

**PRISONS AND EDUCATION PROVISION IN ZAMBIA: A HISTORICAL  
PERSPECTIVE, 1964-2011**

**BY**

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Requirements for the Degree of Master of Arts in History**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

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## APPROVAL

This dissertation of Edwin Chilimboyi is approved as fulfilling the partial requirements for the award of the degree of Master of Arts in History by the University of Zambia

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## **ABSTRACT**

The central theme of this study revolves around the system of correctional education provision in Zambian prisons and the process of rehabilitation and reformation of the prison inmates between 1964 and 2011. The study investigates the origin and development of correctional education. The study uses the qualitative method. It traces prison education from the colonial period, when elementary education was introduced to prisoners in Northern Rhodesia. Special attention was given to whites only while non-whites were denied the opportunity to access basic prison education in the initial stage. The focus of prison education was reading accompanied by recreational activities.

However, from 1974 prison education was re-shaped into correctional education. Correctional education was largely responsible for changing offenders' behaviour as it addressed particular social and psychological factors associated with imprisonment. The study also explains the nature of the correctional education that was given to the inmates in the Zambian prison system between 1964 and 2011. Academic and vocational education were offered as well as political, spiritual, moral and other types of education. Furthermore, the study establishes the challenges which hindered the development of correctional education in Zambia from independence to 2011. The challenges included inadequate and erratic funding, lack of coordination between Zambia Prisons Service (ZPS) and the community, lack of planned human resource development and lack of policy direction for correctional education. Such challenges hindered effective provision of correctional education to inmates.

The study evaluates the impact of correctional education on the prisoners and ex-prisoners. It shows how correctional education helped change offenders into law abiding citizens through economic, social and political results essential to farming, business and religious work. This, to some extent, reduced recidivism among prisoners in the country. The study concludes that overall, correctional education had a positive impact on the inmates. The behaviour of most

of the ex-prisoners changed due to the education they received in prison. Most of them became economically independent and prosperous individuals who added value to their families, communities and society in general. The study covers the period from 1964 to 2011 that spanned the reign of two governments, the United National Independence Party (UNIP) from 1964 to 1991 and the Movement for Multiparty Democracy (MMD) from 1991 to 2011.

## **DEDICATION**

To my late father Mr. Harry Mumba Chilimboyi, my mother Ms. Sylvia Nyanga and my late sister Dorren Chilimboyi Mpamba who all sacrificed a lot for my education. To my wife Petronella Siabona Chilimboyi and our children Lushomo and Luuse who missed me a lot during my research.

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## LIST OF ABBREVIATIONS

AIDS.....	Acquired Immunodeficiency Syndrome
ACSA.....	African Correctional Continental Association
BC.....	Birth of Christ
BCE.....	Before Christian Era
CCA.....	Correctional Continental Association
CESCA.....	Conference for Eastern, Southern and Central Africa
CRS.....	Catholic Relief Services
DCES.....	Directorate of Corrections and Extension
DTPAEU.....	Directorate of Training, Prisons Adult Education Unit
ECZ.....	Examinations Council of Zambia
ESU.....	Extension Service Unit
GCE.....	General Certificate of Education
HIV.....	Human Immunodeficiency Virus
MHA.....	Ministry of Home Affairs
MMD.....	Movement for Multiparty Democracy
NAZ.....	National Archives of Zambia
NGO.....	Non-Governmental Organisation
NIPA.....	National Institute for Public Administration
NPB.....	National Parole Board
NRP.....	Northern Rhodesia Prisons
OMU.....	Offender Management Unit
PFZ.....	Prison Fellowship of Zambia

PSTC.....Prison Staff Training College  
PRISCCA.....Prison Care and Counselling Association  
STI.....Sexually Transmitted Infections  
SUB.....Substandard grade  
RDC.....Reception and Discharge Committee  
UNICEF.....United Nations International Children’s Emergency  
Fund  
UNIP.....United National Independence Party  
USA.....United States of America  
ZPS.....Zambia Prisons Service

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## CHAPTER ONE

### INTRODUCTION AND HISTORICAL BACKGROUND

Prisons as places of confinement for law breakers, debtors, enemy combatants, political dissidents, religious heretics and others came into existence thousands of years before the Christian era (B.C.E). Robert states that ‘from 3000 B.C.E to 400 B.C.E. the Babylonian Empire maintained prisons for petty offenders and debtors’.<sup>1</sup> Many accounts of ancient prisons appear in both the New and Old Testaments of the Christian Bible. For instance, in the book of First Kings, the Bible states that people were put in prison for various offences.<sup>2</sup> However, the imprisonment did not take into account the aspect of reformation and rehabilitation. The above prison systems did not prepare inmates for re-integration into society.

The modern concept of prisons did not emerge fully until the eighteenth century. Before the modern concept of rehabilitation and reformation, imprisonment was not intended as a punishment but for punishment. Offenders were sent to prisons not as a punishment in itself but a means of inflicting punishment. Confinement and seclusion from ordinary society was not seen as punishment in itself but the kind of menial jobs and other prison activities that the prisoners did were seen as punishment. Prisons functioned as detention centres to house offenders until the state met out the actual sentences, in form of capital or corporal punishment. However, during the eighteenth century, efforts began to be made towards correctional imprisonment.<sup>3</sup>

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<sup>1</sup> John Robert, World Encyclopedia of Policies and Forces and Correction System, <http://law-journals> book, (2006), pp. 74-86. (Accessed on 10<sup>th</sup> April, 2014.)

<sup>2</sup> *The Holy Bible, New King James Version, Old Testament.* (Nashville USA: Tennessee, 1982), 1Kings 22: 27.

<sup>3</sup> Wesley Bready, *England before and after Wesley*, (London: Hodder and Stoughton, 1938), p. 131.

The eighteenth century was a revolutionary period which witnessed a shift in the purpose of imprisonment from punishment to rehabilitation. Margaret DeLacy argues that prison systems throughout the world experimented with different ‘methodologies and models for the betterment of inmates’.<sup>4</sup> Frank Morn argues that prison systems experimented different approaches to rehabilitation, such as ‘education and clinical treatment’.<sup>5</sup> Morn states that the purpose of imprisonment shifted from punishment to rehabilitation and reformation. The shift towards rehabilitation was to prepare the inmates to re-integrate into society after prison.<sup>6</sup> It was from this point that correctional education emerged in the Western world to rehabilitate and reform inmates. Jonathan E. Messemer adds that the history of correctional education could be traced from the United States of America (USA) as far back as 1789. According to Messemer, early prison education programmes were referred to as the ‘Sabbath School’.<sup>7</sup> The purpose of the Sabbath School was to teach the inmates how to read so that they could read the Bible. The Bible imparted to the inmates ‘knowledge, self-awareness and cognitive processes which enabled them to make better decisions in their lives’.<sup>8</sup> In the nineteenth century, the philosophy behind imprisonment evolved further. Prison became more than an alternative to brutal corporal punishments. It was seen as redemptive and capable of changing the individuals within to become better people.<sup>9</sup>

In 1700, rehabilitation worked out well in the (USA). James V. Bennett states that in most prisons, ‘men with good records used to leave their cells during the day’.<sup>10</sup> Some worked in prison factories or did maintenance tasks such as garden work and equipment repair. Others

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<sup>4</sup> Margaret DeLacy, *Prison Reform in Lancashire, 1700- 1850: A Study in Local Administration*, (London: Manchester, 1986), pp. 1, 5, 8, 16.

<sup>5</sup> Frank Morn, *The Macmillan Family Encyclopedia*, (New Jersey: Arete Publishing, 1980), p. 554.

<sup>6</sup> Morn, *The Macmillan Family Encyclopedia*, (New Jersey: Arete Publishing, 1980), p. 554.

<sup>7</sup> Jonathan E. Messemer, ‘The Historical Practice of Correctional Education in the United States’, *International Journal of Humanities and Social Sciences*, 1, 17 (1911), p. 1.

<sup>8</sup> Messemer, ‘The Historical Practice of Correctional Education in the United States’, pp. 1-2.

<sup>9</sup> Robert Johnson, *The Philosophy and History of Prisons*, (San Marcos: Texas State University, 2005), pp. 10, 14, 15.

<sup>10</sup> James V. Bennett, *The World Book Encyclopedia*, vol. 15 (London: Stockholm, 1968), p. 710.

worked as clerks and typists, or attended the prison school or some other kind of training programmes.<sup>11</sup>

In the Western world, during the nineteenth and twentieth centuries the emphasis on imprisonment continued to evolve towards reformation and rehabilitation through correctional education.<sup>12</sup> Audrey Bazos and Jessica Hausman identify two types of correctional education systems; vocational training and literacy/numeracy developments. They argue that vocational training courses focused on acquisition of skills that were directly transferable to the workplace, such as appliance repair. Literacy and numeracy developmental courses were centred on the improvement of reading and mathematical skills.<sup>13</sup> These skills were necessary to the ex-prisoners for their re-integration into society.

In Africa, the traces of prisons date back to 2000 years before the birth of Christ (B.C). There was wide-spread use of prisons in some African societies. For instance, in Egypt, during the Middle Kingdom era (around 2000 B.C), the Pharaohs imprisoned non-Egyptian criminals with hard labour. The concept of rehabilitation and reformation was not known. It emerged during the colonial period but more so in the post-colonial period, when much efforts were being made towards the welfare of prison inmates in terms of their life after imprisonment. In many African prisons, correctional education became a solution towards rehabilitation and reformation of prison inmates.<sup>14</sup> The majority of people who were found in prison were those with poor financial and education backgrounds. L.M. Mti argues that much of the crime committed in societies was motivated by poverty as a result of lack of relevant skills and

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<sup>11</sup> Bennett, *The World Book Encyclopedia*, p .710.

<sup>12</sup> Jeanne Contardo and Michell Tolbert, *Prison Postsecondary Education: Bridging Learning from incarceration to the community*, (London: City University of New York, 2006), P.10.

<sup>13</sup> Audrey Bazos and Jessica Hausman, *Correctional Education as a Crime Control Program*, (Los Angeles: UCLA School of Public Policy and Social Research Department of Policy Studies, 2004), p. 15.

<sup>14</sup> Bazos and Hausman, *Correctional Education as a Crime Control Programme*, pp. 15-16.

knowledge for employment. Prison education, therefore, equipped prison inmates with knowledge and skills that assisted them to re-integrate into their respective communities and to find employment or create self-employment after serving their prison terms.<sup>15</sup> In this way future crime could be prevented.

After independence, imprisonment continued to be used as the main form of punishment for various offences, especially criminal ones. Jethro K. Mumbuwa argues that since 1964, imprisonment was the most important form of punishment for crime in Zambia. He explains that the penal system inherited from the colonial state emphasised retribution and deterrence as the main objectives of punishment.<sup>16</sup> The purpose of prison was also to protect society from criminals who intended to harm innocent citizens. However, with passage of time prison functions evolved from punishment to rehabilitation and reformation of inmates. The 1999 Implementation Prison Report states that inmates needed skills to become acceptable and upstanding members of society.<sup>17</sup> However, 1974 is regarded as the beginning of compulsory education provision to adult prison inmates in Zambia.<sup>18</sup> The Implementation Prison Report of 1999 further states that on 26 July, 1974, the first Republican President of Zambia, Kenneth Kaunda, visited Mukobeko Maximum Prison. During the visit, President Kaunda pronounced that prisoners were to be provided with 'literacy, political and basic education to enable them reform into law abiding citizens and gain life skills'.<sup>19</sup> However, even before 1974 forms of correctional education were already being provided in some prisons. For instance, in youth prisons, correctional centres and other state prisons, inmates received various forms of

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<sup>15</sup> L. M. Mti, Draft White Paper on Corrections in South Africa, (1978), p. 24

<sup>16</sup> Jethro K. Mumbuwa, *The Historical Profile of Zambia Prisons Service*, (Lusaka: Government Printers, 1992), p. 2.

<sup>17</sup> Report of the implementation of Community Service Sentencing in Zambia, (2012), p. 8.

<sup>18</sup> Government of the Republic Zambia (GRZ), Annual Report on the activities undertaken by Education Unit from January to December, (2012), p. 2

<sup>19</sup> Government of the Republic Zambia (GRZ), *Annual Report on the activities undertaken by Education Unit from January to December*, (2012), p. 2

correctional education. The main vision of the Zambia Prison Service was to change the attitude and the behaviour of inmates through ‘literacy, basic education and vocational training skills’,<sup>20</sup> so that after they were released from prison, they could be re-integrated into society as useful citizens.<sup>21</sup> Therefore, while academic education offered in schools was purely for academic purposes, the education offered in prison targeted rehabilitation of morals and preparing inmates’ for the world of work. Prison education also empowered the inmates in meeting their challenges in society after they were discharged from prison.<sup>22</sup>

The aim of correctional education was also to eradicate illiteracy among prisoners in Zambian prisons in order to enhance social rehabilitation and reformation of prisoners. From 1974, prisoner education became part of the Zambian government’s prisons programme whose vision was to empower inmates with academic, ‘life skills and vocational training programmes relevant to rehabilitation, reformation and self-reliance after discharge from prison’.<sup>23</sup> Prison education classes were conducted in fifty-three prisons that included Katombora Reformatory School in Livingstone, Mukobeko Maximum Security Prison and Kalonga State Prison in Kabwe and Mumbwa State Prison and others.

### **Statement of the Problem**

Although educational programmes for rehabilitation and reformation have been provided in Zambian prisons since independence, very little research has been done on prison education. This study, therefore, seeks to examine the origin, nature, development and challenges faced in the provision of correctional education in Zambian prisons and the kind of impact it had on prisoners between 1964 and 2011. Rehabilitation and reformation were done through various programmes such as adult literacy education, political awareness, counseling, Parole Board

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<sup>20</sup> GRZ, *Annual Report on the activities undertaken by Education Unit*, pp. 2-3.

<sup>21</sup> GRZ, *Annual Report on the activities undertaken by Education Unit*, p. 2.

<sup>22</sup> Mumbwa, *The Historical Profile of Zambia Prisons Service*, pp. 10-11.

<sup>23</sup> Zambia Prison Service, *Annual Report on the Education Unit from January to December, 2012*, p. 2.

activities, prison earning scheme programmes and other related programmes. These did translate into over-whelming successful prisoner rehabilitation and transformation despite the challenges which ranged from government policy contradictions to various limitations in the implementation of the prison policy provisions.

### **Rationale of the study**

The study will contribute to the limited literature on the origin, nature, development, challenges and impact of correctional education on Zambian prisoners. The study highlights the positive aspects of correctional education on ex-prisoners. This is unlike much of earlier literature which condemned the ex-prisoners as recidivists. It is also hoped that the study will stimulate further research interest on correctional education in the Zambian prison system.

### **Objectives**

The general aim of this study is to examine the process of rehabilitation and reformation of prison inmates through correctional education in Zambia. The study is premised on the following objectives:

- (1) To trace the origins, nature and development of correctional education in Zambian prisons between 1964 and 2011.
- (2) To explain the challenges of correctional education provision in Zambian prisons;
- (3) To evaluate the impact of correctional education on prisoners and ex-prisoners in Zambia during the period of study.

### **Literature Review**

A lot has been written about imprisonment in Zambia and the world as a whole. However, not much literature exists on education provision in Zambian prisons. This study focuses on rehabilitation and reformation through correctional education as the main purpose of

imprisonment in Zambia between 1964 and 2011. This study is therefore, informed by the works of various scholars.

DeLacy looks at the reforms in English prisons; the reforms took care of rehabilitation and reformation through correctional education.<sup>24</sup> The work by DeLacy is important to this study because it gives background information on the development of correctional education in the British penal system. The British penal system was extended to British colonies of which Zambia (then Northern Rhodesia) was one. DeLacy states that correctional education was an instrument that prepared the prison inmates to fit back into society after prison life. She further argues that ‘ex-prisoners became useful to society because of the socio- economic activities they performed, which benefited the community’.<sup>25</sup> The skills gained by prisoner also helped lessen the stigma from the society.

In line with the above, Contardo and Tolbert discuss the measures that were taken in favour of inmates once out of prisons in the USA. They identify effective methods of helping inmates in meeting challenges of re-entry and successful re-integration into society. The issues considered are prison education programmes that include basic education, counseling, academic and vocational education. The two scholars argue that life skills, job readiness training and job placement were equally considered for inmates.<sup>26</sup> Focus was also on prison education that addressed factors which contributed to incarceration.<sup>27</sup> Contardo and Tolbert argue that most former convicts returned to their criminal behaviour because they lacked the educational and social skills necessary to re-integrate successfully in society. This work is an important source for this study because it highlights the necessity of correctional education to

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<sup>24</sup> DeLacy, *Prison Reform in Lancashire, 1700- 1850: A study in Local Administration*, p. 171.

<sup>25</sup> DeLacy, *Prison Reform in Lancashire, 1700- 1850: A study in Local Administration*, pp. 17-24.

<sup>26</sup> Contardo and Tolbert, *Prison Postsecondary Education*, pp. 1-2.

<sup>27</sup> Contardo and Tolbert, *Prison Postsecondary Education*, pp. 1-4.

the prison inmates. It also justifies the need for education for the prisoners for their easy re-integration into society.

Another study important to this work is Tony Fabelo's study titled *The impact of Prison Education on Community Re-integration of Inmates: The Texas Case*. Fabelo discusses the Texas prison educational system which he says improved the education levels of inmates to enhance their employment prospects and lower their 'recidivism'.<sup>28</sup> He explains why education was introduced by stating that prisoners who received education while in prison found jobs upon release. This prevented them from going back to criminal activities.<sup>29</sup> He states that education had positive effects on human minds. Fabelo's study also explains how some prisoners saw an opportunity in studying while in prison. This work informs the discussion of the education given to Zambian prison inmates.<sup>30</sup> In the case of Zambia, the life skills which the prison inmates obtained through correctional education in carpentry, bricklaying, poultry farming and gardening helped them to re-integrate into society.<sup>31</sup>

Heath Burton's work is yet another illuminating study. His work, among other things, examines the education that was provided to the prisoners in the USA as the only one of the many policies that could and should be used to reduce recidivism. Burton explains that education can help reduce prison populations. He argues that through various technical skills offered in prisons, 'prisoners' lives were transformed',<sup>32</sup> thereby preventing prisoners from recidivism. Although Burton's work does not discuss the Zambian situation, this study

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<sup>28</sup> Tony Fabelo, 'The impact of Prison Education on Community Reintegration of Inmates: The Texas Case' PhD. Thesis, University of Texas, (2002), p. 106.

<sup>29</sup> Fabelo, 'The impact of Prison Education on Community Reintegration of Inmates: The Texas Case', p. 107.

<sup>30</sup> Fabelo, 'The impact of Prison Education on Community Reintegration of Inmates: The Texas Case', pp. 107-108.

<sup>31</sup> N.A.Z., MHA 2/14/1, Location 4404. Correspondence from Commissioner of Prisons to African Education Officers, Prison Adult Education Classes, 4 March, 1964.

<sup>32</sup> Heath D. Burton, 'Reducing Recidivism through Prison Education', *The Prison Journal* 94, 1 (2014), p. 9.

benefited from his work as it provides insights into how prison inmates responded to skills training.

Explaining the need for rehabilitation, Kamla Raj states that education is a means to setting people free from abuse, unemployment and poverty. He adds that this is why democratic countries provide basic education for all their citizens, even law breakers. He notes that education for prisoners was gaining currency in many countries. In South Africa, it was both a constitutional right and a foundation stone for rehabilitation.<sup>33</sup>

Raj argues that prison education seeks to equip prison inmates with knowledge and skills that may assist them to re-integrate into their respective communities and to find employment or create self-employment, and in this way to prevent future crimes.<sup>34</sup> He further states that although prison education may not be the cure for crime, the general assumption is that once prison inmates are equipped with the basic knowledge and relevant skills most of them could engage in self-employment activities instead of criminal activities. As the saying goes, 'the devil finds work for idle minds', the guiding notion behind prison education was that once prison inmates learnt specific skills they were likely to engage in useful socio-economic activities after release from prison. Therefore, education was useful to any human being regardless of where a person was found, whether in prison or within the community. This view enhanced the need to explore the nature and development of education provided in Zambian prisons and to examine the impact of the education on prison inmates. This is because most of the works done on prisons in Zambia were silent on issues relating to education for prisoners.

