature review chapter of this document that adult literacy programmes should have aims that address the needs of the target group. Having aims of social utility in the programme is also supported by Ogula (2002) who indicates that, the success and failure of the project or programme is mainly dependent on the expected ultimate results of such a project and the specific activities planners intend to carry out in order to meet the aims of the project. Based on these factors, it is vital to note that the aims and objectives of the literacy programme at Lusaka Central Prison were set in a way that would accommodate all prisoners from different background and age groups to learn together as long as they wanted.

5.3. Discussion on the Teaching Techniques Used.

The variation in the use of teaching techniques with respect to the skills under consideration as reported in the previous chapter is a very significant observation to acknowledge. Teaching literacy with a variety of techniques helps learners understand concepts and skills intended for them.

(a) Lecturing Techniques

The National Council of Educational Research and Training (2011) states that, lecture techniques give instructors, instructors, teachers or facilitators a chance to expose learners to not readily available materials. Lectures also allow the facilitators to precisely determine the aims, content, organization, pace and direction of the lessons. In contrast, more learner-centred techniques for example, discussions require the facilitator/teacher to deal with unanticipated learners ideas, questions and comments. Furthermore, the lecture method can be used to arouse the interest of learners in a subject. Lecturing technique was the mostly used in the Literacy Programme by the facilitators at LCP. This method is effective though it also requires the combination of the other techniques if the skills are to be effectively initiated in inmates.

(b) Demonstration Technique

The other teaching technique that was used to teach literacy skill at LCP was the demonstration technique. This technique helps when learning something new, it is often helpful to watch someone doing the same task whether it is cooking a meal, changing a tyre or operating a machine. Unlike an explanation from a teacher or textbook, which requires learners to visualize a concept or a process themselves, a demonstration enables concepts and processes to be observed directly which in turn makes learning easier (John and James, 2015). This technique was employed at LCP in the Literacy Programme where learners first had to see their instructor either plain a plunk, design a pattern or apply fertiliser in the crops. As a teaching technique a demonstration is a valuable alternative to getting learners to learn by doing, while learning by doing is ideal in most of the practical subjects and courses.

Demonstrations can help to provide learners with opportunities to develop key scientific skills. Learners can be encouraged to make predictions and record their observations as they are watching. Under this technique, facilitators improvise some teaching aids to help learners understand the concepts that are being demonstrated. By virtue of seeing what is at the picture, learners will be able to interpret the stories on those pictures, graphs and diagrams.

Engaging learner's views, experiences and interpretation of what they see on the visual material provided is very important, this helps facilitators to look at learners from a different point of view. This technique as used in the Literacy Programme at LCP, provides a very rich environment for learners to understand each other, thought patterns and skills through their

personal interpretation of the visual objects they are able to see. Goodman (1943) also observes that, using pictorial aid in teaching is very effective as it help learners generate a series of issues surrounding them but all extracted from the given picture. This suggests that based on the pictures provided, learners are able to model and generate a number of issues out of the given picture. The use of pictures, paintings, and other visuals in the LP at LCP constituted one of the most effective ways of teaching literacy. This entails that programme participants who are the inmates, use much of their thinking to interpret what they see on the picture provided based on their natural experiences. According to UNESCO (2008), participants in Uruguay prisons were encouraged to deal with standard aspects of life as well as their own experiences, writing and speaking about the reality of their situations by the use of pictures, diagrams and charts.

(c) Concept Mapping

Concept mapping was also used in the teaching and learning process of the literacy skills at LCP. This represents knowledge graphics form, networks consists of nods which represents concepts and links which represents the relationships between concepts. These can aid in generating ideas, designing complex structures, or ideas because they make explicit the integration of old and new knowledge, which can further help the facilitators assess learners' understanding.

(d) The Participatory Group Discussion

The significance of this technique was that it required every individual to be involved in the problem solving in the difficult topics that were being handled at that particular time. This technique could be used to identify critical problems in the programme and suggest ways of addressing them as a group. Each individual was expected to participate and contribute effectively at whatever level the discussions reached. For the Literacy Programme, this technique was very important as it made the lessons more learner centred in the teaching and learning process. It also made the process interesting and could captivate the minds of the inmates. UNESCO (2008) states that, group discussion encourages group communication and reforming the outlook and social behaviour of the imprisoned people. This technique also helps in the development of communication skills among the inmates. This also prepares learners (inmates) for the real world and arouses their curiosity, analytical skills and creativity.

