

**INVESTIGATING THE PARTICIPATION OF INMATES IN  
LITERACY PROGRAMMES AT KALOMO STATE PRISON,  
KALOMO DISTRICT, ZAMBIA**

**BY**

**KATUKULA KELVIN**

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LITERACY PROGRAMMES AT KALOMO STATE PRISON,  
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**BY**

**KATUKULA KELVIN**

**A Dissertation Submitted to the University of Zambia in Partial Fulfillment  
for the Award of the Degree of Master of Education in Adult Education.**

### **AUTHOR'S DECLARATION**

I, Katukula Kelvin, do hereby solemnly declare that this piece of work represents my own, and that all the works of other persons have been duly acknowledged and that this work has not been previously presented for any degree at this and indeed at any other university for similar purpose.

The opinions expressed and conclusions presented are those of the author alone.

Author's Name.....

Signature of Author.....

Date.....

Supervisor's Name.....

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## **CERTIFICATE OF APPROVAL**

This dissertation by KATUKULA KELVIN is approved as fulfilling part of the requirements for the award of degree of Master of Education in Adult Education.

Examiners' Signatures

Signed.....

Date.....

Signed.....

Date.....

Signed.....

Date.....

## **DEDICATION**

This thesis is dedicated to my late grandmother, Alice Musiyalela, who was always my source of confidence, inspiration and encouragement. In her Silozi language, she frequently uttered these words to me, “Mwana wa mwanaka, witute. Sikolo kisesinde.” Its English translation is, “My grandson, be educated. School is good.” She laid a strong foundation for my education and she was always loving and supportive.

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## **ABSTRACT**

The study sought to investigate the participation of inmates in literacy programmes at Kalomo State prison. The objectives were to: establish how inmates are actively involved in the learning process; investigate how inmates are encouraged to take control of their own learning; and establish how inmates contribute to the development of a curriculum that draws on their interest. The target population comprised inmate students, non-student inmates, instructor and correction officer. The sample size comprised 62 respondents segmented as follows: 30 non-student inmates selected through simple random sampling, 30 inmate students, 1 instructor and 1 correction officer, all selected through purposive sampling procedure.

This study employed a case study design in which a combination of qualitative and quantitative methods was used. Prior to collection of data, a letter of permission was gotten from the University of Zambia, Directorate of Research and Graduate Studies and then presented to the prison authorities. Collection of evidence relied on questionnaires administered on inmate students and non-inmate students and interviews conducted with the instructor and correction officer. Quantitative data were analysed using Social Package for Social Sciences (SPSS) software while qualitative data were coded in themes.

The findings revealed that inmates were not actively involved in the learning process. They were not given an opportunity to decide, plan or evaluate their learning. It was also established that inmates were not encouraged to take control of their own learning. Finally, the study revealed that inmates were not allowed to contribute to the development of a curriculum that drew on their interest and knowledge.

These were the recommendations: The instructors should solicit for the learners' input in the programme. Inmates should be accepted as adults with experience that the educators should tap into. The instructors should work closely with inmates in determining their learning needs, planning, decision-making and implementing the programme. The Ministry of Home Affairs particularly the Prison Service should provide some flexibility and some degree of autonomy so that inmates are able to take control of their learning within the prison environment. The Ministry of Education should employ people trained in adult education as instructors. Curriculum development should be bottom up involving inmates as primary stakeholders and their literacy needs, interests and knowledge should be placed to the forefront.



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## **LIST OF ACRONYMS AND ABBREVIATIONS**

AED	Adult Education
AMEP	Adult Migrant Education Programme
FL	Functional Literacy
KSP	Kalomo State Prison
LC	Learner Centred
LP	Literacy Programmes
MOE	Ministry of Education
MOHA	Ministry of Home Affairs
PS	Prisons Service
PL	Participatory Literacy
SDL	Self-Directed Learning
UN	United Nations
UNZA	University of Zambia

# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview of Chapter

This chapter provides a synopsis of the background information on participation of inmates in literacy programmes. It further provides information on the statement of the problem, purpose of the study, research objectives and research questions, significance of the study, delimitation of the study, limitations of the study, operational definitions, organization of the dissertation and summary of the chapter.

### 1.2 Background

The background to the study in research refers to a broad description, on macro or meso level of research. It can also be viewed as general observations concerning the research problem (White, 2003). Background refers to the setting or position of the study. Kombo and Tromp (2006:24) say, “It is a brief overview of the problem the researcher aspires to tackle.” The background provides the historical background of the problem (Ghosh, 2011).

Zambia was colonised by Britain. Like many other African Countries that were colonised, Zambia also inherited a number of institutions from its colonial masters. Sarkin (2008:24) succinctly says,

*The prison is not an institution indigenous to Africa. Rather, like so many elements of African bureaucracy today it is a handover from colonial times, a European import designed to isolate and punish political opponents, exercise racial superiority, and administer capital and corporal punishment.*

Bernault (2003) cited in Nagel (2008) provides an explanation akin to Sarkin’s observation that carceral is regarded as an alien custom introduced on the African Continent by Europeans, searching for slaves to be transported to America. This period witnessed the construction of a lot of huge forts to enslave African people and later, these became prisons, particularly after the colonial scramble for Africa during the late nineteenth century. Samba Sangare (2002), a former political prisoner of Mali cited in Nagel (2008:69) contends that, “to the best of my knowledge, Africa did not initially know the system of prisons. We had forms of sanctions in the social schemes which were different from imprisonment. We learned imprisonment with the colonial



system.” This assertion is supported by Crewe (2007] who argues that imprisonment is the ultimate sanction of most Western Societies.

When formal prisons were introduced in Africa, the purpose was not that of rehabilitation or reintegration of criminals but rather the economic, political, and social subjugation of indigenous people. “Colonial conquest used the prison as an early instrument for social subjugation of Africans” (Bernault, 2003:3). During the late nineteenth century, Africa’s prisons exhibited European racial superiority. This was evident in the way black prisoners were treated in relation to their white counterparts. White prisoners, unlike their black counterparts, enjoyed higher quality education and vocational training aimed at preparing them for release, rehabilitation and reintegration (Sarkin, 2008). In other words, black inmates were not provided with education while in prison. Black men and women were not put behind bars as a way to rehabilitate them but to punish and dehumanize them. It became apparent that the racist dogma of the colonial masters exacerbated the illiteracy level on the indigenous population.

At independence, the levels of illiteracy in the country were very high. Campaigns against illiteracy were mounted and prisons were not left out. The importance of prison education in Zambia was recognised a long time ago. In 1964, education programmes in prisons were introduced by the country’s first Republican President, Dr. Kenneth Kaunda. This was followed by the launching of literacy programmes (LP) in prisons by Dr. Kaunda in 1973. Since then, there has not been any study to establish the level of participation of inmates in LP.

### **1.3 Statement of the Problem**

Kombo and Tromp (2006) argue that a research problem is referred to as an issue or concern that nags or boggles the researcher’s mind. This may be as a consequence of its effects or consistence despite some remedies put in place. White (2003) explains that the statement of the problem describes the questions who, where, when, what, why and how in concrete terms and it is more focused on the aspects that instigated the researcher’s decision to study that specific issue. Ghosh (2011) posits that the statement of the problem is concerned with the “what-to-do” aspect.

Since the establishment of prisons as a form of punishment especially at independence in Zambia, education has been an important resource offered to men and women who are incarcerated. This followed the introduction of education in prisons in 1964 by Dr. Kenneth

Kaunda. Prisons are involved in training and education and help inmates acquire vocational skills (Institute for Security Studies, 2009). The vocational and educational programmes are for inmates' rehabilitation and self-improvement. In addition to vocational and educational programmes, a variety of services is provided to help inmates improve their skills, education and self- concept. Inmates participate in these programmes.

However, it is important to note that prisons deprive inmates of virtually all their liberty and have control over their lives. Goffman (1961) cited in Tietjen (2009) contends that inmates in correctional institutions are confined to what is referred to as total institution in a setting in which they are separated from the rest of society. Under these institutions, each aspect of an inmate's daily life is regulated by others and highly structured. Inmates are also deprived of powers to exercise control over what they learn. Against the backdrop of a total institution, as primary stakeholders, the extent to which inmates participate in literacy programmes (LP) is not known. Thus, this study, therefore, sought to investigate the extent to which inmates at Kalomo State Prison (KSP) participated in LP.

#### **1.4 Purpose of the Study/ Main Objective**

Ghoshi (2011) indicates that it is of great necessity to show why the problem under study was considered worth investigating. The purpose of the study is a general statement of what the researcher hopes to accomplish by the end of the study (Kombo and Tromp, 2006). This definition is corroborated by Marshall and Rossman (1999) who state that the purpose of the study is the researcher's intent in conducting the research. It is a statement that tells the reader what the results of the research are likely to accomplish.

The purpose of the study was to investigate the participation of inmates in literacy programmes (LP) at Kalomo state prison (KSP) since they were directly involved.

#### **1.5 Objectives of the Study**

Kombo and Tromp (2006) explain that objectives are intentions or purposes stated in specific and measurable terms. In research, an objective is a specific statement relating to the defined aim of the study. This study was guided by the following objectives:

### **1.5.1 Principle Objective**

The study sought to determine the participation of inmates in literacy programmes (LP) at Kalomo State Prison (KSP).

### **1.5.2 Specific Objectives**

Kombo and Tromp (2006:38) state that, “Specific objectives constitute the means by which the aim/goal of the study could be achieved.” This research was guided by the following objectives:

- (a) to establish how inmates are actively involved in the literacy learning process at Kalomo State Prison;
- (b) to investigate how inmates are encouraged to take control of their own learning process in literacy at Kalomo State Prison; and
- (c) to establish the extent to which inmates contribute to the development of curricular activities that draw on their interest, knowledge and skills.

### **1.6 Research Questions**

Kombo and Tromp (2006) define research questions as issues that the researcher seeks to answer. Research questions are related to the research objectives and they guide the research process by addressing the variables of the study. The research questions take two forms: a grand tour question (main question) followed by sub-questions (Werner and Schoepfle in Creswell (1994) cited in White, 2003). White (2003:52) explains, “The grand tour question is a statement being examined in the study in its most general form. This question, consistent with the emerging methodology of qualitative design, is posed as a general issue so as not to limit the inquiry.” Creswell (1994) cited in White (2003) further urges the researcher to ask one or two grand tour questions followed by not more than five to seven sub-questions. In this study, one main (grand tour or principle) question and three sub-questions (research questions) were asked.

To have an in-depth understanding and insight into the extent to which inmates at Kalomo State Prison participate in literacy programmes, the following research questions were drawn from the aforementioned objectives:

### **1.6.1 Main Research Question**

The compelling grand tour question guiding this investigation is: To what extent do inmates participate in literacy programmes (LP) at Kalomo State Prison (KSP)?

### **1.6.2 Research Questions**

The contributing questions for the research study provided a framework guiding the methodology. Their purpose was to scaffold the study's enquiry premise by providing a framework of queries which sought out a rich source of data collection. By applying triangulation techniques for validity purpose and detailed analysis procedures to this data, the researcher was then in a position to formulate an informative response to the grand tour question through the study's findings. Creswell (1994) cited in White (2003) argues that the research questions should begin with the words 'what' and 'how'.

The purpose of this study was to determine participation of inmates in LP at KSP. To that end, the following three contributing questions were designed to form the basis for determining the type of evidence to seek and these were:

- (a) how are inmates actively involved in the learning process?
- (b) How are inmates encouraged to take control of their own learning within the programmes? And
- (c) To what extent do inmates contribute to the development of curricular activities that draw on their interest, knowledge and skills?

### **1.7 Significance of the Study**

The significance of the study is where the researcher creates a rationale for the importance of the study (White, 2003). The writer can elaborate on the significance for researchers, practitioners, and policy makers. Significance of the study may include such aspects as the reasons why the study adds to the research and literature in the field; reasons why the study could improve practice and; reasons why the study could improve policy.

The findings would help the Ministry of Home Affairs (MOHA) particularly the Zambia Prisons Service, the Ministry of Education (MOE), the instructors and other stakeholders to appreciate the importance of LP and the need to involve the inmates in the planning and implementation of

such programmes. The findings are also hoped to advance the growing body of knowledge already existing in the literature by furthering a deeper understanding of how inmates should actively participate in literacy programmes (LP). The evidence gathered from this inquiry is sought to add to the body of literature already existing. The findings may serve as useful frame of reference for researchers, practitioners and policy makers. The study's findings would be worthwhile as they would provide alternative suggestions and policy measures to enhance participation of inmates in LP. since there is little research that has been conducted in this field, the study's evidence would inform the participant's experiences as they develop and unfold to provide deeper insight and understanding in the very essence of participation of inmates in LP.

### **1.8 Delimitation of the Study**

Delimitation refers to the boundaries or scope of the study. White (2003:54) explains, "Delimitations and limitations establish the boundaries and exceptions inherent in every study." White further suggests that a researcher should use delimitations to address how the study will be narrowed in scope.

The study confined itself to gathering information about participants' experiences only at Kalomo State Prison (KSP). The site was purposefully selected in order to focus on the research question under investigation. KSP was chosen because it is easily accessible to the researcher. KSP in Kalomo, Southern Province of Zambia is a medium security facility which holds inmates serving a maximum sentence of five years. The facility's mission statement stipulates, "Provision of quality correctional services". LP were introduced in the year 2013 in order to live up to the facility's mission statement. It was realised that it is only through literacy that an inmate can truly be corrected and empowered in readiness to be re-integrated into the community as a productive, responsible and law abiding citizens.

### **1.9 Limitations of the Study**

There is absolutely no study that is without any limitation. Therefore, the researcher should, according to Creswell (1994) cited in White (2003), provide limitations to identify potential weaknesses of the study being undertaken. Limitations are challenges anticipated or faced by the researcher in the conduct of the research project. These are in the form of time and finances that

had a negative bearing on the scope of the study, data inaccessibility, and unanticipated happenings (Kombo and Tromp, 2006).

The study employed a case study design. A case study is limited to a small sample as such it is impossible to make generalisations based on very few participants. Yin (2003) observes that a case study design has the ability to provide a rich understanding of not only the context, but the phenomenon being studied and the respondent's experiences. However, the major weakness of case study is its limitation in being able to generalize findings across other settings. This study was also limited by the number of participants. The population was supposed to include only the learners but the number was very small. The data collection instruments had to be restructured in order to accommodate non student inmates. The other challenge encountered was that some inmates were out for manual work on the day of data collection. However, the questionnaires had to be administered to them the following day.

The study only explored the experiences of inmates at Kalomo State Prison (KSP) which is a small unit situated five kilometres on the outskirts of Kalomo in the Southern Province of Zambia. Those limitations restrict the ability to generalise the study's findings to the wider population and therefore, conclusions cannot be drawn beyond the periphery of the prison. The design of this study did not intend to compare the participation of inmates in various prisons. Despite these limitations, it is hoped that this study can serve as a starting point and broadly inform the direction of future research into the experience of participation inmates in LP.

### **1.10 Operational Definitions**

The terms which are used in the study should be clearly defined and the new conceptualisation and its operational definitions should be stated clearly (Ghosh, 2011). The concepts are understood differently depending on the context in which they are used. Merriam and Brockett (1997) observed that the problem with concepts is that their meanings depend on who is speaking, where one is standing and how one experiences the phenomenon. White (2003) explains that certain terms need to be defined so that the readers are able to understand the context in which the terms are used, or their unusual or restricted meaning. The terms that are defined are those that individuals outside the field of study may not understand. Additionally, terms used with a specific meaning need to be defined. The following terms have been used in this study:

**Adult:** a mature person classified according to age and the extent to which he/she performs social roles assigned by society.

**Correction Officer:** prison officer in charge of education.

**Inmate:** also called prisoner, is a person who has been convicted of a crime and is kept in continuous custody.

**Inmate Student:** prisoner enrolled in a literacy programme.

**Instructor:** educator working with inmate students.

**Literacy:** refers to the ability to read, write, and compute simple arithmetic and acquisition of skills such as carpentry, bricklaying, tailoring metal fabrication which can help an individual earn a living.

**Non-Student Inmates:** prisoner not enrolled in a literacy programme.

**Participation:** to be involved in the planning and implementation of educational programmes.

**Prison:** an institution designed to securely house people who have been convicted of crimes. The individuals known as prisoners or inmates are kept in continuous custody on a long term basis.

**Programme:** a programme refers to the total educational offering of an institution or organisation. A programme includes materials to be taught and learning through programmed instruction and it is structured to be presented in a definite sequential order.

**Total Institution:** a situation where inmates are deprived of almost all their liberty and every aspect of their lives controlled.

### **1.11 Organisation of the Dissertation**

This is an overview provided about the development of the study over all the chapters in which a very concise indication is given of the contents of every chapter (White, 2003).

This dissertation is presented in six chapters. Chapter one presents the general introduction. It orientates the reader and provides an insight into the background to the study which is an impetus for embarking on the study. The chapter introduces the research topic, statement of the

problem, purpose of the study, specific objectives, research questions, and significance of the study, delimitation, limitations, and operational definitions, organisation of the dissertation and the summary of the chapter. Chapter two presents a review of relevant literature and theoretical framework. The purpose of this chapter is to delve into the issues, concepts and works done by other scholars in the same field. It acquaints the readers with current theories and research conducted by other scholars in the field supported by theoretical perspectives. The chapter concludes with a summary. Chapter three outlines the methodology employed in the study which includes the research design, population, data collection instruments (questionnaire and interview guide), data collection procedure and analysis. Chapter three also provides some aspects of the field such as ethical considerations. The chapter concludes with a summary. Chapter four presents the findings of the research. In chapter five, the main findings of the study are extruded and discussed in response to the key and contributing objectives guiding the inquiry. The main findings are compared and discussed using research objectives in relation to their levels of convergence with and divergence from those previously established in the reviewed literatures. The purpose is to advance the knowledge and understanding in the field of literacy in prisons. Finally, chapter six provides the conclusion and recommendations so as to provide direction and challenge for others in the same field.

### **1.12 Summary of the Chapter**

This chapter focused on background information to the problem on participation of inmates in LP. The statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study and the operational definitions were elaborated. Also provided in this chapter was the organisation of the dissertation. Chapter two deals with literature review. The main focus is on the theory on which the study is grounded and the review of previous works done by other scholars in the field.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview of Chapter

Delpont and Fouche (2007) assert that in a case study, theory and literature are very cardinal because they guide the study in an explanatory way before the collection of research data is undertaken. Literature review is the examining of related body of literature in order to discern relevant and pertinent information and debates that are related to the topic (Mouton, 2001). Kombo and Tromp (2006:62) explore and explain,

*A literature review is an account of what has been published on a topic by accredited scholars and researchers. It is a critical look at the existing research that is significant to the work the researcher will be carrying out. It involves examining documents such as books, magazines, journals and dissertations that have a bearing on the study being conducted.*

Literature review is conducted to find out what other work has been done in the area and what information will be needed to be gathered (Welman, Kruger and Mitchell, 2005).

A theoretical framework forms a strong basis on which a research project is anchored. Kombo and Tromp (2006:56) argue,

*A theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence. A theoretical framework accounts for or explains phenomena. It attempts to clarify why things are the way they are based on theories. A theoretical framework is a general set of assumptions about the nature of phenomena*

This chapter is meant to delve into the works conducted by leading scholars in the field of literacy in prisons, the supporting theories, issues, concepts and constructs which contribute to the current body of knowledge. The review of other works done by other scholars was extensively undertaken using the internet and the library. Despite a plethora of documents such as books and journals on literacy in prisons, it surfaced that there was a paucity research conducted on the extent to which inmates participate in literacy programmes (LP). Most of the information that has been gathered pertains to education and literacy in prisons in general rather

than the extent to which inmates participate in literacy programmes (LP) per se. The lack of information on this subject has motivated the design and instigation of this research undertaking.

Participation of inmates in LP is a very complex issue because of the nature of prisons. This complexity is as a result of the prison being a total institution in which inmates cannot exercise any control over their lives and the conflicting objectives of normalisation through education and punitive goals.