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<sup>33</sup> Kamla Raj, 'Education Programmes for Prison Inmates: Reward for Offences or Hope for a Better Life', *Journal of Sociology*, 3, 2 (2012), p.73.

<sup>34</sup> Raj, 'Education Programmes for Prison Inmates: Reward for Offences or Hope for a Better Life', pp. 73-74.

Another work which offers critical insights to this study is that of Lukas Muntingh who provides a historical background to prison education in South Africa. He states that education rehabilitation intervention targets some specific aspect of the offender with the purpose of reducing the likelihood of his or her reoffending.<sup>35</sup> Muntingh goes on to say that the ultimate goal of correctional education should be the re-integration of offenders into society. Reintegration entails not only education, life skills training and self-control, but also employment, mental, moral and physical health, housing and family relationships.<sup>36</sup>

Kapasa Makasa's work is of great significance to this study as it highlights the importance of education to prisoners. He states that education was the light to the world, hence its provision across the communities. While he was in prison as a freedom fighter, Makasa taught at Katombora Reformatory Prison in 1955 under the Northern Rhodesia Government.<sup>37</sup> His work however, does not take into account skills that were necessary to prepare prisoners for re-integration into society after imprisonment. This study fills this gap.

A study done by Kalombo T. Mwansa shows the development of prison systems in Zambia, and suggests some strategies for the purpose of reformation and rehabilitation of prisoners. His work provides relevant information on prison education in the colonial period. However, his study does not focus on correctional education for rehabilitation and reformation. This is what this study focuses on.<sup>38</sup>

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<sup>35</sup> Lukas Muntingh, *Offender Rehabilitation and Reintegration: Taking the White Paper Forward*, (Cape Town: Society Prison Reform Initiative, 2005), p. 206.

<sup>36</sup> Muntingh, *Offender Rehabilitation and Reintegration: Taking the White Paper Forward*, p. 206.

<sup>37</sup> Kapasa Makasa, *Zambia's March to Political Freedom*, (Nairobi: Heinemann, 1985), p. 12.

<sup>38</sup> Kalombo Thomson Mwansa, 'Property Crime and the Criminal Process in Lusaka Magistrates' Courts', PhD. Thesis, University of London, 1992, pp. 91-93.

The work of Euston K. Chiputa explains the origin of prisons in Northern Rhodesia. He examines how the reform policy went side by side with 'coercive methods of dealing with prisoners for the greater part of the colonial period'.<sup>39</sup> He also assesses how the reform and rehabilitation processes failed due to inadequate staffing levels, hence the failure of imprisonment to function according to the intended purpose in the colonial era.<sup>40</sup> Chiputa provides relevant information on the challenges of reforming and rehabilitating prison inmates in Northern Rhodesia between 1907 and 1964. However, his work does not give much detail regarding correctional education as this study hopes to do.

Margaret Mbae's work focuses on the non-formal training and assesses the provision of equal training opportunities to all Zambians irrespective of where they are found. However, she does not consider prisons as part of the system in need of training.<sup>41</sup> This study deals with this caveat by looking at education provision to prisoners and its impact on the prisoners as they re-integrated into society during the 1964-2011 period.

In addition to the above, Likando's study examines how education was used as a tool for rehabilitation of prison inmates. He assesses why only a minority of prison inmates responded positively to educational rehabilitation, while the majority of ex-prisoners went back to prison again and again in spite of rehabilitation. Likando's study shows the challenges that the ex-prisoners faced in finding what to do to earn a living upon release into

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<sup>39</sup> Euston K. Chiputa, 'The Theory and Practice of imprisonment in Northern Rhodesia, 1907-1964', M.A. Dissertation, University of Zambia, (1993), p. 44.

<sup>40</sup> Chiputa, 'The Theory and Practice of imprisonment in Northern Rhodesia, 1907-1964', M.A. Dissertation, University of Zambia, p. 44.

<sup>41</sup> Margaret Mukwanjeru Mbae, 'The impact of non-formal Training on income generation and its Gender implication: A Case Study of seven Institutions in Lusaka District, 1996-2003' M.A. Dissertation, University of Zambia (2006), p. 15.

society.<sup>42</sup> However, Likando's study does not trace the origin and development of education in the prison system of Zambia.

Jethro Mumbuwa's work is also critical to this study, as it provides important sources of information regarding the early organisation of prisons in colonial Zambia. The study observes that prison education was provided for basic reading skills. The work by Mumbuwa only provides a relatively general survey of the prison education system in Zambia.<sup>43</sup> As a result, it does not give much detail regarding correctional education. It is this gap the present study hopes to fill.

### **Conceptual Framework**

The initial concept of imprisonment in many societies hinged on punishment of the law breakers. After many years, it became evident that imprisonment as punishment did not change the prisoners into better citizens. Hence, prison authorities in some societies evolved the use of punishment to rehabilitation of prisoners in order to enable them to re-integrate successfully into society upon release from prison. The concept of rehabilitation included correctional education or reformation of inmates through education. The idea of prison education adopted by this study is based on the concept of correctional education given by Gonzales. Gonzales defines correctional education as 'vocational training or academic instruction provided to prisoners while incarcerated'.<sup>44</sup> According to this definition, 'the purpose of correctional education is to rehabilitate and reform the prison inmates', so that released prisoners can overcome the prison *stigma*. This concept will be used to determine how Zambian ex-prisoners re-integrated into society upon release as rehabilitated individuals, between 1964 and 2011.

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<sup>42</sup> Kenworthy M. M. Likando, 'Rehabilitation Programme and Recidivism in Zambian Prison System' M.A. Dissertation, University of Zambia, (1983), pp. 4-5.

<sup>43</sup> Mumbuwa, *The historical profile of Zambia Prisons Service*, p. 10.

<sup>44</sup> S. Gonzales, 'Education Programs in Prisons', *Journal of Correctional Education*, 3 (2014), p. 1.

## **Methodology**

The qualitative method was employed for the study. Data for this study was collected from four main sources over a period of six months from September, 2014 to February, 2015. The first part of the research was devoted to collecting published and unpublished data in the Special Collections Section and the Serials Section of the University of Zambia Library. From these sections of the University library, books, dissertations, journals, seminar papers, reports, and National Assembly Debates provided data on prison education. The General Reference Section and other Sections of the library were also consulted, to obtain information on concepts and in depth understanding of various terms used in penal history. These sources also yielded information pertaining to prison education development.

Data was also collected from the National Archives of Zambia (NAZ) where unpublished primary documents such as letters from Prisons Headquarters to prison centres provided information concerning education programmes in quarterly and annual reports of the Zambia Prison Service. From these documents, came official statistics and progress on education attendance, other rehabilitation and reformation programmes. Other documents at NAZ were news-papers such as Daily Mail and Times of Zambia. These provide us with prison changes and occasional information on the impact of the Prison Service on the correctional activities for rehabilitation and reformation.

The Prison Service Headquarters was also very important in this research; it provided the *Prison Eagle Magazines*, brochures and quarterly reports. These brought out information on activities of correctional education, the leadership behind the development of correctional education, achievements and the effects of education on the inmates.

Lastly, oral interviews were conducted in Kabwe at the Zambia Prison Service Headquarters, Mukobeko Maximum Security Prison, at the National Parole Board (NPB) and the Prison Care and Counseling Association (PRISCCA) offices in Lusaka. Other places where oral interviews were conducted included Mazabuka Prison, Mumbwa, Mwembeshi Open Air Prison, Lusaka Central, Kamwala Remand and Monze prisons, as well Katombora Reformatory School in Kazungula. These were very useful in providing first-hand information on prisons correctional education and organization and, how government programmes towards rehabilitation and reformation of inmates worked. The interviews were conducted in English. Interviewees included senior staff of Prison Service Department, prison inmates and ex-prisoners.

## CHAPTER TWO

### ORIGINS, NATURE AND DEVELOPMENT OF CORRECTIONAL EDUCATION IN ZAMBIAN PRISONS

#### **Introduction**

At independence, the major role of Zambian prisons was to incarcerate the law breakers. This system was adopted from the colonial government prison system. But In addition to the punishment that inmates received while in prison, prisoners were provided with some form of education. This education included vocational and academic activities. Vocational education was for rehabilitation while academic education was for basic reading skills. In vocational education, inmates were trained in industrial skills such as carpentry, bricklaying and agricultural skills. Therefore, vocational education was intended specifically to train and not to correct the behaviour of the inmates. Training meant the provision of industrial and agricultural skills only, without taking care of what caused the individual to break the law or offend the law. Lloyd Chilundika, Deputy Commissioner of Prisons and Chairperson of the National Parole Board, argues in 2013 that in 1972 Zambia's policy shifted and reforms changed the prison concept. The policy was in support of Kaunda's ideology of humanism which was against physical punishment of inmates.<sup>1</sup> It was at that point that vocational training and rehabilitation graduated into correctional education. Chilundika explained that correctional education meant the education that made the offenders aware of their situation through counseling in all learning activities of the prison.<sup>2</sup> This chapter examines the origin and development of correctional education in Zambian prisons. The emergence of vocational, literacy, adult, moral and religious education Parole and recreation activities are explained

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<sup>1</sup> Interview with Lloyd Chilundika (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

<sup>2</sup> Interview with Chilundika (42 years) at National Parole Board Lusaka.

too. The chapter also explains the paradigm shift of prison education programmes during the period 1964 to 2011.

### **Education: Meaning and Initial Organisation in Zambian Prisons**

The term 'education' has a wide scope that encompasses various aspects and one of them is knowledge transmission. It can be viewed from informal, non-formal and formal perspectives. In view of this, various educationists have defined education differently. Informal education has been defined by E. B. Castle as 'what happens to us from the day we are born to the day we die'.<sup>3</sup> Informal education is the 'lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment'.<sup>4</sup> Kelly argues that non-formal education is any organized activity outside the established formal system whether operating separately or as an important feature of some broader activity that is needed to serve identifiable learning clientele and learning objectives.<sup>5</sup> Due to the wide scope, the comprehensive definition of education is based on formal education. Kelly defines formal education as the 'hierarchically structured, chronologically graded educational system'.<sup>6</sup> The above description of education includes: academic, physical education, vocational training, spiritual and moral education, political education, drug abuse awareness, and HIV and AIDS awareness.<sup>7</sup>

Before independence there were few prison centres where prison education was provided to inmates. This made it necessary to expand prison education provision to other prisons. To

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<sup>3</sup> E. B. Castle, *Principles of Education for Teacher in Africa*, (Nairobi: Oxford University Press. 1965), p. 1. Also see V. Munoz, *The Right to Education of Prisons in Detention, Report of the Special Report on the Right to Education*, (United Nation: Human Right Council, 2009), pp. 23-38.

<sup>4</sup> Kelly, *The Origins and Development of Education in Zambia*, (Lusaka: Image Publisher Ltd, 1999) p. 9

<sup>5</sup> Kelly, *The Origins and Development of Education in Zambia*, p. 9.

<sup>6</sup> M. J. Kelly, *The Origins and Development of Education in Zambia*, pp. 9-10

<sup>7</sup> V. Munoz, *The Right to Education of Prisons in Detention, Report of the Special Report on the Right to Education*.

achieve this On 8<sup>th</sup> January, 1964, nine months before Zambia's independence, O. V. Garrat was appointed from overseas to head the Northern Rhodesia Prison Service. In March the same year, the new Commissioner of Prisons, Garratt, wrote to Provincial Education Officers and the Officers In-charge of prisons to facilitate and initiate new education programmes to cover the whole country.<sup>8</sup> The education programmes embarked on by the Prison Service were intended to foster rehabilitation of inmates.<sup>9</sup> The care for the juveniles was not an exception in the rehabilitative services through education. It was for this reason that prisons after 1964 began to cater for young offenders of less than twenty one years of age. It was also realised that young prisoners had special needs and were more educateable than adult offenders. Much attention was devoted to the training system at Katombora Reformatory School from 1964.<sup>10</sup> A new programme was formulated towards the end of 1964, for the development of character and capacities based on progressive trust, responsibility and self-control for the juvenile inmates.<sup>11</sup> The education services were a key to the reformation of the young prisoners. The Reformatory School, therefore, became an integral part of the Prisons Service and was under the command of the Chief Inspector of Reformatories who was also the Commissioner of Prisons.<sup>12</sup>

By the end of 1974, great strides had been made in improving general conditions and re-organising the prison centres into correctional centres.<sup>13</sup> Teaching of skills and education to the young inmates became one of the major factors in rehabilitation of the prison inmates. Rehabilitation was a means of 'motivating and enabling the prisoner not to commit crime

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<sup>8</sup> Mooya 'Tracing the History of the Zambian Prisons Service', *Zambia Prison Eagle Magazine* p. 16.

<sup>9</sup> N.A.Z., MHA 2/14/1, Location 4404. Correspondence from Commissioner of Prisons to African Education Officers, Prison Adult Education Classes, 4 March, 1964.

<sup>10</sup> *Annual Report Prisons Department for the year ending 31 December, 1964*, (Lusaka: Government Printers, 1965), p. 18.

<sup>11</sup> Mumbuwa, *The Historical profile of Zambia*, p. 49.

<sup>12</sup> Mumbuwa, *The Historical profile of Zambia*, p. 22.

<sup>13</sup> *Annual Report Prisons Department for the year ending 31 December, 1964*, p. 20.

again, but to develop a sense of personal responsibility'.<sup>14</sup> Therefore, rehabilitation could not be done by hard labour punishment encouraged by early prison policies. Correctional education and teaching of skills were considered as techniques for rehabilitation, because these techniques could be measured much more easily than hard labour punishment.<sup>15</sup> Correctional education took care of the factors that made a person commit a crime, from there corrective measures were taken to reform a prisoner.<sup>16</sup>

There were several pathways by which correctional education was considered to improve outcomes for individuals both in prison and after release. Correctional education could improve decision making, impart skills and promote pro-social thinking,<sup>17</sup> thereby improving in-prison behavior and facilitating adjustment among prisoners. It kept inmate students engaged and active, avoiding idleness and removing opportunities for misbehavior.<sup>18</sup> Correctional education also helped former prisoners to build pro-social identities after release and become better family and community members. In addition to positive outcomes, many people view education as an inherent right, a process that is valuable in and of itself and an important component of a full and enjoyable life.<sup>19</sup>

### **The Nature of Prison Education in Zambia**

The nature of prison education inherited at independence in 1964 in Zambia was divided along racial lines. During the colonial period most prison education was for non-Africans, particularly Europeans. African prisoners were not exposed to academic education, instead they were given hard labour in place of academic education. Mumbuwa states that most

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<sup>14</sup> Likando, 'Rehabilitation Programme and Recidivism in Zambian Prison System', p. 3.

<sup>15</sup> Likando, 'Rehabilitation Programme and Recidivism in Zambian Prison System', pp. 3-4. Also see Delacy, *Prison Reform in Lancashire, 1700-1850: A study in Local Administration*, pp. 8, 16.

<sup>16</sup> Interview with Lloyd Chilundika, (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

<sup>17</sup> Diana Brazzel, et al, *From the Classroom to the Community*, (London: Urban Institute, 2009), p. 17

<sup>18</sup> Brazzel, et al, *From the Classroom to the Community*, p. 17.

<sup>19</sup> Annual Report Prisons Department for year ending 31 December, 1964, pp. 18, 19, 20.

prisons were stocked with books, newspapers and magazines for the white prisoners.<sup>20</sup> This shows that prison education was racially biased, just as other colonial institutions and services inherited by the Zambian government at independence in 1964. However, the sources of this information remain silent on the treatment of Asian and coloured prisoners. A very clear case of racial provision of academic education in prisons inherited from the colonial penal system in 1964 could be seen at Bwana Mkubwa. Education services for rehabilitation were only provided to white prisoners. In addition to education facilities provided to the inmates, outdoor activities such as football and athletics were not an exception. The prison had libraries, and radio sets were also supplied to the prisoners.<sup>21</sup>

The prison education for African prisoners was only provided in selected prisons. This is because African prisoners were to receive hard punishment through manual labour. The Prison Annual Report for 1964 shows that at Lusaka Central Prison, the African Methodist Church provided some teachers to provide some form of elementary education to the African prison inmates.<sup>22</sup> However, from 1964, the nature of education provision in Zambian prisons went through a paradigm shift. The post- 1964 Zambian prison system introduced a new prison education curriculum. Learning and teaching in prison was classified into different grades depending on the ability and level of the inmates. In subsequent years, the nature of education prompted the Government, through the Ministry of Education, to extend the provision of library and teaching and learning books to all inmates.<sup>23</sup> For instance, English books for Grades I to VII were supplied to most prison libraries. Arithmetic, vernacular, social studies, history and science text books were made available mostly to the central

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<sup>20</sup> Jethro K. Mumbuwa, *The historical profile of Zambia Prisons Service*, (Lusaka: Government Printers, 1992), p. 48.

<sup>21</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1964*, (Lusaka: Government Printers, 1965), p. 8

<sup>22</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1964*, (Lusaka: Government Printers, 1965), p. 9

<sup>23</sup> N. A. Z., MHA 2/14/2, Location 4405, Education Books Correspondence, 23 June, 1965.

prisons.<sup>24</sup> Thus, from 1964 onwards, prison academic education began to receive more support from the Zambian government.

Yet, even with increased support to prison education, education provision was not compulsory to adult prisoners, but to juvenile prisoners at Katombora Reformatory School. The Ministry of Education provided fully qualified teachers to Katombora Reformatory School in 1970.<sup>25</sup> Their education was normally taken to Form I level but inmates who had a higher standard of education were encouraged to obtain higher qualifications through correspondence courses. Even then, the Ministry of Education did not provide full-time teachers in prisons; teaching was done by voluntary teachers who visited prisons in the evenings to teach the inmates. Well-educated inmates also often volunteered to teach fellow adult classes.<sup>26</sup> In this way the educated inmates provided a solution to the problem of understaffing of teachers in prisons.

In addition to the education provision highlighted above, the Zambian government embarked on the programme of re-organisation of society as contained in *Humanism in Zambia and a Guide to its Implementation Part II*. The Prisons Service, from the 1980s was directed to compulsorily give 'Political Education to inmates'.<sup>27</sup> This was because an individual's political awareness of the objectives of his country could change his attitude towards the community in which he lived. In the same manner, it was said that Political education was also rehabilitative and had an effect on hardening the attitude of criminal elements in society against pressure from foreign powers which previously had used criminal elements to achieve

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<sup>24</sup> N. A. Z., MHA 2/14/2, Location 4405, Education Books, 23<sup>rd</sup> June, 1965.

<sup>25</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1970*, (Lusaka: Government Printers, 1971), p. 9.

<sup>26</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1970*, p. 10.

<sup>27</sup> Mumbuwa, *Zambia Prisons Service: Political Education Unit Guidelines on the Organisation and Administration of Political Education in the Zambia Prisons Service*, p. 2

their evil intentions of suppressing Africans.<sup>28</sup> Political education, therefore, became very fundamental in Zambia. President Kaunda, in his address to the United National Independence Party (UNIP) at Mulungushi Rock of Authority from 30<sup>th</sup> June to 3<sup>rd</sup> July 1975 stressed the importance of Political Education to the nation as follows:

of immediate importance to us, therefore, is political education. Giving Political Education to our people is like feeding the soil with a rich fertilizer mixture. Political Education is fertilizer which makes the minds of the Zambian people more fertile for the revolution and enables the masses to increase their productivity. The people must know why there must be political change and the objectives of the new political order. People must know the great changes in the economic structure and the objectives behind the changes and what the changes mean and the struggle to build our society on the basis of justice and equality. People must know the great Cultural Revolution designed to create equal opportunity for all Zambians regardless of race, colour, religion or any other artificial distinction.<sup>29</sup>

Political education therefore, was the most potent weapon for inspiring the masses to revolutionary change championed by Kaunda's leadership.

Vocational training was yet another form of education that was provided in prisons since 1964. This form of rehabilitation entailed education of the prisoners, particularly in vocational skills such as carpentry, brick-laying, tailoring, and agriculture.<sup>30</sup> Skills training was provided in all Central Prisons prior to and after 1964. In 1976 skills training of lads in the field of carpentry, plumbing, tailoring, brick-laying, mechanics and farming was intensified as all the juveniles participated fully in all trades at Katombora Reformatory School.<sup>31</sup> From morning inmate were exposed to manual labour while at 14:00 hours academic activities were provided.