In other areas like in Latin America, space was created where dialogue and debate could flourish and the large diversity of the participants and their cultural and socioeconomic backgrounds could be taken into consideration however this was not the case at LCP. This is also supported by the theory of literacy which advocates for individuals to be participating in social activities and also realise their freedom as Freira (1972) assumes. Playing a fundamental role in engaging the participants, the flexible curriculum at LCP in that it gave the instructors re-way to demonstrate activities that were not in the curriculum for the purpose of the learners to understand. This encouraged them to use their practical skills and inquisitiveness and fostered the growth of qualities central to the process of lifelong learning.

5.4. Teaching and Learning Materials Used.

The teaching and learning materials used on the Literacy Programme at Lusaka Central Prison was the focus of research objective number three in this study. The significance of using teaching and learning materials in the process was that it helped programme managers to meet the expectations and aspirations of the programme through its aims, and objectives of the Literacy Programme.

With regard to the teaching and learning materials used, it is hard to categorically pinpoint on specific materials because skills differ which require different teaching materials and aids. Ouane (2009) observes that in projects where teachers/ facilitators teach their subjects different skills, it is not possible to use a single technique and teaching aid and skills. This suggests that teaching different skills as is the case at LCP entails the use of different teaching and learning materials such as books, manila charts, pictures and rulers, spanners, different machines, and tools . For the Literacy Programme, the inadequacy of such resources was acute to the extent that they could not adequately address the needs and aspirations of the whole programme. Despite this aspect, they helped facilitators to start their lessons from somewhere especially those who could not provide for themselves.

In the Literacy Programme, it seems there was a general feeling from participants and instructors that it was necessary for the facilitators to follow the syllabus which is a guide on what to discuss with the learners at a particular time. This observation is valid because it is through a proper curriculum that aims, and objectives of the programme can be properly monitored and realized. The use of Songs and Drama was also a good initiative used to sensitize other inmates in different areas such as HIV/AIDS, drug abuse and human rights.

5.5. Application of Skills Learnt from the programme.

Research objective number four of this study sought to establish the application of skills learnt from the Literacy Programme. The application of these skills was also presented in the previous chapter in varying degrees. Based on what was presented, it was evident that some of the former inmates were applying the learnt skills to uplift their social and economic development in their respective lives as they demonstrated mature understanding and internalization of the learnt skills. This view is also supported by Torres (2003) who says that, most adult literacy programmes in Africa are oriented towards social and economic development as learners are expected to behave in a desirable way by the end of the programme. This perception of literacy programmes in Africa on social and economic development is also demonstrated and exhibited at the Literacy Programme at Lusaka Central Prison. However, the extent to which inmates and former inmates apply these skills is very low especially on the part of the inmates; this is due to lack of freedom because whatever they do inside prison has nothing to do with them enhancing their lives.

It was reported in the previous chapter that inmate participants of the Literacy Programme at Lusaka Central Prison applied the skills only when they were doing work related to the prisons and as instructed by the prison officers. Therefore, exhibition of the skill in line with enhancing their lives was not there. However, some former inmates who participated in the programme applied the skills learnt to enhance their lives such as, starting their own businesses where they could make different products learnt from the programme as discussed in the previous chapter like designing clothes, sofas, and door frames. Some are councillors, public/motivational speakers meaning they conduct sensitization campaigns to educate the public in different areas. This entails that the Literacy Programme at Lusaka central prison is slowly achieving its aims and objectives by imparting different income generating skills as applied by learners in different ways being discussed in this section.

Though others are applying the skills learnt in the programme, some of the former inmates who participated in the programme are doing nothing to enhance their lives; reasons given for them not to use the skills were ranging from lack of funds after discharge time to poor government work policy on former prisoners. The Context, Input, Process and Product evaluation model of Stufflebeam clearly states that, this model should help managers of any programme make well informed decisions by either to improve, change or abandon the programme. When we look at the last component of the four stages, which is the product evaluation, it emphasizes the examination of the impact of the program on the target

audience, the quality and significance of outcomes, and the extent to which the program is sustainable and transferable (Stufflebeam, 1973). To this effect, the literacy programme at Lusaka central prison is not hundred percent achieving its aims and objectives of effectively and efficiently imparting knowledge and skills to inmates so that they reintegrate well into society.

5.6. Challenges faced in the literacy programme.

The fifth research objective of this study was set to identify the challenges that were faced in the Literacy Programme at Lusaka Central Prisons. Like many other literacy programmes, the Literacy Programme at Lusaka Central Prison is also facing some challenges which could slow or hinder the implementation of programme aims and objectives.