In order to examine the participation of inmates in LP, various participation theories have been examined. On the basis of literature review, Jurmo's Four Levels of Learner Participation Ladder Theory is preferred to analyse the participation of inmates in LP and used for the present study as it elaborates on how learners are involved in their learning process. Consequently, its explanation is offered as a process that provides in this case inmates an opportunity to identify their learning needs, making decisions, taking control and implementing their own learning that may in turn improve their lives. Together with the issues, concepts and constructs, this theory provides a bedrock of understanding to support the goal of this research namely, participation of inmates in LP.

The purpose of this chapter is to place the study in the existing body of literature and provide the intellectual underpinning for the research inquiry undertaken. Therefore, this chapter presents the theory, literature review presented as follows: adult learner, general characteristics of adult learners, the right to education, prison education, literacy, participation, literacy levels of inmates, participation of inmates in LP, indicator of involvement levels, learners' active roles in learning, learners' control of their learning process, learners' contribution the development of a curriculum and finally, a summary of the chapter.

## **2.2 Theoretical Framework**

Prior to reviewing the literature that sheds more light on the field of participation of inmates in LP, there is need to outline the theoretical framework that forms the bedrock of the present study. A number of theories regarding participation in learning were critically studied and ultimately, the researcher settled on Jurmo's work.

Jurmo's Four Levels Ladder of Learner Participation Theory underpins this study.

### 2.2.1 Jurmo's Four Levels Ladder of Learner Participation Theory

Over the years, the concept of participation has evolved. This resulted from lack of an agreed meaning of participation leading to its increasing use as a buzzword reduced to a series of methodological packages and techniques (Leal, 2007 in Stilz and Herlitz, 2012). In an effort to define the concept and practice of participation, a number of scholars over the years have attempted to come up with typologies of participation derived from Arnstein's (1969) ladder of participation.

Jurmo's idea about ladder of participation is borrowed from Arnstein's (1969) ladder of citizen participation. Arnstein developed her theory in the 1960s during the war on poverty which she conceptualised in terms of federal programmes but foresaw her typology could just as easily be applied to a church, organisation, public school, city hall, or a co-operative. Arnstein cited in Smith (2006) explains that the underlying issues are essentially the same- 'nobodies' in several arenas are trying to become 'somebodies' with enough power to make the target institutions responsive to their views, aspirations, and needs.

Jurmo (1993) observed that there is no single definition of participation, but rather, four levels of learner participation. Jurmo recognises that there are different levels of learner participation in a learning programme and conceptualised learner involvement as a ladder (figure 1).

#### Levels of Learner Participation in Adult Literacy Programme

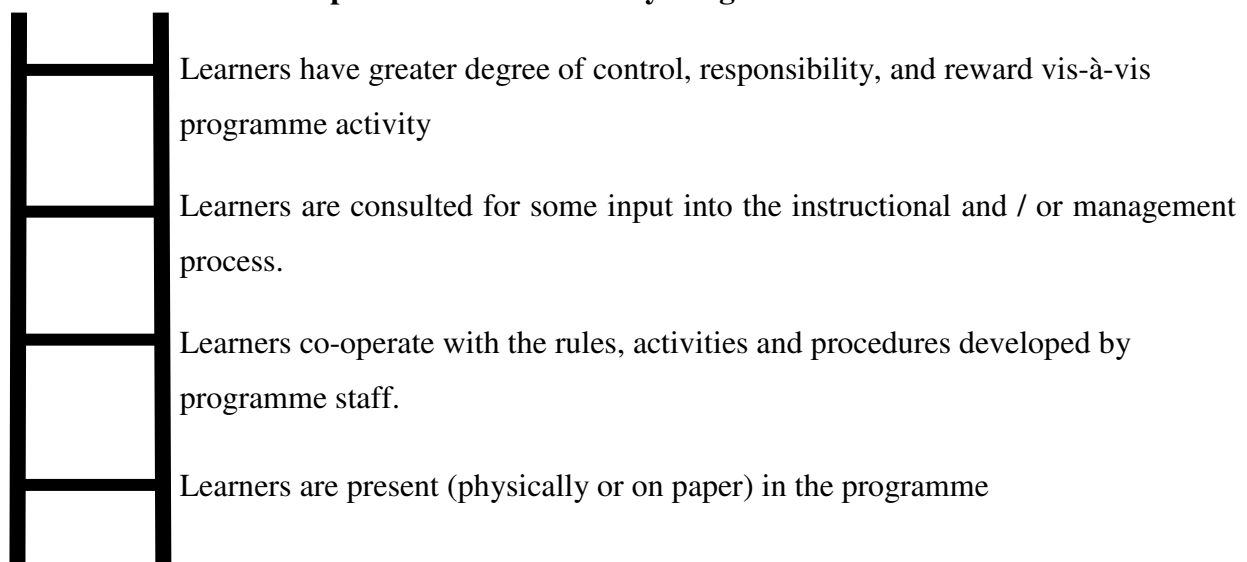


Figure 1: Jurmo's (1993) Ladder of learner participation.

On the bottom rung, learner participation is viewed in terms of head count or quantitative form. Learners participate by simply signing up for a course or being physically present. Decisions are made solely by programme staff. Learners have no role in decision making. This is when learners are present either physically or on paper in the programme. On the next rung, learners co-operate with the rules, activities and procedures developed by programme staff. On the third rung decisions are made by programme staff with some advice from the learners. Learners are consulted for some input into the instructional and / or management process. The top rung is the highest level of participation where learners exercise greater degree of control, responsibility, and reward vis-à-vis programme activities. Decisions are made jointly by the learners and programme staff.

Jurmo concluded that what is aimed at is to get the learners to function as much as possible at the highest level of the ladder at which they have considerable control and responsibility for classroom activities.

### **2.3 Adult Learner**

There is no universally accepted definition of an adult. The term has been used differently by different societies and has changed with passage of time. Using age, different scholars have defined an adult differently. Forrest and Peterson (2006: 114) state, “Adults are those individuals who have taken on adult roles in society, whether they are the 16-year old mother or the 87-year old retiree.” Illinois State University (2012) defines an adult as someone who is generally 25 years or older. Various international organisations such as the European Commission and UNESCO have referred to adult learners in various documents within the age group of 24 and 65 (Chao, 2009). With the above definitions before us, although there is no consensus on adulthood based on age, we can therefore, safely conclude that generally, adults are men and women who range in age from 16 to 70 and above.

Darkenwald and Merriam (1982) defines an adult as an individual who has assumed the primary social roles of a worker, spouse, or parent and left the primary social role of full-time student. Adult learners have additional responsibilities of life tasks such as family, career. Thus, adults typically add the role of learner to their other full-time, multiple roles (Merriam and Caffarella, 1991).

Knowles (1980), Knowles (1990) and Gravelt (2001) provide encompassing definitions of an adult. An adult can be defined either based on age (at which an individual is able to reproduce, vote, drive or marry), the extent to which an individual can perform social roles typically assigned by our culture to those it considers adults or the extent to which an individual perceives himself/herself to be an adult and essentially responsible for his/her own life (Knowles, 1980; Knowles, 1990). (Gravelt, 2001) who states that an adult learner is a mature person who is classified as an adult based on age which includes the extent to which she/he fulfills the social role that is typically assigned to an adult in a society and they assume responsibility for their own lives and livelihoods in addition to participating in educational activities. Inherent in the above definitions are key words used to define an adult such as age, maturity and responsibility. Using this definition, the inmates who participated in the study were considered adults.

## **2.4 General Characteristics of Adult Learners**

Many individuals housed in correctional facilities are adults. Adults learn differently from children. Andragogy is applicable to adults as opposed to pedagogy for children. Andragogy is the art and science of helping adults learn. According to Knowles (1984), andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning. Zmeyov (1998) cited in Taylor and Kroth (2009) states that andragogy sets out the scientific fundamentals of the activities of learners and teachers in planning, realising, evaluating and correcting adult learning. Its emphasis is on the value of the process of learning. Andragogy applies learning approaches that are problem based and collaborative rather than didactic, and also emphasises more equality between the teacher and learner. It also requires that the learners are involved in identifying needs, designing and planning their educational activity. The following are the general characteristics of adult learners:

Adults are very sensitive. The natural sensitive and complexes of man have to be recognised and respected. Adults should be treated with respect. They also need to be treated with equality irrespective of status. Adults should choose what they learn. Besides, adults are volunteers in the learning process and the subjects or skills they learn are by and large voluntarily chosen (Darkenwald and Merriam, 1982). Adults are problem-centred rather than subject-centred (Knowles, 1984). Adults want to put to practice what they learn immediately (Jarvis, 1987;

Apps, 1991). Adults want to have control over their learning due to their busy lives. They prefer to have some control over the place, pace and time to learn (Apps, 1991).

Adult learning can take place anywhere. Adult basic education or literacy instructions can be found in churches, prisons, factories, libraries, office buildings as well as schools. In addition, many adults engage in education that is work-related and many other causes and self-study geared to various aspects of family life (Darkenwald and Merriam, 1982).

As people get older, their self-concept shifts from dependence towards independence and self-direction (Knowles, 1984). In adult education programmes, the implication is that participation is high because learners are self-directed (SD) and want to engage actively in a learning process. Adults learn best in a democratic, participatory, and collaborative environment. They need to be actively involved in determining how and what they learn and they need active rather than passive learning experiences. They are self-reliant learners and prefer to work at their own pace.

When adults engage in an educational programme, they bring with them a reservoir of experience. This is an increasingly rich resource for learning for themselves and for others. Wringley and Guth (1992) provided an observation akin to Knowles (1980) in which they stated that adult learners bring with them a variety of skills, interests and abilities that help them access literacy in its many forms and allow them make decisions about their own learning. The implication is that learning must be experience-centred, related to learners' needs and directed by learners (Knowles, 1980). It is not known whether or not the learners' skills, interests and abilities are solicited into the literacy programme (LP) at Kalomo State Prison (KSP).

Adults participate in learning when they realise its relevance. Therefore, the content must be related in a meaningful way to students' everyday reality and useful in enabling students to achieve their own purpose and goals. Readiness to learn becomes more oriented to the developmental tasks of social and work related roles (Knowles, 1984; Jarvis, 1987). Adults are internally motivated. In relation to this, adults prefer the shortest cut to success. Shorter and straight forward approaches are encouraged (Kochhar, 1985; Knowles, 1984). Feedback is very important in adult learning. When adults enroll in a programme, they are often quite unsure of themselves. They expect feedback in order to know how they are doing. These studies shed more light on how adults should be assisted to learn. The studies have confirmed that adults learn differently from children.

## **2.5 Adult Education**

There is no single accepted definition of adult education (AED). Different authors have given various definitions of AED. Merriam and Cafarella (1991) have defined AED as a course or educational activity taken (part-time or full time if they are on leave, and attend classes on a full time basis) by anyone regarded as an adult based on age, the fulfillment of social roles assigned and who is assumed to be responsible for his/her own life and livelihood. It is an activity intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception defined them as adults (Merriam and Brockett, 1997). AED is also defined as all planned and purposeful learning opportunities offered to those who are recognised and perceive themselves as adults in their own society and who have left the formal initial education system whether such opportunities treat the learners as adults in decision-making, use appropriate adult learning methodologies and styles and allow the learners to use the experience for their own purpose and to meet their own needs. Liveright and Haygood cited in Coles (1987) argue that AED is the process whereby persons who no longer attend school on a regular and full-time basis undertake sequential and organised activities with a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems. Mezirow (2004) asserts that AED as an activity should help adults acquire insight, ability and disposition to realise this full potential in their lives.

Okedara (1981) cited in Mugo et al (2014) posits that AED offers some people who were not in a privileged position to enter the school system a last chance to learn. In view of this, he asserts that some feel a need for training in basic skills of learning so that they enroll for work in reading, writing and arithmetic. Viewed from this perspective, AED provides second chance to those who for one reason or another had very little or no formal schooling at all. LP offered at KSP are AED programmes.

## **2.6 Prisoners' Right to Education**

Prisoners face considerable barriers in accessing their right to education and as such there are a number of relevant international provisions supporting the right of this specific target group to take up learning opportunities such as the United Nations (UN). According to international conventions and recommendations, prisoners have the same right to education as other citizens.

United Nations (2005) states clearly that all human beings have the right to education. The right to education is in the 1948 Universal Declaration of Human Rights article 26 and it states that “Everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.” This and other rulings mean that Governments have the responsibility to make education available, accessible, acceptable and adaptable. It is an imperative in its own right and prisoners should not forfeit this right to access education while in prison.

The UN has approved conventions to which member states have given their assent. Zambia ratified the ‘Standard Minimum Rule for the Treatment of Prisoners’ of 1955 (Institute for Security Studies, 2009). This convention refers to the importance of education and training for all prisoners who are able to benefit from these and stress the need for prison education and training to be integrated with the mainstream educational system. The 1990 ‘Basic Principles for the Treatment of Prisoners’ which includes specific reference to the rights of prisoners to take part in cultural activities and education aimed at full development of the human potential (Hawley et al, 2013). Article 13 of the UN International Covenant on Economic, Social and Cultural Right of 1984 and Article 28 of the UN Convention on the Right of the Child also stipulates the right to education for prisoners. Zambia also ratified this convention (Institute for Security Studies, 2009). The above studies have revealed that inmates also enjoy the same educational rights just like anyone else not in custody.

In conclusion, the above literature provided valuable information that helped to clear the controversy as to whether or not inmates enjoy the same right to education as the other citizen not in custody. It is now clear that inmates have the support of international organisations such as the UN regarding education. Inmates have the same right to education as other citizens. With this in mind and just like any other adult learners, inmates have the right to choose, plan, decide, implement and control what they learn. They should have an input in their learning process. It is not known whether or not their right to education is observed and or to what extent inmates exercise this right.

## **2.7 Prison Education**

Imprisonment serves several universal functions such as protection of society, prevention of crime, retribution, rehabilitation and reintegration. Shethar (1993) postulates that there exists a



conflicting view regarding the goal and purpose of prisons because it does not come out clearly whether they are meant for security, control, punishment, or rehabilitation.

Rehabilitation through education is elusive. This is evident in prisons where the philosophy is more rehabilitative than punitive. In such prisons, education remains secondary to security. In the United States of America, a survey that was recently conducted by leaders of correctional education field indicated that there is now a shift in attitudes from emphasising on punishment to rehabilitation (Roder, 2009). This survey was conducted in the United States of America and therefore, it is not known whether such a similar survey was conducted in Zambia.

Prisons find themselves in a dilemma of rehabilitation through education and living to their objectives of punishing the wrong-doers for crimes committed. This situation resulted into some scholars to be sceptical about the genuineness of prison education. Tietjen (2009:6) asserts:

*From a Marxist perspective, correctional programmes are offered in order to allay societal exasperations with a system that is failing to live up to its correctional ideal. The economic elite seek to suppress the intellectual, creative, and revolutionary potential of those under the control of the criminal justice system. By offering ineffectual state directed educational prison programmes, they attempt to accomplish this.*

Roder (2009) explains that the whole essence behind prison education is that when the academic and occupational skills of inmates are improved while in prison, they stand a better chance of being employed or even continue with their education after they have been released from prison.

Prisons are referred to as total institutions. Tietjen (2009:7) asserts “Inmate students are particularly vulnerable to the nuances of the prison power structure, as they are under the control of a total institution.” Prison regimes expect inmates to adhere and follow strict routines which are not ideal in educational settings. The unequal power relations that exist in prisons have a negative bearing on inmates’ education efforts. Goffman (1961) cited in Tietjen (2009) posits “Thus, if inmates occupy an unequal position in the social power paradigm, they are more susceptible to the negative consequences of the unequal position within the confines of their respective total institutions.” The unfavourable conditions which are as a result of the unequal power are determining factor as to whether or not the inmates receive a quality education while in prison or are being tracked into marginalised programmes (Clemmer in Tietjen,2009). These studies provide a clear picture regarding the situation in which inmates find themselves. Under

such a situation, however, it is not known to what extent inmates participate in literacy programmes (LP), hence this study.

Council of Europe (1990) states that education of prisoners must be, in its philosophy, methods and content, brought as close as possible to the best adult education (AED) in society outside. Prison education should be intended to provide second chance to those people who had no opportunity to enter the school system or complete school. These are the socially and educationally disadvantaged groups of people in society. The teaching approaches employed should be flexible so as to meet the needs, interests and aspirations of the participants. Learners must be availed the opportunity to decide what they want to learn and how they should learn. Good AED must be responsive to the needs and wishes of its clients and this principle should apply to inmates. The curriculum should not be predetermined but emerges as needs and interests are identified. The curriculum should also reflect the needs and want of the learners and it has to be negotiated between students and teachers. By virtue of being adult learners, inmate students have the right to choose what they perceive to be important for them to learn. “It is the potential student’s right to learn what is paramount, and some learning needs may not be met by traditional academic classification” (Council of Europe, 1990:27). Education need to be designed in such a way that it constantly links prisoners with the outside community. This study provides a perfect insight into genuine AED that should be provided to inmates. However, it is not known whether this is the case with adult LPs at KSP.

For the purpose of this study, correctional education includes Adult Basic Education (Basic Literacy) and Vocational Education (Functional Literacy). Adult Basic Education in this context means basic skills training in Mathematics, reading, writing and English as a second language. The incarcerated population is the most educationally disadvantaged population. Basic skills, such as reading, writing and Mathematics are necessary to assist them function in everyday life. Vocational Education or Functional Literacy (FL) aims at preparing inmates for general positions of employment as well as skills for specific jobs and/ or industries. It also aims at providing the skills required to secure and retain gainful employment upon release.

To conclude, education provided to inmates is AED and as such the principles of adult learning should be adhered to when providing LP to inmates. The learners should be allowed to plan, decide, choose, implement and evaluate their learning. Their input into the LP should be valued.

## **2.8 Literacy**

According to Wringley and Guth (1992), there is no universally accepted definition of literacy. Its complex nature makes definitions difficult and there is no consensus on what it means. Literacy has traditionally been interpreted narrowly to focus strictly upon the basic mechanics of learning to read and write. However, with passage of time, in the recent decade, this definition has evolved and it encompasses more than just the ability to read and write. A number of definitions provided by different scholars have broadened the scope of literacy beyond reading and writing. Currently, literacy is described in terms of an adult's propensity to function within a social context.

Literacy needs to be defined in relation to its uses and purposes. A person is said to be literate when he has acquired the necessary knowledge and skills so as to be able to engage in all those activities in which literacy is needed for effective functioning in his group and community and whose attainments in his reading, writing and arithmetic makes it possible for him or her to continue to utilize these skills towards his own and the community's development. Folinsbee (2001) defines literacy as the ability to understand and employ printed information in daily activities at home and in the community so as to achieve one's own goal as well as develop knowledge and potential. National Adult Literacy Agency (2011) states that, literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. Literacy involves more than the technical skills of communication. It also includes personal, social and economic dimensions.

Wringley and Guth (1992) explain that in the absence of a common meaning, programmes can define literacy in their own terms. Therefore, in this study, literacy means the ability to read, write and compute simple arithmetic and acquisition of functional skills for example, carpentry, tailoring, and metal fabrication.

Literacy is very important. Menezes de Souza (2007) explains that literacy is very important in that education gives people the power of understanding. It has been observed that the thinking of an educated person is different from that of uneducated individual. An educated person thinks properly about his country and people.

Every person is a key stakeholder in the development process. For any significant development to be realised at individual and community level or even at global level, every individual regardless of their position and status should be afforded an opportunity to access literacy. Discriminating certain groups of people from accessing literacy is a way of incapacitating and excluding them from participating in the process of development. Therefore, literacy programmes must be accessible and equitable. Raja (2005) points out that keeping large section of society in a state of illiteracy, while granting full access to the written word for a privileged few, can be seen as an act of violence. During his tenure as Secretary General of the United Nations, Kofi Annan once articulated these sentiments: “For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential” (Quigley et al, 2006).