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<sup>28</sup> Mumbuwa, *Zambia Prisons Service: Political Education Unit Guidelines on the Organisation and Administration of Political Education in the Zambia Prisons Service*, pp. 2-3

<sup>29</sup> The Republic of Zambia, Ministry of Home Affairs, Research Bureau paper No. 3/ 1986, (Lusaka: Government Printers, 1986), pp. 11-13.

<sup>30</sup> D. J. McQuoid- Mason, 'Solving the Crime Problem: Prevention or Rehabilitation? Possible New Direction' 5 (1981) *South African Journal of Criminal Law and Criminology*, p. 11.

<sup>31</sup> The Republic of Zambia, Ministry of Home Affairs, Prisons Department Annual Report for the year ending 31 December, 1976, (Lusaka: Government Printers, 1977), pp. 9-14.

Between 1964 and 2011, ordinary prisons skills training went through several changes. The Prisons administration of the 1970s considered it essential to arrange for prisoners' hand craft classes. The classes were essential for recreation and rehabilitation of the inmates. This was supplemented by taking literate prisoners and warders for 'adult literacy courses at the Community Centre in Broken Hill to handle the classes'.<sup>32</sup> With that development, correctional education classes were commenced after education providers had been trained.

In 1982, vocational training included shoe-making and repair. The objective was to institute behavioural modification through training and treatment programmes that reinforced good behavior and encouraged smooth and easy reintegration of prisoners into society as law abiding, self-reliant and productive citizens.<sup>33</sup> In addition to the above, vocational education included pottery, basket-making and metal-fabrication. Equally, female prisoners in Livingstone and Lusaka were taught sewing and knitting by voluntary workers and in the case of Livingstone, female prisoners started reading and writing classes that were conducted once or twice a week.<sup>34</sup> This shows that there was a transformation in the provision of education in Zambian prisons after independence.

The nature of prison education provision, especially after the late 1990s, did not leave out Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome (HIV and AIDs) activities. Historically, HIV and AIDS and drug awareness were not subjects of concern in prisons in the 1960s and 1970s. This was because HIV and AIDS were unknown before the 1980s. Zambian prisons began to take keen interest in the HIV and AIDS pandemic in the year 2000. The Prison Service received help from well-wisher organisations

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<sup>32</sup> Mumbuwa, *The historical profile of Zambia Prisons Service*, p. 49.

<sup>33</sup> Zambia Prisons Service, *Commercialisation Programme*, (Lusaka: Government Printers, 1982), pp. 23

<sup>34</sup> N. A. Z., MHA 2/14/4, Location 4405, Correspondence from Commissioner to all prisons in Zambia, 23 June, 1964.

in an effort to combat the pandemic. Organizations such as the Catholic Relief Services AID (CRS) donated K7, 000,500 worth of shaving equipment to Mukobeko Maximum Security Prison in 2005.<sup>35</sup> This was done in an effort to fight HIV infections whose transmission among prisoners was mostly through shared shaving equipment such as razor blades. The CRS trained about 100 inmates as peer educators in tuberculosis (TB) and drug control, while twenty (20) prison officers were trained as home-based care givers in the Prison Service.<sup>36</sup>

More concerted efforts were made in curbing the effects of HIV and AIDS when the Zambia Prison Service began to take measures to ensure that enough education was provided to the inmates about the pandemic. The Service established a medical directorate which was strategically planned to educate and mitigate the effects of HIV and AIDS, sexually transmitted infections (STI) and other common diseases in prisons from 2000 onwards.<sup>37</sup> These types of education or awareness became major component of the Zambia prisons system.

### **Officer Training for Enhanced Prison Education and Rehabilitation**

From 1964 to 1974, the Government of the Republic of Zambia took up the task of training prison officers to be supervisors in education provision to the inmates. The trained officers facilitated the rehabilitation process for the prison inmates.<sup>38</sup> This was so because the literacy programmes had been handled by fewer trained officers before. The initiative of training

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<sup>35</sup> Stephen Kagoli, 'CRS Donates Shaving Kits', *Zambia Prisons Service Eagle Magazine, Issue No. 02* (June, 2005), p. 16.

<sup>36</sup> Kagoli, 'Zambia Prisons Intensifies Health Programmes', *Zambia Prison Service Eagle Magazines, Issue No. 01* (January, 2011), p.14.

<sup>37</sup> Kagoli, 'Zambia Prisons Intensifies Health Programmes', *Zambia Prison Service Eagle Magazines, Issue No. 01* (January, 2011), p.14.

<sup>38</sup> N. A. Z., MHA 2/14/7, Location 4407, Touring Report on Staff Training, 30 April, 1969.

prison officers to supervise prisoner rehabilitation facilitated the rehabilitation of the prisoners. The inmates were trained in various skills such as gardening, carpentry, bricklaying, tailoring, mattress-making and shoe-repairing. Other skills were dressmaking, mat-making, basket-making sign writing, and many other skills.<sup>39</sup> The academic education system was also re-organised and the curriculum was then provided for 'lads' in Standard I (grade 3) and VI (grade 7). Special arrangements were also made for those lads who desired to take Form II examinations.<sup>40</sup> For adult education, the curriculum was revised; the teaching methods were improved with the assistance of the Provincial Education Officers and representatives of the College for Further Education. Other developments were short hand and typing classes initiated in some prisons by prison Matrons.<sup>41</sup>

The Ministry of Home Affairs decided to train its officers or prisoner warders as literacy instructors from September 1964. The ministry thought that by training its own warders as literacy instructors, it would cut the shortage of teachers to teach the inmates. The qualifications for warders who were trained were Standard VI education. Also a few men were selected for training as supervisors; their qualifications were Form II education, personal maturity, experience in training adults and ability to supervise each class for a minimum of two hours per month.<sup>42</sup>

On 30<sup>th</sup> September, 1964 the Commissioner of Prisons sent a circular to all prisons about the introduction of literacy classes for prisoners under the guidance and instruction from the Community Development Department. This led to the development of a system of

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<sup>39</sup> Mumbuwa, *The Historical profile of Zambia*, p. 41.

<sup>40</sup> Republic of Zambia, Prison Department Annual Report, for the year ending 31 December, 1964, (Lusaka: Government Printers, 1965), p. 20.

<sup>41</sup> N. A. Z., MHA 2/14/7, Location 4407, Quarterly Inspection Report, 25 July 1970.

<sup>42</sup> N.A.Z., MHA 2/14/1, location 4405, Adult literacy in prisons, correspondence, Circular Minutes 11 September, 1964.

supervisors and literacy instructors in prisons. The literacy instructors were being chosen from the 'Warder rank'.<sup>43</sup> The Warder rank in turn trained literate prisoners who then became instructors in prisons.

The literacy programme was for all prisons in the country. On 26<sup>th</sup> October, 1964, two days after independence, the Commissioner of Prisons wrote again to prisons in Livingstone, Mazabuka, Mongu, Kasama and Chipata to find out if they had officers at their stations who were suitable for the literacy course. By December, 1964 the Prisons Service had established a Literacy Training Centre at Broken Hill (Kabwe). It ran courses for Adult Literacy Instructors. The Literacy Training Programme commenced on 18<sup>th</sup> January, 1965 at the Community Development Centre to train staff in preparation to handle prison inmates. This development fostered the provision of literacy education to the prison inmates from then onwards.<sup>44</sup>

After the training of the first group of instructors, in April, 1965, there was demand for skilled instructors by most prisons in the country. For instance, prisons such as Mumbwa and Kaoma, Mazabuka, Kasempa, Solwezi and Mongu made requests to the Headquarters for instructors. On 14<sup>th</sup> May, 1965 Commissioner of Prisons, Garrat sent instructors to Mumbwa and other State prisons for the 'Adult Literacy Pilot Scheme'.<sup>45</sup> In June the same year a report was sent to the Prison Headquarters over the progress of the education programme at Mumbwa station. The report carried a success story. From June, 1965 onwards a number of

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<sup>43</sup> N.A.Z., MHA 2/14/1, location 4405, Adult literacy in prisons, correspondence, Circular Minutes 11 September, 1964.

<sup>44</sup> N.A.Z., MHA 2/14/1, location 4405, Prison Education, Prison Headquarters (Broken Hill) Correspondence to Education Officer, 8 May, 1964.

<sup>45</sup> N.A.Z., MHA 2/14/1, location 4405, Adult literacy in prisons, correspondence, Circular Minutes 11 September, 1964.

prisons received Adult Education Officers for full implementation of the education programme.

The ZPS Staff Training School continued receiving government support throughout the 1965-1974 period. In 1966, the Zambian government allocated funds for the construction of additional administration block and self-contained offices to the 1951 staff training wing established in 1957 at Mukobeko Maximum Prison.<sup>46</sup> At its establishment it was called Prisons Training Depot, Broken Hill, but in 1971 the name was changed to Prisons Staff Training School. Through the years members of staff were trained in various skills at the School. Table 1 shows the annual figures of trained staff between 1971 and 1974.<sup>47</sup>

**Table 1: Training at Prison Staff College, 1971-1974**

Year	Number of trained staff
1971	67
1972	69
1973	71
1974	96

**Sources:** N.A.Z., MHA 2/14/1, location 4405, *Zambia Prisons Service correspondence*, 27 July, 1975.

The numbers of trainees increased steadily from 1971 to 1974. The reason for the increase in the numbers of trainees was attributed to the government effort in preparing the qualified staff to handle the inmates and help them to reform.

The name Prisons Staff Training School given by the first indigenous Commissioner Bothwell Imakando, was changed in 2003 by the eighth Commissioner Jethro Kalaluka Mumbuwa to Bothwell Imakando Prisons Staff Training College (PSTC).<sup>48</sup> In spite of the changes in names, the prisons training school at Mukobeko continued to emphasis education

<sup>46</sup> W. V. Brelsford, (ed.). *The story of the Northern Rhodesia Regiment*, (Lusaka: Government Printers, 1954), pp. 10-15. Also see Jethro K Mumbuwa, *The historical profile of Zambia Prisons Service*, (Lusaka: Government Printers, 1992), p. 2.

<sup>47</sup> N.A.Z., MHA 2/14/1, location 4405, *Zambia Prisons Service correspondence*, 27 July, 1975.

<sup>48</sup> Access to Justice Programme', [www.accesstojustice.org.zm](http://www.accesstojustice.org.zm), (Accessed on 16 December, 2014).

as key in prisoner rehabilitation. Mumbuwa states that ‘Since its inception to recent times, the institution has prioritised education as its core function’.<sup>49</sup> The college provided the requisite training to the Zambia Prisons Service. The institution took care of the needs of trainees throughout their training tours of duty. The training included methods of handling correctional activities for the inmates as well as counseling activities for the officers.

### **Spiritual Instruction, Education and Recreation**

As part of correctional services, spiritual welfare and education were provided both before 1964 and after. There were no paid fulltime prison chaplains but all the prisons were visited regularly by representatives of various churches from 1964 onwards. With a view to increasing the frequency of visits to the prisons, a specific Regional Prisons approval was obtained from the Commissioner of Prisons, Garrat, for the payment of travelling allowances to ministers or preachers.<sup>50</sup> The prisoners were supplied with bibles and other literature in various languages. The visiting chaplains made valuable contributions towards the reformation of the prisoners by teaching the inmates the word of God which made a positive impact on the attitude of the inmates towards society after prison life.

The years after 1965 recorded increased provision of literature of a religious nature and this was coupled with lectures and instructional periods given by ministers of religion and lay-workers. This became part of the basic approach to successful rehabilitation of prison inmates in Zambia.<sup>51</sup> Despite the impact religion had on the inmates, religious instruction was not compulsory to all the inmates in prisons, but at least each prison had 15 inmates and above attending religious instruction.<sup>52</sup>

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<sup>49</sup> Access to Justice Programme’, [www.accesstojustice.org.zm](http://www.accesstojustice.org.zm), (Accessed on 16 December, 2014).

<sup>50</sup> G.R.Z., Annual Report Prisons Department for the year ending 31 December, 1964, p. 20.

<sup>51</sup> Republic of Zambia, Prisons Department Annual Report, for the year ending 31 December, 1965, p. 21.

<sup>52</sup> Annual Report Prisons Department for the year ending 31 December, 1965, p. 15.

Between 1965 and 1979, a number of other changes were initiated towards improvements in correctional education services in Zambian prisons. A programme of providing education literature to enhance reformation of inmates commenced. The kind of materials which helped in the delivery of prison education such as text books and other educational requisites began to be supplied to prisons. In addition, educational facilities were provided for prisoners to study for higher examinations and 71 prisoners country wide obtained Standard VI (grade 7) certificates in 1978, according to the Prisons Departmental annual report of 1979.<sup>53</sup> Given these successes, efforts were made to build libraries in some prisons. The books purchased were supplemented by gifts from various organisations.<sup>54</sup>

In addition to education facilities provided to the inmates, there were also outdoor re-creation activities such as football, athletics and other forms of entertainment in all prisons. Radio sets were supplied to central and large prisons. These developments supplemented the educational programmes and assisted in maintaining the prisoners' contact with the outside world.<sup>55</sup> Monthly cinema shows were given at most large prisons by the Zambia Information Services. To cater for the leisure hours of prisoners both individually and collectively, since boredom was the greatest demoralising influence of prison institutional life, efforts were made to ensure that the prisoners' non-working hours were organised to the full. Since 1965, prisoners' outdoor recreation, hobbies and handcrafts, cinema shows libraries and educational classes were employed to relieve the 'tedium' of none working hours of the inmates.<sup>56</sup>

In line with the transformations which were made in 1965 towards rehabilitation of the incarcerated adults, the Commissioner of Prisons installed a fully qualified educational staff

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<sup>53</sup> Republic of Zambia, Prisons Department, (Lusaka: Government Printers, 1965), P. 15 *Annual Report, for the year ending 31 December, 1965*, (Lusaka: Government Printers, 1966), p. 21.

<sup>54</sup> G.R.Z., *Annual Report Prisons Department for the year ending 31 December, 1964*, p. 25.

<sup>55</sup> G.R.Z., *Annual Report Prisons Department for the year ending 31 December, 1964*, pp. 24-25.

<sup>56</sup> Republic of Zambia, *Prisons Department Annual Report, for the year ending 31 December, 1965*. pp. 19-20.

at the juveniles' Reformatory Centre in Livingstone. The staff included a Headmaster and four teachers. This facilitated full time correctional education services for the inmates at Katombora Reformatory School from 1974. According to the Prisons Department Annual Report for 1966, the hobbies and handicrafts at the centre proved a great success, and a good number of juveniles realised the benefits of the skills.<sup>57</sup> This form of re-creation also afforded a sense of accomplishment. Hard working inmates achieved financial gain in handicraft products at their time of discharge from jail. This was because the sale of their handicrafts paid them some income which was kept for them until their time of release from the Reformatory School.

According to the Prisons Act Cap 97 of the Laws of Zambia, there was a prisoner support system in which the prisoners received financial support which was used to pay for their return home upon discharge. This was called earning scheme.<sup>58</sup> In the year 1965 the earning scheme commenced in full at all prisons. The earning scheme was attached to education provision to enhance rehabilitation of inmates. Mukobeko Maximum Prison education was captured based on the prisoners' ethnic background. Table 2 shows the attainment of education by inmates from 'sub A' (grade 1) to 'Form III' (grade 10) based on ethnicity. See table 1 below:

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<sup>57</sup> Republic of Zambia, *Prisons Department Annual Report, for the year ending 31 December, 1966*, (Lusaka, Government Printers, 1968), p. 9.

<sup>58</sup> Interview with Godfrey Malembeka, Executive Director; PRISCCA, (51 years) at Lusaka, Wednesday 5 November, 2014.

**Table 2: Education Provision at Mukobeko Maximum Prison, 1965 to 1970.**

Language	Illiterate	SUB A	SUB B	STD I	STD II	STD III	STD IV	STD V	STD VI	FORM I	FORM II	FORM III	FORM IV	TOTAL
Bemba	52	Nil	5	24	14	9	6	Nil	3	Nil	2	Nil	Nil	115
Nyanja	23	Nil	3	10	8	8	2	2	3	2	2	Nil	Nil	63
Kaonde	8	Nil	Nil	1	1	Nil	1	Nil	1	Nil	Nil	Nil	Nil	12
Lunda	6	Nil	Nil	Nil	1	1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	8
Lenje	10	Nil	5	2	1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	18
Tonga	5	Nil	1	2	4	1	3	Nil	Nil	Nil	Nil	Nil	Nil	16
Lamba	6	Nil	1	2	1	Nil	2	Nil	Nil	Nil	Nil	Nil	Nil	12
Kasai	Nil	Nil	Nil	3	3	Nil	1	Nil	Nil	Nil	Nil	Nil	Nil	7
Lozi	Nil	Nil	Nil	3	2	Nil	Nil	1	Nil	Nil	Nil	Nil	Nil	6
Shona	Nil	Nil	Nil	1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	1
<b>Total</b>	<b>110</b>	<b>Nil</b>	<b>15</b>	<b>48</b>	<b>35</b>	<b>19</b>	<b>15</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>Nil</b>	<b>Nil</b>	<b>258</b>

**Source:** N.A.Z., MHA 2/14/1, Location 4405, *Prison Report*, 30<sup>th</sup> April, 1965. See N.A.Z., M.H.A 2/14/1, location 4405, *Report on Adult Literacy activities Mukobeko Maximum Prison Broken Hill*, 5 July, 1970.

Table 2 shows that the lower academic classes of inmates had bigger numbers of learners and very few students were found in higher grades. This also meant that more of uneducated people were found to be offenders against the law.

During the period from 1965 to 1967, trades were undertaken in prison workshops under the tuition of qualified trade instructors. The trades were carpentry, joinery, woodcutting, machining, blacksmithing, gas welding and electric-sheet metal working, tailoring, dressmaking, mattress-making, mat-making, net-making and basket-making. Other trades included chain link fence-making, brick-making, block-making, bricklaying, sign writing, shoe repairing, and all types of artisan works.<sup>59</sup> Despite these efforts targeting prisoner reform, it was still difficult for some inmates to reform, because they often committed crimes and were rearrested. Some ex-prisoners went back to prison because they were stigmatised by their communities while others did not find anything to do but resorted to theft and other criminal vices.<sup>60</sup> The Prison Service also re-arranged the prisoner education system at

<sup>59</sup> Republic of Zambia, *Prisons Department Annual Report, for the year ending 31 December, 1965*, p. 24.

<sup>60</sup> Mooya, 'Tracing the history of the Zambian Prisons Service', *Zambia Prisons Service Eagle Magazine*, 2 (July-December, 2004), p. 18.

Mukobeko, whereby each trained instructor could have a class of 4 to 6 prisoner students, which was believed to result into effectiveness in the delivery of correctional education.<sup>61</sup>

From 1966 to 1974, the Prisons Service maintained satisfactory progress, particularly in the implementation of the new Prison Act Cap 97 of the Laws of Zambia, and Regulations which covered correctional education. The general standard of education among prisoners had improved by using religious service leaders and the voluntary service of well-educated prisoners as teachers. Another development was that within the same period there was a Mass Literacy Campaign both for prisoners and staff qualified as teachers. The staff provided a prudent service to the prisoners. In prisons like Lusaka central, teachers from the Ministry of Education continued to hold night classes for prisoners and their unceasing enthusiasm was gratefully acknowledged by the government. Many prisoners obtained further education qualifications through correspondence courses. Arrangements continued whereby some prisoners could take the normal academic examinations while in prison.<sup>62</sup> It was also noted that handicraft classes, as part of correctional education skills, proved to be a great success in a number of the large prisons.

From 1967, prison education provision was scaled up to University level. Extra mural classes were organized at large centres by the University of Zambia. The classes conducted inside the prisons after normal working hours, were eagerly attended by 6 prisoners at Lusaka Central Prison, 9 inmates at Mukobeko Maximum Security Prison, this is according to 1970 Annual

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<sup>61</sup> N.A.Z., M.H.A 2/14/1, location 4405, Report on Adult Literacy activities Mukobeko Maximum Prison Broken Hill, 5 July, 1965. Also see Stephen M. Kagoli, 'Prisoners Pre-admission/ Post-discharge Counseling Desk Launched', Zambia Prisons Service Eagle Magazine, (January- April, 2011), pp. 12- 13.