(a) Inadequate Learning and Teaching Materials

Looking at the nature of skills being taught on the Literacy Programme and the environment in which the programme is taking place, it is very difficult to find all teaching and learning materials needed for the effective implementation of the skills the programme is offering. While it is possible to access certain materials to teach certain skills such as those to do with conventional literacy as it is found everywhere, it is very hard to find appropriate teaching and learning materials for the effective teaching of certain skills such as agriculture/gardening, plumbing, auto electrical and mechanics and tailoring. The different skills being taught on the programme require different specialized teaching and learning materials to help facilitators and learners carry out their works well. This falls under Process evaluation which monitors, documents, and assesses program activities. The situation at Lusaka Central Prison is not in line with the model of evaluation used in this study which says that, materials used in any programme should be appropriate and enough for the programme to achieve its intended aims and objectives (Stufflebeam, 1973).

(b) Lack of Trained Instructors

Nothing could be more important than making sure that the people who defend our children are adequately trained. This also applies the facilitators who are teaching literacy at LCP. The major challenge with facilitators based on the data presented in the previous chapter has been lack of training to handle literacy skills and also external motivation in form of monetary

support. Lack of training and motivation can have very negative devastating effect on the implementation of the programme. Teaching is a lot like acting, a high-energy, performance profession that requires a person to act as a role model. But when teachers go through training and professional development, the performance aspect of the job is rarely emphasized or taught. Acknowledging this aspect could be a missed opportunity to restructure ways teachers learn new skills and tactics. The findings reviewed that, the facilitators in the programme are not trained instead they are just picked according to their knowledge of a particular skill and usually they are the prisoners themselves. To make the situation worse, facilitators are not paid for the job they are doing which de-motivates them. Unlike in Finish prisons, qualified teachers are hired to come and teach in the programme not just any one as long as they have the knowledge on the skill (UNESCO, 1995). Prisons in Uruguay employ qualified teachers just like any other learning institution to teach in the programme.

Only qualified teachers are employed to work as teaching staff in the prisons in order to ensure that the quality of teaching remains high and, most importantly, to ensure that each teacher establishes himself or herself as a pedagogical authority rather than a supervisory authority during the programme. Qualified teachers are also preferred when hiring workshop instructors (UNESCO, 2008,p. 9).

If the LP at LCP could also employ trained teachers to handle the skill in the programme tremendous results would be seen at the end of the day. The problem at the moment is that there is no seriousness attached to the programme the extent where inmates even reviewed that the programme is there to keep us busy and be entertained.

Teachers, on the other hand, are often asked to identify teaching tools and tactics they would like to try and to reflect on how those new elements could be integrated into the classroom which a lay man cannot do. So, there is need to distinguish between knowing what you want to do and being able to do it.

(c) Poor Infrastructure for Learning Purposes

The disadvantage of learning in such uncondusive environments is that many learners tend to lose concentration with other things not planned for the day's lesson. This also creates serious

discomforts to many learners. Usually the cells where inmates sleep are used as classrooms during the day, an aspect which affects the attendance of the programme especially for female inmates who are required to move to the male section where lessons are conducted from. The lack of desks is also another issue affecting the programme; most inmates will not attend lessons due to lack of desks where to sit and are thus usually put off with the idea of going to sit on the floor.

(d) Lack of Capital when discharged and poor Government Work Policy

It was also reviewed that the inmates faced a lot of challenges especially after being discharged from prison. It becomes difficult for them to integrate into society with nothing and most of those who have been serving longer sentences have lost contacts with their relatives who can at least help in one way or the other. Most of those who are found in such circumstances end up getting back to crime as a means of survival.

In other prisons like Uruguay, The National Agency for Current and Released Prisoners (PNEL) has been supporting educational initiatives by supplying the prisons with a quantity of educational material which corresponds to the number of teachers at the institution. The agency has 19 centres across the country and serves to support imprisoned people, released offenders and their families, placing emphasis on the important role of reinsertion into employment as well as providing social, moral and material assistance. Unlike what transpires at LCP, once inmates have been released they are expected to fund for themselves. There is no form of support given to them at the time of their discharge.

The lack of proper management of ex-offenders has continued to be a challenge in most of the prisons in the world. Literature shows that, more than 650,000 ex-offenders are released from prison every year, and studies show that approximately two-thirds will likely be rearrested within three years of release. The high volume of returnees is a reflection of the tremendous growth in the U.S. prison population during the past 30 years. For the communities to which most former prisoners return (communities which are often disenfranchised neighbourhoods with few social supports and persistently high crime rates), the release of ex-offenders represents a variety of challenges (Faith-Based Community Initiative, 2006).