According to Raja (2005), Freire observed that adult illiterates are as “beings for another”-dominated people within an oppressive social order. The solution to this situation does not lie in more deeply immersing illiterates within the structures that oppress them, but in transformation of conditions of oppression. Therefore, Freire maintains that literacy is the most important element in the struggle to overcome oppressive social conditions.

## **2.9 Adult Literacy**

For any nation to achieve meaningful and significant development, its population must be literate enough in order to play a role and contribute positively to the development process. This is attested by the fact that a literate population is more knowledgeable about the realities of life. Literacy is a very important impetus without which individual, community, national and global development is impossible to attain. Ministry of Education (2008) contends that low levels of literacy especially adult literacy are among the impediments to national development because they affect the nation’s most active and productive cohort aged 15years and above. Most of the people who are behind bars fall under this productive age group.

Adult literacy is a term used to denote the proportion of the population in the age range of 15years and above who are able to read and write. It encompasses such issues as functional abilities and functional literacy (FL) in society. Functional ability is the propensity by an adult to use the basic reading and writing knowledge (basic literacy) that have been acquired to solve

problems within society. Functional literacy (FL) has to do with the acquisition of skills required to perform a task so as to earn a living. Hunter and Harman cited in Demetrian (2001:114) define FL as:

*The possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing.*

The acquisition of FL skills is essentially important in that it assists adults to perform tasks in the world of work, everyday life, and assuming the basic right and responsibilities of citizenship (Scribner in Demetrian, 2001). FL offered to incarcerated inmates has a potential to enhance opportunities and an individual's ability to function socially.

## **2.10 Participation of Learners**

The term participation has different connotations. It varies with authors depending on the context and field in which it occurs (Chepchirchir, 2013). The Greeks in the olden days used it to denote voting, holding offices and attending meetings, paying taxes and defending the state (Samad, 2002). The concept has evolved overtime. The social scientists, development practitioners and development agencies have conceptualised the term "participation" in their own view and its scope and meaning are still open to debate. Participation is closely related to empowerment. Participation is referred to as collective efforts to increase and exercise control on the part of individuals or groups excluded from control. It is the involvement of a significant number of persons in their situations or actions that enhance their well-being (Chowdbury and Gilbert, 1996). Mishra et al (1984) say that participation refers to collective and continuous efforts by the people themselves in setting goals and taking action aimed at improving their living conditions. It is a process of achieving laid down objectives, or goals. Participation is an active process in which the participants take initiative and actions that are stimulated by their own thinking and by deliberations over which they exert effective control. Participation is a process in which people are directly involved in shaping, deciding, and taking part in an activity from the bottom up perspective. Participation means putting the last first. It also means partnership and sharing.

In most cases, participation has been assessed in terms of quantitative for example through head count (physical presence). The attendance may not have commitment to what is being

undertaken. Thus, there is need to visualise participation in three aspects namely, who participated, why they participated and how they participated (Uphoff, 1998).

The term participation as conceptualised by Mc Coffery, Merrifield and Millican (2007) fits well for the present study. According to the trio, the term is broad, covering a wide spectrum of involvement. The term is explained in reference to a ladder of participation with a sequence of rungs. The rungs range from participation as providing information to users, to participation as consultation with users to partnership working or handing over power of decision making.

The participation of learners is essential at each stage of a learning cycle. The joint or collaborative involvement of learners groups is a hallmark of participation. Participation of learners is of utmost essence while identifying what they learn. If their participation is ensured, they can best fit the need, nature and type of learning/education according to their own needs. The participation of learners in identifying what they should learn imbibes the sense of ownership among them which will help during the implementation of learning. Gee (2006) suggests that as stakeholders, the inmates should be involved in the planning and implementation of educational programmes. The focus of this study was to investigate the participation of inmates in LPs at KSP.

Cited in Stilz and Herlitz (2012), White (1996) observed that participation cannot be classified as strong or weak. Different types of participation may apply to different actors and necessary at different stages during the process. Therefore, in this study, the indicators of participation are used. The indicators are those presented in the four rungs of Jurmo's Four Levels of Learners Participation Theory namely learners being present, learners complying with rules and activities, learners being consulted, and learners having control and responsibilities.

## **2.11 Literacy Levels of Inmates**

Illiteracy levels in correctional facilities are high. The results released by the National Adult Literacy Survey in the United States of America as reported by Roder (2009) have shown that prisoners in the United States of America have lower levels of literacy than the general population. Barton and Coley (1996:17) state that, "as a group, prisoners are among the least literate in our society; their literacy level is even lower than that of the average unskilled

laborer.” Klein and Tolbert (2007) contend that incarcerated adults have among the lowest academic attainment and literacy rates.

The studies above yielded valuable information regarding the literacy situation in prisons. However, the studies relied much on qualitative rather than quantitative analysis. The indicators of literacy on which the statistics were based are not clear. In addition, the studies were conducted in the United States of America. We do not know whether the results are a reflection of the situation in Zambian prisons. A similar research to determine the literacy levels of inmates in Zambian correction facilities need to be undertaken.

A good number of prisoners have problems with basic literacy and others have severe literacy problems. In terms of literacy skills such as writing, reading and mathematics, most inmates are far much below when compared to the general population. A good number of them lack professional/ vocational qualifications. The lack of basic literacy and functional skills among prisoners most of whom are from low social-economic backgrounds is worrying as it perpetuates the existing socio-economic inequalities in the country, makes communication between inmates and their families difficult and impedes the prisoners’ rehabilitation and their reintegration into society once released from prison.

Conclusively therefore, it is apparent that most inmates are illiterate. The alarming illiteracy levels of inmates underscore a need to provide literacy programmes (LP).

## **2.12 Participation of Inmates in Literacy Programmes**

The provision of LP in prisons remains a contentious issue in society at present. Many people are opposed to the idea of providing literacy education to prisoners basing their argument that inmates are put behind bars as punishment for crimes they committed. They believe that prisoners’ rights including right to education are taken away from them upon arrest. Prisons have also not taken the provision of education to inmates very seriously basing their argument that it compromises the security and the objectives of imprisonment. In incarcerations where the philosophy is more inclined to rehabilitation than punishment, education is secondary to security (Shethar, 1993). (Council of Europe (1990:14) observes:

*It is, however, necessary to recognise that there may be some tension between the pursuit of education and prison regime, since education focuses more on the*

*potential in people and encourages their participation and choice. In contrast, security systems often dwell to a greater extent on what is negative in people and seek to control behavior.*

Roder (2009) observed that in the United States of America, literacy programmes (LP) are readily available for inmates to take advantage of. Unfortunately, participation rate is low in relation to the inmates' education and skills need. This study was conducted in the United States. It is not known whether it is a reflection of the Zambian situation. Studies need to be conducted to establish the real cause of lack of participation in Zambian prisons.

Participation in LP is not compulsory. Folinsbee (2001) observed that in most cases inmates voluntarily participate in these programmes. It is not known whether this is the case with LP at KSP.

### **2.13 Indicator of Involvement Levels**

Jurmo's four levels of learner participation ladder is an indicator of involvement levels. Participation in LP can take place at different levels. Jurmo (1993) alludes that participation can range from mere attendance either physically or on paper, compliance with the rules, consultation, to greater degree of control. In addition, in the process different stakeholders have different roles to perform. These vary from being source of information to an active contributor or one of decision maker. Participation can be perceived within two main dimensions namely the degree of participation and the level at which participation is taking place. The following are the levels of learner participation in a literacy programme:

#### **2.13.1 Participation through Headcount**

This is the lowest level of participation. Jurmo (1993) observed that learner participation is measured by their presence either physically or on paper. White (1996) cited in Stilz and Herlitz (2012) refers to this as nominal participation. In other words, learners just sign up. Arnstein (1969) refers to this level as non-participation because learners have according to DFID (2002) no real input or power in the engagement process. This level is also famed co-option or coercion (DFID, 2002). Participation is more passive in the sense that learners just listen to what they are told. The term 'action on' is used for this level. The programme staff off load what they already planned to a passively listening group of recipients. Learners have no input in the programme. They are not involved in making decisions or making some suggestions. Learners' views are not



invited in the conduct of the programme. The programme takes a top-down arrangement and then imposed upon the learners.

The planning, decision making and curriculum design regarding literacy programmes (LP) in this type of participation takes a top down manner. This is confirmed by People Action Forum (2009) which states that a national curriculum for literacy responsive to the needs of the learners should be developed in consultation with key stakeholders such as civil society organisations and relevant university departments. However, as key stakeholders, learners have been left out from the list. This entails that they are passive recipients who should be in attendance while listening to what has already been predetermined for them. Decisions are made by others. The aspect of inmates' contribution to the development of a curriculum was one of the objectives. The study sought to establish the extent to which inmates at Kalomo State Prison (KSP) contributed to the development of the curriculum.

In conclusion, participation through attendance in LP especially in adult education (AED) does not yield desired results. Adults do not stand to benefit when they take a more passive role in their engagement process. Therefore, genuine AED demands that learners move away from being benchbound listeners to take up active roles where they do not only attend and listen but have an input in the LP. However, it is not known whether participation of inmates in LP at KSP is through mere attendance.

### **2.13.2 Participation through Compliance with the Rules**

Under this level of participation, learners co-operate with the rules, activities and procedures developed by programme staff (Jurmo, 1993). Learners follow what has already been put in place. They comply with the rules. DFID (2002) calls this level of participation, compliance. Their input in the programme and curricular issues is not solicited. They have no voice in the programme scheduling. Every decision is made elsewhere by either the programme staff or external professionals. For this reason, DFID (2002) uses the term 'action for' for this level. The external professionals define the literacy needs and the procedure to be followed in order to achieve the intended outcomes. The programme is designed in a top-down manner and imposed upon the target group.

To conclude, in this level of participation in literacy programmes (LP), adult learners are forced to follow what has already been prescribed. Under such a scenario, they do not benefit in any way. Therefore, adult learners in LPs need to have a voice in their literacy effort. It is not known, however, whether inmates' participation in LP at Kalomo State Prison (KSP) is through compliance with the rules.

### **2.13.3 Participation through Consultation**

Inherent in this level of participation is that learners are consulted for some input into the instructional and/or management process (Jurmo, 1993). This is also referred to as co-operation or partnership (DFID, 2002). DFID also uses the term 'action with' for this level to denote partnership. Learners work with other stakeholders to decide the course of action. Learners participate through being consulted and their views are listened to. Decision making is shared between stakeholders. Learners' input into the programme and curricular issues is solicited. The learners' voices in the programme scheduling are valued.

Conclusively, this is the level which the programme staff should always be striving to achieve in LP. As evidenced by the authors above, there is power-sharing in the conduct of the LP. Learners and educators work closely together and the voices of learners are valued. This is a true reflection of how genuine adult LP should be approached. However, it is not known whether or not inmates at KSP participate in LP through being consulted.

### **2.13.4 Participation through Assuming Greater Control and Responsibility**

This level of participation is characterised by learners having increased control, responsibility and rewards (Jurmo, 1993). DFID (2002) refers to this level as control, collective action or co-learning. Learners participate actively in identifying their learning needs, formulating learning goals, identifying learning resources, choosing and implementing learning strategies and evaluating their learning outcomes.

'Action by' is the term used here because learners are in control of their literacy effort with little or no input by others (DFID, 2002). Control over and responsibility for learning is concentrated in the hands of the learners, or at least shared between learners and resource persons. Learners have ownership of the programme. There is collaboration between learners and the programme staff in decision making. Decisions are made by learners themselves.

The highest level of learner participation in which learners have greater control and responsibility should be what must be aimed for. The educators must try by all means to get the adult learners to this level. It can therefore be concluded that this level of participation involves the learners actively in the literacy programmes (LP) in that the responsibility and control over their learning rests in their hands. However, it is not known whether or not inmates' participation in LP at Kalomo State Prison (KSP) is at this level.

#### **2.14 Adult Learners' Participation in Learning**

Dills and Romiszowski (1997) cited Hiemstra and Sisco (1990) as saying that adult learners should be assisted by instructors to take active roles in the learning process and instructors themselves should be facilitators. They went further by pointing out that learners' roles include participating in various activities such as assessing individual learning, planning content emphases and methodological approaches. As a result of this active role, learners take greater responsibility for their learning. Council of Europe (1990) contends that active engagement involves a high degree of participation by learners in deciding the content and ways of studying and in assessing the learning being achieved. The degree to which inmates are actively involved in the LP at KSP is not known, hence the study to establish the extent to which they participate.

Bonwell and Eison (1991) attest that when learners are actively involved in the learning process, they do things rather than just listen. Council of Europe (1990) contends that it is about taking part and experiencing rather than listening in a passive way to the voice of a teacher. Learners define the content (what to study) and establish their objectives (what to learn). The responsibility for learning is placed on the learners. Learners must have input in defining, creating and maintaining the programmes.

In LP, participants need to be involved in and committed to defining their own learning needs and wants. The learning needs of learners must be placed to the fore front if the programmes are to be responsive to their needs. The planning of the programmes must be centred on the needs of the participants. This is echoed by Brookfield (1988) cited in Knowles, Holton and Swanson (1998) who observed and explored that it is arrogant and unrealistic for a facilitator to completely ignore learners' needs and expression of preference. On the flip side, it is also misguided for a facilitator to completely repress his or her own ideas concerning worthwhile curricula or effective methods and allow learners complete control over these. There must be

shared control. The study intended to establish how inmates at Kalomo State Prison (KSP) are actively involved in the learning process.

Motschilnig and Ebner (2004) argue that adult learners should have a voice in their engagement process. Marginalised groups need to be provided with a platform to empower themselves and thus have an active role in their learning environment. As a marginalised group, it is not known whether inmates at KSP are provided with an opportunity to be actively involved in their learning process.

Adult educators espouse the importance of including adult learners as well as taking ownership of the learning programmes. The inclusion of learners through being consulted, planning, making decisions, implementing and evaluating their own learning imbibes a sense of ownership. However, studies have indicated that adult learners rarely play a significant role in decision making within the programme because they are not included or even consulted. Soliciting students' input in the programme and curricular issues can prepare them to exercise more control over their decisions. Adult educators usually advocate for learners' participation, inclusion and ownership based on the belief that programmes should be responsive to their needs and that students should have a voice in curriculum scheduling, class topics, and issues of programming. The common trend is that adult learners are often treated as clients or recipients of services rather than active decision makers. Adult education (AED) programmes are for rather than of and by adult learners. It is not known whether educators solicit learners' input into the LPs.

Folinsbee (2001) asserts that learners must be a central stakeholder in decision making around their own learning. Involving learners in making decisions about their own learning particularly through activities chosen or created by learners is very critical. Clark, Dobbins and Ladd (1993) cited in Knowles, Holton and Swanson (1998) asserted that if people had an opportunity to provide input into decision making regarding what they learn, they are more likely to understand more. This in turn, validates learners' knowledge and needs, enhances academic achievement, and shapes the extent to which participants can exercise control in the learning programme. When learners are involved in decision making, they develop self-confidence and self-reliance. In addition, there is increased programme involvement and sense of control, enhanced citizenship, and increased programme effectiveness and attendance. However, Jurmo (1989) cited in Campbell (1992:4) warned that, "high-level decision makers who control adult education

may view a shift in control as a threat to the vested interests and current power structure.” The focus of this study was to establish how inmates were actively involved in the learning process at Kalomo State Prison (KSP).

Education can be active that is if it involves the learners in the learning process. Traditional adult literacy programmes (LP) are not active in the sense that students’ voices are not valued in the conduct of the programmes because students are viewed as passive recipients of services. Programmes need to include the voices of learners, voices that may disagree with the teacher, voices that may steer the course of learning in new ways (Donahue, 2010). Students feel respected and valued when their voices are listened to. Learning is enhanced and becomes active when students feel involved and listened to. In addition, it has been proven beyond doubt that students can learn a great deal when they hear and listen to each other’s views, ideas and strategies (Gafney and Varma-Nelson, 2008). The inclusion of learners’ voices is important. It is not known if learners’ voices at KSP are valued into the programme.

In traditional education, the responsibility for planning is normally in the hands of those who hold power such as teachers, programmers or trainers. However, in adult education (AED) this practice amounts to authoritarian approach and should not be entertained. Learners and educators must be equal partners who should be involved in mutual planning. This can only be achieved if suitable ways in which an opportunity of involving all parties concerned in the educational enterprise and its planning are established. It has been found through applied behavioral science research that people tend to feel committed to a decision or activity in direct proportion to their participation in or influence on its planning or decision making. The reverse is even more evident. People tend to feel uncommitted to any decision or activity that they feel is imposed on them without their having a chance to influence it (Knowles, Holton and Swanson, 1998). The above observation disagrees with the assertion that adults need to be self-directing, an important principle of andragogy and all humanistic and AED theory.

Adult learners are essentially planners. They possess the ability to make plans regarding their engagement process. The facilitator should encourage the learners to plan. Tough (1979) cited in Knowles, Holton and Swanson (1998) observed that learners are self-planners. The ideal facilitator should have confidence in the learner’s ability to make appropriate plans and arrangements for learning. The ideal educator has high regard for the learner’s skill as self-

planner, and does not want to take the decision making control away from him/her. Baldwin, Magjuka and Loher (1991) cited in Knowles, Holton and Swanson (1998) proved that if learners are involved in planning their learning, the learning process can be enhanced. At Kalomo State Prison (KSP), the extent to which inmates are involved in planning is not known.

According to Knowles, Holton and Swanson (1998), a truly democratic organisation is characterised by a spirit of mutual trust, an openness of communication, a general attitude of helpfulness and co-operation, and a willingness to accept responsibility. In contrast, a more authoritative organisation is marked by paternalism, regimentation, restriction of information, suspicion and enforced dependency on authority. The implication in adult education is that a democratic philosophy requires that learning activities are based on the real needs and interests of the learners. The policies are also determined by a group that is representative of all participants. All members participate fully in sharing responsibility for making and carrying out decisions. The experience of learners is as valued as the experience of educators. They both confront each other as knowledgeable equals in a two way communication (Freire, 1973). Freire (1971) cited in Manning (2004) emphasises that through dialogue, the students-of the-teacher and teacher-of students cease to exist and a new term emerges: teacher-student and student-teacher. This relationship is characterised by power sharing and sharing of ideas between the teacher who also learns and the learner who also teaches. Bruner (1961) cited in Knowles, Holton and Swanson (1998) observed that educators and learners are in a more cooperative position. Learners are not bench bound listeners but take active roles in the formulation and sometimes play the principle role in it. Gessner (1956) cited in Knowles, Holton and Swanson (1998) observed that in some of the best adult education classes, it is not even easy to notice who is learning most between the learners and the educator. This two-way learning is reflected in the management of the education enterprise in adults. There is both collaboration in learning and power sharing.

Participatory literacy actively involves learners in their engagement process. In Participatory literacy, there is increased learner participation in the educational process, classroom activities, curriculum development and policy making (Campbell and Burnaby, 2001). Students are actively involved in the operations of one or more components of an adult literacy effort. Learners must be provided with opportunities to exercise some authority, take up active roles, and develop critical thinking and take leadership positions in their learning. Learners and

educators are seen as equal participants in the process with educators relinquishing and students assuming positions of power and control.

Learner involvement brings about programme efficiency in terms of it being responsive to the their literacy needs, as a result of their engagement in democratic decision making; how personal development occur in conjunction with enhanced critical thinking, self-esteem and the ability to work collaboratively with others; while social change emerges through the process of learners and educators working together to analyse and challenge the status quo.

According to Lee (2012), participatory literacy encourages students to take more active role in their learning. Goodland (1984) makes the case clear that if students are active and allowed the opportunity to choose and exercise control over the learning process, tremendous results can be achieved. Learners need to be encouraged to assist in defining, creating and maintaining the programme. Those in traditional literacy programmes (LP) are merely asked to receive it. If students move beyond being simply consumers of knowledge and responsibilities of being producers as well, they can become more engaged in the wider ecology of information that they are inevitably part of.