<sup>62</sup> Republic of Zambia, *Prisons Department, Annual Report for the year ending 31 December, 1966*, (Lusaka: Government Printers, 1968), p.9. See also Republic of Zambia, Ministry of Local Government, *Prisons Department Annual Report for the year ending 31 December, 1967*, (Lusaka: Government Printers, 1968), p. 10.

Prison report.<sup>63</sup> In other prisons, the number of prisoners enrolled in correspondence courses varied from one to three. For those with insufficient funds, examination fees were paid by the Prisons Department. A number of prisoners sat for the General Certificate of Education (GCE) while in prison and many of them recorded success. To augment academic performance among prisoners all prisons had libraries and valuable assistance was rendered by the Zambia Library Service, whereby books could be exchanged at regular intervals.

Prisons underwent another major evolution in 1968, following the establishment of the Adult Literacy Programme. The Government, through the Department of Community Development, wrote to all Provincial Heads of Department about the programme. The letter stated that the Republican President appealed to all educated citizens of Zambia to help the illiterate citizens by joining as Volunteer Literacy Instructors. The objectives were to fight illiteracy in the country. The Government policy incorporated the prison inmates. The main aim of this policy was to 'dispel prisoners' ignorance in reading and writing as well as to disseminate the acquired knowledge upon release from prison'.<sup>64</sup> This education provision helped the prisoners in terms of identity when released from prison. They developed a sense of fear of bad 'habits' or behavior and also fear of other people's property. They found it easier to mix in the society after understanding the needs and demands of the society. Education also helped them to fight stigma from people and within themselves.

Through prison evolution, adult literacy education became one of the cardinal programmes in state prisons such as Livingstone, Mukobeko Maximum Security Prison, Kalabo, Mongu,

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<sup>63</sup> Republic of Zambia, Ministry of Local Government, *Prisons Department Annual Report for the year ending 31 December, 1967*, (Lusaka: Government Printers, 1970), pp. 10, 13.

<sup>64</sup> N.A.Z., MHA 2/14/1, location 4405, Adult literacy programme: Prison literacy classes 26 July 1967, correspondence from Prison Headquarters to Provincial Officers.

Solwezi, Mazabuka, Mumbwa, Kasama, Chipata, Lusaka, Chinsali, Ndola and others.<sup>65</sup> The Commissioner of Prisons, then Bothwell Imakando, had directed that the Prison Service should provide 'literacy classes to the prison inmates in all prisons'.<sup>66</sup> That was despite the challenges of shortage of teachers, teaching and learning materials. In order to enhance education and relieve the boredom of imprisonment, from 1973 the Prison Department embarked on the introduction and improvement of indoor games, including football. This commenced in 1967. Where possible:

cinema shows of an educational and entertainment nature were given to prisoners and at the majority of stations prisoners were able to play football outside the prison wall or fences. Even the Maximum Security Prison at Kabwe had a football pitch within the prison walls. These activities were for correctional programmes to enhance rehabilitation. The implementation of such programmes took rehabilitation to its highest levels.<sup>67</sup>

This witnessed the emergence of many prison football teams. In addition, radio receivers were made available at all prisons to enhance the recreational activities and to provide updates on current affairs to inmates.

### **Religious Instruction**

As far as religious instruction in prisons was concerned, depending on the role the church played in rehabilitation, 'religion and devotional contacts were permissible during all reasonable hours'.<sup>68</sup> Bible correspondence education courses and all religious literature were allowed among all categories of prisoners. The Ministers of religion could conduct their religious services according to their creed without restrictions, provided that such were conducted when prisoners were resting. In order to avoid malingering among prisoners,

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<sup>65</sup> N.A.Z., MHA 2/14/1, location 4405, Zambia Prisons Service correspondence, 27 July, 1967.

<sup>66</sup> N.A.Z., MHA 2/14/1, location 4405, Adult literacy programme: Prison literacy classes 26 July 1967, correspondence from Prison Headquarters to Provincial Officers.

<sup>67</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1968*, (Lusaka: Government Printers, 1969), p.9.

<sup>68</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December, 1971*, (Lusaka: Government Printers, 1972), p. 10.

inmates had to declare one denomination on first reception so that they did not attend all religious activities. Spiritual education was cardinal in the process of rehabilitation of inmates. It brought a sense of security and promised heavenly redemption to inmates.

Church elders, Ministers of Religion and interested voluntary workers maintained an efficient service for spiritual instruction in the majority of the prisons. Every encouragement was given by the Prisons Department to afford facilities for church services in prisons and more prisons 'volunteered their services for the betterment of the prisoners'.<sup>69</sup> A non-denominational church was built inside the Maximum Security Prison at Kabwe in 1968.<sup>70</sup> When Jonathan Mwanza took over from Jethro Mumbuwa in 1971 as Commissioner of Prisons he emphasised the need for education, whether formal or informal to resuscitate the lives of the inmates. He argued that it was essential to keep the standard of prisoners' moral life constantly high; for it was under a closely controlled atmosphere that it was possible to reform a crooked mind. Any 'procrastination would render very disastrous results as criminals left idle for a very short while resorted to very evil plans'.<sup>71</sup> This underpinned the recreational facilities already introduced in Zambian prisons. Thus games and plays were put on regular schedule in all prisons, especially during weekends and public holidays. Besides these activities and football, which was the most popular game, prisoners seem to have had a gradually growing interest in traditional dances. These also began to be organized during weekends and public holidays and usually drew large crowds.

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<sup>69</sup> Republic of Zambia, Ministry of Local Government, *Prisons Department Annual Report for the year ending 31 December, 1967*, pp. 10-11.

<sup>70</sup> Republic of Zambia, Ministry of Local Government, *Prisons Department Annual Report for the year ending 31 December, 1967*, p. 11.

<sup>71</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December, 1971*. (Lusaka: Government Printers, 1972), pp. 10-11.

## **Prison Education and Humanism**

In 1974, prison education received a lot of support from the government. The Republican president made pronouncements over literacy, political and basic education when he visited Mukobeko Maximum Prison. He stated that prison inmates should be provided with ‘literacy, political and basic education to enable them reform as law abiding citizens’.<sup>72</sup> President Kaunda brought in humanism which meant a system of thought based on values, ‘characteristics and behavior in human beings, rather than on any supernatural authority’.<sup>73</sup>

Historically, throughout the world, prison institutions were primarily intended as places for punishing social misfits. Kaunda states that according to *penologists* the main aim for imprisoning offenders was to reform the convicts so that, on their release, they would be law-abiding citizens.<sup>74</sup> Humanism did not believe in punishing people for the sake of punishing them, the philosophy believed in ‘reforming them’.<sup>75</sup>

Kaunda’s views stated above support the argument on the use of prisons to help prisoners change their attitudes towards society. These views were in tandem with the objectives of prisons to make people become good citizens; every citizen who made mistakes was to be helped to reform. Kaunda argues that the purpose of our Prisons Service was to ‘try and bring the stray sheep back to the fold; consequently, we must decide to make a change at a certain point in time’.<sup>76</sup>

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<sup>72</sup> Zambia Prisons Service ‘To Provide Quality Correctional Services’, Annual Report on the Activities undertaken by Education Unit from January to December, 2012, (Lusaka: Government Printers, 1965), p. 1.

<sup>73</sup> Zambia Prisons Service ‘To Provide Quality Correctional Services’, Annual Report on the Activities undertaken by Education Unit from January to December 1974, pp.1-2.

<sup>74</sup> Kenneth D. Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, (Lusaka: Government Printers, 1974), p. 28.

<sup>75</sup> Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, p. 28.

<sup>76</sup> Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, p.28.

In 1974, Kaunda discovered that humanism and Prisons could not co-exist. This meant that prisons and humanism were in the final analysis incompatible. In a truly humanistic society, there was no need for prisons because criminals had no room, everybody would ‘do unto others as they would do unto him’.<sup>77</sup> However, correctional education was coupled with Humanism as a tool for rehabilitation. Kaunda emphasized that ‘this is our long-term goal’; it cannot be attained overnight because of the ‘animal in man’ and the environment under which he grows up and lives. On the other hand, as believers in the Philosophy of Humanism, we work and hanker after perfection.<sup>78</sup> Later in the same year the Zambian ‘Humanists’ advocated that in a truly humanist society the term prisons should be changed to reform schools because basically this was what these institutions were supposed to be. Every ‘prisoner’ was to be given a chance to have a form of basic education. Kaunda argued that there were very few things which were more important than education in our lives. Education opened new ‘horizons’. It made people see things which they would otherwise not have seen. For a prisoner this was even more important because it could reveal talents which he/she did not suspect he/she had; it could help change one’s outlook in life.<sup>79</sup>

Further, political education was supposed to be made compulsory to all the inmates. Kaunda’s view was that an individual’s political awareness of the objective of his country could help change his attitude towards the community in which he lived. One needed not much emphasis that political education would also have the effect of hardening the attitude of criminal elements in society against pressures of foreign powers which, in the past, had been used to achieve their evil intentions. Through skills training, the inmates had to learn how to

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<sup>77</sup> Kaunda, *Humanism in Zambia and a guide to its Implementation Part II*, p. 28.

<sup>78</sup> Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, pp. 27, 28- 29

<sup>79</sup> Jethro K. Mumbuwa, *Zambia Prisons Service, Political Education in the Zambia Prisons Service*, (Lusaka: Government Printers, 1989), p. 2.

use land for productive purposes, plus training in other skills which were useful to the prisoner once he/she was freed.

The above system was the core of correctional education based on Kaunda's philosophy of humanism. Kaunda's view was that the measures which had been outlined would mean that a lot had to be done to decentralise prisons if they were to play the role of reform schools. It was during the year 1974 that the idea of open air prisons (open air reform schools) was born.<sup>80</sup> According to Kaunda, those inmates who were not dangerous to others, or who reformed were to spend their time in what was called 'open- air reform schools'.<sup>81</sup> Others who did not show change remained in Maximum Reform Schools. In 1974 an 'Extension Service' system was started. This was a post- prison care system for inmates.<sup>82</sup> Its main objective was to take care of the ex-prisoners. The programme did not work well because of lack of funds.

### **Education as a Prison Reform Measure**

One of the major yardsticks in measuring the effectiveness of a Prison Service was what it did to the prisoners once they were locked up. Another was the extent to which it assisted and facilitated their re-integration into society after release. Looking at prisoner reform and rehabilitation, the Commissioner of Prisons in 1975, Jonathan Mwanza, took into account the United National Independence Party (UNIP) and Government Policy as enunciated by President Kenneth David Kaunda in his book *Humanism in Zambia and a Guide to its Implementation, Part II* that placed greater emphasis on reforming prisoners than on

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<sup>80</sup> Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, pp. 28-29. Also see Brain Mooya, 'Tracing the history of the Zambia Prisons Service', *Zambia Prisons Service Eagle Magazine*, No. 01 (2014), pp. 16- 17.

<sup>81</sup> Mumbuwa, *Zambia Prisons Service, Political Education in the Zambia Prisons Service*, (Lusaka: Government Printers, 1989), p. 3.

<sup>82</sup> Kaunda, *Humanism in Zambia, and a guide to its Implementation Part II*, p. 29.

punishing them.<sup>83</sup> As a result, the Zambia Prison Service commenced many changes from 1975, with greatest emphasis on prisoner reform and rehabilitation.

In embracing prisoner reform and rehabilitation, the Zambia Prisons Service took into account the provisions of the Prisons Act of 2004, (Cap.134), Prisons Rule and Standing Orders, which laid great emphasis on prisoner correctional education, skills training, employment, religious instruction, recreation and cultural activities, as well as the general welfare of prisoners.<sup>84</sup> In 1975 most of the prisons also received teaching and learning materials such as books, boards, furniture and other relevant materials for learning. This was a supplement to the training of educated prisoner inmates as instructors or teachers of literacy classes.<sup>85</sup>

### **Adult and Literacy Forms of Education**

Adult Education Prison Progress Report of 1975 recorded positive changes in the system of education in Zambian prisons. The report indicated that the Commissioner of Prisons, with his officers, carried out various visits to all big prisons in urban and rural areas. The aim was to discuss with senior officers how to strengthen correctional education which was delivered through literacy education classes in thirty eight prisons. Some of the prisons involved were: Kabwe Maximum, Kabwe Medium, Kabwe Remand, Kansenji/Ndola, Chingola, Chipata, Kamfinsa, Kasama, Kitwe Remand, Livingstone, Luanshya, Lusaka Central, Lusaka Remand, Mufulira, Mongu and Mansa prisons. Others were Mumbwa, Solwezi, Choma, Mwense, Samfya, Mwinilunga, Zambezi, Kasempa, Kabompo, Kalabo, Senanga, Mpima, Lundazi,

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<sup>83</sup> The Republic of Zambia, *Executive Summary of the Report of the Administrative Commission of Inquiry into Prisoner's Escapes and the Administration of the Prison Service*, (Lusaka: Government Printers, 1991), p. 34. Also see Kennedy Sikaona, 'Criminal Justice process... A prisoner's journey' *Zambia Prisons Service Eagle Magazine*, 01, (September, 2014), p. 20.

<sup>84</sup> Jethro Mumbuwa, *Zambia Prison Service Standing Order*, (Lusaka: Government Printers, 2007), p.54.

<sup>85</sup> N.A.Z., MHA 2/14/6, Location 4404, Delivery of books: Practical English Book 2, Correspondence, 19 November, 1975.

Katete, Petauke, Mpika, Mbala, Luwingu, Isoka, and Nyimba prisons.<sup>86</sup> Adult education was not active in some of the prisons, but with the introduction of correctional services, adult education was re-activated to facilitate correctional education in all the prisons.<sup>87</sup>

During the re-activation of literacy classes, officers suggested that classes in prisons would work effectively and smoothly if the time tables in prisons were adjusted to fit in adult education classes. Thereafter, the time tables were adjusted to allow only two (2) hours in the afternoon for prisoners' education.<sup>88</sup> In January 1976 about seventy classes opened in big prisons. Capital estimates were submitted to the authorities for funds to enable the classes run. The class allocation was done as follows

**Table 3: Prison Education Provision between 1976 and 1978 at Mukobeko Maximum Security Prison**

	1976			1977			1978		
	No. Of Classes	No. of Subjects	No. of teachers	No. Of Classes	No. of Subjects	No. of teachers	No. Of Classes	No. of Subjects	No. of teacher
GRADE 5	1	5	2	1	5	2	1	5	2
GRADE 6	1	5	2	1	5	2	1	5	4
GRADE 7	1	5	2	1	5	3	1	5	4
FORM 1	1	6	3	1	6	3	1	6	3
FORM 2	1	6	3	1	6	3	1	6	3
FORM 3	1	6	3	1	6	4	1	6	5
G. C. E	1	3	2	1	4	4	1	5	5
<b>TOTALS</b>	<b>7</b>	<b>36</b>	<b>17</b>	<b>7</b>	<b>37</b>	<b>21</b>	<b>7</b>	<b>39</b>	<b>26</b>

**Sources:** N.A.Z. MHA 2/14/6, Location 4406, *Adult Education Progress Report from June 1975 to 25 November, 1975, Commissioner of Prisons to the Permanent Secretary Ministry of Education Headquarters, Lusaka*; N.A.Z. MHA 1/2/5. Location 4408, *Adult Education Report May 1977 to December, 1978, Commission of Prisons to the Permanent Secretary Ministry of Education.*

From the above statistics, it can be seen that in the three year period primary examination classes had a higher number of students than in junior secondary classes. The main reason was that most of the people who were convicted had not completed Grade VII. Upon conviction prisoner Inmates found an opportunity to sit for examinations. The table also shows some changes that took place in the provision of education to the prisoners' i. e all

<sup>86</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31<sup>st</sup> December, 1977*, (Lusaka: Government Printers, 1979), pp. 3-11.

<sup>87</sup> Mumbuwa, *The Historical Profile of Zambia Prisons Service*, p. 22.

<sup>88</sup> N.A.Z., MHA 2/14/6, Location 4406, *Adult Education Progress Report from June 1975 to 25 November, 1975.*

prison learning classes were provided with trained teachers at Mukobeko Maximum Security Prison and there was a steady increase of supply of teacher and there was also increase in enrollment. Further, while in 1965 prisoners learnt in Substandard A and Substandard B and in Standard I to VI, from 1975 onwards Zambia's' education systems changed from standard to Grade system.<sup>89</sup> From Table 3, the effort of the government was seen through the provision of teachers at least each class had a teacher. The table also shows that G.C.E had the lowest number of teachers while the primary and junior secondary sections had adequate number of teachers.<sup>90</sup>

Furthermore, the Adult Education Department of the Ministry of Education opened 'thirty five classes throughout the Prisons Service from primary to secondary level'.<sup>91</sup> The classes in these prisons were all conducted in prison cells as there were no classrooms. It was proposed that in future separate classrooms for this purpose should be built in all prisons In addition to the above, the Ministry of Education in 1976, seconded two qualified senior officers to the Department to help in the administration of prisoner education programmes.<sup>92</sup>

The Prisons Department provided 'Custodial Officers', who helped in maintaining peace and security when the classes were in session.<sup>93</sup> The Prison officers chosen were charged with the responsibilities of being supervisors and administrators in this regard. The selection of prison officers to supervise was restricted to only those with teaching experience. Those chosen as

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<sup>89</sup> N.A.Z., MHA 2/14/6, Location 4406, Adult Education Progress Report from June 1975 to 25 November, 1975, Commissioner of Prisons to the Permanent Secretary Ministry of Education Headquarters, Lusaka.

<sup>90</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December 1975*, (Lusaka: Government Printer, 1977), p.8

<sup>91</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1976*, (Lusaka: Government Printers, 1978), p. 6.

<sup>92</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1976*, p. 9.

<sup>93</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1976*, p. 9.

supervisors worked on voluntary basis; they were not paid any allowance for the job entrusted to them; they only received their usual salaries from the Department as Prison Officers.<sup>94</sup> By the end of 1976 eleven prisoners sat for Form III Government Examinations. ‘Six prisoners were enrolled to take G.C.E examinations in January, 1977’.<sup>95</sup> The six candidates, were all successful in their examination. Apart from the classes organised by the Adult Education Department of the Ministry of Education, twenty six prisons organised their own Literacy Classes which enabled the prisoners to learn how to read and write. In 1980, forty nine prisoner education programme classes ranging from primary to Form III and GCE were opened to facilitate rehabilitation and reformation in big prisons such as Lusaka, Kasama, Kabwe Maximum, Chipata and Livingstone prison

In order to strengthen the prison education system, in 1980 a seminar was conducted at Kabwe Prisons Staff Training School.<sup>96</sup> The purpose of the seminar was to acquaint the prison education supervisors with the necessary procedures to enable them to run correctional education classes effectively.<sup>97</sup> Short courses were also organised for literacy instructors.

### **Juvenile Correctional System and Education**

According to International Law, ‘Juvenile’ means every human being below the age of eighteen years. This is a universally accepted definition of a child as adopted by the United Nations International Children’s Emergency Fund (UNICEF).<sup>98</sup>

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<sup>94</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1976*, p. 10.

<sup>95</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31 December, 1976*, P. 10

<sup>96</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December, 1978*, (Lusaka: Government Printers, 1980), p. 9.

<sup>97</sup> The Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December, 1978*, p. 10.

<sup>98</sup> The African Child Policy Forum (ACPF) <http://www.africanchildforum.org>. (Accessed on 14 November, 2014.)

In all societies, juveniles were prone to criminal acts just like adults and were compelled to face the consequences of their actions through the courts of law. However, these young people were believed to think differently from adults as they were emotionally immature and their moral values were not fully formed.<sup>99</sup> Therefore, holding juveniles for acts that had harmed society was approved in a developmental context where they were taught vocational and academic knowledge.

In Zambia, juveniles were sent to approved Reformatory Schools for rehabilitation. The approved schools were Mazabuka for boys and Nsakwe for girls in Ndola. However, these held Juveniles who were younger than those held at the Katombora Reformatory School and only boys were held at Katombora. The approved schools were managed by the Department of Social Welfare, while the only reformatory school for males at Mazabuka was run by the Prisons Department under the Ministry of Home Affairs.<sup>100</sup>

Katombora Reformatory School, situated in Kazungula District in Southern Province of Zambia was established in 1953 as a juvenile reformatory and receiving centre. There were no rehabilitation programmes for the juveniles. At that time ‘lads’ were held under custodial and militarily exposed to brutal treatment with little or no regard to humane treatment. In 1982 it was reported that even families were intolerant and did not support their offending children, while communities rejected the youngsters and this made their reintegration into society difficult.<sup>101</sup> From arrest, reception and referral services up to the reformatory centre, the treatment of juveniles was the same as that for adult prisoners. Juveniles could be arrested, and fingerprints taken without guardians or social welfare officers as witnesses. In

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<sup>99</sup> Sikaona, ‘Katombora Reformatory School... A Juvenile developmental Perspective’ *Zambia Prisons Service Eagle Magazine, Issue. 01*, (September 2014), p. 20.