Lusaka Central Prison is not an exception, although the literacy programme is there, there is little being done in order for the inmates to reform completely. This challenge can only be overcome by way of putting in place good accommodating policies which can allow the inmates and former inmates maximize their opportunities after being released from prison.

Returnees often find themselves facing the same pressures and temptations that landed them in prison in the first place. Assisting ex-prisoners in finding and keeping employment, identifying transitional housing, and receiving mentoring are three key elements of successful re-entry into our communities. It is known from long experience that if released prisoners can't find work, or a home, or help, they are much more likely to commit more crimes and return to prison when the gates of the prison open, the path ahead should lead to a better life and not the other way round. Even if its difficult to follow up ex-offenders after they have been released in order to assess the long term relationship between literacy programme in which they participated and their subsequent occupational and social circumstances government should make sure that it cooperates with other agencies to manage the records of former inmates. Inmates and former inmates at LCP lamented on the bad government policy which does not employ any ex-convict. This has really disadvantaged many people who were once imprisoned despite having come out with occupational skills learned while in prison. Countries like Finland and China, prisoners are empowered making them teachers within the prisons and they are paid for the job that they do (Wang, 1993, Leite, 1991).

(e) Lack of study time for inmates.

The other challenge that was faced in the programme was inmates not having enough time to study. It was learnt that in as much as the inmates are appreciating the programme, it was going to be better if they were as well given enough time for them to go through their books and revised on their own. Remedial work is also another strategy which can be used in helping inmates understand the lesson on the skills that they are learning. Prisons in Finland have organised study meant to meet needs of the learners. If there is need for remedial work for instance, facilitators are there to offer such, usually this works well for those inmates who are very behind and are categorized under slow learners. Such an arrangement hardly happens in Zambia

Sheila (2011) also supports the idea of why study time should be given to any learner. She pointed out that, in schools students could not pass the subjects if they will not study. There

is always time to read, write, and do school work to help students prepare for a much difficult task which is life after prison. If students will not study, they will not graduate and could not land a decent job. Studying is one step to success because the better your study habit is, the more successful you will become. This can be applied to the literacy programme at Lusaka Central Prison. The inmates in there are being prepared for a difficult task of life, therefore, study time should be something that needs to be emphasized on if the aims and objectives of the literacy programme are to be achieved.

Studying is an important activity that we need to appreciate. At one point in our life, we have studied for our lessons, career presentation, job assignments, to mention but a few. We could not survive with life's challenges if we don't study. This is the reason why studying is very important.

5.7. How the Literacy Programme at Lusaka Central Prison Faire in Meeting its Aims, and Objectives

From the data presented in the previous chapter, it is evident that the literacy programme is not faring well in meeting its aims and objectives. Even when the programme has been carrying out literacy activities that address the needs and aspirations of the inmates but there are a number of challenges that the programme is facing despite the many efforts that are being put in place.

Evident from the results, particularly on skills taught on the programme and how some learners applied such skills in their immediate environments to sustain themselves and how others are doing nothing due to lack of income. One would claim that such programmes should be encouraged and promoted as they can help to reduce the number of crimes and recidivisms; this can also make Zambia rise to a middle income status as stipulated in the vision 2030. This is due to the fact that there can be a lot of production from the utilization of the skills learnt in prison by the former inmates.

Measures for the success of the Literacy Programme at Lusaka central prison should be put in place that addresses the needs and aspirations of the target group. Firstly, the programme has not made a lot of progress due to challenges it faces in the programme. Secondly, the skills that have been imparted to the learners are not well utilised by the inmates and the former inmates. Thirdly, the aspects of empowering learners by initiating teaching points that make

participants realize that they have the right to do what they feel is right through the process of conscientization is very critical for a conscious citizenry (Lind 1977).

The Literacy Programme is one example of the few educational programmes in prisons that helps develop the inmates well being immeasurably by imparting in them various skills needed for national development. This suggests that literacy on its own is not development but it is a powerful tool available that can be used for individual, community and national development. This view is also supported by Bazerman (2006:215) who observes that

Literacy does not require or inevitably lead to any particular development, but it is a powerful tool available for organizing, extending, providing resources for, and transforming all of our social endeavours.