Fingeret and Jurmo (1989) cited in Demetrian (1993) states that participatory literacy education involves learners exercising active control, responsibility and reward vis-à-vis in all programme activities. Learners learn more efficiently when taking an active role in the learning. Learners as adults have the right to contribute to the form and content of their literacy instructions.

The inclusion of the learner's involvement in the process of determining how learning should occur and what should be learnt is essential in the learning process. Holzman (1988) attests that what is needed is best decided by those in need, not by those with one or another set of resources or skills that may wish to make available to meet certain needs. Learners must be involved in determining how their own learning process should unfold. Light (2001) suggests that in order for a teacher to learn what works best for the learners, they should be consulted. Consulting the students in order to establish and incorporate their values, needs and interests strengthens their commitment, success, satisfaction and motivation in the learning process (Williams and Burden, 1997). This imbues the sense of ownership. There should be collaborative decision making while programmes content is determined through collaboration among the learners and instructors. The study intended to establish whether the inmates at KSP were consulted.

Knowles, Holton and Swanson (1998) posit that one of the key principles of andragogy is the need to know. Adults need to know why they learn. Through this principle, it is now widely accepted that adults should engage in collaborative planning process for their learning. One of the outstanding factors of adult learning undertakings is the shared control of programme planning and facilitation. Even in learning situations where learning content is prescribed, sharing control over learning strategies is believed to make learning more effective. Engaging adult learners as collaborative partners for learning satisfies their need to know as well as appeal to their self-concept as independent learners.

A number of researches have indicated that students want to be involved in planning, choosing of their curricula, hiring teachers and deciding on policy (Kaba, 2000). Jurmo (1987) states that learner-centred (LC) programmes enable learners exercise some control in the planning of instructional activities. At the minimum, learners select from among topics, materials, and activities that has been developed by others. In the most active case, learners develop topics, materials, and activities on their own or in collaboration with others.

Newman et al (1993) observed that successful prison literacy programmes (LP) are LC. Emphasis is placed on participants' involvement with curriculum development process that is on students setting their own goals, exploring their own experiences, shaping the curriculum, and evaluating their own learning. LC encourages collaborative relationship between the teacher and the students. It builds trust and community among students. It also sets the suitable atmosphere in which students feel safe, plan and engage in collective action. Students' expertise is invited to the forefront. LC is characterised by a tone of respect for the mutual learning that takes place between teachers and students in a classroom (Licht, Maher and Webber, 2004).

Wringley and Guth (1992) succinctly explain that LP vary in the way they conceptualise learner-centredness and the degree to which they share control of the programme. They stated that in most innovative programmes, learners are involved in deciding what they want to learn and how. To a much lesser extent, learners help in decision making about course goals and assessment. In some participatory programmes, learners are involved in the governance of the programme itself and help make decisions regarding programme direction and programme aims. The extent to which inmates at Kalomo State Prison (KSP) are involved in decision making and the degree to which they exercise control of their learning is not known.



The reviewed literature has indicated that learners must be involved in planning, decision making, implementation and evaluating of their own learning. Therefore, it can be concluded that in literacy programmes (LP) that target adults, learners themselves should be placed to the forefront. They should be given an opportunity to plan, decide implement and evaluate their own learning process. However, the level of participation in LP by inmates at Kalomo State Prison (KSP) regarding planning, decision making, implementing and evaluating of their learning is not known.

## **2.15 Encouraging Learners to take Control of their Learning**

One of the most popular ideas in Adult Education (AED) is that learners want to take control of their engagement process based on the personal goals which they themselves determine. This in turn increases the learning. When learners retain control throughout the learning process tremendous results are achieved.

According to Council of Europe (1990), prison is regarded as a total institution in which inmates can be deprived of nearly all the responsibilities for the management of their own lives. This includes the management of their education efforts. Goffman (1961) cited in Tietjen (2009) contends that prisons are referred to as total institution, the total controls to which inmates are subjected to, deprive them of any power to exercise some control over what they learn. Tietjen (2009:10) observed:

*Inmates are under the total control of an overarching bureaucracy which accepts little or no resistance from those it houses. Thus, educational programmes offered within these institutions would be similar in nature. The educator would be the supreme authority, the sole owner of the knowledge and lived experience of the prisoner and the insight they could add to this process.*

It can be deduced from the above quote that the type of (AED) offered in prison is authoritarian. According to Cherrington (1939) cited in Knowles, Holton and Swanson (1998), authoritarian AED is marked throughout by regimentation demanding obedient conformity to patterns of conduct handed down from authority. Behavior is expected to be predictable and standardised. On the other hand, democratic AED employs the methods of self-direction activity with free choice of subject matter and free choice in determining outcomes.

The above studies provided a general view of prisons as total institutions. Above all, these studies were conducted in foreign countries. It is not known whether or not inmates at Kalomo State Prison (KSP) are deprived of any power to exercise some control over their learning. Hence, the need to establish the extent to which inmates take control of their own learning within KSP is not known.

In order for education to be a success, inmates need to be given a certain degree of freedom, physical space and scope for movement and interaction, psychological space in which they can feel autonomous and make choices and scope to express their thoughts and feelings (Council of Europe, 1990). This practice of autonomy points to liberatory education. Unfortunately, due to security concerns and the general objectives of the prison system such an environment cannot easily be granted. Tietjen (2009) observed that these works indicate that liberatory educational practices within the correctional systems generally do not acknowledge the liberatory educational potential of the inmate, as this would relinquish some of their authority over the inmates. Any form of autonomy is viewed as dangerous, and undermines the purpose of prison control in general. He further suggests that if a Freirean model of education existed within prison, engaging prisoners to own some of the educational process and engage in a dialogic process with their educators, perhaps a better quality product of correctional education would emerge.

Council of Europe (1990) asserts that the inmates should be respected and accepted as responsible people. They should be accepted as people but the crime should not be accepted. When respect and acceptance are given, inmates can feel able to take part in their engagement process. The students should be approached as responsible people who have choices available to them. In other words, the prison context should be minimised and the past criminal behavior of the students should be kept in the background, so that the normal atmosphere, interaction and process of adult education (AED) can flourish as they would be in the outside community. There should be some leeway or discretion given to inmates involved in prison education. Genuine prison education must respect the integrity and freedom of choice of the learners. It is not known whether or not inmates at KSP are given some respect and allowed to have choices in order to encourage them take control of their own learning.

Learners are expected to move from positions of marginalisation to ones of greater decision-making or control. Giving over or sharing control and responsibility for learning with the learners is a potent force in learning (Campbell and Burnaby, 2001). Learning will be enhanced as control over and responsibility for learning is concentrated in the hands of the learners, or at least shared between learners and resource persons. Jurmo (1987) states that in literacy which is more participatory, learners are encouraged to take greater control and responsibility in the running of programmes. From this perspective, the study intended to establish how inmates at Kalomo State Prison (KSP) are encouraged to take control of their learning.

The key elements of adult education (AED) programmes are; breaking away from the passive recipient of someone else's knowledge approach to education from the them-and-us mentality, sharing (equalising) and, increasing learners' sense of ownership of learning programme. Learners can be encouraged to take control of their learning if they are assisted to move from position of dependency to become autonomous or self-directedness. Self-directed learning (SDL) is one of the key assumptions of adult learning as provided by Knowles. Knowles (1975:18) defines SDL as a process

*... in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.*

Learning does not necessarily need to occur in a classroom situation. Conditions should be provided for learners to continue learning outside the classroom situation. U.S. Department of Education, Office of Vocational and Adult Education (2012:19) points out:

*In essence, self-directed learning is an informal process that primarily takes place outside the classroom. What qualifies learning as self-directed is who (the learner) makes decisions about content, method, resources and evaluation of the learning, individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the outcomes.*

When necessary conditions that encourage SDL are created, learners are able to take control of their learning. The focus is on the process by which adults take control of their own learning, in particular how they set their own learning goals, locate resources, decide on which learning methods to use and evaluate their progress. It is not known whether such conditions necessary

for self-directed learning (SDL) are provided so that inmates at Kalomo State Prison (KSP) are encouraged to take control of their own learning.

Salinger (2010) asserts that students should have some choice regarding the books they want to read, the reading and writing activities, and the topic. They become more autonomous and are more likely to take ownership of their learning process. When the responsibility for making choices lies in them, students often find their own means to learning. In other word dependence on the teacher is reduced. They become independent learners capable of making decisions and choices in their engagement process. This study is an attempt to ascertain if inmates are provided with some flexibility to make choices as a way to encourage them to take control of their learning.

Traditional educational models are characterised by a teacher taking the front position in a classroom possessing and transmitting the content of the material to students who sit idly listening, taking notes, and recording notes (Coffey, 2010). Freire describes this traditional model of education as the banking concept of education in which students absorb the material being covered similar to sponge absorbing water when being placed into a sink. The banking concept of education encourages dependence on the part of students. To break the dichotomy of the banking model, Davenport cited in Mahmood and Shar (2013) suggested that learners have to be autonomous or self-directed in their learning process and be leaders in a group for learning to occur. The process emphasises the need for learners to be independent, take full responsibility for their learning and focused on what they intend to achieve. We do not know whether inmates at KSP are provided with some degree of autonomous or self-directedness so as to take control of their learning, hence the need to establish how they are encouraged to take control of their learning.

In traditional adult literacy practices, students are oppressed because they are not provided an opportunity to be independent learners. Their curriculum is set, they are confined and a path is fixed. Learners' will to learn is thwarted because what is imposed on them fails to enlist the natural energies (Bruner, 1966 in Knowles, Holton and Swanson, 1998). The teacher chooses the content and imposes it on the learners. In opposition to this model, Freire, (1998) cited in Dawn Belkin Martinez Children's Hospital, (n.d) asserts:

*The struggle for humanization, breaking the cycle of injustice, exploitation and oppression lies in the perpetuation of the oppressor versus the oppressed... To break the cycle, a revolution of ideas must take place, freedom can only occur when the oppressed eject this image and replace it with autonomy and responsibility.*

If learners are assisted to be independent, then the opportunity is created to allow them to participate in evaluating their learning needs, planning and implementing the learning activities, and evaluating the experiences. Merriam and Caffarella (1991:54) explore and describe self-directed learning (SDL),

*Learning on one's own, being self-directed in one's own learning is itself a context in which learning takes place. The key to placing a learning experience within his context is that the learner has the primary responsibility for planning, carrying out, and evaluating his or her own learning.*

SDL places the learners to the fore front in the learning programme. The learners are expected to be proactive. Research has shown that proactive learners, those who take initiative in learning, learn better than the passive or reactive learners who wait to be spoon-fed by the teacher. Knowles (1975:14) explains that, "They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners."

From the humanistic point of view, Knowles (1975) posits that SDL has as its goal the development of the learners' capacity to be self-directed. Further, he intimated that as a result of rapid change, continuous creation of new knowledge, and widening access of information, it does not make sense any more to describe the purpose of education as simply transmitting what is known. The purpose, however, must be to develop the skills of inquiry.

Candy cited in Cranton (1996) provides four dimensions of SDL. These are:

1. Personal autonomy
2. Self-management
3. Learner control
4. Autodidaxy

Personal autonomy refers to personal attributes such as motivation, goal selection, intentions and decision to participate in a learning programme. Self-management involves the willingness and

capacity to conduct one's own education. Learner control involves the collaborative relationship between the teacher and the student. This relationship can be a limiting factor depending on how much flexibility is demonstrated by a teacher towards allowing students freedom to exercise control. Autodidaxy refers to an individual's capacity to pursue education opportunities outside the learning institution. It is not known whether or not inmates are provided with some flexibility as a way of encouraging them to take control of their own learning.

Self-directed learning (SDL) is premised on the belief that learners should be proactive and responsible for their own learning. Although learners are expected to exercise great autonomy in this model, it is important to mention that they are not completely detached from the teacher. Learners can still ask for guidance from the teacher. Merriam and Caffarella (1991:55) explain that, "Self-directed learning does not necessarily mean learning in isolation- assistance is often sought from friends, experts, and acquaintances in both the planning and execution of the learning activity." To promote SDL among the learners, the teacher should provide the necessary learning tools, resources experiences and above all encourage the learners to take a more proactive role in the learning process. It is not known if inmates at Kalomo State Prison (KSP) are encouraged to take more proactive roles.

The World is dynamic. New knowledge and information are being created at a faster rate than in the past. It no longer makes sense to teach adults what is already known. Instead, adults must be equipped with skills necessary for inquiring. The conclusion drawn from the related literature above is that in literacy programmes (LP), adults must have some degree of autonomy so that they are self-directed in their learning. By so doing, inmates are able to take control of their learning. However, the extent to which inmates at KSP are encouraged to take control of their learning is not known.

## **2.16 Learners' Involvement in the Development of the Curriculum**

Gessner (1956) cited in Knowles, Holton and Swanson (1998) posits that in traditional education learners are forced to follow and accept prescribed curriculum. However, in adult education (AED) learners have to take part in the development of the curriculum. Since AED is expected to be managed under democratic principles, there is power sharing between the learners and the educator.

Cited in Campbell (1992:4), Norton (1991) states that, “Authority and power are curious things. Power is terribly sweet, and very often people who get power don’t want to give up one iota of it- certainly not to someone who is uneducated.” In view of this, Light (2006) adamantly expressed that power should not be the rightful prerogative of the teacher, but shared by all participants in the experiences being created together. It has been observed that most teachers in traditional education do not want to give up or share power with the learners. Teachers in traditional literacy programmes (LP) sometimes claim that they begin from where the student is in terms of knowledge. However, even when information is solicited from students, the power in the programme is not shared. The roles require the teacher to become a teacher-student and the students to participate as teachers (Freire, 1970). Freire (1971) cited in Manning (2004) emphasises that through dialogue, the teacher - of - the- students and students- of the- teacher cease to exist and a new term emerges: teacher-student with student-teacher. Both parties confront each other as knowledgeable equals in a situation of genuine two-way communication (Freire, 1973). This relationship is characterised by power sharing and sharing of ideas between the teacher who also learns and the learner who also teaches.

Teachers are supposed to negotiate their power relationships and participate in negotiated curricula. Light (2006) suggested that the teacher has to give up control over what Nunan (1999) refers to as the “big ticket item”. The responsibility for programme aims, curriculum, and content are to be almost entirely determined by the learners. When learners are involved in curriculum development, they occupy a centre stage in their learning process. They also become central keyholders and have ownership of the learning process. This is evidenced by Shor (1997:200) who posits that “A negotiated syllabus creates the option for students to become leaders and stakeholders in the process, which means they can occupy the enabling centres of their education not the disabling margins.” Nunan (1999) contends that the curriculum should be negotiated. The curriculum should not be predetermined because of its collaborative nature and it is dynamic. Students are part of a process in which power is shared and curriculum is negotiated. Auerbach (2000) cited in Light (2006) says that in order to enable participatory learning, negotiating of curriculum must be encouraged. Power-sharing provides learners with a voice, which supports respect for differences and helps to ensure that individuals are not silenced or exclude. The studies above provided necessary information regarding power-sharing. Considering that there is unequal power relations that exist in prisons, the extent to which power

is shared between the educators and inmates at Kalomo State Prison (KSP) so as to provide a platform to negotiate the curriculum is not known.

Learners should be involved in determining content and objectives of what they learn. Nunan (1988:2) says, “Learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught.” Maruatona (2002) suggests that learners should be allowed to participate in curriculum planning and the teaching learning process. The curriculum is worked out jointly between prisoners and teachers (Council of Europe, 1990). This mean the curriculum is developed with and for the students. By so doing, learners are encouraged to contribute to literacy programme and its curriculum. These studies bring out the most important ways in which the curriculum should be developed. It is not known however, the extent to which inmates at KSP are allowed to participate in curriculum development.

Nunan (1988) observed that in Australia there is an adult education (AED) programme called the Adult Migrant Education Programme (AMEP). The most interesting thing about AMEP is that even though the programme is coordinated at national level, the process of curriculum development is bottom up rather than top down. Learners are actively involved in setting their own goals and determining what and how to learn. In other words, adult learners contribute to the development of the curriculum. Mc Coffery, Merrifield and Millican (2007) attest that the extent to which stakeholders are involved in a curriculum design process and amount of power given to them varies but it is generally agreed that the curriculum design cannot take place in isolation and some level of consultation or participation is essential. It is not known, however, whether this is what transpires in Zambia when it comes to the development of a curriculum for adult learners especially those in incarcerations, hence the need to establish the extent to which inmates are involved in contributing to the development of the curriculum at KSP.

According to Newman et al (1993), for any literacy programme to be successfully, inmates’ strength should be used to help shape their own learning. Their knowledge need to be solicited into the development of the curriculum. The aspect of learners contributing to the development of the curriculum was one of the objectives of the study and the question was to establish how inmates contribute to the development of a curriculum. Since inmates are usually not treated as responsible people and the institutions holding them seek to control their behaviour, information



regarding the use of their strength in curriculum development still remains scanty, hence the need to establish the extent to which inmates participate in the development of the curriculum.

A substantial amount of works done by other scholars has been reviewed and consequently, it surfaced that adult literacy programmes (LP) are for and by adults. The implication is that adults themselves should have an input in the development of the curriculum. In addition, their knowledge and interests should be taken into account when developing a curriculum. Educators and literacy providers should not impose on the adults a predetermined curriculum but rather there should power sharing in which a curriculum is negotiated. Learners need to be consulted. However, the extent to which inmates are involved in curriculum development is not known.

The review of the relevant works done by other scholars has indicated that there is a plethora of literature on literacy and education in prisons. However, it has come to the researcher's attention that there is relatively minimal research that focuses on the extent to which inmates participate in LP. This study sought to help fill that gap. It is hoped that this work will contribute to a growing body of knowledge regarding the extent to which inmates participate in LP.

## **2.17 Summary of the Chapter**

The review of relevant literature covered the following components: the concept of literacy; adult learner, general characteristics of adult learners, prisoners' right to education, philosophy behind prison education, prison education, literacy, participation, indicator of involvement levels, learners' active roles in the learning process, encouraging learners to take control of their learning process, and learners contributing to the development of a curriculum. The proceeding chapter discussed the methodology.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview of Chapter**

This chapter presents an overview of the methodology and procedures which were applied in this study. Creswell (2003) argues that a research methodology is a strategy or plan of action that links methods to outcomes. “Research methodology is a way to systematically solve the research problem” (Kothari, 2004:8). It is generally a guideline system for solving a problem with specific components such as phrases, tasks, methods, techniques, and tools. According to Mouton (2001), research methodology pays attention to the research process and the paraphernalia of tools and procedures to be used. It describes the process that was employed to collect and analyse data in order to investigate participation of inmates in literacy programmes (LP). For this study, a combination of different research tools was used to collect relevant data. A combination of qualitative and quantitative methods was used. Cook and Reichardt (1979) observed that a combination of these methods may have the potential to produce a study that is superior to that which can be produced by any single method approach. Creswell (2003:22) contends, “A mixed methods design is useful to capture the best of both quantitative and qualitative approaches.” Creswell (2003) further argues that the mixed method allows innovation in research design, compensates for the weaknesses in individual instrumentation and guarantees the strengths, validity and reliability of findings.

The purpose of this study was to investigate participation of inmates in LP. The chapter described the general approach that was employed to study this complex and challenging topic. The following items were discussed: research design, target population, research instruments that were used, procedures for data collection and the process of data analysis. A discussion of ethical considerations was presented. The chapter concluded with a summary.

#### **3.2 Research Design**

A research design is defined as the framework or plan for a study used to guide in collecting and analyzing data (Creswell, 2003). It is an overall strategy that a researcher selects to integrate the different components of the study in a coherent and logical way, thereby, ensuring that he/she effectively addresses the research problem. It encompasses the methodology and procedures

used to conduct research. Parahoo (1997) defines a research design as a plan that describes how, when and where data are to be collected and analyzed. A research design is a plan or blue print of how a researcher intends to conduct his or her research (Babbie and Mouton, 2001). A research design follows a set of guidelines and instructions in the hope of addressing the research problem in the most economical way (Mouton, 1996). A research design provides the glue that holds the research project together. The research design defines the study type and sub-type, for example, case study and if applicable, data collection methods and analysis plan.