<sup>100</sup> Sikaona, ‘Katombora Reformatory School...A Juvenile developmental Perspective’, p.20

<sup>101</sup> NAZ, MHA 1/2/59, Location 9298, Katombora Reformatory, Correspondence from Regional Officer Prisons to the Commissioner Kabwe, 16 June, 1967.

courts, convictions were secured even without the social welfare representation reports. Furthermore, due to lack of accommodation at prisons, Juveniles were remanded in overcrowded holding cells. The training at the Prisons School was tailored to rehabilitation and reintegration of juveniles.<sup>102</sup> At Katombora, boys were held under reformatory orders confirmed by the High Court, which came into effect when the boys were admitted in the School. The boys were kept at the facility from a minimum period of nine months to a maximum of four years depending on their behavior or readiness to be reintegrated into society.<sup>103</sup> Delayed conveyance of the lad to the centre was delayed conveyance of rehabilitative interventions for the boys, argues Mumbuwa.<sup>104</sup> Therefore, rehabilitation of the boys was dependent on the admission to the centre of rehabilitation.

From 1964 Katombora Reformatory School devised programmes that included education; from literacy to basic skills in carpentry, plumbing, tailoring and general agriculture while the institution's authorities provided counseling and after-care services.<sup>105</sup> A combination of skills, building and reparation to victims and citizens' protection were required to ensure juveniles' accountability.<sup>106</sup> This encouraged child development so that children could become useful contributors to society. Therefore, the programmes were carefully designed and tested as treatment programmes instead of being purely punishment based, punctuated with fear, as this interfered with juveniles in making choices and promoting public safety.<sup>107</sup>

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<sup>102</sup> Republic of Zambia, *Executive Summary of the Report of the Administrative Commission of Inquiry into Prisoners Escapes and the Administration of the Prison Service*, (Lusaka: Government Printers, 1991), p.19.

<sup>103</sup> *Nshila News Paper*.NO 170 July 28, 1964 p. 16.

<sup>104</sup> Mumbuwa, *The Historical Profile of Zambia Prisons Service*, p. 22.

<sup>105</sup> N.A.Z., MHA 2/6014/14, Location 41, Building Development Katombora Reformatory, 21 November, 1966. Also see Brina Siwale, 'Phiri counsels Katombora Reformatory School youths', *The Post*, 8 June 2014, p. 14.

<sup>106</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31, December, 1977*, Lusaka: Government Printer, 1979, p.5.

<sup>107</sup> Sikaona, 'Katombora Reformatory School', p. 20

By 1971, it was discovered that Katombora Reformatory was handicapped by the wide range of ages of inmates. It was considered that courts were to consider reformatory training as the more senior form of treatment and those younger boys should be committed to any approved school.<sup>108</sup> Liberty Haangoma, the Country Coordinator for Adult Education in 2013, states that Katombora Reformatory provided a limited Industrial training programme, principally in tailoring, carpentry and building trades. He further points out that in 1972 the instructional staff comprised a Technical Officer, and a junior Technical Officer, assisted by three Trade Instructors. Agricultural training was provided on the large institution farm under the direction of a Farm Manager and an Assistant Farm Manager.<sup>109</sup> The academic and vocational side of the correctional education was handled by the headmaster and four staff members seconded to the school for 1965. The provision of education up to Grade VII was compulsory and formed part of the Institution's work programmes; classes were held each afternoon when industrial or agricultural training ceased. At their completion of primary education, inmates were encouraged to undertake correspondence courses in secondary education and they were assisted by the school staff who gave advice and tutorship. The same Ministry of Education certificates as those given to ordinary pupils were obtained by the inmates after passing examinations.<sup>110</sup>

The reformatory schools needed a friendly environment where the inmates were able to associate themselves with the outside communities unlike the isolated Katombora. A non-isolated environment could help inmates learn and change their criminal behavior to law abiding citizens. J. K. Mulwanda, the Permanent Secretary Ministry, Home Affairs in 1972, wrote to the Prisons Service Commissioner on the purpose of prisons and Reformatories. He

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<sup>108</sup> N.A.Z., MHA 2/14/1, Location 4405, A Report on Adult Literacy Activities at Katombora, 19, November, 1971.

<sup>109</sup> Interview with Liberty Haangoma (42 years) at Prisons Headquarters Kabwe, Thursday 17 April, 2014.

<sup>110</sup> N.A.Z., MHA 104/43/3, Location 9298, Katombora Reformatory 22 December, 1971.

states that reformatories needed to have a good atmosphere which could enable the inmates to reform and become better citizens. He further stated that reformatories were supposed to be in town and not in rural areas as the case for Katombora because these inmates were to learn how to live side by side with the people in the cities and learn to respect other people.<sup>111</sup> The possibility of inmates building their social character in town areas was high.

### **Political, Vocational and Academic Education and Parole**

Difficulties in management of correctional education led to reduction of prison inmates attending classes. For instance the Prisons Department Annual Report for 1985 reflected a drop in the enrollment of inmates attending literacy and adult education classes in prison. The number of classes in 1985 was 370 compared to the high levels of enrollment between 1980 and 1984. The major reason for the reduction in enrollment of inmates was the limited funds. It was not possible to open new literacy, primary, secondary and GCE ‘O’ Level classes. Thus in 1984 only the following classes were in operation:

**Table 4 a: Class attendance by prisoners in 1984**

<b>CLASS</b>	<b>NUMBER OF STUDENTS</b>
Literacy	101
Primary	291
Secondary	192
GCE ‘O’ Level	64
Home Economics	12
<b>Total</b>	<b>660</b>

**Source:** *Republic of Zambia, Ministry of Home Affairs Prisons Department Annual Report, 1985, pp. 13, 14.*

The total number of inmate students dropped from 660 in 1984 to 370 in 1985; broken down as follows:

<sup>111</sup> N.A.Z., MHA 1/2/59, Katombora Reformatory, Correspondence Permanent Secretary to the Commissioner of Prisons 18 March, 1972.

**Table 4 b: Class attendance of prisoners in 1985**

<b>CLASS</b>	<b>NUMBER OF STUDENTS</b>
Literacy	72
Primary	123
Secondary	88
GCE 'O' Level	72
Home Economics	15
<b>Total</b>	<b>370</b>

**Source:** Republic of Zambia, Ministry of Home Affairs Prisons Department Annual Report, 1985, p. 13.

The data on tables 4a and 4b show low numbers of classes doing Home Economics (HE). The explanation for the low figures in HE was due to the low turnover of students who did not value education and their thinking over the study that it was for ladies

During 1986, the number of classes fluctuated due to non-availability of funds to purchase school equipment and for teachers' remuneration.<sup>112</sup> Arising from the national party policy of UNIP, under Article 64 (3) (A) (a) of the Party Constitution, it was provided that the Defence and Security Sub- Committee shall formulate policies and programmes for Political Education for defence and security forces in 1989'.<sup>113</sup> The Zambia Prisons Service fell under this umbrella. This party constitutional provision underlined the importance of Political Education and that members of the Defence and Security Forces as citizens of the country had to undertake the party (UNIP) Programme with the same consuming zeal as their civilian counter-parts did. In line with the party policy and the party programme of action enunciated at Mulungushi Rock of Authority, ZPS had in this case as a family member of the Defence and Security Forces, to participate fully and actively in the implementation process of the

<sup>112</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report, for the year ending 31 December, 1985*, (Lusaka: Government Printers, 1987), p. 13.

<sup>113</sup> Mumbuwa, Zambia Prisons Service, *Political Education in the Zambia Prisons Service*, pp. 13.

Political Education programme.<sup>114</sup> It was, therefore, right and proper that some guidelines pertaining to both implementation and dissemination of Political Education in the service were worked out. This necessitated the need to compile a document in journal form known as *Guidelines on the Organisation and Administration of Political Education in the Prisons Service*. It was hoped that the document in one way or another would be found useful by the actors involved in the implementation process of the UNIP programme.<sup>115</sup>

With the change of government in 1991, policies were bound to improve prisoner education. The new government of the Movement for Multi-Party Democracy (MMD) came with a number of policies. In 1994, the Service strove, through workshops, to sensitise its officers to work towards correctional services; doing away with retributive forms of imprisonment. This was done through vocational skills training of inmates and also through psychosocial and spiritual counseling and educational programmes.<sup>116</sup> Some of the skills were block-making, tailoring, shoe-making, plus several others.

In the years that followed prison education continued with only few fundamental improvements. The correctional services were revamped in 2004 with the introduction of the Offender Management Unit (OMU). The OMU endeavoured to effectively reform and rehabilitate inmates and integrate them into society. They specifically strove to achieve the following: reduced 'recidivism' or relapse, establishment of links between prisoners and their families as well as improved reintegration of prisoners into society and finally reduced stigma and discrimination on discharged inmates.<sup>117</sup>

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<sup>114</sup> Republic of Zambia, Ministry of Home Affairs, *Research Bureau paper NO. 3/1986*, (Lusaka: Government Printers, 1986), pp. 7-8.

<sup>115</sup> Mumbwa, Zambia Prisons Service, *Political Education in the Zambia Prisons Service*, pp.1-5

<sup>116</sup> Brochure, Zambia Prisons Service, 'To provide quality correctional services', 1994

<sup>117</sup> Brochure, Zambia Prisons Service 'To provide quality correctional services', (Kabwe: International Relations and Corporate Affairs Unit, 2004).

The OMU dealt with correctional services that were meant to address the physical, social and health needs of the inmates. The OMU offered several services, one of which was behavior change, through counseling by conducting cultural awareness. This dealt with violence and victimization amongst inmates. This also involved behaviour observation and stress management.<sup>118</sup> Reintegration involved offering inmates services like family tracing, tie-ups and reconciliation, reparation, restorative justice and after-care services.

The focus of the Prisons Services education policy was to use education to completely eradicate illiteracy among inmates in Zambian prisons in order to facilitate proper rehabilitation and reformation of inmates.<sup>119</sup> In 2004, the OMU trained Prison Officers who were designated as Prison Social Welfare or Extension Officers to manage all educational rehabilitation and reintegration programmes in Zambian prisons.<sup>120</sup> This enhanced correctional services to be offered more effectively.

In order to enhance rehabilitation through educational activities, Parole was introduced in the Prisons Department.<sup>121</sup> According to the Prisons Amendment Act (2004) CAP 97 Section Two of the Laws of Zambia Parole means:

the conditional release of a convicted offender from a penal correctional institution, under the continued custody of the state, to serve the convicted offender's remainder of the sentence in the community under supervision.<sup>122</sup>

Mumbuwa explains that Parole is a 'carefully constructed bridge between incarceration and the return to the community'.<sup>123</sup> It is a form of conditioned release that involves careful

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<sup>118</sup>Brochure, Zambia Prisons Service 'To provide quality correctional services', 2004.

<sup>119</sup> Godfrey Mbewe, 'The Prison Service which way forward', *Zambia Prisons Service*. 2 (2003), pp. 17-18. Mumbuwa, Zambia Prisons Service, Political Education in the Zambia Prisons Service, p. 10.

<sup>120</sup>Brochure, Zambia Prisons Service 'To provide quality correctional services', (Kabwe: International Relations and Corporate Affairs Unit, 2004).

<sup>121</sup> Brochure Zambia Prisons Service 'To provide quality correctional services', 2004).

<sup>122</sup> *Prisons Amended Act No. 16 of the laws of Zambia* (Lusaka: Government Printers, 2004).

review of information and assessment of risk to decide whether or not an offender could be permitted to return to the community before the end of the sentence of incarceration under the supervision and assistance of Parole Officers.<sup>124</sup> This situation was also observed in the correctional services of South Africa where they refer to a Parolee as an offender who had been conditionally released from a prison or correctional centre to serve the remainder of his /her sentence in the community, subject to supervision and control of the correctional service.

In support of parole, the National Parole Board (NPB) was established in 2004 by the amendment of the Principle Act, CAP 97 (114) of the Laws of Zambia. This provided for the conditional release of an offender on Parole. Subsequently, the Prisons Department embarked on establishment of administrative structures, a Reception and Discharge Committee (RDCs) and the Extension Service Unit (ESU) for the organisation, management and supervision of Parolees.<sup>125</sup> In addition to the above the Prisons Service introduced Chaplaincy in 2011. This was in the quest to make Zambian prisons move at the same pace with the rest of the international correctional services.

The pivotal role of education in the lives of prisoners was greatly emphasized. In 2005 the Zambia Prisons Service through the Senior Assistant Commissioner, Ebbie Kalale, stated that efforts of information dissemination on health programmes and rehabilitation of inmates were rendered meaningless if the education aspect of prisoners did not receive the needed attention.<sup>126</sup> The educational programmes in the Service played a pivotal role in the rehabilitation of inmates and the maintenance of high standards of hygiene in prisons in general. The Commissioner noted that there was an overwhelming response by inmates

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<sup>123</sup> *Prisons Amended Act No. 16 of the laws of Zambia* (Lusaka: Government Printers, 2004).

<sup>124</sup> Parole Rules, Government of Zambia Statutory Instrument No. 101: The Prison Act Laws Zambia, Volume, CAP 97, (Lusaka: Government, 2008).

<sup>125</sup> *Prisons Amended Act No. 16 of the laws of Zambia* (Lusaka: Government Printers, 2004).

<sup>126</sup> Stephen Kagoli, 'Literacy Cardinal in Reforming Inmates', Zambia Prisons Service News Letter, NO. 2 (June 2005), pp. 8.

wishing to further their education whilst serving their sentences in prison, but they were hindered by limited educational materials.

One of the major negative changes made in 2005 and 2006, in relation to prisoner education, was the introduction of Education Boards in the Ministry of Education. The Boards' main functions were to: review the resources available in relation to the programme implementation of the Ministry of education; identify of local resources to supplement central funding; plan and budget at the District Education Board Secretary's level.<sup>127</sup> The Boards reduced the supply of books and other learning requirements to the Prisons Service. This resulted into reduced provision of education to inmates.

On a positive note, Zambia joined the Conference for Eastern, Southern and Central African Heads of Correctional Services (CESCA). The organization was committed to adopting programmes aimed at promoting good governance, strategic operational measures and monitoring and evaluation of correctional interventions within the member states. Zimbabwe, Namibia, Botswana, Burundi, Kenya Lesotho, Malawi were already members of CESCA.<sup>128</sup> The organization fostered cooperation among these countries in terms of the requirements for correctional education such as counseling services which were very cardinal in the implementation of correctional services. Zambia benefited through international workshops, where Zambian prison staff were sent to member countries to learn strategies of handling education programmes such as psychological counseling of the inmates.

Another major change in education provision was that in 1992 the Zambian Government, through the Prisons Service allocated K145 million for capacity building, to enhance

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<sup>127</sup> Republic of Zambia, Ministry of Education Principles of Education Boards Government and Management Manual, (Lusaka: Government printers, 2005), p. 79.

<sup>128</sup> Kagoli, 'Literacy Cardinal in Reforming Inmates', pp. 8-9.

rehabilitation in most of the prisons. The process had started with the Examination Council of Zambia (ECZ) approval of Mukobeko Maximum Prison as an Examination Centre. This was despite the Unit not having teachers. The withdrawal of teachers by the Ministry of Education from the Prisons Service in the same year handicapped the Prison Service in the provision of education to inmates. The Service began to use inmates in a quest to respond to the interest among fellow inmates wanting to pursue various levels of education and in order to ameliorate the shortage of staff caused by the withdrawal of teachers by the Ministry of Education.<sup>129</sup>

The Education system, in Zambian prisons, came to be supplemented by the African Correctional Continental Association (ACSA). The heads of Correctional Prisons Services in Africa launched a continental association in 2008. The launch of the Association was an historic event witnessed by thirty seven African countries, represented by thirty seven Ministers responsible for Correctional Services in prisons, among them were Zambia, Malawi, Tanzania, Botswana, South Africa, Zimbabwe and Namibia and their main aim was to share ideas on how to manage correctional services. The ultimate goal was rehabilitation and reformation mainly through education.<sup>130</sup>

## **Conclusion**

In concluding this chapter, it can be argued that education for prisoners started way back before independence. Various changes in programmes and operational systems were carried out by the Zambian Government from independence. These changes centred on rehabilitating the prison inmates through different forms of education. In an attempt to rehabilitate the inmates, the Government through the Prison Service trained its officers as instructors and teachers. This was done to offset the shortage of teachers in prisons. As the system evolved the educated prisoners were also incorporated in teaching their fellow prisoners.

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<sup>129</sup> Kagoli, Zambia Prisons Service 'To provide quality correctional services', 2007, p. 12.

<sup>130</sup> Kagoli, ACSA News: Newsletter, 2008, p. 1.

The implementation of political education must have necessitated changes in the behavior of the inmates while in prison and after they were released from prison. For instance, political education helped the inmates to understand where Zambia had come from and how the Government determined the future of the nation. It was also argued that an individual's political awareness of the objectives of his country would help change his or her attitude towards the community in which he/she lived. In the same manner, it was observed that political education in prison had an effect of remoulding the attitude of criminal elements into better citizen in society. This was against the pressure of foreign powers which in the past had used these elements to achieve their evil intentions. The activities of correctional education included academic instruction, spiritual instruction, political education, vocational training and recreational activities which facilitated reformation of inmates. Amongst the forms of education provided, political education, vocational, spiritual and moral as well as academic education were used as therapies to facilitate the rehabilitation of inmates. Above all, the humanistic philosophy came in to provide sanity in the well-being of prisoners. This was especially through the UNIP government's implementation of the philosophy of humanism in 1977. However, in spite of these positive undertakings, several challenges could be observed in the process of implementing correctional education in Zambian prisons between 1964 and 2011.

## CHAPTER THREE

# CHALLENGES OF CORRECTIONAL EDUCATION IN ZAMBIAN PRISONS

### Introduction

In Zambia, challenges of provision of correctional education in prisons can be traced to the Northern Rhodesian Prisons (NRP) system which had its own teething problems prior to 1964. After independence, evidence of inadequacies in education provision to inmates surfaced frequently.<sup>131</sup> The challenges were generally caused by lack of funding, shortage of teachers, and poor library facilities. As time evolved other challenges emerged. These included lack of infrastructure, loss of library books, as well as poor coordination between prisons and the community.<sup>132</sup> Other challenges were poor communication, lack of human resource development, poor conditions and overcrowding as well as poor parole facilitation. These challenges, therefore, made rehabilitation and reformation of inmates difficult.

### Shortage of Human, Financial and Material Resources in Zambian Prisons Service

The shortage of teachers, as already stated earlier was one of the major challenges to the Prison Education Department. The numbers of teachers who were being attached to the prisons from 1975 by the Ministry of Education were too few to resolve the problem.<sup>133</sup> Equally the prisons staffing levels were not increasing despite the increase in inmates numbers.<sup>134</sup> The Prison Adult Education Country Coordinator, Liberty Haangoma disclosed that challenges such as lack of teachers and funding impacted negatively on the provision of correctional education because nothing could run without money.<sup>135</sup> Poor library facilities

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<sup>131</sup> N. A. Z., MHA 2/14/1, Location 4407, Inspection Adult Literacy classes for Prisoners, 27 October, 1964. Also see Peter Kayula, 'State of female prisoners in Zambia and their circumstantial children', *Daily Nation*, 25 June 2014, p. 12.

<sup>132</sup> N. A. Z., MHA 2/14/I, Location 4407, Inspection Adult Literacy classes for Prisoners, 27 October, 1964.

<sup>133</sup> N. A. Z., MHA, 2/14/7, Location 4407, Adult Education Inspection Report, 20 November, 1976.

<sup>134</sup> Interview with Haangoma (42 years) at Prisons Headquarters Kabwe, Thursday 17 April, 2014.

<sup>135</sup> Interview with Liberty Haangoma (42 years) at Prisons Headquarters, Kabwe, Thursday 17 April, 2014.

also made the provision of education to the inmates difficult. This was because no proper learning could take place without books. This trend continued in the Prisons Department up to and even beyond the study period. This was a great challenge to the provision of education and rehabilitation in Zambian prisons.