This view is also acknowledged by a number of scholars such as Royster who further extends the concept saying literacy is the skill, the process, the practice of 'reading' and being able to articulate about 'men and nations,' which is more than just simplistic, isolated decoding and encoding skills. All these aspects as reported in the previous chapter are being taught at Lusaka Central Prisons and can be used as tools to change the lives of those in prison. It was also important for facilitators to just have knowledge of the skills as Training voluntary facilitators on how to handle adult literacy classes could also be very significant.

5.8. Summary of the Chapter 5.

This chapter has discussed the findings as presented in the previous chapter. It has related the discussion to other literacy studies, theories and practice. The discussion has established that the literacy programme at Lusaka central prison is slowly achieving its aims and objectives but there is need for more effort to be put in place if it has to fully achieve its aims and objectives. However, the aims and objectives of the programme seemed valid because at the end of the day they are focusing on improving the welfare of the inmates. The next chapter presents the conclusion and recommendations of the study.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter presents the conclusion and the recommendations of the study based on the findings and discussions of the literacy programme at Lusaka central prisons. Necessary recommendations for the study are given to provide feedback to programme managers, the government and other stake holders.

6.2. General Conclusion of the Study

The conclusion of this study is done in line with the five research questions and objectives. The first objective and research question were answered respectively. The Literacy Programme, despite the challenges they are facing, is slowly meeting the programme aims, and objectives on the target group. It was clear that the aims of the programme were tangible and addressing the needs of the prisoners and former prisoners by imparting knowledge and skills in their lives. However, it would be more beneficial if the learners could further use these skills to enhance their lives. In this case, the results and benefits of the programme were not too visible and immediate to the inmates which made some of the target beneficiaries of the programme unhappy with the programme as they unanimously agreed that their lives were not any better as a result of taking part in the programme. However, the respondents appreciated the purpose of the programme which was meant to improve their lives and help them reform and stay away from the life of crime.

In the programme, some of the techniques like demonstration encouraged learner centeredness compared to lecturing which was more on facilitator centered. Participants and those who participated in the literacy programme as instructors were satisfied with the techniques used in the process and that the practicing, demonstration and imitation techniques helped them to participate actively in the process. This allowed them to acquire new knowledge and skills which they would use to enhance their lives effectively and efficiently when they are out of prison. Additionally, the inmates and former inmates indicated that the methods enabled them to acquire a sense of belonging as they were learning by doing the actual work themselves especially those who were in skills classes.

The study also demonstrated that there were many literacy and income generating skills taught in the Literacy Programme at Lusaka Central Prison. These skills include reading and writing as the core skill taught together with entrepreneurship skills such as carpentry, tailoring, agriculture/gardening, carpentry, door mats weaving or knitting, table cloths making, metal fabrication, auto and power electrical, mechanics and plumbing. The study found out that some of the skills taught in the programme were being applied by some former inmates in such ways as: in business concerns involving the production of items such as sofas, door mats, and the tailoring of clothes; and Sensitization campaigns which took the form of motivational speaking, singing and drama was another area where participants applied their skills. For those who are still in prison, the only way they could apply these skill was when doing work for the prisons.

The programme employed a number of teaching techniques. demonstration, lecturing, imitation and practice, were some of the techniques that were mostly used in the programme. The third objective and research question sought to establish the teaching and learning materials that were used in the programme and the findings revealed that teaching and learning materials depended on what skills were being taught. For example, conventional literacy skills needed the availability of text books, pens, maps, chalk board and chalk with regards to skills training such as carpentry, planks, nails, planers, vanishing paint and hacksaw were the materials found to be appropriate for the programme.

Furthermore, only a few former inmates were able to apply the skills learnt in the programme the rest complained of lack of money as capital. For the inmates, skills were only showcased within the prison premises as regulations could not permit them to apply their skills anywhere else.

A number of challenges were faced that hinder or slow the achievement of the aims and objectives of the programme. by way of example, the programme was using untrained instructors, and the basis of choosing who was to instruct was based on someone's knowledge of the skills regardless of whether or not such an individual was a trained instructor. Insatiably, this was at variance with the precepts of professionalism and resulted in the poor handling of lessons. Inadequate teaching and learning materials was another challenge the programme faced, lack of enough study time for inmates was another; to say nothing of the poor learning infrastructure. It was observed that, lessons were taking place in cells where prisoners sleep. Generally, the learning environment was described to be bad and

not conducive for learning which forced some of the participants to withdraw from the programme especially females. Poor government work policy for former prisoners and lack of capital at the time of their release made it difficult for released inmates to adapt in society.