Due to the complexity of the problem being investigated, the researcher feels that the most appropriate and suitable design that can best address the research problem is a case study. The strength of this research design lies in its ability to enable a researcher to have an in-depth study of a particular situation.

Young (1949) cited in Ghosh (2011:224) says, “case study is a method of exploring and analysing the life of a social unit, be it that of a person, a family, an institution, cultural group or even entire community.” Welman and Kruger (2000) cited in White (2003) explore and 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. It is the intensive investigation of a particular case with the aim of understanding everything about something rather than something about everything (Kundu and Tutoo, 1998).

Ghosh (2011:211) contends, “Under the case-study method, the subject-matter is studied in all its dimensions and ramifications.” Bell (1999:4) argues, “A case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale.” Kothari (2004:113) contends that,

*“The case study method is a very popular form of qualitative analysis and involves careful and complete observation of a social unit, be that unit a person, a family, an institution a cultural group or even the entire community. It is a method of study in depth rather than breadth.”*

It was hoped that the use of a case study would provide an in-depth understanding of the participation of inmates in literacy programmes (LP).

### **3.3 Target Group/ Universe Population**

Population is defined as the people who are the focus of a study or survey. It is the whole set of values or individuals to which the results of the study may be extrapolated. Frankel and Wallen (2000) say that, population refers to the group to which the results of the research are intended. They stated that a population is usually the individuals who possess certain characteristics or a set of features a study seeks to examine and analyse. Population is a collection of objects, events, or individuals having the characteristics that the researcher is interested in studying. Kumeckpor (2002) defines a population as a total number of all units of the issue or phenomenon to be investigated into which is all possible observation of the same kind. Population is the sum total of all the cases that meet our definition of the unit of analysis (White, 2003).

In this study, the population comprised inmates, correction officer and the instructor. The study was limited to all the inmates, correction officer and the instructor at Kalomo State Prison (KSP). The universe population of inmates was 95.

### **3.4 Sample Size and Sampling Procedure**

#### **3.4.1 Sample Size**

Normally, the population is very large and in any research project, studying all population is impractical or impossible. Therefore, a sample unit provides a researcher with a manageable and representative subset of population. A sample is a subgroup, a subset, a slice of the population of interest in research study. A sample can be seen as a group of subjects or situations selected from a larger population to be part of the research (White, 2003). Nkapa (1997) in Nyaguthii and Oyugi (2013) says that a sample is a small proportion of a target population. Kothari (2004:122) states, "Sample should be truly representative of population characteristics without any bias so that it may result in valid and reliable conclusion." The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample.

This study had a sample size of 62 respondents, segmented as follows: 30 inmate students, 30 non student inmates, 1 instructor, and 1 correctional officer. Non-student inmates were included in the study sample because by the nature of adult education being voluntary, they could have been taking part in literacy programmes (LP) but later withdrew. This group could have the required information regarding participation in LP.

### **3.4.2 Sampling Procedure**

Kothari (2004:152) states that, “Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it.” Sampling is a process of selecting a few from a larger group to form the basis for estimating or predicting a fact, situation or outcome (Kumar, 1989). It is a means of deliberately limiting the number of cases in the study. Burns and Groove (2001) refer to sampling as a process of selecting a group of people, events, or behaviour with which to conduct a study. In sampling, a portion that represents the whole population is selected (Polit and Hungler, 1997).

The selection of a sampling strategy depends upon the focus of inquiry, as well as, the researcher’s judgement as to which approach will yield the clearest understanding of the phenomenon under examination. Simple random sampling and purposive sampling were used to select the respondents. The researcher used simple random sampling on the non-student inmates. A Lottery method was employed. “In this method, the names of the individuals or units are written on slips of paper and they are put in a box. Then, the slips of paper are mixed thoroughly and some slips are picked up from the box” (Ghosh, 2011:232). Slips of paper written ‘Yes’ or ‘No’ were put in a box and then mixed thoroughly. The non student inmates were asked to pick up the slips from the box. Those who picked up slips of paper with the word ‘Yes’ were taken as a sample. This gave them an equal chance of being selected. Simple random sampling provides each population element an equal probability of being included in a sample (White, 2003). “The selection is entirely objective and is free from personal prejudice” (Ghosh, 2011:232).

Purposive sampling was used on the inmate students, correctional officer and the instructor. This is because they were very few and they had more information as they were directly involved in the literacy programmes (LP). In purposive sampling, the researcher intentionally selects participants who have experience with the central phenomenon or the key concept being explored (Creswell, 2003).

Purposive sampling is used to select participants who will serve as information rich cases (Merriam, 1998). Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Patton (1990) describes purposive

sampling as “selecting information-rich cases for study in-depth” when one wants to understand something about those cases without needing to generalize to all cases.

### **3.5 Data Collection Procedure**

Data collection is a very critical aspect of any type of research project. Data collection is a term used to describe the procedure of gathering and measuring information on variables of interest, in an established systematic way that enables a researcher to answer stated research questions, test hypothesis, and evaluate outcomes. If data collection procedure is not carefully handled, it can impact negatively on the outcomes of the research project and ultimately lead to invalid results.

Data collection procedure is an established or correct method of gathering information. Creswell (2003:113) explains, “Researchers require permission to collect data from individuals and sites. This permission is gained at three levels: from individuals who are in charge of sites; from people providing data; from the campus-based institutional review board.” Prior to data collection, a permission letter was gotten from the Directorate of Research and Graduate Studies. The letter was presented to the Officer in Charge at Kalomo State Prison (KSP). Due to the nature and schedules of correctional centres, prior arrangements were made. To overcome possible challenges, the date and time for administering of questionnaires and conducting the interview was done in consultation with the prison authorities.

Evidence was collected by use of a questionnaire and an interview guide. A pilot study was undertaken for the purpose of making the aforementioned instruments more effective. Roux (1995:45) says a pilot study is a, “process whereby the research design for the prospective research is tested.” A pilot study is carried out in order to determine the effectiveness of the instruments used in data collection. Yin (2009) asserts that using a pilot study refines data collection plans and develops relevant lines of questions. A pilot study is recommended to test whether the respondents interpret the questions correctly and whether the responses provided for the questions are appropriate (Maree and Pietersen, 2007). Minor amendments were made to the questionnaire and interview schedule. The questionnaire was structured in such a way that it avoided gathering information that was personal such as the names of respondents.

### **3.6 Data Collection Instruments**

Data collection instruments are the tools that are used to gather data in a research project. These include questionnaires, tests, inventories, interview schedules or guides, rating scales, survey plans or any other forms that may be used to collect information on substantially identical items from respondents.

Maslow cited in White (2003:87) once remarked, “If the only tool you have is a hammer, you tend to see every problem as a nail.” Bearing this in mind, it is advisable that researchers should know as many techniques of collecting data as possible, in order to collect the most usable data. The choice for the data collection instrument is its ability to measure the variables in the research question. It is very important that the researcher selects the instruments that are valid and reliable. The validity and reliability of any research undertaking depends to a large extent on the appropriateness of the instruments.

Effective case study design requires the use of a variety of data collecting instruments with the aim of collecting a rich source of data not only to document a wealth of knowledge in support of findings resolved from the posing of the research question but to set about the task of proving, confirming or creating theory.

In this study, the collection of evidence relied on a questionnaire and interview guide.

#### **3.6.1 Questionnaire**

A questionnaire is a written document comprising of questions seeking answers on a particular subject. Kothari (2004) states that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. Ghosh (2011:240) says, “A questionnaire method is that method in which a number of printed questions are used for collecting data.” It yields standardized results that can be tabulated and treated statistically. “A questionnaire is an instrument with open or closed ended questions or statements to which a respondent must react” (White, 2003:88). A questionnaire according to Key (1997) is a means of eliciting the feelings, beliefs, or experiences, perceptions, or attitudes of some sample of individuals. It is a written or printed form used to collect information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. Brown (2001:6) defines questionnaires as, “...

any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”

Semi structured questionnaire was used. This type of a questionnaire calls for a free response in the respondent’s own words. The respondent frames and supplies the answers to the questions raised in the questionnaire. It also constitutes questions which give the respondents an opportunity to express their opinions from a set of options. Spaces are often provided for respondents to make their inputs. 14 questions semi structured questionnaires were used to collect data from the prisoners. The semi structured questionnaires were based on the three research questions. Through the use of these instrument (Appendix ii and iii), the investigator was in a position to collect evidence from 30 inmates students and 30 non student inmates.

The use of questionnaires was faced by some challenges. This was due to some inmates’ inability to read and understand. However, the researcher thought it prudent to make use of a research assistant who was also an inmate but with good education. Questions were asked and interpreted in Tonga and other Zambian languages for inmates to understand and then the research assistant wrote the answers to the questions on their behalf. The questionnaires were designed to collect quantitative information related to participation of inmates in literacy programmes at Kalomo State Prison. Therefore, all the questions related to issues contained in the literature review fall within the field of literacy. The evidence gathered through the questionnaires was raw data and the findings were generated from this raw data.

### **3.6.2 Interview**

When gathering information about things that cannot be observed directly, such as feelings, thoughts and intentions, interviews are used. Young (1949) cited in Ghosh (2011:253) says “an interview may be regarded as a systematic method by which a person enters more or less imaginatively into the life of a comparative stranger.

An interview is a direct verbal interaction between an interviewer and the respondent with the aim of collecting data (Schumacher and McMillan, 1993). It is a direct face-to-face attempt to gather reliable and valid measure in the form of verbal responses from one or more respondents. Data collected through interviews enable the researcher to gain a better insight into the respondent’s perspectives on certain issues. Seidman (1991) states that interviews provide



sufficient avenue of enquiry to enable the researcher to understand the meaning people involved in the study make of their experience.

Unstructured interview was used. In this interview, the interviewer is at liberty as he does not follow a pre-planned list of questions. He enjoys full freedom to ask questions. He is free to change the order of the question so as to suit the needs of the respondents (Ghosh, 2011).

An interview guide was used to guide the interview and to ensure consistency on questions to be asked to all the interviewees as well as relevancy. The interview guide keeps the interaction on track and at the same time, the interviewee perspectives and experiences are allowed to emerge. By using the interview guide, the interview was formal. Spradley (1979) cited in Smith (2006) drew a distinction between informal and formal interview. He states that a formal interview takes place at “an appointed time and the results from a specific request hold the interview” (p.124). Spradley also advises the interviewer to record the interview using a tape recorder and take copious notes. A 14 questions unstructured interview guide (Appendix i) was used to collect data from the instructor and corrections officer regarding participation of inmates in literacy programmes. The researcher took down the notes in a note book. The instrument was very useful in collecting a lot of information.

### **3.7 Data Analysis**

After research data has been collected, it is important that it is processed and analysed and the results interpreted. This is done according to the plan set at the time of developing the research plan (Kothari, 2004). The purpose of data analysis is to arrive at a sort of intellectual model where the relationship involved is carefully brought out so that some meaningful inferences can be drawn (Ghosh, 2011).

Polit and Hungler (1997) define data analysis as organising, providing structure and eliciting meaning. It is a process of making sense out of data (Merriam, 1998). Ghosh (2011:261) asserts, “Analysis involves the verification of the hypothesis or the problem. Without proper analysis, data remain a meaningless heap of materials.” According to Patton (1987), analysis is a process of bringing order to the data and organizing units. It involves examining the meanings of people’s words and actions (Maykut and Morehouse, 1994). Ghosh (2011) argues that data

analysis needs logical organization of information failure to which logical conclusion cannot be achieved.

Kothari (2004:122) says, “The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups.” It involves the representation of the data which can be done by tabulation (Ghosh, 2011). The data collected included both quantitative and qualitative data. Qualitative data was broken down into smaller segments to determine data belonging to the same categories and then synthesise it into clusters. Data was labelled with specific codes for coding. The use of codes assisted in organising and refining the data to be analysed. Data with similar codes was clustered together under the same categories which led to final clustering of data into themes for interpretation. Quantitative data collected was analysed and coded according to research objectives using Statistical Package for Social Science (SPSS) expressed in frequencies and percentages.

### **3.8 Ethical Considerations**

“Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad” (White, 2003: 143). Strydom (1998) cited in White (2003: 143) says,

*Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistant and students.*

Ethical considerations are guiding principles on how a researcher should conduct his/her study by avoid abusing the participants. Research ethics centre on the value of human life and rights of individuals (Jorgensen 1989).

There are several ethical issues that must be considered when conducting research on human subjects. Blakstad (2008) provides some of the issues that must be taken into consideration when designing research that utilizes human beings as participants. The safety of the research participants must be placed in the forefront. This is accomplished by carefully considering avoiding causing discomfort, inconvenience, and the risk of harming people, the environment, or property unnecessarily. The investigator should avoid deceiving the people participating. Informed consent should be obtained from all involved in the study. This is accomplished if the investigator respects each participant as a person who can make informed decisions regarding

participation in the research study and in addition, the researcher must disclose to the participants the nature of the study, the risks, benefits and alternatives, with an extended opportunity to ask questions so that they can decide whether to participate or not. This must be clearly stated in the informed consent document. The investigator should try by all means to preserve the privacy and confidentiality whenever possible, and he/she must explain how this concern will be approached. The researcher should not skew the conclusions based on the findings. The investigator should avoid offering big rewards or enforce binding contracts for the study especially when people are somehow dependent on the reward. There should be justice. This calls for equitable selection of participants. The investigator must avoid coercing persons with diminished autonomy such as inmates and institutionalized children to participate in a research because they are also entitled to protection (Belmont Report, 1974). Justice also has to do with equality in the distribution of benefits.

This study employed a case study design. When conducting a case study, certain ethical considerations have to be considered by the researcher which may include: the possible need for funding; exposure to injury, the use of appropriate manner in research setting by the researcher; prevention of the risk of exposure; prevention of a person's loss of social standing; employment or self-esteem; issues of observation and reporting should be discussed with participants prior to commencement and a commitment by the researcher of low priority on the probing of sensitive issues for the participants.

The letter of permission to conduct research was gotten from the University of Zambia (UNZA), Directorate of Research and Graduate Studies (Appendix vii). The research was conducted according to the University of Zambia guidelines for research. The Ethics Committee of the UNZA demands that when conducting research using human beings as participants, there is need to ensure that participants give their informed consent for their involvement in research. Consent was sought from respondents. All the respondents were required to sign a consent form (Appendix vi) that explained the purpose, procedure, possible risks and benefits, costs and compensation, right to withdraw from the study, confidentiality and where to direct potential queries. Merriam (1998) states that the researcher should get consent from all participants to conduct the research. Confidentiality of information given by participants, privacy and their dignity was observed.

Areas of confidentiality and anonymity, intentions of the researcher and how the information would be used were explained to the respondents. To ensure privacy and confidentiality, the names of participants were not used. Although prisoners are regarded as persons with diminished autonomy, they were not coerced to participate in the research. Consent was sought from the respondents. They were informed about the purpose of the study and the potential use of the results and that their participation was voluntary and that they were at liberty to withdraw anytime. This found expression in the informed consent document.

The date and time for the administration of the instruments was done in consultation with the respondents and prison authorities. All the completed questionnaires were kept in a secure place.

### **3.9 Summary of the Chapter**

The foregoing chapter described the general approach that was employed to study this complex and challenging topic. The following items were highlighted: research design, target population, research instruments that were employed, procedures for data collection and the process of data analysis. The chapter concluded with a discussion of ethical considerations.

## **CHAPTER FOUR**

### **PRESENTATIONS OF FINDINGS**

#### **4.1 Overview of Chapter**

The purpose of this study was to investigate participation of inmates in literacy programmes (LP). In investigating this research problem, indicator of involvement levels were examined. To that end, this chapter presents the findings obtained from the survey conducted in this study vis-à-vis the questions stated in chapter one. The findings on the participation of inmates in LP at Kalomo State Prison (KSP) were based on the information gathered qualitatively from one (1) instructor and one (1) correction officer through the interviews. Quantitative data were collected from thirty (30) inmate students and thirty (30) non-student inmates using self-administered questionnaires. The findings were presented according to research questions. Quantitatively, research findings from inmate students and non-inmate students were presented according to the frequency of responses while responses to open-ended questions which solicited participants' opinions were presented according to common themes. Qualitative data from the instructor and correction officer were presented using common themes.

The study's principle research question and specific research questions informed data presentation. The study's questions are reiterated:

- (a) how are inmates actively involved in the literacy learning process at Kalomo State Prison?
- (b) How are inmates encouraged to take control of their own learning in literacy within Kalomo State Prison?
- (c) To what extent do inmates contribute to the development of curricular activities that draw on their interest and knowledge?

The following are the findings of the study according to the research questions.

#### **4.2 How are Inmates Actively Involved in the Learning Process at Kalomo State Prison?**

The above question sought answers from the inmates as well as the instructor and the correction officer on how inmates were actively involved in literacy programmes (LP). To gather information, self-administered questionnaires were used on thirty (30) inmate students and thirty

(30) non-student inmates while interviews were used on one (1) instructor and one (1) correction officer at Kalomo State Prison (KSP).

#### 4.2.1 Findings from Inmates

To establish how inmates were actively involved in the learning process, the information was quantitatively collected through the use of a questionnaire administered to thirty (30) inmate students and thirty (30) non-student inmates. The information gathered from the inmate students and non-student inmates was presented quantitatively in tables using frequencies and percentages while the information collected from open-ended questions was presented qualitatively.

##### (a) Biographical Information of Respondents

**Table 1: Biographical information of respondents**

Category	Variable	Frequency	Percent
Inmate Students	<b>Sex</b>		
	Male	30	100.0
	<b>Age</b>		
	15 to 20	4	13.3
	21 to 30	14	46.7
	31 to 40	9	30.0
	41 and above	3	10.0
	<b>Marital Status</b>		
	Single	8	26.7
	Married	21	70.0
	Divorced	1	3.3
	<b>Education Level</b>		
Non-Student Inmates	Illiterate	8	26.7
	Primary	15	50.0
	Secondary	7	23.3
	<b>Sex</b>		
	Male	30	100.0
	<b>Age</b>		
	15 to 20	5	16.7
	21 to 30	12	40.0
	31 to 40	13	43.3
	<b>Marital Status</b>		
	Single	9	30.0
	Married	17	56.7
	Divorced	4	13.3
	<b>Education Level</b>		
	Illiterate	10	33.3
	Primary	14	46.7
	Secondary	6	20.0

Table 1 above illustrates that all (30=100%) inmate students who participated in the study were male. All (30=100%) non-student inmates who participated in the study were also males. The reason was that at the time of the study, all the inmates who were in lawful custody were only male.

The variable of age is very important in that it provides an indication of whether the learners were adults or not. Table 1 above illustrates that majority (14) student inmates representing 46.7% were in the age bracket of 21-30 years. 9 respondents representing 30% were in the age cohort of between 31-40 years. 4 respondents representing 13.3% were in the age cohort of 15 and 20 years. The least proportion of respondents (3) representing 10% were aged 41 years and above. The table above also illustrates that majority (13) non-student inmates representing 43.3% were in the age bracket of 31-40 years. 12 respondents representing 40% were aged between 21-30 years. 5 respondents representing 16.7% were between the ages of 15 and 20 years.

Conclusively, therefore, majority (14=46.7%) inmate students were in the age bracket of 21-30 years and 13 non-student inmates representing 43.3% were aged between 31 and 40 years.

The marital status variable is important in that it assists to qualify the respondents whether they are adults or not. It is evident from table 1 above that 21 inmate students representing 70% were married, 8 inmates representing 26.7% were not married and 1 inmate representing 3.3% confirmed that he was divorced. A significant percentage of non-student inmates ( 17) representing 56.7% were married, 9 inmates representing 30% were not married and 4 inmates representing 13.3% confirmed that they were divorced.