Despite these transitional problems a radical re-organisation of the service was commenced concentrating on introduction of a stage system and earning scheme with an expansion of industrial, agricultural training and fundraising ventures.<sup>136</sup> However, due to lack of funds recidivism was high in Zambian prisons between 1965 and 1972. The Prison Service had no funds to provide to the discharged inmates as capital empowerment. Also, there were many ways in which society rejected ex-prisoners. Some ex-prisoners could not find employment on the basis that they were ex-prisoners as society continued to regard such persons as outcasts. There were also many complaints from the general public and national leaders who argued that it was wrong to teach trades to offenders who happened to be in prison.<sup>137</sup> This was because they were condemned people in the society

In 1978, due to lack of funding, as stated earlier in this chapter, classroom accommodation for adult education classes was provided in prison cells with difficulties. Throughout the study period,<sup>138</sup> the situation continued as inherited from the colonial period. Correctional Services in Zambia did not have adequate classrooms for learning purposes. The pictures 1-4 show some of the actual situations in prison centres. Picture 1 below depicts classroom development at Kitumba in Mumbwa district 2011. Pictures 2-4 show the infrastructural challenges in correctional education provision.

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<sup>136</sup> Mumbuwa, *The Historical Profile of Zambia*, p. 9.

<sup>137</sup> GRZ Prison Department Annual Report, for the year ending December, 1972, Lusaka: Government Printers, 1973, p.8.

<sup>138</sup> GRZ Prison Department Annual Report, for the year ending December, 1978, Lusaka: Government Printers, 1980, p.12.

**Picture 1**



**A 1x2 classroom block -Kitumba Prison, 2011.** Source: *The Republic of Zambia, Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, July 2014. p. 20.

In the period between 2000 and 2011, inmates were still learning in prison dining halls, store rooms, corridors and cells where there were no desks and windows for ventilation as shown in picture 2 below.

**Picture 2**



**Prisoners learning in the corridor-Lusaka Central Prison, 2009.**

Source: *The Republic of Zambia, Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, July 2014. p. 20

**Picture 3**



**A cell used as a classroom with no desks, no adequate windows for ventilation and light-Lusaka central prison, 2010.** Source: *The Republic of Zambia, Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, July 2014, p. 20

**Picture 4**



**A cell being used as both a classroom and a sick bay– Choma prison, 2010.** Source: *The Republic of Zambia, Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners, July 2014. P. 21.*

The situation in the pictures shown above demonstrates that the Zambia Prison Service (ZPS) had inadequate classroom infrastructure in most of the prison centres throughout the 1964-2011 period. Even the classrooms constructed in prisons such as Kitumba in 2011 could not be said to be adequate to meet the inadequacies.

The ZPS also faced challenges with regard to loss of library books. It was discovered that a good number of books were being lost in most of the prisons. This was attributed to poor record keeping by the Officers in-Charge.<sup>139</sup> Haangoma argued that the loss of most of the books was a result of prison officers who borrowed and never returned them to the prison

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<sup>139</sup> N. A. Z., MHA 2/14/2, Location 4407, Inspection Report, 30 August, 1965. See also NAZ, MHA 2/14/7, Location 4407, Inspection of Adult Education for Prisoners, 12<sup>th</sup> April, 1977.

libraries.<sup>140</sup> Therefore, libraries in most of the Zambian prisons could not function effectively. Also most of the stocks received from overseas were outdated; they were not useful to the modern education system in Zambian prisons.<sup>141</sup> The outdated materials contributed to the problems of learning in prisons, as inmates could not be kept current with the rest of the world. Simms states that because of the outdated tools in their learning, prisoners did not utilize ‘technologies such as computers and other vital tools’.<sup>142</sup> With such outdated skills ex-prisoners found it difficult to secure jobs in companies after their release. They could not fit well in the corporate world which needed modern skilled labour for operations.

In the 1990s another challenge emerged where prison libraries were used as either offices for staff or classrooms for prisoners; a trend that continued up to 2011. For prisons without libraries, books were kept in offices or storerooms without proper shelves. Despite not having proper libraries most prison centres like Livingstone, Mazabuka, Lusaka Central and Katombora Reformatory School received adequate though mostly outdated supplies of books from co-operating partners and well-wishers. The rest of the prisons did not have such text books, novels, devotional books and pencils. The effect of not having note books and pens was that prisoners could not take notes of lessons learnt and later make reference to the notes. Due to lack of libraries and library facilities, teachers and prisoners had no access to reference and reading materials. In addition, using libraries as offices or classrooms prevented prisoners from accessing suitable reading environments and reading materials.<sup>143</sup>

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<sup>140</sup> Interview with Haangoma (42 years) at Prisons Headquarter Kabwe, Thursday 17 April, 2014.

<sup>141</sup> Republic of Zambia, Prisons Service Quarterly Report, 26 August, 2006, p. 5.

<sup>142</sup> C. Simms, ‘Education and Training in Prison, City and Guilds’, <http://www.skilleddevelopment.org.uk> (Accessed on 20 January 2014).

<sup>143</sup> The Republic of Zambia, *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, pp. 21-22.

### **Lack of Coordination between Zambia Prisons Service and the Community**

Challenges in the provision of education were also faced by the inmates and ex-prisoners due to the social environment into which prisoners returned upon release from incarceration. The communities into which the ex-prisoners returned had faith-based organizations and Non-Governmental Organisations (NGOs), which played an important role in the rehabilitation process of inmates. However, there was no systematic coordination between ZPS, churches and the community at large. This was due to lack of adequate and effective communication between the churches, the prisons and the ordinary communities. In the same vein, sensitisation programmes were not aggressive enough. As a result ex-convicts were exposed to stigma from the community. Stigma had a negative impact on prisoner re-entry into society.<sup>144</sup>

Furthermore, communities looked down upon both the prisoners and the education the prisoners received in prisons since independence. This was partly due to ignorance among communities of the type of education received by inmates. Even though education was provided in prisons, it was only known by the prisoners and in the prison security circles. The public, into which ex-prisoners returned, did not know much of what took place in the prisons regarding prison correctional education as a form of rehabilitation. Therefore, out of ignorance, communities continued to treat inmates and ex-prisoners with discrimination.<sup>145</sup> Bwalya states that transformation and reintegration of ex-prisoners could be smooth if the inmates were assured of a home to go to and acceptance from the communities which would know that the ex-prisoners were changed people.<sup>146</sup> The assurance of a home after prison would complement the rehabilitation process of the inmates.

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<sup>144</sup> Interview with Lloyd Chilundika (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

<sup>145</sup> Interview with Bwalya (42 years) at Kabwe, Thursday 14 August 2014.

<sup>146</sup> Interview with Bwalya (42 years) at Kabwe, Thursday 14 August 2014.

## **Lack of Planned Human Resource Development**

For every organization to succeed, it largely depends on efficient and skillful manpower. Good organisation of a prisons correctional education system should have an elaborate manpower development policy. However, between 1964 and 1980 the Zambian Prisons Service had a weak training programme and manpower development policy.<sup>147</sup> Mumbuwa states that service priority in terms of leadership development and career progression to handle correctional education was not there in the Zambian Prison Service. From 1991 the Service survived only through ‘charity’ as at times it was offered some training opportunities by other institutions such as National Institute for Public Administration (NIPA). Such opportunities, in some cases, were never made good use of in terms of translating the acquired training into rehabilitation for inmates through correctional education.<sup>148</sup> Instead the acquired skills were misplaced because the respectively trained prison officers were given different duties such as manning gates.

The insufficient training that the officers received was yet another challenge. The service did not only lack a proper training school or staff college in 1964 but greatly lacked most prison training facilities one could think of in the modern era. Officers were not properly equipped with skills to fully carry out rehabilitation and reformation of inmates. Instead officers were just trained in trade skills and farm management without entrepreneurship skills. The Auditor General’s Report for 2014 which also covered work from as far back as 2003, states that the prisons did not subject the prisoners to psychological counseling or therapy. There was a critical shortage of qualified psychologists to conduct psychological therapy. The prisons did

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<sup>147</sup> Mumbuwa, *The Historical Profile of Zambia*, p. 58.

<sup>148</sup> Republic of Zambia, Ministry of Local Government, *Prisons Department Annual Report for the year ending 31 December, 1967*, (Lusaka: Government Printers, 1968), p. 10.

not even maintain records for individuals or group social psychological counseling.<sup>149</sup> In addition, there was shortage of Offender Management officers to conduct social counseling. Therefore, Zambia Prisons Service faced a critical shortage of not just manpower, but adequately trained manpower and this resulted in inadequate and ineffective operations. In the rehabilitation sector there were no specially trained skilled human resource to handle correctional education. The department resorted to using trained incarcerated teachers and Officers In-Charge; with the latter not even able to understand the education curriculum. The end result was insufficient correctional education and preparation of prisoners for life after prison.

### **Prison Conditions, Facilities and Services**

The general conditions under which inmates were kept were generally not good enough to support their rehabilitation. In 1989 the Commissioner of Prisons, Thompson M. Mutwale, observed that prisoners lived under very difficult conditions of confinement; unsuitable even for the people of their status since 1964. The conditions were a big challenge to rehabilitation which was offered by correctional education services.<sup>150</sup> There were inadequate and below-par health services; a critical shortage of water in main prisons and non-immediately available sources of water in open air reform schools. There were also insanitary conditions and wide-spread disrepair of dormitories, water pipes, toilets and sewage pipes; shortage of prisoners uniforms; inadequate and unhygienic food, dilapidated kitchens and shortage of fire-wood, pots, plates and cups. Other problems were inadequate and poor cell accommodation resulting in especially overcrowding; non-classification of prisoners and inadequate ventilation and lighting as shown in pictures 2, 3 and 4 above. Insufficient

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<sup>149</sup> The Republic of Zambia, *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, (Lusaka: Government Printer, 2014), p. 10

<sup>150</sup> Republic of Zambia, *Executive Summary of the Report of the Administrative Commission of Inquiry into Prisoner's Escape and the Administration of the Prison Service*, (Lusaka: Government Printers, 1991), p. 24.

beddings and inadequate or non-existent care for the mentally ill inmates were also big challenges. In 1989 Prisons Commissioner Mutwale noted that the poor conditions in prisons were a great challenge to rehabilitation through correctional education.<sup>151</sup>

Most prisoners, when asked about education programmes in prison, indicated that the harsh conditions in prison were a serious impeding factor in their appreciation of prison education. Doreen Nchimunya at Monze Prison, Dorothy Kapuka at Lusaka Central Prison and Godfrey Malembeka, an ex-prisoner and Chairman of PRISCCA all said that overcrowding was a major setback, making prison rehabilitation simply a mockery of justice. Malembeka further argued that there was less rehabilitation mechanism in Zambian prisons; pointing out that prison was ‘hell and full of evil’.<sup>152</sup> Haangoma added that many inmates were quick to say that the only thing that helped them in prison was the teaching and preaching of the word of God, commitment to prayer and fellowship.<sup>153</sup>

Furthermore, inadequate physical space in prisons affected the effective delivery of education because only a small number of prisoners were able to learn, at a given time, due to inadequate classroom and workshop space. It was also not possible for learners to have a quiet time for study because prison cells were very noisy. This made it difficult for inmates to effectively pursue their correctional education.<sup>154</sup> The situation was similar in most of the prisons except Kitumba Prison, in Mumbwa where a 1x2 classroom block shown in picture 1 above was built in 2011. The Auditor General’s Report for 2014 which included information

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<sup>151</sup> Republic of Zambia, *Executive Summary of the Report of the Administrative Commission of Inquiry into Prisoner’s Escape and the Administration of the Prison Service*, p. 25, See also R. E. S. Tanner, ‘Penal Practice in Africa some Restriction on the Possibility of Reform’, *The Journal of Modern African Studies*, 10, 3 (1972), p. 452.

<sup>152</sup> Interview with D. Nchimunya (Monze prison), D. Kapuka (Lusaka Central prison) and G. Malembeka (PRISCCA) state the same (2014).

<sup>153</sup> Interview with Haangoma (42 years) at Prisons Headquarter Kabwe, Thursday 17 April, 2014.

<sup>154</sup> Edward Chipulu, ‘Government appreciates your resilience’, *Zambia Prisons Service Eagle Magazine Issue 005*, (2012), p. 13.

covering 2011 and earlier dates states that ‘skills training and educational courses were carried out to a limited extent in all prisons in Zambia’.<sup>155</sup> In some prisons skills training and educational courses were not carried out at all. In addition, the Auditor’s Report reveals that not all prisoners that underwent education and skills training courses completed their respective courses because some were discharged. Furthermore, there was no education and skills training for prisoners who served sentences of less than six months, while in some ‘prisons there was no education and skills training for female prisoners’.<sup>156</sup> This hindered correctional education provision in many prisons in Zambia between 1964 and 2011.

### **Weaknesses in the Operation of the Prison Service**

From what has been discussed above, the Ministry of Home Affairs (MHA) and Zambia Prisons Service (ZPS) did not have the requisite tools to facilitate the implementation of rehabilitation and reintegration programmes in the prisons even after 1964. To start with, there was no written comprehensive national policy on Internal Security to give Government policy direction on how to manage the prisoners and address their rehabilitation and reintegration needs.<sup>157</sup> Also the non-inclusion of specific aspects in the Prisons’ Act, Cap 97 to implement rehabilitation and integration of prisoners was a weakness. It hampered the Zambia Prisons from carrying out rehabilitation and reintegration programmes effectively. In addition to the challenges above, ZPS operated without a strategic plan before 2003 and from 2008 to 2011. The expiration of the 2003 to 2007 strategic plan was not followed by another plan. A further review of the expired 2003-2007 Strategic Plan reveals that reintegration of inmates by ZPS did not place much emphasis on correctional services, but focused on

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<sup>155</sup> The Republic of Zambia, *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, (Lusaka: Government Printer, 2014), p. 10

<sup>156</sup> The Republic of Zambia, *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, pp. 10-11.

<sup>157</sup> The Prisons Act CAP 97 Section 2 of the Laws of Zambia.

custodial services.<sup>158</sup> Therefore, not much of rehabilitation and reformation could be expected to be achieved.

Another factor that hindered prisoner rehabilitation between 1964 and 2011 was the prison policy of using prisoners to perform manual duties. Mwansa notes that education classes only took a small number of prisoners; the majority of the prison population was given 'non-rehabilitative jobs such as kitchen duties, cleaning police stations, judicial court premises and government offices'.<sup>159</sup> In addition to the above, an Education Officer at Mumbwa State Prison, Moonga confirmed that inmates spent much of their time in cleaning government premises instead of attending correctional education classes.<sup>160</sup> This was a great hindrance to the process of rehabilitation of inmates.

Rehabilitation through education suffered because inmate's vocational education programmes such as carpentry and tailoring, were mostly given to inmates who already possessed those skills, in preference to those who did not. Tanner argues that this was an 'economic decision which aimed at maintaining the quality of prison products thereby maintaining the competitiveness of the prison industry'.<sup>161</sup> Similarly, in academic education, prisoners with some basic education were preferred to those without. On the part of the offenders themselves, there was little appreciation of the value of the rehabilitation they were exposed to. Tanner further states that less than ten percent of those interviewed in African countries thought that they were learning a skill or improving on their skills in a way that would be

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<sup>158</sup> *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, pp. 10-15.

<sup>159</sup> Mwansa, 'Property Crime and the Criminal Process in Lusaka', p. 460.

<sup>160</sup> Interview with H. Moonga (31 years) at Mumbwa State Prison, Tuesday 14 October, 2014.

<sup>161</sup> Tanner, 'Penal Practice in Africa some Restriction on the Possibility of Reform', p. 452.

useful in their re-settlement outside prison.<sup>162</sup> Therefore, the challenge in this regard was both from the prison system and the prisoners themselves.

There were few opportunities for rehabilitation of offenders once they were out of prison. Most prospective employers were less keen to employ ex-prisoners. The largest employer in the country, 'the Civil Service did not as a matter of policy employ people with criminal records'!<sup>163</sup> Also, many of the ex-prisoners could not sell their prison-acquired skills, given the competitive job market and high unemployment levels in Zambia. This made the Zambian government's policy of rehabilitation and reintegration of prisoners a mockery.

The Zambian government had a security system of getting finger prints since 1964, of all suspects and criminals, as a security measure of keeping prisoner's identities. This system prevented ex-prisoners from being employed in government. The would-be employees were always required to submit finger prints before their employment could be confirmed. Failure to disclose a criminal record on the employment application form, regardless of when the conviction had occurred, was contrary to Civil Service Standing Orders and could result in instant dismissal of an employee.<sup>164</sup> All these were serious hindrances to the rehabilitation process of ex-prisoners.

The prisoner transfer system also negatively affected delivery of prisoner education because many prisoners were often moved from one prison to another. This made it difficult for continuation of learning on the part of the prisoner. On their part the authorities did not keep records on how far the transferred prisoner had progressed in learning while in the previous

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<sup>162</sup> Tanner, 'Penal Practice in Africa some Restriction on the Possibility of Reform', p. 452.

<sup>163</sup> Interview with Malembeka (51 years) at PRISCCA Non-Governmental Organisation in Lusaka, Thursday 11 December, 2014.

<sup>164</sup> Mwansa, 'Property Crime and Criminal Process in Lusaka', pp. 460- 461.

prison. Wilson argues that when a prisoner was transferred to another prison, the process of transformation was disturbed. This was because a prisoner had to re-adjust to the new physical environment, new prison officers and new education facilitators and counselors. In addition, the prisoners were often bullied by the inmates whom they found already settled in that prison.<sup>165</sup> This trend was not good as it hindered the reformation of inmates.

The interviews with Malembeka revealed that risk assessment was not prioritized in the evolution of the Zambia Prisons Service. The reception and discharge boards in prisons were not working effectively. The reception and discharge boards did not meet regularly to carry out risk assessment and there were no minutes of meetings held by the reception and discharge committee.<sup>166</sup> There was also no evidence to show that the boards had allocated rehabilitation programmes to prisoners. The ZPS and all prison centres visited had not set any targets of the number of prisoners they intended to reach annually with rehabilitation and reintegration programmes.

### **The Parole System**

Despite ZPS putting in the parole system in 2004, with a view of decongesting the prisons, the parole system did not work effectively. The Auditor General's Report also reveals that all prisons in Zambia were congested. Not all prisoners who applied for parole were granted parole. One of the reasons for failure to grant parole was that sentences of some applicants expired before their release. This was due to delayed parole hearings, failure to pay allowances to the board members, which in turn resulted into apathy and lack of officers in

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<sup>165</sup> A. Wilson, 'Interrupted Life: Criminal Justice System as a disruptive force in the lives of young offenders', *Prison Service Journal* 189, (2010), pp. 33-40.

<sup>166</sup> Interview with Malembeka (51 years) at PRISCCA in Lusaka, Thursday 11<sup>th</sup> December, 2014.

the provinces for the National Parole Board (NPB).<sup>167</sup> The interview with Chilundika revealed that most of the parole officers were not trained in the administration of parole. Training for parole staff was hampered by high staff turnover, the lack of permanent officers in parole administration and lack of funding. Furthermore, ZPS did not have monitoring reports for prisoners released on parole. As such; there was no evidence to show that the prisoners released on parole were monitored. Finally, as a result of the parole system's failure to decongest the prisons, rehabilitation and reintegration programmes were also hampered as more resources were spent on custodial services.

### **Transfer of Juveniles to Receiving Centres**

Lack of classification based on age in prisons such as Chingola, Chipata, Kabwe Maximum, Kamfisa, Livingstone Central, Lusaka Central, the juveniles were not taken to their right prison on time. According to section 94 (2) of the Juvenile Act Cap 53 of the Laws of Zambia, any juveniles to whom a reformatory order had been made had to be conveyed forthwith to the receiving centre without awaiting the confirmation of the order by the High Court. Contrary to the law, juveniles in the prisons stated above were detained for periods ranging from sixteen days to 3 years and 7 months without being transferred to a reformatory school. This is vividly depicted in the table below.

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<sup>167</sup> *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, p. 15.