6.3. Lessons learnt from the Literacy Programme by both local and international Literacy providers.

The programme is not performing well due to a number of factors: firstly, the aims, goals and objectives of the programme are valid and relevant to peoples' lives but they are slowly being achieved. Secondly, the skills can only be used to enhance the participants' lives after they have been released from prison and off course if the person has the capital to start up a business, and lastly, the inception, development and implementation of the programme did not involve all the stakeholders especially the government itself.

Due to the practical skills participants learned, the programme can be able to transform inmates' mind set and start to believe in them and stay away from the life of crime. This can thereby, command a great deal of acceptance from people in society especially when they have been released from prison. Voluntary facilitators were not very committed to work possibly due to lack of payment. While skills taught gave inmates factual and practical information, the business, and sensitization campaigns encouraged reinforcement of what prisoners learned from the lessons.

If programme administrators do not create a conducive learning environment, provide appropriate teaching and learning materials, a proper syllabus and put up a mechanism for guiding facilitators with lesson plans and other necessities, the programme might lose a lot of clients, popularity and later become moribund. The inadequacy of frequent monitoring of facilitators, follow up on former inmates' application of skills in the society might make the programme lose value in the near future. The inadequacy of external motivation in the form of remuneration of facilitators might create a sense of programme discontinuity in the near future even if the prison coordinator was to change facilitators.

6.4. Recommendations

This study makes recommendations in light of the research findings and the following recommendations are suggested:

- (a) Zambia currently does not have adequate literacy policy to guide providers of adult literacy programmes including those in the prisons country wide. This study recommends the formulation and development of a literacy policy by government of the Republic of Zambia to bring about social change and development and also reduce the levels of crime in the country;
- (b) the government should seriously consider funding the literacy programmes in prisons because literacy is one of the areas that would help combat crime in the country. These programmes are empowering a lot of inmates with income generating skills;
- (c) the government, through the Ministry of Home Affairs, should build structures that should be used as classrooms for learning purposes instead of the cells where inmates sleep. This is not conducive for the purpose of learning and teaching process. Learning environments, equipment and facilities should be made conducive for learning with all basic needs such as proper classes, toilets, main library, desks, pens and writing pads;
- (d) the government, through the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) should appoint trained teachers in literacy to teach literacy in prisons. Additionally these teachers should be paid by the same government;
- (e) the Ministry of Education Science, Vocational Training and Early Education, should supply sufficient teaching/learning requisites such as books to prisons so as enable a smooth teaching and learning process;
- (f) the government should revise the work policy for former convicts for the purpose of accommodating them in the government workforce;
- (g) the government through the ministry of Home Affairs should start paying the discharged inmates some money to help them start a business when they reintegrate into society. This strategy would keep them away from crime;

- (h) Government should formulate a policy meant to monitor released prisoners and make sure that they are reintegrating well in society; and
- (i) finally, the prison administrators should give to study studying and prepare for their examinations.

6.5. Summary of the Chapter

This chapter has given a general conclusion of the study and has highlighted key points under each research question in form of conclusion. It has also provided necessary recommendations for all stake holders in the programme. The study concluded that, the literacy programme at Lusaka central prison has aims and objectives which seemed valid to the lives of the inmates although these aims and objectives are slowly being achieved due to a number of challenges that are faced in the programme. The study revealed that, the programme, if well managed, can bring about tremendous change in the lives of the prisoners and eventually reduce on the levels of crime in the country and also the rate of recidivism.

The study also concluded that, the teaching materials used in the programme were appropriate though not enough to cater for all the participants and most of the time instructors had to improvise teaching materials that they used.

On the other hand, it was concluded that the programme is facing a lot of challenges in fulfilling the aims and objectives of the literacy programme, such as inadequate teaching and learning materials, lack of trained teachers, poor government work policy for former prisoners and lack of capital for the former inmates to start a business venture.

Finally, the study established that the government is not doing enough to enhance the programme at Lusaka Central Prison. Consequently, the study recommended that, the government should, as a matter of urgency, begin to provide funding to the Literacy Programme not only at Lusaka Central Prison but in all the prisons in the country if the goal of rehabilitating inmates has to be achieved.

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Appendix 1: Interview Guide for Officials from Ministry Of Home Affairs.