Conclusively, therefore, majority (21=70%) inmate students were married. It was concluded that most (17=56.7%) non-student inmates were married. This confirmed that they were adults and responsible.

Education levels provide the justification for providing literacy programmes (LP) to inmates. Table 1 above indicates that 15 inmate students representing 50% had attained primary education, 8 inmate students representing 26.7% attained secondary education while the other 7 inmates representing another 23.3% indicated that they were illiterate. The same table above also indicates that 14 non-student inmates representing 46.7% attained primary education, 6 non-student inmates representing 20% acquired secondary education while the other 10 non-student inmates representing another 33.3% indicated that they were illiterate.

All the variables regarding the biographical information of respondents are very important. The findings revealed that all the respondents were adults. Majority were married and this shows that they were responsible people. Their education level was generally low and this underscores the reason to provide LP to them. Therefore, the education that was provided to the inmates was adult education (AED). When providing education to this group, the philosophy and principles of andragogy applied.

#### **(b) Participation in Literacy programmes by Inmate Students**

**Table 2: Participation of Inmate Students in Literacy**

	Frequency	Percent
Valid Yes	30	100.0

All the 30 respondents representing 100% indicated that they took part in literacy. It can be concluded, therefore, that 30 inmates enrolled into the LP and they constituted a class that attended the LP.

**Table 3: Participation of Non-Student Inmates in literacy activities**

	Frequency	Percent
Valid No	30	100.0

When asked whether they participated in literacy programmes (LP), all the 30 respondents representing 100% indicated that they did not participate in literacy.

Conclusively therefore, 30 respondents did not enroll into the LP. Therefore, they did not attend classes.



### **(b) Number of Meetings in a Week**

Table 4: **Number of times Inmate Students Met in a Week.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5	30	100.0	100.0	100.0

The question of how many times respondents met in a week was asked. All 30 inmate students representing 100% indicated that they met five times in a week.

From the evidence, it can be concluded that classes were conducted 5 times in a week. They met every day during the week days from Monday to Friday.

Table 5: **Number of Times Inmate Students Met in a Week**

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.7	6.7	6.7
2	2	6.7	6.7	13.3
Valid 5	26	86.7	86.7	100.0
Total	30	100.0	100.0	

The question of how many times inmate students met in a week was asked to non-student inmates. Majority (26) participants representing 86.7% indicated that they met five times in a week. 2 respondents representing 6.7% indicated that they met twice in a week and another 2 representing 6.7% indicated that they met only once.

It can be concluded that inmate students met 5 times in a week.

### **(c) Structure of Classes**

The question of how classes were structured was asked. All 30 respondents representing 100% indicated that the classes were not structured in a rigid manner. They would start with Mathematics, English and then the Bible. The following day they would start with English, Mathematics and then the Bible.

The same question was asked to non-student inmates. All 30 non-student inmates representing 100% indicated that they did not know because they were not involved.

**(d) Class Sessions**

**Table 6: Class Sessions**

	Frequency	Percent
Valid Afternoon	30	100.0

All 30 inmate students representing 100% unanimously indicated that the class sessions were conducted in the afternoons. The reason was that mornings were reserved for manual work. It can safely be concluded that classes were conducted in the afternoon.

**Table 7: Class Sessions.**

	Frequency	Percent
Valid Afternoon	30	100.0

All 30 non-student inmates representing 100% unanimously indicated that the class sessions were conducted in the afternoons. It was possible for them to know when classes were conducted because learning took place next to the cell that housed all the inmates. Additionally, that was the time when all inmates were allowed to be outside the cell. Therefore, it can be deduced that the classes were conducted in the afternoon.

**(e) Duration of Class Session**

**Table 8: Duration of class session**

	Frequency	Percent
One hour	6	20.0
Two hours	17	56.7
Three hours	7	23.3
Valid Total	30	100.0

Table 8 above indicated that 17 inmate students representing 56.7% indicated that the duration for classes was two hours, 7 inmate students representing 23.3% indicated that class duration was 3 hours and 6 inmate students representing 20% indicated that the duration for classes was 1 hour. Evidently, it can be deduced that the duration for classes was two (2) hours.

**Table 9: Duration of Class Session**

	Frequency	Percent
One hour	3	10.0
Two hours	23	76.7
Valid Three hours	3	10.0
Four hours	1	3.3
Total	30	100.0

Table 9 above indicated that 23 non-student inmates representing 76.7% indicated that the duration for classes was two hours, 3 non-student inmates representing 10.0% indicated that class duration was 3 hours, 3 other respondents representing 10.0% also indicated that the duration for classes was 1 hour and 1 respondent representing 3.3% indicated that the duration for classes was 4 hour. Non-student inmates were able to provide answers to this question because classes were conducted outside their cell and during this period, inmates were allowed to be outside the cell.

Conclusively, majority respondents (23=76.7%) indicated that the duration for classes was 2 hours. Therefore, it can be deduced that the duration was two hours.

#### **(f) What Inmates Learnt**

The question of what the respondents learnt was asked. All the 30 inmate students representing 100% unanimously indicated that they learnt Mathematics, English and the Bible. Some respondents expressed that they learnt ‘ibbaibbele’, ‘inamba’, ‘ichikuwa’, ijwi lyaleza’. The translation is that they learn the Bible Mathematics and English language.

The question of what inmate students learnt was asked. All the 30 non-student inmates representing 100% unanimously indicated that those who were involved in the literacy learnt

Mathematics, English and the Bible. They had the information of what their student counterparts learnt because they shared the same cell.

#### **(g) Importance of Participating in Literacy Programmes**

Table 10: The Importance of Participating in Literacy Programmes

	Frequency	Percent
Valid Yes	30	100.0

The question of how important respondents thought about participating in literacy programmes (LP) was predominantly popular among the responses. All the 30 inmate students representing 100% stated that participation was important.

Table 11: Importance of Participating in Literacy Programmes

	Frequency	Percent
Valid Yes	30	100.0

The question of how important respondents thought about participating in literacy programmes (LP) was predominantly popular among the responses. All the 30 non-student inmates representing 100% stated that participation was important.

#### **(h) How Participation in Literacy is Important**

This question asked the respondents to briefly discuss their thoughts about the importance of participating in literacy programmes. The findings from thirty (30) inmate students and thirty (30) non-inmate students were presented qualitatively.

##### **(1) Findings from Inmate Students**

To explore the importance of participating in LP, evidence was gathered from thirty (30) inmate students and presented qualitatively. Five themes were identified from the responses. Participants felt literacy helped them to know how to read and write, gain knowledge, improve life, improves understanding, and broadens the mind.

## **I. Participation in Literacy helps to Know How to Read and Write.**

All the inmate students expressed that participation in literacy helped them to know how to read and write. There were those inmates who at the time of incarceration did not know how to read and write but through participating in literacy programme, they gained the skills in reading as well as in writing. This was evident in an expression by one inmate who indicated the following: “Participation is good because we are learning more ting and geating knolage on it we lean how to reed and write.” Another respondent said, “It is important because we learn a lot this more especially word study and vocabulary.”

## **II. Participation in Literacy helps to Gain Knowledge.**

The findings indicated that participation in literacy was important in that it helped those involved to gain knowledge. Inmates expressed that through participation they learnt a lot of things. One inmate student expressed, “It is good because I learn something I don’t know.” This statement was supported by another expression from another respondent: “Participation is good because we are learning more ting and geating knolage on it.”

## **III. Participation in Literacy helps to Improve Life**

From the research findings, it was evident that participation in literacy had the potential to improve the lives of individuals involved. This was supported by one inmate student, who stated, “It is important because is were get more education and improve our life in living.”

## **IV. Participation in Literacy Improves Understanding**

The inmate students indicated that participation in literacy improved the capacity of an individual to grasp things. They indicated that educated people understood things better than those who never been to school. This was evidenced in the expression by one inmate student, who mentioned, “It is important because we learn what we didn’t know and get better in improving our writing and understanding.” This statement was corroborated by the following quotation from another respondent: “It was important learning because beter than not education.”

## **V. Participation in Literacy Opens the Mind**

Respondents indicated that participation in literacy broadened the mind. It also opened the mind of an individual. Through literacy, people are able to share ideas. They are able to dialogue with

the text and other people. In turn this opens the mind. One inmate student stated, “It is important mean of opening the mind teaching new ideas.” Additionally another inmate student expressed, “Because we share the ideas.”

## **(2) Findings from Non-Inmate Students**

To explore the importance of participating in literacy programmes (LP), the information was qualitatively collected from thirty (30) non-student inmates who were asked to briefly discuss their thought about the importance of participating in LP. Six themes were identified from the responses. Participants felt literacy helped to know how to read and write, kept them busy, gain knowledge, improve life, improved understanding, and broadened the mind.

### **I. Participation in Literacy helps to Know How to Read and Write.**

Although the non-student inmates did not take part in the literacy, they acknowledged the importance of literacy. From the findings, it was revealed that participation in literacy helped individual acquire reading and writing skills. All the non-student inmates expressed that literacy helped to know how to read and write. This was evident in the expressions below: “It is important to learn because we know how to lead and even how to live with other people whom are not your relatives.” “It makes communication easy. It enables me to read and write.”

### **II. Participation in Literacy helps Help Inmates Busy**

The research evidence indicated that participation in literacy normalises relief from the pains of imprisonment and deprivation of freedom. Through literacy those in confinement were kept busy and their life was made a little easy. This was supported by the following expression from one non-student inmate, “Literacy keeps me busy.” The statement was corroborated by the following statement: “They are kept busy.”

### **III. Participation in Literacy helps to Gain Knowledge**

The other theme that emerged regarding the importance of participating in literacy programmes (LP) was that literacy helped to gain knowledge. Through reading and interacting with others, individuals were able to learn new things. One non-student inmate indicated, “Knowing a lot of things.”

#### **IV. Participation in Literacy helps to Improve Life**

The findings from the responses indicated that literacy helped to improve life. This was achieved when inmates acquired skills to engage in productive ventures that allow them earn self-sustaining lives and contribute to society in a positive way once released from prison. One non-student inmate stated, “As a person in prison after serving the sentence when going home you can continue learning and become a better person.” “Literacy helps to improve my life after release from prison.” These statements were corroborated by another non-student inmate who expressed, “Literacy helps to live well in society.”

#### **V. Participation in Literacy Improves Understanding**

The evidence that emerged was that participation in literacy improves understanding. Non-student inmates appreciated the fact that understanding is enhanced through literacy. They also observed that the thinking, reasoning and understanding of an educated person was very different from that of uneducated person. One non-student inmate mentioned, “Literacy improves on understanding.” This statement was supported by an expression from another non-student inmate who said, “It is important because an educated person is different from uneducated person.”

#### **VI. Participation in Literacy Opens the Mind**

The findings indicated that participation in literacy opens the mind. Instead of being narrow, the mind is broadened because of the vast knowledge that is gained. Through literacy individuals would always want to learn new things. One non-student inmate stated, “Literacy opens the mind to new ideas.” Additionally another non-student inmate indicated that through literacy, people share ideas.

##### **(i) Nature of Participation**

Table 12: **Participation of respondents**

		Frequency	Percent
Valid	Voluntary	30	100.0

Table 12 above illustrates that all the 30 inmate students representing 100% indicated that participation was voluntary. Conclusively, therefore, it was evident that participation in literacy was not mandatory but voluntary. Inmates at the facility were not coerced to enroll into literacy programmes (LP). This is an important feature of adult learning.

**Table 13: Nature of Participation of Respondents.**

	Frequency	Percent
Valid Voluntary	30	100.0

Table 13 above illustrates that all the 30 non-student inmates representing 100% indicated that participation was voluntary.

#### **(j) Type of Functional Literacy Provided to Inmate Students**

**Table 14: Type of Functional Literacy Provided to Respondents**

	Frequency	Percent
Valid None	30	100.0

It is evident from table 14 above that all (30=100%) inmate students indicated that they were not provided with any functional literacy (FL).

**Table 15: Types of functional Literacy Provided to Respondents**

	Frequency	Percent
Valid None	30	100.0

It is evident from table 15 above that all (30=100%) non-student inmates indicated that there was no FL provided at Kalomo State Prison.

It can therefore, be concluded that inmates were not provided with any vocational skills that would enable them reintegrate in society once freed.



### **(k) Respondents' Involvement in Setting their Own Goals**

Table 16: **Respondents' involvement in setting their own goals**

	Frequency	Percent
Valid No	30	100.0

From table 16 above, it can be deduced that all (30=100%) inmate students indicated that they were not involved in setting their own goals.

Table 17: **Respondents' involvement in setting their own goals**

	Frequency	Percent
Valid Yes	4	13.3
No	10	33.3
No Idea	16	53.3
Total	30	100.0

From table 17 above, it can be deduced that majority non-student inmates (16=53.3%) indicated that they had no idea regarding learners' involvement in setting of their own goals. 10 non-student inmates representing 33.3% indicated that inmates were not involved in setting their own goals while 4 respondents representing 13.3% indicated that inmate students were involved.

### **(l) Active Involvement of Learners in the Learning Process**

#### **(a) Findings from Inmate Students**

To establish how inmates were actively involved in the learning process, the information was quantitatively collected through the use of a questionnaire administered to thirty (30) inmate students at Kalomo State Prison (KSP). The information gathered from the inmate students was presented quantitatively.

**Table 18: Active Involvement of Learners in Learning**

	Frequency	Percent
Yes	3	10.0
Valid No	27	90.0
Total	30	100.0

It can be deduced from table 18 above that majority (27) inmate students representing 90% indicated they were not actively involved in their literacy effort while 3 inmate students indicated representing 10% indicated that they were actively involved.

Therefore, it can be concluded that inmate students were not actively involved in their learning process.

#### **(b) Findings from Non-Inmate Students**

To establish how inmates were actively involved in the learning process, the evidence was quantitatively gathered through the use of a questionnaire administered to thirty (30) non-student inmates at Kalomo State Prison (KSP). Although non-student inmates were not directly involved in literacy, they were asked this question because by nature of adult education (AED) being voluntary, it is possible that they may have been involved in the programme but later withdrew. The information gathered from the non-student inmates was presented quantitatively.

**Table 19: Active Involvement of Learners in Learning**

	Frequency	Percent
Yes	5	16.7
No	9	30.0
No idea	16	53.3
Total	30	100.0

Table 19 above shows that 16 non-student inmates representing 53.3% expressed that they did not have any idea as to whether or not their counterpart students were actively involved. 9 non-student inmates (9=30.0%) indicated that inmate students were not involved actively in the

learning process. Only 5 non-student inmates representing 16.7% stated that inmate students were involved actively in their learning process.

#### **4.2.2 Findings from the Instructor**

To establish how inmates were actively involved in the learning process at Kalomo State Prison (KSP), an interview was conducted with one (1) instructor. The information gathered was presented qualitatively. The quotations from the interviews supported the findings. The following were the findings.

From the interview, it was apparent that the inmates were not actively involved in the literacy programmes (LP). Findings revealed that they had no stake in deciding and planning what they learnt. The programme staff decided and planned for them. Their role was a passive one where they were expected to be recipients of what had already been decided and planned. This was reflected in the following response from the instructor: “They do not decide on what they learn because if they do, the teacher will have no role to play as he will be driven by the learners.”

#### **4.2.3 Findings from the Correction Officer**

To establish how inmates were actively involved in the learning process at KSP, an interview was conducted with one (1) officer in charge of correction. The information gathered was presented qualitatively. The quotations from the interviews supported the findings. The following were the findings.

The evidence gathered through the interview indicated that the inmate students were not actively involved in the (LP). It was revealed that they had no stake in decision making, planning and evaluating what they learned. Learners were considered to be empty. The programme staff made decisions and planned for them. Their role was a passive one where they were expected to be recipients of what had already been decided and planned. This was reflected in the following response from the officer in charge of correction: “They do not know anything as such they should be built.”

The above quotations were a clear testimony that the inmates at Kalomo State Prison (KSP) were not actively involved in the learning process. They did not make decisions on what they learnt and they were not consulted either.

#### **4.2.4 Summary of Findings from Question One**

Conclusively therefore, quantitatively, all the inmate students (30=100%) indicated that they were not actively involved in the learning process. 16 (53.3%) non-student inmates expressed that they had no idea as to whether or not inmate students were involved in determining their goals, planning, decision-making and implementing their engagement process. 9 (30.0%) non-student inmates expressed that the inmate students were not actively involved in literacy. However, 5 non-student inmates representing 16.7% indicated that the inmate students were involved actively in their engagement process. Qualitatively, all the respondents indicated that they did not involve the inmate students in planning, determining their goals, decision making and implementing literacy. It is therefore evident that the learners were not actively involved in their literacy effort.

#### **4.3 How are Inmates Encouraged to take Control of their Own Learning within the Prison?**

The second research question sought to investigate how inmates were encouraged to take control of their own learning within the prison. To gather information, self-administered questionnaires were administered on thirty (30) inmate students and thirty (30) non-student inmates while interviews were conducted with one (1) instructor and one (1) correction officer. Non-student inmates were included despite not being directly involved because by voluntary nature of adult education (AED), they could have been taking part in adult literacy programmes within the prison but later withdrew.

##### **4.3.1 Findings from Inmate Students**

To investigate how inmates were encouraged to take control of their own learning within the prison, the information was quantitatively collected through the use of questionnaires administered on thirty (30) inmate students. The findings were presented quantitatively as shown below:

**Table 20: Encouraging Learners to take Control of their Learning**

	Frequency	Percent
Yes	1	3.3
Valid No	29	96.7
Total	30	100.0

It is evident from table 20 that majority respondents (29) representing 96.7% expressed that they never took control of their own learning within the prison. The responses gathered also indicated that only on 1 inmate student representing 3.3% expressed that inmate students took control of their own learning within the prison.

#### **4.3.2 Findings from Non-Student Inmates**

To investigate how inmates were encouraged to take control of their own learning within the prison, the information was quantitatively collected through the use of a questionnaire administered on thirty (30) non-student inmates. The findings were presented quantitatively as shown below:

**Table 21: Encouraging Learners to take Control of their Learning**

	Frequency	Percent
Yes	4	13.3
Valid No	10	33.3
No Idea	16	53.3
Total	30	100.0

Table 21 above indicates that majority non-student inmates (16=53.3%) expressed that they had no idea as to whether or not inmate students were encouraged to take control of their own learning within the prison. 10 non-student inmates representing 33.3% said that inmate students were not encouraged to take control of their learning while only 4 non-student inmates representing 13.3% indicated that inmate students took control of their own learning within the prison.

#### **4.3.3 Findings from the Instructor**

To investigate how inmates were encouraged to take control of their own learning within the prison, the information from the instructor was gathered by way of an interview. The findings from the interview were presented qualitatively. The quotations from the interviews were used to support the findings.

What was clear from the interview was that learners never exercised any control over their learning. They were not also encouraged to take control of their own learning within the prison. Learners were not provided with any degree of autonomy so that they were self- directed in their engagement process. Additionally, they were not free to make choices. The inmates were not accepted as adult learners but rather their past criminal backgrounds were placed to the forefront. This resulted in them not being given any respect. This was reflected by the remarks made by the instructor. “They are not treatment with respect and this does not encourage them.” (It was categorically emphasised that this expression never meant that inmates were abused but that they were approached like children and not as adults in terms of being addressed).

The length of the inmates’ sentences was also cited as a factor that inhibited them from being encouraged to take control of their learning. The instructor stated that time was not enough to grant inmates autonomy in that if that happened, not much work would be covered. He also mentioned that only two hours in a day were reserved for literacy. This was evidenced by the instructor’s remarks. “They are not encouraged to take control of their learning because of the short sentences.”

#### **4.3.4 Findings from the Correction Officer**

To investigate how inmates were encouraged to take control of their own learning within the prison, the information from the correction officer was gathered by way of an interview. The findings from the interview were presented qualitatively. The quotations from the interviews were used to support the findings.