**Table 5: Delayed Transfer of Juveniles**

Name of prison	Years of Imprisonment				Total No of juveniles	Shortest period of stay	Longest period of stay
	2008	2009	2010	2011			
Chingola	10	16	21	13	60	1month	9months
Chipata	13	23	25	28	86	1month	4months
Kabwe Maximum	2	1	1	2	6	2months	3years
Kanfinsa	35	29	22	31	117	16days	1year
Livingstone	48	40	26	34	148	27days	9months
Lusaka Central	74	67	42	40	220	1month	2years

**Source:** Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners, 2014.

It was also noted that prisons that had juveniles in their care did not have separate cells for such juveniles contrary to the Juveniles Act. Some of the reasons advanced for failure to transfer juveniles to the reformatory school included lack of transport and lack of space in the reformatory school. Further analysis of the records at Katombora Reformatory School revealed that the School, with the design capacity of 120 prisoners was overcrowded between 2008 and 2011. The table below gives the actual statistics.

**Table 6: Prisoner Over-Population-Katombora Reformatory School, 2008-2011.**

Years	2008	2009	2010	2011
<b>Design</b>	120	120	120	120
<b>Population</b>	145	134	143	162
<b>Variance</b>	25	14	23	42

**Source:** Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners, 2014.

From the above it is clear that provision of correctional education to the juveniles faced serious challenges in terms of infrastructure.

### **Chaplains**

The correctional services offered to inmates in prisons is more dependent on the Christian faith teaching. However, the Zambian Prisons Service had no adequate infrastructure from 1964-2011 for the service. The chaplain General, Mr. John Zimba argued that since 1964, prisons had serious problems of church buildings. However, the problem excluded Mukobeko Maximum which has a chapel built in 1988 later expanded in 1991 though, there are no written records to prove these dates.<sup>168</sup> Zimba further argued that the duties of visiting chaplains were not easy. They had to use prison dormitories or open places for bible teaching and religious counselling.<sup>169</sup> Zimba revealed that the position of prison Chaplains had been introduced in 1990. The first officers to hold the office of Chaplain at national level were John Mwewa, Reverend Happy Chileshe and T. Mwanza in that order from 1991-2011.<sup>170</sup> The Auditor General's Report also revealed that between 2000 and 2011, the office of the Chaplain, despite being vital in the correctional services of the inmates, was not given maximum attention.<sup>171</sup> Each of the ten prison stations visited by the researcher during the period of study between 2013 and 2015 had a Chaplain, six of whom were untrained.

Despite the International Code of Chaplaincy requiring the Chaplains to have high level of concentration during their meetings with clients, the Zambia Prison Service Chaplains did not carry out their Chaplaincy duties exclusively. This was because the Chaplains also carried out non-Chaplaincy duties such as manning the prison gates and conducting workshop duties,

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<sup>168</sup> Interview with Haangoma, (42 years) at Prisons Headquarter Kabwe, Thursday 17 April, 2014.

<sup>169</sup> Interview with Zimba J (48 years) at Prison Headquarters in Kabwe Tuesday 4<sup>th</sup>, 2014.

<sup>170</sup> Interview with Zimba J (48 years) at Prison Headquarters in Kabwe Tuesday 4<sup>th</sup>, 2014.

<sup>171</sup> *Report of the Auditor General on the Rehabilitation and Reintegration of Prisoners*, p. 16.

which diverted their attention from concentrating on their Chaplaincy duties. It was established that as a result of performing several roles in some prisons, pastoral support was not delivered in the most effective manner. It was also noted that there was a contrast between the number of inmates in some prisons and the Chaplains serving them. For instance, Kabwe Maximum prison with an inmate population of close to 2000 had only one Chaplain whilst Mwembeshi Prison Farm with an inmate population of 345 prisoners, had three trained Chaplains in 2003.<sup>172</sup> Chilundika argued that since 1990 Chaplains wore prison officer uniforms as opposed to either civilian clothes or clergy uniforms. He however, stated that this was so because they performed more than one role in the service. He further, argued that it was difficult for inmates to interact freely with their Chaplains as they were also seen to be hostile like most prison officers. It was also established that the cause for inadequate Chaplains was misallocation of labour. The effect of this was that the prisoners did not receive adequate spiritual and moral support, especially individual counselling.<sup>173</sup>

## **Conclusion**

It is clear that provision of prison education in Zambia between 1964 and 2011 faced many challenges. These challenges ranged from government policy contradictions, overcrowding, lack of teachers, poor communication, poor parole facilitation, shortage of teaching and learning materials, inmate transfers and poor prison conditions, to lack of classroom structures, noisy environment in prisons, poor library facilities, absence of education programmes in certain prisons and lack of funding. Between 1964 and 2011 the Zambia Prisons Service faced very severe challenges in the provision of correctional education to the extent that what happened in the prisons in reality differed substantially from what the Zambian government in general and the Zambia Prisons Service in particular desired.

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<sup>172</sup> Brochure, Zambia Prisons Service 'To provide quality correctional services,' (Kabwe: International Relations and Corporate Affairs Unit, 2004).

<sup>173</sup> Interview with Chilundika, (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

The problem of government policy contradictions was the greatest challenge that prisons faced in the provision of education to inmates. There was no logic for the government to rehabilitate the inmates and fail to empower them as they re-integrated into society. The government had put up stringent measures of not employing any person with a criminal record in the Public Service. This disadvantaged educated ex-prisoners in their re-settlement process.

The Prison Standing Order also stipulated that all convicted prisoners were eligible for consideration for education classes. However, these orders did not take care of the recruitment of teaching staff. The system depended on the Officer in Charge of each prison station who appointed someone or themselves to take care of the classes. This proved very challenging, because such staff were not trained in educational psychology and they could not interpret the teaching and learning materials to the acceptable standard. As such, the Zambia Prison Service attempts to improve the conditions in the prisons throughout Zambia, were hampered by the numerous challenges that the prison system faced throughout the 1964-2011 period.

## CHAPTER FOUR

### THE IMPACT OF CORRECTIONAL EDUCATION ON PRISONERS AND EX-PRISONERS

#### Introduction

This chapter discusses the impact of correctional education provision on Zambian prisoners. It highlights the positive and negative effects of provision of correctional education on the inmates. Ex-prisoners who came out of prison with trade skills had opportunities to be employed in private companies. This acted as positive indicator of the provision of correctional education in the Zambian prisons between 1964 and 2011.

Prison correctional education focused on the root causes of crime and strategies for prevention. Gail Spangenberg argues that a combination of things caused crime: poverty, low education levels and negative social and home environments. Overall, lack of adequate education probably played the biggest role in crime and incarceration rates.<sup>1</sup> Therefore, the availability of education in Zambian prisons played a major role in rehabilitating many inmates from 1964 to 2011. Evidence suggests that in 1964, '24 prisoners obtained Standard VI certificates, 6 Form II and 3 passed G. C. E. 'O' level examinations'.<sup>2</sup> After their release they found themselves in different self-employed trades which made them earn something for their families. This was made possible by the knowledge they had acquired from prison correctional activities.<sup>3</sup> The results reflected the impact of education that was offered to inmates in the 1960s and 1970s. Education had a bearing on the lives of the inmates and ex-

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<sup>1</sup> Gail Spangenberg, *Current Issues in Correctional Education*, (New York: Council for Advancement of Adult Literacy, 2004), p. 26

<sup>2</sup> *Annual Report Prisons Department year ending 31<sup>st</sup> December 1964*, p. 26.

<sup>3</sup> Republic of Zambia, Ministry of Home Affairs, *Prisons Department Annual Report for the year ending 31<sup>st</sup> December, 1977*, (Lusaka: Government Printer, 1979), pp. 8-9. See also Kagoli, Zambia Prisons Service 'To provide quality correctional services' Prisons Eagle Magazine, Issue No. 01, Lusaka: New Enterprise, 2011. Pp. 12-13.

prisoners wherever they integrated into society. For instance, in 1967 a correspondence report indicated that vocational education at Katombora enabled inmates to develop the spirit of self-discipline and integrity.<sup>4</sup>

However, the negative aspect was that ex-prisoners had no opportunities to be employed in government because of the government's policy contradiction of empowering prisoners with prison education but never employing people with criminal records. The other negative aspect was that the inmates were sometimes handled by untrained staff, people who did not know anything in line with education provision. Therefore, the outcome of prison education was a complex matter and called for scrutiny in all aspects of the issues pertaining to the inmates and ex-prisoners. This chapter evaluates the positive and negative effects of correctional education on the inmates and ex-prisoners in Zambian prisons.

### **Prisoners and Correctional Education**

It can be argued that correctional education in the Zambian prison system was beneficial to prisoners. This is because as a result of correctional education some ex-prisoners demonstrated the value of team work and showed respect for opinions which differed from their own.<sup>5</sup> The Prison Annual Report for 1965 states that:

eighteen inmates were given fourteen days home leave from prison, prior to their final release on licence. In all cases the inmates returned to prison in a fashion at the proper time, this determined how much impact education had done to the individual inmates in terms of rehabilitation and reformation. The inmate demonstrated trust and discipline which had been built in them.<sup>6</sup>

The Report further reveals that at the discharge of some inmates who were progressive in academic education, the government found places in colleges for their continuity learning. As

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<sup>4</sup> N.A.Z., MHA 1/2/59, Katombora Reformatory, Correspondence Permanent Secretary to the Commissioner of Prisons 18 March, 1972.

<sup>5</sup> N. A. Z., MHA 1/2/59, Location 9298, Outward Bound Courses: Reformatory, 15<sup>th</sup> December, 1967.

<sup>6</sup> Mumbuwa, *The Historical Profile of Zambia Prisons Service*, pp. 9-10.

a result of education in prison in 1965 ‘sixty- nine inmates were released under licence’.<sup>7</sup> In 1966 something was done for reformed inmates such that after their final discharge from prisons employment was found in private organisations for them.<sup>8</sup> The action that was taken reflected the effect of education on prisoners.

Other positive outcomes of the Zambian prison education system between 1964 and 2011 were that from very early times, the inmates who under-went vocational training, were able to make saleable articles from their handicraft skills while in prison. The prisoners received a proportion of the profit from the sale and could use the money for the welfare of their families, while others saved money pending their discharge.<sup>9</sup> It was also observed that prisoners who participated in handicraft schemes in prison did continue similar activities after discharge and this assisted in their continuous rehabilitation. However, that was not the case for everyone; some went back to their old ways of bad character. Despite the negative responses from some inmates, education made a sound impact on most of the prisoners. P.

Kofi and E. Britta state that in South Africa:

prison education equipped prison inmates with knowledge and skills that assisted them to re-integrate into their respective communities and to find employment or create self-employment and in this way future crimes were prevented.<sup>10</sup>

Although this was applicable in South Africa the situation in Zambia was not any different. Even if prison education might not be the ‘panacea’ to crime, the general assumption was that once prison inmates were equipped with the basic knowledge and relevant skills most of them could engage in self-employment activities instead of criminal activities. Like in South

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<sup>7</sup> Republic of Zambia, *Prisons Department Annual Report, for the year ending 31<sup>st</sup> December, 1965*, pp. 16-17.

<sup>8</sup> Republic of Zambia, *Prisons Department Annual Report, for the year ending 31<sup>st</sup> December, 1965*, p. 16.

<sup>9</sup> Republic of Zambia, *Prisons Department Annual Report for the year ending 31<sup>st</sup> December, 1966*, (Lusaka: Government Printers, 1968), p. 9

<sup>10</sup> P. Kofi and E. Breitta, *Education Programmes for Prison Inmates: Reward for Offences*; Department of Adult Basic Education and Training, University of South Africa, 2012, pp. 8, 10, 18.

Africa, prison education did not just prepare inmates for employment but it lowered the level of misconduct in the inmates.<sup>11</sup>

Prison education brought some inmates to the realisation of their offences and also gave them a chance to have a good and proper understanding of their cases, enabling them to give intelligent and useful responses in court sessions. For instance, some inmates at Mukobeko Maximum Security Prison, Lusaka Central and Kamwala Remand Prisons separately explained that prison education had impacted on their lives positively. They said that even though court sessions were carried out in an inmate's language of preference, education allowed a broader view, analysis and understanding of the proceedings and led to proper exculpation of oneself.<sup>12</sup>

From the above, it can be argued that literacy classes in prison helped prisoners a great deal. Malembeka, an ex-prisoner himself appreciated the education given to inmates as a source of livelihood for them when they were released. He states that literacy to inmates was a gateway to many opportunities which in their past lives had eluded them due to many different circumstances which had eventually led them to prison.<sup>13</sup> Malembeka disclosed that a number of inmates rehabilitated through correctional education, especially females, were helped to find jobs as house maids. On their part, males were engaged in different projects and services such as plumbing, electric and gas welding, carpentry and cabinet-making, brick-making, shoe repairing and even preaching the word of God (pastors). For example, Paul Mixer and Bishop B. Mutale benefited from correctional education and counselling and became pastors while others served as security officers in private security companies. Men such as Steven Lungu, who had been involved in the 28<sup>th</sup> October, 1997 coup plot, upon release found such

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<sup>11</sup> Basic Education in Prisons, United Nations, Office at Vienna: United Nations Sales Publication, 1995, p. 5.

<sup>12</sup> Basic Education in Prisons, United Nations, Office at Vienna: United Nations Sales Publication, 1995, p. 8.

<sup>13</sup> Interview with Malembeka (51 years) at PRISCCA in Lusaka, Thursday 11<sup>th</sup> December, 2014.

employment. Most of those ex-soldiers/ex-prisoners worked with private security companies having been reformed by prison correctional education.<sup>14</sup>

Most importantly, inmates appreciated ‘health correctional education from the prison health providers and from the Drug Enforcement Commission for helping them to abandon their various substance abuses’.<sup>15</sup> The Prison Annual Report for 2011 indicates that transformation from such a vice gave prisoners a real and new opportunity to begin afresh in life, seeing that one of their major reasons for committing offences had been the need for money to support their bad habits. In addition, prisons provided education which transformed inmates in various ways within prison, such as compliance with prison regulations, relief from substance abuse and development of religious relationships (despite religious matters being optional), which enhanced repentance and reconciliation. The prisoners thereafter wished not to commit crime anymore. With the academic and skills oriented training, many inmates were given a powerful economic weapon that helped them to sustain their lives and kept them away from prison.<sup>16</sup>

In the same line, Chilundika argues that there were many examples in which the impact of education could be seen. He states that in Southern Province, Rose Tembo, 31, who had been sentenced to 24 months imprisonment for theft, gave her testimonies on how prison education had benefited her. Tembo said she had ‘acquired survival skills while in prison and this had helped her to sustain her livelihood’.<sup>17</sup> In the same vein Peter Simuyandi, 37, had been jailed for five years for stock theft. After prison he earned a living through bricklaying and

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<sup>14</sup> Interview with Malembeka (51 years) at PRISCCA in Lusaka, Thursday 11<sup>th</sup> December, 2014.

<sup>15</sup> Zambia Prison Service ‘To provide Quality Correctional Services’ Corrections Unit, Annual Report on the Activities Undertaken by Education Unit, December, 2011, p. 3.

<sup>16</sup> Interview with Chilundika, (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

<sup>17</sup> Chali Mulenga, ‘870 Inmates undergo training in Southern Province’, *Zambia Daily Mail*, 16 September 2014, p. 4.

construction; skills he had learnt while in prison. In view of the above, in-prison education reformed many inmates from different backgrounds into meaningful citizens. Correctional education provided a solution to the vulnerability of the prisoners by equipping them with discipline, skills, resuscitating their behaviour and attitude towards the society. Edwin Mbulo observes examples such as Simuyandi who is stated above.<sup>18</sup> He explains that Simuyandi gave a living testimony, that prison correctional education was very beneficial to him as well as other prisoners. Simuyandi after leaving prison managed to sustain his family of seven children through construction. Simuyandi stated that:

Had I not gone into prison, I would not have managed to take care of my family in the manner I do at the moment and I would have never been self-reliant in terms of using my hands in the construction industry,<sup>19</sup>

On the effect of prison education on prisoners Gillian Namungala cited ‘Alfred Kamanga 67, one of the 59 soldiers who were arrested and convicted for treason following the failed coup in 1997’.<sup>20</sup> She explains that Kamanga confessed that life in prison was not easy but there was a lot to learn. Kamanga had changed his life style after imprisonment, because while in prison he acquired knowledge on different life skills such as crop farming, fish farming and many other skills.<sup>21</sup> Evidence suggests that the government continued supporting the ex-prisoners through the Directorate of Corrections and Extension Services (DCES) that was revived in 2004. Among the beneficiaries Kamanga was one of them, his three hectare piece of land at Kang’omba area in Kabwe was cultivated, and this ensured total community re-integration of a former prisoner.<sup>22</sup>

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<sup>18</sup> Edwin Mbulo, ‘Correctional Education benefits inmates’, *Post*, Sunday September 28, 2014, p. 10.

<sup>19</sup> Mbulo, ‘Correctional Education benefits inmates’, *Post*, Sunday September 28, 2014, p. 10.

<sup>20</sup> Gillian Namungala, ‘Former Coup Plotter regrets’, *Zambia Prison Service Eagle Magazine*, No. 01 (January, 2014), p. 15.

<sup>21</sup> Namungala, ‘Former Coup Plotter regrets’, *Zambia Prison Service Eagle Magazine*, p. 15. Also see Isaac Zulu, ‘Treat inmates with dignity-Malembeka’, *Post*, 2 February 2015, p. 12.

<sup>22</sup> Namungala, ‘Former Coup Plotter regrets’, *Zambia Prison Service Eagle Magazine*, p. 15.

Other examples of successful ex-prisoners came from Dambwa Township in Livingstone by Precious Moono, 26 and Mwila Mubebe, 32. The two had been jointly charged for being in possession of illicit drugs.<sup>23</sup> They traded in doormats after imprisonment and they also conducted sensitisation talks on the dangers of HIV and AIDS in various communities.<sup>24</sup> Their behavioural change was as a result of the positive impact of in-prison education.

The inmates who came out of Mukobeko Maximum prisons and other prisons acknowledged the importance of both formal and non-formal education. Some inmates confessed on their days of release that had they had such an opportunity before committing the crimes that sent them to prison, they would not have resorted to a life of crime. In fact their perception and attitude towards prison education was willfully accepted. However, most remand prisoners had a less positive attitude than the convicted prisoners mostly as they waited for their sentencing or freedom by the court judge.<sup>25</sup> These were not convicted offenders, whose attitudes became different after conviction and imprisonment. Thus the impact of prison education, because it changed the attitude of the inmates positively, can be said to have been beneficial to the prisoners, the prison system, their families and society as a whole.

Given the positive responses to prison education from inmates, a staff meeting held on 13<sup>th</sup> October 1976 at Mukobeko Maximum Security Prison facilitated the provision of education programmes that increased efficiency in literacy levels of prisoners. The increased educational attainment increased income among the ex-prisoners.<sup>26</sup> Increased income was associated with a decreased incidence of crime. This was self-explained because people chose between committing crime and pursuing employment in the labour market. The furniture and

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<sup>23</sup> Mulenga, '870 Inmates undergo training in Southern Province', *Zambia Daily Mail* p. 4.

<sup>24</sup> Interview with Chilundika, (42 years) at National Parole Board Lusaka, Thursday 5 February, 2015.

<sup>25</sup> Interview with Haangoma, (42 years) at Prisons Headquarter Kabwe, Thursday 17 April, 2014.

<sup>26</sup> NAZ, MHA 2/14/7, Location 4407, Adult Education Teacher staff meeting, Maximum Security Prison, 13 October, 1976.

numerous other items of woodwork as well as articles of tailoring produced at Mukobeko Maximum Security Prisons in 1976 also reflected the positive impact of prison education.<sup>27</sup> There was also a marked improvement in the behaviour of prisoners during the year under review and that was attributed to the positive correctional education services.

From the foregoing, it can be deduced that there were two main reasons why in-prison education reduced would-be future criminal activities. The first one involved the impact of increased cognitive skills on changes in behaviour, the second is that participation of inmates in education taught them how to live a crime-free life.<sup>28</sup> Bazos and Hausman argue that prison education programmes gave inmates opportunities to learn ‘pro-social norms’ by providing an enclave removed from the ‘criminal subculture’ that was predominant among inmates.<sup>29</sup> Interacting with educators familiarised inmates with the norms that law-abiding citizens observed while it also reduced the feeling of ‘alienation that inmates tended to experience while in prison.’<sup>30</sup> Therefore, it can be argued that the process of dissemination of information to the inmates helped most inmates to reform. The process itself acted as a motivation to the inmates, hence the behavioural change of the inmates.