1. Are you aware of the literacy programme at Lusaka central prisons?
2. Are you familiar with the aims and objectives of the literacy programme at LCP?
3. What are the aims and objectives of the literacy programme at LCP?
4. Based on what you have seen so far, how is the LP achieving its aims and objectives?
5. What sort of strategy have you design to disseminate the aims and objectives of the LP to the facilitators and the target group?
6. Do you think the literacy programme at LCP is important to inmates and why?
7. Who provides the T/L materials used in the programme?
8. Who is involved in the planning of the literacy courses and activities?
9. Which group do you target when planning the literacy activities?
 10. Who teaches literacy in prison?
 11. What qualifications do you consider for someone to be a teacher/facilitator in the programme?
 12. How are the teachers/facilitators prepared to handle literacy classes?
 13. What techniques are used for teaching literacy skills in this programme?
 14. How effective are the T/L techniques used in this programme?
 15. Is there any monitoring of the teaching process in the programme?
 - (a) If yes who does the monitoring?
 16. How do you receive feedback to ensure that what facilitators teach is the right material?
 17. Are the facilitators employed by government?
 18. Does government help in providing teaching and learning materials in prisons?
 19. How do you relate literacy and crime?
 20. Is there any clear regulatory frame work for LP at LCP on government support?
 21. Do you think government has so far demonstrated its commitment to this programme, give reasons to your answer?
 22. Apart from the government are there any organisations which support the programme if so what role does each one play?

23. How is the rate of the return trips to prison by those who attended literacy lesson in prison?
24. What sort of challenges do you face in implementing the programme?
25. Mention anything that you think is important in strengthens this programme which we have not discussed.
26. Any other suggestions to improve this programme?

Appendix 2: Focus Group Discussion Guide for Prisoners

1. Are you aware of the LP at LCP?
2. Do you know the objectives and aims of the LP at LCP?
3. What do you know about the literacy programme at LCP?
4. Do you think the literacy programme is helpful?
5. What literacy activities are there for you to do?
6. Are you guided in the everyday activities that you do?
7. What language is used during the teaching and learning process?
8. Are you okay with the language used during learning?
9. Are the things you learn in prison helpful in your lives?
10. How do you learn these skills, is it grouped discussions or the teacher in front?
11. What materials do you use for learning?
12. How do you relate literacy and crime?
13. When you are released how are you going to use the skills that you are learning here?
14. With all the literacy skills you are learning would you indulge yourselves into criminal activities that can lead you back to prison again?
15. Do you think the programme is successful? How?

Are there challenges you are facing in the programme? Yes/no

(b) What challenges are you facing?

16. If the programme was to be improved, what specific things would you look at?
17. Do you feel acceptable and comfortable within the learning groups?
18. Do you have anything else to say about the LCPLP apart from what has been discussed?

Appendix 3: Interview Guide for Instructors

1. Are you aware of the literacy programme at Lusaka central prisons?
2. Are you familiar with the aims and objectives of the literacy programme at LCP?
3. What are the aims and objectives of the literacy programme at LCP?
4. Based on what you have seen so far, how is the LP achieving its aims and objectives?
5. What sort of strategy have you design to disseminate the aims and objectives of the LP to the target group?
6. Do you think the literacy programme at LCP is important to inmates and why?
7. Who provides the T/L materials used in the programme?
8. Are you involved in the planning of the literacy courses and activities?
9. What qualifications do you have to teacher/facilitate in the programme?
10. What techniques are used for teaching literacy skills in this programme?
11. How effective are the T/L techniques used in this programme?
12. Is there any monitoring of the teaching process in the programme?
 - (b) If yes who does the monitoring?
13. Are you employed by government?
14. Does government help in providing teaching and learning materials in prisons?
15. How do you relate literacy and crime?
16. Is there any clear regulatory frame work for LP at LCP on government support?
17. Do you think government has so far demonstrated its commitment to this programme, give reasons to your answer?
18. Apart from the government are there any organisations which support the programme if so what role does each one play?
19. What sort of challenges do you face in the programme?
20. Mention anything that you think is important in strengthens this programme which we have not discussed.
21. Any other suggestions to improve this programme?

Appendix 4: Interview Guide for Former Prisoners (LCP)

1. Did you learn any literacy skill from the LP at LCP you participated in?
2. How did the programme help you in enhancing your life?
3. What have you done for yourself and society like starting a business, or helping in community projects as a result of the LP at LCP?
4. How has the programme make you realize that if you want to develop you have to work hard and not wait for government to do things for you or indulge yourself in criminal activities?
5. How has the course helped you develop your self-esteem?
6. What income generating skills did you learn from the programme?
7. With the skills acquired while in prison, would you commit another crime that will bring you back to prison?
8. Do you know anyone who took part in the programme who still engages in criminal activities? (do not mention their names)
9. Did you have any skill before you went to prison? (Name the skill)
10. Do you think this programme is worth it?
11. How do you use the literacy skills you learnt while in prison?
12. How was the learning environment at LCP?
13. Did you find the course to be challenging and stimulating?
14. How did facilitators present material/activities when teaching?
15. Were the activities chosen by facilitators appropriate for you?
16. How did the discussions in these lessons address the needs of you learners?
17. Do you think teachers/facilitators were knowledgeable about the subjects you were discussing?
18. Were you given enough time during the lessons?
19. What were some of the challenges you encountered in the programme?
20. Suggestions.