The findings collected through an interview with the correction officer indicated that the inmate students were not given an opportunity to exercise any control over their learning. Learners were not provided with some degree of autonomy so that they were self- directed in their engagement process. Additionally, they were not free to make choices. As adults, inmates were not

approached as adult learners who had the ability to manage their own learning. Their past criminal behavior was not placed in the background and as such they could not be entrusted with self-management in their literacy effort. They were not encouraged to be independent but rather dependent more on the instructors. This was reflected by the quotation expressed in Silozi language by the officer in charge of correction. “Esi akuna sebaziba. Cwale lwabayaha.” (They don’t know anything. We are building them).

#### **4.3.5 Summary of Findings from Research Question Two**

Quantitatively, 29 inmate students representing 96.7% indicated that they were not encouraged to take control of their learning within the prison. 1 inmate student expressed that they were encouraged to take control of their learning. 16 non-student inmates representing 53.3% expressed that they had no idea whether inmate students were encouraged to take control of their learning. 10 (33.3%) non-student inmates indicated that their student counterparts were not encouraged to take control of their own learning within the prison. However, minority (4 =13.3%) non-student inmates expressed that the learners were encouraged to take control of their own learning. Qualitatively, all the respondents indicated that they did not encourage learners to take control of their own learning. Therefore, both quantitatively and qualitatively, findings allude to the fact that inmate students were not encouraged to take control of their own learning within the prison.

#### **4.4 To what Extent do Inmates Contribute to the Development of Curricular Activities that draw on their Interest and Knowledge?**

The last research question solicited for the respondents’ experience about the inmates’ contribution to the development of curricular activities that draw on the interest and knowledge of the inmates. To collect information, questionnaires were administered on thirty (30) inmate students and thirty (30) non-student inmates while interviews were used with one (1) instructor and one (1) correction officer. Non-student inmates were included because they could have some experience. As a result of adult education being voluntary, it is possible that they participated in literacy programmes within the prison but later withdrew. The findings from the questionnaires were presented quantitatively while those from the interview qualitatively.

#### 4.4.1 Findings from Inmate Students

To establish the extent to which inmates contributed to the development of curricular activities that drew on their interest and knowledge, the information was quantitatively collected through the use of a questionnaire administered on thirty (30) inmate students. The findings were presented quantitatively as shown below:

Table 22: **Learners Contributing towards Curriculum Development**

	Frequency	Percent
Valid No	30	100.0

Table 22 above illustrates that all (30=100%) inmate students indicated that they did not contribute to the development of curricular activities that drew on their interest and knowledge.

From the overwhelming responses gathered, it was evident that the participants did not contribute to the development of curricular activities that drew on their interest and knowledge.

#### 4.4.2 Findings from Non-Student Inmates

To establish the extent to which inmates contributed to the development of curricular activities that drew on their interest and knowledge, the information was quantitatively collected through the use of a questionnaire administered on thirty (30) non-student inmates. The findings were presented quantitatively as shown below:

Table 23: **Learners Contributing towards Curriculum Development**

	Frequency	Percent
Yes	4	13.3
No	11	36.7
No idea	15	50.0
Total	30	100.0



The question of how respondents contributed to the development of curricular activities that drew on their interest and knowledge was asked. From the overwhelming responses gathered as indicated in table 23, it was evident that 15 non-student inmates representing 50.0% indicated that they had no idea regarding inmate students having a stake in the development of a curriculum. 11 non-student inmates representing 36.7% out rightly indicated that inmate students had no input into the development of a curriculum. Only (4=13.3%) non-student inmates expressed that inmate students contributed to the development of curricular activities that drew on their interest and knowledge.

#### **4.4.3 Findings from the Instructor**

A similar question that sought the participants' experience on the extent to which inmates contributed to the development of a curriculum was asked. The findings gathered through the interview with the instructor and correction officer were presented qualitatively. The quotations from the interviews supported the findings.

The findings from the interviews reflected that the instructors did not solicit for any input from the inmates into curriculum development. Inmates were not consulted in the matters regarding the development of the curriculum. Their voices were not valued. In other words, inmates had no input in their curriculum. The instructors did not want to give up or share power with the inmates. Dialogue with the students was not encouraged and the instructors regarded themselves as sole owners of knowledge and lived experience. Curriculum development took a top-down approach. It was developed by people in authority. The interests, needs and the knowledge of the inmates were not used in the development of the curriculum. What the inmates learned was predetermined and then imposed on the inmates who digested passively. Learners did not have any role in the development of their curriculum. This was evident in the following remarks made by the instructor: "They must be taught using the curriculum from the government." "If we allow them to choose what to learn then as teachers there is nothing that we will be doing. They can even challenge us."

#### **4.4.4 Findings from the Correction Officer**

To establish the extent to which inmates contributed to the development of curricular activities that drew on their interest and knowledge, the correction officer's responses were gathered

through the interview. The findings were presented qualitatively. The quotations from the interviews supported the findings.

The evidence from the interviews indicated that inmates were not consulted in the matters regarding the development of the curriculum. Their voices were not valued. Put in other words, inmates had no input in their curriculum. Curriculum development took a top-down approach. It was developed by people in authority. The interests, needs and the knowledge of the inmates were not used in the development of the curriculum. What the inmates learned was predetermined and then imposed on the inmates who digested passively. Learners did not have any role in the development of their curriculum. This is evident in the following quoted response: “Those who do not know how to read and write are taught using the curriculum from the government.”

#### **4.4.5 Summary of Findings from Research Question Three**

Conclusively, it is very clear that inmates were not consulted for any input in the development of the curriculum. What they learnt was imposed on them regardless of whether they had interest or not. Quantitatively, all (30=100%) inmate students indicated that they did not contribute to the development of the curriculum. 15 non-student inmates representing 50.0% expressed that they had no idea regarding the contribution of inmate students to the development of the curriculum. 11(36.7%) non-student inmates indicated that inmate students did not contribute to the development of the curriculum. However, non-student inmates (4=13.3%) expressed that the inmate students contributed to the development of the curriculum. Qualitatively, the respondents indicated that they did not elicit any contribution from the inmate students in the development of the curriculum. Thus data gathered both quantitatively and qualitatively converges to the point that the inmate students had no input into the development of the curriculum.

#### **4.5 Summary of the Chapter**

This chapter presented the findings gathered from the questionnaires administered on the inmate students and non-student inmates. It also presented the findings from the interviews conducted with the Instructor and the Correction officer. The findings were presented according to the research questions. The findings from inmates were presented quantitatively and those from the instructor and correction officer qualitatively.

The first research question sought to establish how inmates were actively involved in the literacy programme at Kalomo State Prison (KSP). Quantitatively, the findings indicated that all (30=100%) inmate students were not actively involved in literacy programmes (LP) i.e. they did not decide on what they learnt and they did not plan as well. Inmates did not also have the opportunity to set their own learning objectives. Qualitatively, the respondents indicated that the inmate students were not involved in determining their goals, planning, decision-making and implementing their learning process.

The second research question aimed at determining how inmates were encouraged to take control of their learning within the prison. Quantitatively, the findings revealed that (29=96.7%) inmate students were not encouraged to take control of their own learning. Qualitatively, all the respondents indicated that the inmate students were not encouraged to take control of their learning.

The third research question was to establish to what extent inmates contributed to the development of a curriculum that drew on their interest and knowledge. Quantitatively, the findings indicated that all (30=100%) inmate students had no input into the development of the curriculum. Qualitatively, it was established that the programme staff did not solicit for inmates' input in the development of the curriculum. The voices of the inmates were not valued in as far as the development of the curriculum was concerned. In short, inmates had no input in the development of the curriculum. The proceeding chapter discusses the findings.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview of Chapter**

The purpose of this study was to investigate participation of inmates in literacy programmes (LP). The main findings are compared and discussed using research objectives in relation to their levels of convergence and divergence from those established in the reviewed literature and the theoretical framework.

The study's research objectives are reiterated. The specific objectives are: to establish how inmates at Kalomo State Prison (KSP) are actively involved in the literacy learning process; to investigate how inmates are encouraged to take control of their own learning in literacy within KSP; and to establish the extent to which inmates contribute to the development of curricular activities that draw on their interest and knowledge.

Below is the discussion of the findings of the study according to the research objectives. The research objectives are used as headings.

#### **5.2 Active Involvement of Inmates in the Learning Process.**

The research objective concerning learners' active involvement in the learning process at KSP was the first one. In this study, active involvement implied the situation wherein learners are given an opportunity to determine their objectives, make decisions about what, when and how they will learn, plan, assess themselves and monitor their own learning. This is in line with andragogy which is grounded in the notion that adults are in charge of and need to be active participants in their learning. The responsibility for learning lies in the hands of the students as confirmed by Dills and Romiszowski (1997) and Bonwell and Eison (1991), who adamantly posited that, because of the active roles learners play, they take greater responsibility for their learning effort. The rationale is that when learners are actively involved in planning about their learning, the learning process is enhanced (Baldwin, Magjuka and Loher, 1991 in Knowles, Holton and Swanson, 1998) and if they have an opportunity to make decisions, they are more likely to understand more (Clark, Dobbins and Lodd, 1993 in Knowles Holton and Swanson,

1998). Learners also have the ownership of the programme and they tend to be committed. Learners learn best that which they participate in selecting and planning.

The findings revealed that 30 inmate students attended the literacy classes, (See table 2 on page 57) and their participation was voluntary, (See tables 12 and 13 on pages 64 and 65 respectively). This is in line with Folinsbee (2001) who observed that in most cases inmates voluntarily participate in literacy programmes (LP). However, the 30 students indicated that they were not involved in setting their own goals. They indicated that they were not engaged in any form of dialogue with the instructors in order to encourage them to identify their literacy goals from the beginning of and throughout the literacy learning process.

Involving learners in the process of setting literacy goals is very important. Engaging literacy learners in goal setting promotes and supports motivation, learners' self-monitoring and learners' self-management. In other words, setting learning goals encourages students to take ownership of their learning which instills a sense of purpose and accomplishment.

The students' knowledge, interest and experience were not valued and respected so as to provide a foundation upon which further learning is based. The findings from the research reflected that there was no power sharing among literacy learners and educators. For example, in addition to not allowing students to set their own learning goals, all respondents reported that they never elicited learners' contribution in the planning and decision making of the LP.

In addition, the findings indicated that learners were not given an opportunity to decide and plan what they wanted to learn. The programme staff planned and made decisions. What learners learnt was imposed on them by instructors and it points to authoritarian adult education (AED). This confirmed Knowles, Holton and Swanson (1998), who observed that authoritarian adult education is characterised by regimentation demanding obedient conformity to patterns of conduct handed down from authority. Behavior is standardised and predictable. This practice is in conflict with Council of Europe (1990) which states that inmates should be availed the opportunity to decide what they want to learn and how they want to learn. Knowles (1980) contends that learners need to be actively involved in determining how and what they learn and they need active rather than passive learning experiences.

The findings reflected that the programme staff decided and planned what students learnt without consulting the learners who were the primary stakeholders. Gee (2006) suggests that as stakeholders, the inmates should be involved in the planning and implementation of educational programmes. This is corroborated by Folinsbee (2001) who states that learners must be a central stakeholder in a decision-making around their own learning. Inmates did not have an input in their learning engagement. Decision-making took a top down approach. This confirms DFID's (2002) notion that at the lowest level of participation, participants have no input into programme. Inmates were rarely consulted within the programme as such they did not play any significant role. This confirms Council of Europe (1990) assertion that adult learners rarely play a significant role in decision-making within the programme because they are not included or even consulted. This contradicts the principle of andragogy which requires learners to be involved in identifying their needs, designing and planning their educational activity (Zmeyov, 1998 in Taylor and Kroth, 2009).

The voices of the learners were not valued or respected in the conduct of their engagement process. Learning is enhanced and becomes active when learners feel involved and listened to. Learners need to be involved in making decisions about their own learning particularly through activities chosen or created by them.

Conclusively therefore, the findings indicated that inmates were not involved in setting their literacy goals, decision-making, planning implementing and evaluating their learning. The lesson drawn from the above findings is that inmates' participation is at the lowest level. Therefore, they participated through attendance or name only as referred to by White (1996) cited in Stiltz and Herlitz (2012) as nominal participation.

### **5.3 Encouraging Inmates to take Control of their Learning within the prison.**

The second objective of the study was to determine how inmates took control of their learning within the prison. In this study control meant the individual's ability to take initiative in some cases with minimal support from others in identifying the literacy needs, formulating learning goals, identifying learning resources, choosing, carrying out and evaluating their own learning experiences. Control is achieved if learners are encouraged to be autonomous/self-directed. Autonomy/self-directedness means taking control of the goals and purpose of learning and assuming ownership of learning. Knowles (1975:18) explains that self-directedness is:

*... in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.*

Inmates need to be encouraged to take control of their own learning within the prison. Their learning should not be confined to classroom situation but they should be able to continue with their learning even with or without an instructor. U.S. Department of Education, Office of Vocational and Adult Education (2012:19) points out:

*In essence, self-directed learning is an informal process that primarily takes place outside the classroom. What qualifies learning as self-directed is who (the learner) makes decisions about content, method, resources and evaluation of the learning, individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the outcomes.*

The findings from the study revealed that inmates were not encouraged to take control of their own learning within the prison. They were not provided with some degree of autonomy and some flexibility. This was due to security. Council of Europe (1990) suggests that in order for prison education to flourish, it is necessary that prisoners are given a certain degree of freedom in terms of physical space and scope for movement and interaction, psychological space in which they feel autonomous and make choices and scope to express their thoughts and feelings. This concept of autonomy points to liberatory education. Unfortunately, due to security concerns and the general objectives of the prison system, such an environment cannot easily be granted. This is confirmed by Tietjen (2009) who observed that these works indicate that liberatory educational practices within the correctional system generally do not acknowledge the liberatory educational potential of the inmates as this would relinquish some of their authority over inmates. Any form of autonomy is viewed as dangerous, and undermines the purpose of prison control in general. He further suggests that if such an education model existed within prison, engaging prisoners to own some of the educational process and engage in a dialogic process with educators, perhaps a better quality product of correction education would emerge.

The study also reflected that inmates had no choices regarding their engagement process. This is in disagreement with Salinger (2010) who asserts that learners should have some choices regarding the books they want to read, the reading and writing activities, and the topic. They

become more autonomous and are more likely to take ownership of their engagement process. When they are responsible for making choices, learners often find their path to learning.

Inmates are always regarded as criminals and in incarcerations they are not normally accorded the same respect as an individual in the community who is not incarcerated enjoys. As adults, they need to be treated with respect. This does not tie with the principle of andragogy which states that adult learners should be treated with respect (Knowles, 1984). Many people believe that once an individual is imprisoned, he/she forfeits all the rights including the right of choice. To the contrary, this is not the case. They have the right to education just like any other persons not placed behind the bars. As adult learners, inmates should be allowed to choose. Genuine prison education must respect the integrity and freedom of choice of the students. This freedom of choice in regard to what is learned is a key feature in adult learning (Darkenwald and Merriam, 1982). Inmate students should be approached as adult learners and not criminals if learning has to be achieved. This is confirmed by Council of Europe (1990)'s notion that the inmate students should be approached as responsible people who have choices available to them. In other words, the prison context should be minimized and the past criminal behaviour of the students should be kept in the background, so that the normal atmosphere, interaction and process of adult education (AED) can flourish as they would be in the outside community.

The research findings also indicated that the general objective of prison and security limit the choices of the learners. This is confirmed by Council of Europe (1990)'s observation that there may be some tension between the pursuit of education and prison regime. While education focuses more on the potential in people and encourages their participation and choice, on the contrary, security systems concern themselves to a greater extent with what is negative in people and seek to control behaviour.

From the findings, it was concluded that the inmates were not encouraged to take control of their learning. Learners were not provided with some degree of autonomy and self-directed learning (SDL) was not encouraged. Therefore, participation of learners in their engagement process was at its lowest level. Learner participation was very passive as they could not take any initiative in their learning process. Learners entirely depended on the teachers for their learning. This kind of learning is characteristic of traditional educational model and should not find room in AED.



#### **5.4 Inmates' Contribution to the Development of Curricular Activities that draw on their Interest and Knowledge.**

The third objective was to establish how inmates contributed to the development of curricular activities that drew on their interest and knowledge. In this study, the results reflected that inmate students did not contribute to the development of the curriculum. The programme staff indicated that they did not elicit the learners' contribution to the development of the curriculum.

The findings revealed that the programme staff was not willing to share power with the learners when it came to curriculum development. The programme staff indicated that they would not have any role to play if they allowed the learners to take charge of what was to be learnt. This confirms Norton (1991)'s notion cited in Campbell (1992) that authority and power are curious things. Power is terribly sweet, and very often people who get power don't want to give up one iota of it- certainly not to someone who is uneducated.

The programme staff need to give up or share power and negotiate the curriculum. In light of this, Light (2006) suggested that the teacher has to give up control over what Nunan (1999) refers to as the 'big ticket items'. The responsibility for the programme aims, curriculum and content should almost entirely be determined by the learners.

The programme staff also indicated that they could not elicit learners' contribution to the development of the curriculum because they did not know anything. This is in line with Nunan (1988) who posited that it is unrealistic to expect extensive participation of learners with little experience in curriculum planning. When dealing with inexperienced learners, it is often necessary for educators to begin making most of the decisions.

The inmate students indicated that their input into the development of the curriculum was not solicited. There was no dialogue between the learners and the programme staff as a way to elicit the learners' input into the curriculum. The programme staff entirely developed what was to be taught without consulting the inmates who were the primary stake holders. This is not in agreement with Nunan (1999) who asserts that the curriculum should be negotiated. Because of being dynamic in nature, the curriculum must not be predetermined but developed in collaboration by key stakeholders namely the learners and educators. Students are part of a process in which power is shared and the curriculum negotiated. This is amplified by Mc

Coffery, Merrifield and Millican (2007) who allude that, although the extent to which stakeholders are involved in curriculum design process and amount of power given to them varies, it is generally accepted that curriculum design cannot happen in isolation and that some level of consultation or participation is essential.

The learners' literacy needs must be in the forefront of the literacy programme. However, in this study, it was revealed that the opposite actually existed. The needs of the learners were not considered in the development of the curriculum. What came out clearly was that the programme staff did not work closely with the learners to identify their interests and knowledge. The programme staff planned the lessons from what they assumed was of benefit to the learners. The interest and knowledge of the inmates were not used in the development of the curriculum. This is not in agreement with Knowles, Holton and Swanson (1998) who asserted that in a true adult education (AED) programme, a democratic philosophy characterises the conduct of the literacy programmes (LP). Learning needs, interests and knowledge form the basis on which learning activities are developed and these are valued in the curriculum design.

Learning is a social process in which all the members must contribute through dialogue. Therefore, partnership and cooperation are the antidotes against domination by the educator. The educator and the learners need to work together as knowledgeable equals to develop a curriculum. This is confirmed by Dewey (1938) cited in Knowles, Holton and Swanson (1998) who intimated that education is a social process in which all individuals (learners and educators) have an opportunity to contribute something, and in which all participants are carriers of control. The principle that development of experiences come about through interaction implies that education is essentially a social process. The teacher loses the position of external boss or dictator but takes on that of leader of group activities.

Breaking away from the passive recipient of someone else's knowledge approach to education from the them-and-us mentality, sharing (equalising), increasing learners' sense of ownership of learning programme are key to adult learning. Power sharing in curriculum development provides learners with a voice, which supports respect for differences and helps to ensure that individuals are not silenced or excluded. Regarding the level of participation in the development of the curriculum, it is very clear from the evidence that learners were excluded from making contributions to the development of the curriculum based on the reason that they did not know

anything and the programme staff's reluctance to share power. Learners were bench-bound listeners and they did not have an input. Their voices were not valued and they were passive receivers of what has already been predetermined and prescribed by an authority figure.

The learners' participation was therefore, at the lowest level when placed on Jurmo (1993)'s ladder of learner participation. The curriculum development took a top-down approach thereby excluding the primary stakeholders.