Appendix 5: Checklist for Prisoners and Former Prisoners

1. What literacy skills are offered in prison?
2. Did you learn any literacy skills from the programme?
3. Have you done anything constructive for yourself as a result of the literacy programme?
4. Has the programme made you realise that if you are to develop in life you must work hard and not indulge in criminal activities?
5. Has the programme helped you to look at yourself differently and positively?
6. Do you think the learning environment was conducive for your lessons?
7. Do you think the government has demonstrated enough commitment to help you reform?
8. Was the programme beneficial or a share waste of time?
9. Were the teaching/learning materials appropriate for your lessons?
10. Do you think this programme should continue or not?

Appendix 6: Time Plan

year	2014	2014	2014/2025	2014	2015	2015	2015
Month	Sept-Oct	Oct-Nov	Nov-Jan	Jan-Mar	Mar-Apr	Apr-May	Jun
Activity Plan	Design of research instruments	Pilot study	Field work	Data analysis	Report writing	Report finalizing	Submission for examinations

Appendix 7: Research Budget

Sr. #	Description	Quantity	Unit Price	total
1	Transport	Six Trips Going and Coming Back piloting and actual study	K30.00	K180.00
2	Accommodation	-	-	-
3	Food and Drinks	Lunch	K50.00	K300.00
4	Printing and Binding Proposal Copy	4 Copy	K30.00	K120.00
5	Printing and binding of final research report	4 Copies	K50.00	K200.00
6	Research assistance	one	K2000	K2000
7	Reams of p3aper	4	K25.00	K100.00
8	Ball points	5	K1.50	K7.50
9	rubbers	2	K1.00	K2.00
10	pencils	2	K1.00	K2.00
11	stapler	1	K20.00	K20.00
12	staples	1pkt	K10.00	K10.00
13	perforator	1	k20.00	K20.00
14	Flash disk	2	K90.00	K180.00
15	Digital recorder	1	K1500	K1500
16	Sub total			K4619.5

Appendix 8: Introduction Letter from the University of Zambia School of Education

Appendix 8: Introduction Letter from the University of Zambia School of Education



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====
Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

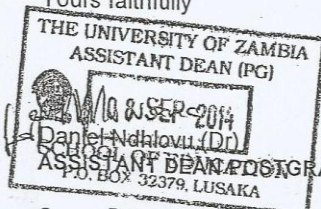
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms..... Computer number..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully



Cc: Dean-Education
Director-DRGS

Appendix 9: Letter from Ministry of Home Affairs

Appendix 9: Letter from Ministry of Home Affairs

TEL: LUSAKA +260 211 254261/2
TELEGRAPH: MINHOME, RIDGEWAY
TELEFAX: +260 211 254336
E-MAIL: homeaffairs@zamtel.zm

In reply please quote

No:.....



REPUBLIC OF ZAMBIA

MINISTRY OF HOME AFFAIRS



INDEPENDENCE AVENUE
P.O. BOX 50997
LUSAKA

MHA/10/3/15

6TH May, 2014

Nakweti Nawa
University of Zambia
LUSAKA.

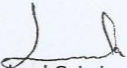
RE: REQUEST TO CONDUCT A RESEARCH ON PRISON ADULT LITERACY PROGRAMMES AT MWEMBESHI-MAXIMUM, LUSAKA CENTRAL, MUKOBOKO-GROUP OF PRISONS

Reference is made to the above subject matter.

Permission is hereby granted to you to conduct a research on prisoner's adult literacy programmes on the above mentioned facilities.

The data collected should be used for academic purpose only.

You are further requested to avail us the findings of your study.


Michael Sakala
Superintendent
Prisons Secretary
FOR/PERMANENT SECRETARY

CC The Commissioner of Prisons
CC The Regional Commanding Officer
CC The Regional Commanding Officer
CC The Officer In Charge
CC The Officer In charge

**KABWE
LUSAKA REGION
KABWE REGION
MWEMBESHI
MEDIUM**