## **5.5 Summary of the Chapter**

This chapter presented the discussion of the findings of the study regarding the participation of inmates in literacy programmes (LP) at Kalomo State Prison (KSP). The main findings were compared and discussed using research objectives in relation to their levels of convergence and divergence from those established in the reviewed literature and the theoretical framework for the purpose of advancing the knowledge and understanding in the field of literacy in prisons. The research objectives were used as headings in the discussion.

The study established that the inmates were not actively involved in the learning process. It was also established that the inmates were not encouraged to take control of their learning within the prison. Finally, the findings reflected that inmates did not contribute to the development of the curriculum. The proceeding chapter presents the conclusion and recommendations of the study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview of Chapter**

The purpose of this study was to investigate participation of inmates in literacy programmes (LP). Rehabilitation through literacy is very important. The provision of basic literacy tools offer the offenders an opportunity for an alternative lifestyle to crime. Literacy provides skills that will enable the offenders to live a productive life as opposed to offending. This is of great benefit to both the offender and the community. LP must be directed to those who want assistance as well as those who will benefit from these programmes. This study employed a case study design to explore how participants described their experiences with LP.

The review of relevant literature which explored how learners are actively involved in their engagement process was conducted before the questionnaires were administered in order to assist in planning the inquiry. Information gathered from the literature review was used to frame the questions in a questionnaire. The grand tour question for the study was to what extent inmates participate in literacy programmes. Questionnaires designed to elicit inmates' experiences with literacy programmes were administered to inmates and in-depth interviews were conducted with the instructor and the corrections officer. The review of relevant literature continued even after the completed questionnaires were received. This was of great benefit when it came to data analysis. The literature that was reviewed also formed a basis upon which research data and the levels of participation were compared. The findings of this study would add to the growing body of knowledge relating to participation of inmates in LP.

To that end, this chapter presented the conclusion of the study's findings and interpretations. Recommendations were suggested for inmates, programme staff, prisons service (PS) and the Ministry of Education (MOE).

#### **6.2 Conclusion**

The study was guided by three objectives and three research questions. From the study's findings and interpretations, the following was concluded:

The first objective and its corresponding question sought to establish how inmates were actively involved in the learning process. The objective and its corresponding question were answered. Participation of inmates in literacy programmes (LP) at Kalomo State Prison (KSP) was voluntary. Although the inmates had no control over their daily aspects of life, they were not coerced into enrolling in literacy programmes (LP). This is one of the most important principles of andragogy. The findings also established that inmates' participation was through attendance. Their involvement was nominal (White, 1996 in Stilz and Herlitz, 2012). Learners had no input into their literacy effort. They had no opportunity to make decisions, plan or evaluate their learning. This contradicts Folinsbee (2001) who states that learners must be central stakeholders in decision-making around their learning.

It was established that decision-making followed a top-down arrangement. Learners only received instructions from the programme staff and act passively. Additionally, learners were not consulted or their input solicited into the programme. Participation was at the lowest level because learners were considered as empty vessels to be filled in by the all-knowing instructor. The instructor chose the content to fill in the so called empty or ignorant learners (Freire, 1970; Rugut and Osman, 2013). Knowles (1980) advises that learners need to be actively involved in determining how and what they learn and they need active rather than passive learning experience.

The second objective and its corresponding question sought to investigate how inmates were encouraged to take control of their learning within the prison. The findings revealed that learners were not given an opportunity to choose what they wanted to learn or read. They were not encouraged to be autonomous or self-directed. The reasons for not being granted autonomy were threefold, firstly, learners did not know anything in terms of education and secondly, the time allocated on their learning was not adequate. The third reason was that of the goal of security. This confirms Tietjen's (2009) assertion that any form of autonomy is viewed as dangerous and undermines the purpose of prison control.

The practice was in conflict with Knowles' (1975) assertion that learners need to take the initiative, without the help of others in planning, carrying out and evaluating their own learning experience. Since inmates were not allowed to take control of their engagement process, it was deduced that their participation was a passive one occurring at the bottom rung.

The third objective and its corresponding question were meant to establish to what extent inmates contributed to the development of a curriculum that drew on their interest and knowledge. From the findings, it was established that the curriculum design took a top down approach. The curriculum was developed at the top and then imposed on the learners. Learners had no stake in the curriculum. Voices of the learners were not solicited in the development of their curriculum. Learners were not consulted and there was no power sharing.

This lack of partnership and collaboration in curriculum development entails that participation was at the bottom rung on the ladder of participation.

### **6.3 Recommendations**

Drawn from the study's findings and interpretations, the following were the recommendations:

- (a) The inmates should take advantage of the literacy efforts and participate actively if they are to realise the full benefits of the literacy efforts.
- (b) The instructors should solicit for the learners' voice/input in the programme. Inmate should be accepted as adults with experience. This should be considered as a valuable resource that the educators should tap into. If their input is elicited, the students will be motivated and develop a sense of ownership of the literacy effort.
- (c) The instructors should assist the learners to participate actively in their learning engagement by working closely with them in determining their learning needs, planning, decision-making and implementing the programme. The educator should always consult the students. This creates a sense of ownership.
- (d) The instructor should make literacy more participatory. If the programme is made to be participatory, learners are able to be actively engaged in their engagement process.
- (e) The Ministry of Home Affairs (MOHA) particularly the Prisons Service (PS) should provide some flexibility and some degree of autonomy so that inmates are able to take control of their learning within the prison environment. Inmate students should be allowed to make some choices about what they want to learn. An enabling and conducive learning environment in the prison should be created in which learners freely interact.

(f) The Prisons Service (PS) should consider making participation in literacy programmes (LP) mandatory although this may attract criticism from adult educators. This will help the inmates who at the time of being convicted did not know how to read and write come out of prison after their sentence with skills.

(g) More time should be allocated to learning so that learners are able to plan and implement their learning process. Enough time should be allocated to educational activities. Education and work should be treated the same. Inmates should be accepted as adult learners but of course not accepting the crimes. This in turn helps to restore self-concept and self-worthiness in the inmates. If inmates are respected they will be encouraged to engage into learning activities.

(h) The Ministry of Education (MOE) should oversee LP in prisons. It should employ people trained in adult education (AED) as instructors in prisons because they understand the principles of AED and the values of actively engaging learners in their learning process.

(i) The MOE, working in collaboration with the MOHA, should coordinate LP in prisons at the national level, but the process of curriculum development should be bottom up involving learners as primary stakeholders. When developing the curriculum, inmates' literacy needs, interests and knowledge should take centre stage. By so doing, participation will be high and tremendous results achieved.

(j) The area of further research based on the limitations of this study is suggested. This study employed a case study approach in which it was limited only to inmates at Kalomo State Prison (KSP). More research employing a similar case study approach needs to be undertaken on inmates in different prisons.

## **6.4 Summary of the Chapter**

This chapter presented the conclusion and came up with recommendations. The conclusion was drawn from the objectives of the study while the recommendations were made in relation to the findings.

The study concluded that the learners were not given an opportunity to define their own learning goals, make decisions and implement the LP. The programme staff instead carried out everything

without consulting the primary stakeholders- the learners. Participation was at the lowest level. Learners indicated that they had no input into their literacy effort.

Additionally, the learners were not encouraged to take control of their own learning. They were not provided with some autonomy so as to enhance self-directed learning (SDL). Learners were not given an opportunity to choose what they wanted to learn. This could all be as a result of the prison regulations in which learners did not have enough time allocated on their learning. Inmates were not accepted as adult learners who could take control of their own learning. Their past criminal behaviours were not put in the background so that they could be independent learners.

Finally, when it came to learners having a stake in their curriculum, it was concluded that the programme staff did not solicit for learners' input into the development of a curriculum. Curriculum development took a top down approach. Learners, as primary stakeholders, were excluded from curriculum development. The interests and knowledge of the inmates were not used in the curriculum. Their voices were also not valued. Learning content was imposed on the learners regardless of their needs or interests.

If learners are afforded an opportunity to take an active role in their learning, tremendous results can be achieved.



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## APPENDICES

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**INTERVIEW PROTOCOL FOR INSTRUCTOR AND CORRECTION OFFICER**

**Participation of inmates in literacy programmes at Kalomo State Prison**

Dear respondent,

I am a masters student at the University of Zambia following a programme in Adult Education. The purpose of this interview is to solicit your thoughts, feelings and experiences about the literacy programmes conducted at Kalomo State Prison. This will be an open-ended interview in order to encourage you reflect aloud about a variety of topics. To this extent, I should be most thankful if you will spare some time to respond to the questions. The information gathered here will be used for academic work only and nothing else. Your name will not be used in research findings, written reports, or presentations connected to this research. Please feel free to ask questions about the study at any time.

**Background Questions**

1. What is your rank?
2. For how long have you been in service?

**Participation of inmates in literacy programmes.**

1. Do you have literacy programmes for inmates?
2. When were they initiated?
3. Why were they introduced?
4. How many times a week do inmates attend the classes?
5. How are the classes structured?
6. What do they learn?
7. Do they decide what they learn?
8. Are they involved in planning what they learn?

9. Are learners involved in setting their own goals?
10. How are learners encouraged to take control of their own learning within the programme?
11. How do learners contribute to the development of curricular activities that draw on their learners' interests, knowledge and skills?
12. How are they involved in the learning process?
13. Do you feel the inmates are benefiting from literacy programmes?
14. How are they benefiting?

We have now come to the end of the interview. I wish to thank you very much for the time you spent to respond to the questions. May I also reiterate that the information given is for academic purpose only and nothing else.

Should you wish to contact me, below are my particulars.

Katukula Kelvin  
The University of Zambia  
School of Education  
Department of Adult Education and Extension Studies  
P. O. Box 32379  
Lusaka  
  
0975 627813

## 101

5. Length of sentence (a) 0-6 months { } (b) 7-12 months { } (c) 13-18 months { }  
 (d) 19-24 months { } (e) 25-30 months { } (f) 31-36 months { }  
 (g) 37-42 months { } (h) 43-48 months { } (i) 49-54 months { }  
 (j) 55-60 months { }

## Section B

### Information on participation in literacy programmes

Write in the spaces provided.

1. Do you participate in literacy programmes? (a) Yes { } (b) No { }
2. How many times a week do you meet? (a) 1 { } (b) 2 { } (c) 3 { } (d) 4 { }  
(e) 5 { }
3. How are the classes structured?  
 .....  
 .....
4. When are the class sessions conducted? (a) Morning { } (b) Afternoon { }  
(c) Evening { }
5. What is the duration of classes? (a) one hour { } (b) two hours { }  
(c) three hours { } (d) four hours { }
6. What do you learn?  
 .....  
 .....
7. Do you think participation in literacy programmes is important?  
(a) Yes { } (b) No { }
8. If yes, how is it important?  
 .....  
 .....
9. Is your participation voluntary? (a) Yes { } (b) No { }
10. What type of functional literacy are you provided with?  
 (a) Carpentry { } (b) Tailoring { } (c) Bricklaying { } (d) Computer { }  
 (a) Metal fabrication { } (f) None { }  
 Others (specify) .....

11. Are you involved in setting your own goals? (a) Yes { } (b) No { }
12. If yes, how are you involved in setting your own learning objectives?  
 .....  
 .....
13. Are you actively involved in decision making, planning and implementing what you learn? (a) Yes { } (b) No { }
14. How are you actively involved in deciding, planning and implementing what you learn?  
 .....  
 .....
15. Are you encouraged to take control of your learning within the prison?  
 (a) Yes { } (b) No { }
16. How are you encouraged to take control of your own learning within the programme?  
 .....  
 .....
17. Do you contribute to the development of the curriculum that draws on you interest and knowledge? (a) Yes { } (b) No { }
18. How do you contribute to the development of curricular activities that draw on your interest, knowledge and skills?  
 .....  
 .....

We have now come to the end of the questionnaire. I wish to thank you very much for the time you spent to respond to the questions. May I also reiterate that the information given is for academic purpose only and nothing else.

Should you wish to contact me, below are my particulars.

Katukula Kelvin  
 The University of Zambia  
 School of Education  
 Department of Adult Education and Extension Studies  
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 Lusaka

0975 627813

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**QUESTIONNAIRE FOR NON-STUDENT INMATES**

**Participation of inmates in literacy programmes at Kalomo State Prison**

Dear respondent,

I am a masters student at the University of Zambia following a programme in Adult Education. The purpose of this questionnaire is to solicit your thoughts, feelings and experiences about the literacy programmes conducted at Kalomo State Prison. To this extent, I should be most thankful if you spare will some time to respond to the questions. The information gathered here will be used for academic work only and nothing else. Your name will not be used in research findings, written reports, or presentations connected to this research. Please feel free to ask questions about the study at any time.

**Instructions**

1. Please do not write your names on the questionnaire.
2. Kindly answer all the questions by ticking or writing in the spaces provided.

**Section A**

**Biographical Information of Participants**

Please indicate your answer by putting a tick{✓}

1. Gender of respondents (a) Male { } (b) Female { }
2. Age of respondents (a) 15-20 { } (b) 21-30 { } (c) 31-40 { } (d) 41+ { }
3. Marital Status (a) Single { } (b) Married { } (c) Widowed { } (d) Divorced { }
4. Education level attained (a) Illiterate { } (b) Primary { } (c) Secondary { }  
(d) Tertiary { }
5. Length of sentence (a) 0-6 months { } (b) 7-12 months { } (c) 13-18months { }

- (d) 19-24 months { }      (e) 25-30 months { }      (f) 31-36 months { }  
 (g) 37-42 months { }      (h) 43-48 months { }      (i) 49-54 months { }  
 (j) 55-60 months { }

## Section B

### Information on participation in literacy programmes

Write in the spaces provided.

1. Do you participate in literacy programmes? (a) Yes { }    (b) No { }
2. How many times a week do inmate students meet? (a) 1 { } (b) 2 { } (c) 3 { }  
 (d) 4 { } (e) 5 { }
3. How are the classes structured?  
 .....  
 .....
4. When are the class sessions conducted? (a) Morning { } (b) Afternoon { }  
 (c) Evening { }
5. What is the duration of classes? (a) one hour { }    (b) two hours { }  
 (c) three hours { }                      (d) four hours { }
6. What do they learn?  
 .....  
 .....
7. Do you think participation in literacy programmes is important?  
 (b) Yes { }                                  (b) No { }
8. If yes, how is it important?  
 .....  
 .....
9. Is participation voluntary?    (a) Yes { }    (b) No { }
10. What type of functional literacy are inmate students provided with?  
 (b) Carpentry { }    (b) Tailoring { }    (c) Bricklaying { }    (d) Computer { }  
 (b) Metal fabrication { }                      (f) None { }  
 Others (specify) .....
11. Are inmate-students involved in setting their own goals?    (a) Yes { }    (b) No { }



12. In your opinion, how are they involved in setting their own learning objectives?

.....  
.....

13. Are inmate-students actively involved in decision making, planning and implementing what they learn? (a) Yes { } (b) No { } (c) No idea { }

14. In your opinion, how are inmate-students actively involved in deciding, planning and implementing what they learn?

.....  
.....

15. Are they encouraged to take control of their own learning within the prison?

(b) Yes { } (b) No { } (c) No idea { }

16. In your opinion, how are inmate-students encouraged to take control of their own learning within the programme?

.....  
.....

17. Do they contribute to the development of the curriculum that draws on their interest and knowledge? (a) Yes { } (b) No { } (c) No idea { }

18. In your opinion, how do inmate-students contribute to the development of curricular activities that draw on their interest, knowledge and skills?

.....  
.....

We have now come to the end of the questionnaire. I wish to thank you very much for the time you spent to respond to the questions. May I also reiterate that the information given is for academic purpose only and nothing else.

Should you wish to contact me, below are my particulars.

Katukula Kelvin  
The University of Zambia  
School of Education  
Department of Adult Education and Extension Studies  
P. O. Box 32379  
Lusaka

0975 627813

**BUDGET**

<b>Description</b>	<b>Quantity</b>	<b>Estimated cost per unit (Kwacha)</b>	<b>Estimated Total Cost (Kwacha)</b>
<b>Transport</b>			
Travelling costs			2,000.00
<b>Sub total</b>			<b>2,000.00</b>
<b>Stationery</b>			
Reams of paper	2	32.00	64.00
Flash disk	1	75.00	75.00
Pencils	1 box	20.00	20.00
Pens	1 box	40.00	40.00
Note pad	1	6.00	6.00
<b>Sub total</b>			<b>205.00</b>
<b>Services</b>			
Typing	200 pages	3.00	600.00
Printing	100 pages	1.00	100.00
Photocopying	200 pages	.30	60.00
Binding	2 reports	50.00	100.00
<b>Sub total</b>			<b>860.00</b>
<b>Grand Total</b>			<b>3,065.00</b>

**TIME FRAME**

2014										2015								
Activity	Mar	April	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	uly	Aug	Sept
Review of literature on participation of inmates in literacy programmes																		
Proposal writing																		
Preparation of research instruments																		
Finalise and submission of final proposal																		
Pilot study																		
Collection of data																		
Analysis of data																		
Report writing																		
Correction and submission of report																		
Compilation of final report																		
Submission of report																		

## INFORMED CONSENT FORM

### Participation of inmates in literacy programmes at Kalomo State Prison

Dear participant,

You are invited to participate in a research study that will attempt to investigate the participation of inmates in Literacy Programmes at Kalomo State Prison. The following information will help you make an informed decision whether or not you would like to participate. If you have any queries, please you are free to ask. Your participation in this study is very important because of your involvement in the literacy programme.

**Research:** Investigating the participation of inmates in literacy programmes at Kalomo State Prison.

**Purpose of this research:** This study seeks to investigate participation of inmates in literacy programmes.

This consent form describes certain aspects of the study, as well as your rights as a participant. Please read it carefully and, if you choose to continue, please sign below to indicate your consent and your understanding of what is being asked of you. A copy will be provided to you for your reference.

**Procedure:** if you choose to participate, you will be asked questions about your experience with participation of inmates in literacy programmes. With your permission, I will take notes with a pencil and a note book. Interviews will be destroyed upon completion of the study. The interview will take approximately one hour.

**Risks:** there are no foreseeable risks of harm to you by participating in the study.

**Benefits:** subjects will not directly benefit from participating in this study. However, your answers could provide more information about the participation of inmates in literacy programmes. This information may help to involve the inmates in identifying their learning needs, take part in the planning and implementation of their learning process.

**Confidentiality:** your name will not be used in data collection or in any written report. Instead, I will identify you only with a pseudonym of your choice. In addition to use of the pseudonym, in any report I provide about this study, I will make best effort to remove, or generalize, any other personal information that would tend to make you identifiable.

**Participation:** your participation is voluntary and you may withdraw from the study at any time without questions or penalty. You may withdraw by informing the researcher that you do not wish to participate anymore.

**Compensation:** you will not receive any type of compensation for participating in this study.

**Opportunity to ask questions:** you may ask any question concerning this research and have those questions answered before agreeing to participate or during the study. You may ask the researcher: Katukula Kelvin on **0975 627813**.

**Contact:** for questions, concerns, suggestions, or complaints about your rights in this research that have not been addressed by the researcher or you would like to seek clarification, you may contact:

The University of Zambia,  
School of Education,  
Department of Adult Education and Extension Studies,  
P. O. Box 32379,  
Lusaka.

**Freedom to withdraw:** you are free to participate in this research or withdraw as you wish.

**Consent:** if you wish to take part in this research, you will be asked questions. Your participation is voluntary. You may choose to or not to participate. If you have decided to participate, please you can put your signature on this form. You will be availed with a copy of this consent form to keep.

Thank you for participating

Sincerely,

---

Katukula Kelvin, Researcher

---

Date

### **Participant's Consent**

I have read this consent form and have been given the opportunity to ask questions about it. My signature below acknowledges that I have been informed about the purpose, procedures, risks, and benefits of my participation in this research, and that I am participating in it voluntarily, free from coercion of any kind.

---

Participant

---

Date