During annual Agricultural and Commercial Shows, the Zambian Prisons Service exhibited products which reflected the teaching and learning in prisons. For instance, ‘Zambia Prisons Service exhibited very good products at the 77<sup>th</sup> Agricultural and Commercial Show on 4<sup>th</sup> August 2003 in Lusaka’.<sup>31</sup> High quality products from Kamfinsa Prison Ceramics Workshop

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<sup>27</sup> *Annual Report Prisons Department for the year ending 31<sup>st</sup> December, 1976*, (Lusaka: Government Printers, 1977), p. 25

<sup>28</sup> Audry Bazos and Jessica Hausman, *Correctional Education as a Crime Control Program*, (UCLA School of Public Policy and Social Research, 2004), p. 3.

<sup>29</sup> Bazos and Hausman, *Correctional Education as a Crime Control Program*, p. 4.

<sup>30</sup> Bazos and Hausman, *Correctional Education as a Crime Control Program*, pp. 3-4.

<sup>31</sup> Daniel Chiwela, ‘The Zambia Prisons Service Recognised and Appreciated During Agriculture and Commercial Shows’, *Zambia Prisons Service Eagle Magazine*, Vol. 2 (July-December 2004), p. 1. Also see Kagoli, ‘Prisons finally own Trades Testing Centres’ *Prisons Eagle Magazine*, No. 001 (2012), p. 10.

were displayed. The prisoners' displays depicted the type of education they went through while in prison.<sup>32</sup> In 1977, the Commissioner of Prisons, J. Mwanza acknowledged the impact of prison education. Low levels of recidivism were observed as a direct effect of education. Reports of prisoners escaping from lawful custody became uncommon, even press reports about attempts and successful escapes of prisoners from prisons were tremendously reduced as a result of prison education and counselling of the inmates.<sup>33</sup>

Several learning activities in prison correctional education, such as counselling and recreation were among the means of transforming prisoners and were established worldwide as some of the main ways of reducing crime rates, recidivism and deterring would-be offenders.<sup>34</sup> The efficacy of prison education was highly dependent on the importance that was attached by various stakeholders. These stakeholders included Non-Governmental Organisation (NGOs), such as PRISCCA, Prisons Service, the Ministry of Home Affairs, the inmates themselves and the general public, upon whom reintegration and acceptance back into society depended.

Due to restrictions on the use of some former prisoners' names, only letters are accorded to prisoners that were interviewed for this dissertation. The effect of correctional education was observed in several individuals who had gone through it while in prison. Mr. 'A' was imprisoned on 4 December, 1986 and released on 15 January, 1993. After release he was self-employed by running a medium sized retail shop. During time of his imprisonment he completed Form II and made considerable progress towards the junior certificate. It was evident that he made use of prison education as the trading he was engaged in required some educational background. However, he did not practice the welding he had learnt in prison, but

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<sup>32</sup> Chiwela, 'From clay to mug', *Zambia Prisons Service Eagle Magazine*, Vol. 2 (July-December 2004), pp. 6-7.

<sup>33</sup> NAZ, MHA 2/14/7, Location 4407, Inspection of Adult Education for Prisoners, 12 April, 1977.

<sup>34</sup> David Wilson and Anne Reuss (ed.), *Prisoner Education: State of change and Transformation*, (Winchester: Waterside Press, 2000), p. 114.

became successful in trading business instead. Presumably the ability to settle down and lead a normal life could be attributed to correctional education and rehabilitation programmes he had undergone in prison. It could also be argued that the ability to run a business, which required a great deal of discipline and accounting skills was indirectly linked to the education he had obtained in prison.

The impact of correctional education could also be seen in Mr. 'B' who was imprisoned between 19 June, 1987 and October, 1991. At the time of his imprisonment, his education level was Grade VI. He managed to complete Form II while in prison, and also learned a trade in motor mechanics. A few months after his release, he managed to obtain employment with one of the leading motor companies in the country Duly Motors in Lusaka.<sup>35</sup> Ex-prisoner 'B' received a number of rewards from his work place because of his hard work. His hard work was attributed to the correctional education he had received in prison. In another case, Ms. 'X' was imprisoned on 24 August, 1992. While in prison she went through correctional and basic education courses, as she was illiterate at the time of her conviction. In addition, she took lessons in sewing. Her story after release was a success. She was able to run a sewing business in Lusaka's Kamwala Market; she expanded her business and managed to employ a few workers.

Mr. 'F' went to prison on 24 June, 1986, and was released on 23<sup>rd</sup> June, 2001. He was illiterate at the time of his imprisonment but managed to acquire some education. Further, he learnt welding while in prison. After release he set up his own welding business which was providing him with sufficient income to take care of himself and his family of three. He believed that his imprisonment had served a useful purpose, as he learnt some trades while in

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<sup>35</sup> Zambia Prison Service Education Quarterly Report, June 1992.

prison.<sup>36</sup> From his views it can be concluded that correctional education had a big role to play in rehabilitating the man.

There are also stories of prisoners who willingly agreed to reveal their names. Among these some were professionally trained in different skills. For instance, Mubiana was a trained teacher jailed due to breaking the law. While in prison, he learnt a lot through counselling and also helped in teaching fellow inmates. At the time of discharge he was well rehabilitated and reformed through prison correctional education. At the time of writing this dissertation Mubiana was teaching at one of the private schools in Lusaka.<sup>37</sup> Dorothy Kapuka was another person who benefited from correctional education. She was imprisoned in 1994 and released in 2001. At the time of imprisonment her education background was primary level. While in prison she managed to push her academic standing up to grade nine and she learnt some basic skills in entrepreneurship and sewing. She came out of prison a well reformed and rehabilitated human being. After discharge she was able to start her own business in Solwezi.<sup>38</sup>

The provision of vocational education brought a lot of change to inmates in prison too. The impact was observed on inmates especially after release from prison. Some ex-prisoners who had undergone vocational training became very useful to the communities they joined. A good example was given by PRISCCA, where P. Swalwa learnt building skills while in prison. It was disclosed that after discharge he organised himself and came up with a construction company. At the time of data collection for this dissertation, Swalwa's construction company

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<sup>36</sup> United Nations, Basic Education in Zambian Prisons (Hamburg: UNESCO Institute for Education, 1995), p. 5.

<sup>37</sup> Brochure, Prison Care and Counseling Association, Lusaka.

<sup>38</sup> Interview with Dorothy Kapuka (41 years) at Solwezi, 6 February 2015.

employed 28 workers. The work of Swalwa reflected a very good impact of education in Zambian prisons.<sup>39</sup>

In addition to the above, the impact of correctional education on inmates or prisoners was seen in other ways. At Monze Open Air Prison most of the inmates who were discharged found themselves as farm labourers. Moses Mayumbelo, Deputy Officer In-Charge at Monze Prison stated that the vocational education training which inmates received from prison played a very important role in their lives, more especially after discharge. The inmates' attitude and behaviour changed as a result of education training received in prison.<sup>40</sup> Brendan Carmody also states that education is an instrument of change in attitude and behaviour. Education provides people with opportunities for development, after they have changed in their understanding of world perspectives.<sup>41</sup> The ex-prisoners became potential farm workers in Monze District. Mayumbelo also explains that the prisoners at Monze were fortunate because Rusangu University had programmes for them especially from the year 2009. The University provided religious teaching and after each preaching a good number of inmates went into baptism as a symbol of change in their lives.<sup>42</sup> In addition, the University provided diplomas in spiritual education to inmates who repented and studied the word of God.

The ex-prisoners who got employed on the farms also integrated into society very well without stigmatisation from their fellow workers and society in general. This was because of the knowledge and skills they had acquired in prison. Mayumbelo states that Monze Open Air Prison provided a good training ground for cheap farm workers in Monze in particular

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<sup>39</sup> Brochure, Prison Care and Counseling Association, Lusaka.

<sup>40</sup> Private Interview with Moses Mayumbelo (50 years) at Monze Open Air Prison, Thursday 15 January 2015.

<sup>41</sup> Brendan Carmody, *Education in Zambia Catholic Perspectives*, (Lusaka: Book-world Publishers, 1999), p. 103.

<sup>42</sup> Interview with Mayumbelo (50 years) at Monze Open Air Prison, Thursday 15 January 2015.

and Southern Province in general.<sup>43</sup> The Monze Open Air Prison was specialised in farm production without academic work. Its main objective was to make sure that inmates were rehabilitated through tangible life skills. The kind of production at Monze Open Air Prison equipped prisoners so much that they became relevant to the farmers and the community at large. The market demand for ex-prisoners to work on the farms signified the value of training the prisoners received. The farm production at Monze Open Air Prison included vegetables and maize growing, and chickens, goats and pigs rearing and the production of other farm products.

The role of prison officers by nature of being warders enabled them to be effective teachers and instructors. This was because they taught inmates different skills that brought change in the lives of the inmates. Bruce Mwenya at Monze explained that the inmates were taught the skills of entrepreneurship.<sup>44</sup> This was introduced in inmates by exposing inmates to the market system of selling prison farm produce in Monze. Mwenya highlighted that most of the ex-prisoners were seen in the marketing of farm produce after their imprisonment. Some ex-prisoners even went back to the prison authorities to give testimonies about how their lives had changed as a result of the entrepreneurship training they had received in prison.<sup>45</sup>

To prove the point on how ex-prisoners integrated their life style in the community three specific cases are given. The three ex-prisoners were M. Moonga 56, J. Haamaundu 62, and P. Mwape 49. Moonga explains that before he went to prison, he had less respect. He states that:

I thought the community made me suffer, because it was just difficult to have money and this made my life so difficult such that I depended on stealing from peoples' homes and farms anything I came across. And I sold anything stolen for money to feed my family of three. In 1995 I was

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<sup>43</sup> Interview with Moses Mayumbelo (50 years) at Monze Open Air Prison, Thursday 15 January 2015.

<sup>44</sup> Private Interview with Bruce Mwenya (34 years) at Monze Open Air Prison, Thursday 15 January 2015.

<sup>45</sup> Interview with Mwenya (34 years) at Monze Open Air Prison, Thursday 15 January 2015.

unfortunate but a blessing in disguise, I stole 2 animals and killed them and this led me to prison for 10 years.<sup>46</sup>

In prison, Moonga learnt different skills. The main ones were agriculture, carpentry and poultry farming. He learnt these skills at Mazabuka Prison before he was transferred to Monze Open Air Prison. He became a teacher to fellow inmates in carpentry and gardening. He notes that by the time he was transferred to Monze Open Air Prison he had already reformed, he had known that any human being deserved respect and hard work for his or her own success in life.<sup>47</sup> Moonga further states that 'every Zambian needed to work hard and fear other people's property to attain national development'.<sup>48</sup> After prison in 2005, Moonga worked very hard in agriculture and acquired a kraal of 15 herds of cattle. The information given by Moonga was corroborated by the Deputy Officer in Charge, Chief Inspector Moses Mayumbelo at Monze Open Air Prison. Mayumbelo confirmed that Moonga and the other three prisoners, Haamaundu and Mwape had become good trustees and worked very hard before they were finally discharged.<sup>49</sup> After their release the three had gone to the prison staff to thank them and updated them on their progress.

The impact of prison education was viewed differently in different places, but all pointed to positive behavioural change and reformation. The Officer In-Charge at Mazabuka, Priscar Kakuwa admitted that any form of education had an impact on inmates. That was because the attitude of most of the inmates changed after going through prison education. She gave an example of her prison in Mazabuka where most of her ex-prisoners went to work for Mazabuka Sugar Company. She argued that ex-prisoners were preferred because of their hard working spirit which they learnt in prison.<sup>50</sup> She also states that the impact of correctional education in her prison was very visible. She pointed at the clinic which they had constructed

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<sup>46</sup> Interview with M. Moonga (56 years) at Monze, Thursday 15 January 2015.

<sup>47</sup> Interview, Moonga (56 years) at Monze, Thursday 15 January 2015; Moonga was jailed at Mazabuka prison.

<sup>48</sup> Interview, Moonga (56 years) at Monze, Thursday 15 January 2015.

<sup>49</sup> Interview, Moses Mayumbelo (50 years) at Monze, Thursday 15 January 2015.

<sup>50</sup> Interview with Priscar Kakuwa (42 years) at Mazabuka, Thursday 15 January 2015.

at Mazabuka Prison. She explained that after training, the inmates were used to construct the prison clinic at their station and during the construction other inmates learnt the skill of building.

At Mazabuka Prison, two inmates were interviewed, Dorren Nchimunya and W. Mkandawire. Nchimunya stated that education had done wonders to her life since her incarceration in May 2010. She said that she had learnt a lot of skills through correctional education. For instance, she had learnt sewing and tailoring. She had also improved her reading ability while in prison.<sup>51</sup> Nchimunya had also learnt and obtained a certificate in HIV/AIDS awareness. She even taught her fellow inmates about the dangers of the pandemic.

At the same prison, Mkandawire, a male inmate incarcerated in April, 2011, pointed out that education had brought a lot of positive changes to his life and the lives of others. Before his imprisonment, his attitude towards other people was very bad. After undergoing prison correctional education, he admitted that his life style had changed so much. He explained that in-prison education had made him become a role model to other inmates.<sup>52</sup> He had also obtained a certificate in HIV/AIDS awareness.

### **Prison Fellowship, the Church and the Inmates**

The Prison Fellowship of Zambia (PFZ), an interdenominational organization, performed a number of roles in the rehabilitation and reformation of prison inmates. Wilfred Kaloko, one of the notorious criminals of the 1970s, told a positive story to the society about his ‘turning point’. Kaloko found real life explanation in Bible learning. Harriet Chanda noted that Kaloko, through spiritual education and counselling, had changed from his old bad morals

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<sup>51</sup> Interview with Dorren Nchimunya (31 years) at Mazabuka, Thursday 15 January 2015.

<sup>52</sup> Interview with W. Mkandawire (37 years) at Mazabuka, Thursday 15 January 2015.

and theft.<sup>53</sup> Kaloko, like many other prisoners, benefited immensely from the work of the PFZ.<sup>54</sup>

The church as a fellowship group did a lot of work in the correctional education of the inmates. The church provided religious teachers, counsellors and other staff and literature such as bibles and magazines. Maxwell Hamunkoyo states that ‘the church played an important role in changing people’s characters in society and inmates needed not to be left out’.<sup>55</sup> The donated items showed the inmates that they were loved by the society which exercised compassion on them. This acted as a motivational factor for the prisoners’ change of behaviour.

From the preceding discussion it is clear that there could never be meaningful rehabilitation without the active participation of the church and the community. The church played a key role in prisoners’ rehabilitation, community re-entry and resettlement.<sup>56</sup> The church always stood with the Prisons Service as a critical part of their mission in working towards crime prevention through reduction in reoffending and incarceration. Thus prisons remained significant institutions both in social and economic situations of every nation. Kagoli points out that the persistent intervention efforts by the church resulted in a paradigm shift from inhuman and degrading treatment to an approach which was corrective and character building to people in conflict with the law.<sup>57</sup> He further states that prison administration had opened its

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<sup>53</sup> Harriet Chanda, ‘Ex-prisoners deserve better deal’, *Zambia Daily Mail*, 6 October 1989, p. 4.

<sup>54</sup> Chanda, ‘Ex-prisoners deserve better deal’, *Zambia Daily Mail*, 6 October 1989, p. 4. Also see The Opinion in *Zambia Daily Mail*, 1 March 1994, p. 5.

<sup>55</sup> Maxwell Hamunkoyo, ‘Church donates to inmates’, *Zambia Prison Service Eagle Magazine*, (January-April 2011), p. 5. Also see Peter Kayula, ‘State of female prisoners in Zambia and their circumstantial children’, *Daily Nation Newspaper*, 25 June 2014, p. 12.

<sup>56</sup> Malambo Mweemba, ‘Help end discrimination’, *Zambia Prison Service Eagle Magazine*, No. 01 (January, 2014), p. 15.

<sup>57</sup> Kagoli, ‘Commissioner of prisons leads churches, business houses in donating to prisons’, *Zambia Prison Service Eagle Magazine*, No. 02 (January, 2007), p. 7. Also see Zambia Prisons Service Standing Orders, Revised Edition, (Lusaka: Government Printers, 2007), p. 120.

doors to the church and other co-operating partners that adopted a holistic approach in crime prevention and the rehabilitation of offenders.

## **Conclusion**

This chapter has evaluated the effects of prison correctional education on inmates. The chapter shows that there were differences in the behaviour of inmates before and after correctional education. The chapter shows that the activities that most ex-prisoners did after imprisonment were positive in their lives. Most of the ex-prisoners became useful to their former communities after discharge. Their economic activities added value to the communities they lived in. Their attitudes confirmed the different forms of education they had obtained while in prison. For instance, academic education enabled most of the prisoners to read and write. The literacy classes also helped inmates in understanding their cases in court. Vocational training provided inmates with life skills which enabled ex-prisoners to fit well into the challenging world. Evidence suggests that most of the inmates who had interest in vocational education led a successful life after prison. This was because vocational education provided solutions to most of the problems which they had had before imprisonment. Prison counselling education also helped in rehabilitating already educated inmates. These inmates later became solutions to the shortage of teaching staff in prisons. Spiritual and moral education were equally a measure of rehabilitation and reformation to prisoners. Some prisoners met their turning points as a result of the word of God from the Bible or the Koran. Finally the presence of recreation activities in prison was a motivational factor to rehabilitation and reformation of the inmates. Therefore, it can be argued that the impact of correctional education on both prisoners and ex-prisoners was more positive than negative.

## CHAPTER FIVE

### CONCLUSION

This study has highlighted the dynamics of the correctional education provision to inmates in Zambian prisons between 1964 and 2011. The study has traced the origins and development of correctional education in Zambian prisons from independence to 2011 which coincided with the end of the MMD reign. Further, the study has explained the nature of education and the challenges faced in the provision of correctional education to prisoners. Lastly, the study has evaluated the impact of correctional education on prisoners and ex-prisoners in Zambian prisons between 1964 and 2011.

Several conclusions have emerged from this study. One of these is that the prison education that was inherited at independence was racial based but it was gradually transformed after independence. The white prisoners were provided with education for basic reading skills and recreation while African prisoners were not. However, due to various changes in the Zambian Prison system, gradually all prisoners began to have access to prison education after 1964. The Zambian Prison Service did not only act as a deterrent measure to would-be offenders by providing punishment to offenders but also became responsible for carrying out rehabilitation of prisoners. Rehabilitation entailed changing an offender's behaviour by addressing particular social, psychological, welfare and other factors associated with crime such as anti-social thinking, poor work skills, drug abuse and limited education with a view of preventing prisoners from re-offending.

It is argued in this study that the commencement of elementary prison education began with a 1964 directive from the Commissioner of Prisons Service, Garrat. Garrat had written to all Provincial Education Officers and officers in charge of prisons directing them to facilitate the commencement of education programmes in all prisons. To that effect the government trained its prison officers as instructors and teachers. This was done to offset the shortage of teachers in prisons.

In 1974, there was remarkable development of correctional education in Zambian prisons. The Prisons Service embarked on prison counselling, adult literacy education and political awareness among other correctional activities. The Prisons Service was also provided with chaplains from the surrounding communities. The chaplains taught and preached the word of God to the inmates. The word of God facilitated reformation and rehabilitation of inmates.

It has been demonstrated in this study that in 2004 major efforts were made aimed at the rehabilitation of inmates. In that year the Offender Management Unit (OMU) was formed. This endeavoured to effectively reform and rehabilitate inmates and integrate them into society. This was done through counselling on social aspects of prisoners' welfare. In the same year the National Parole Board was established. It conducted hearings for all prospective parolees in order to determine their suitability for release on parole and made recommendations as to who should be granted Parole. In 2008 correctional education was boosted by the launch of the Correctional Continental Association (CCA). This Association demanded from the government provision of adequate facilities for rehabilitation and reformation of inmates in all prisons. The earning scheme which was formulated in 2000 was an encouragement to ex-prisoners. The scheme helped the ex-prisoners in settling down after

their discharge from prison. The scheme provided basic funding on request to ex-prisoners for their settlement.

Another conclusion that comes out of this study is that the education which was provided to the prison inmates was classified into formal, non-formal and informal. Furthermore, this education was divided into different types, such as academic, physical, vocational training, spiritual and moral education. The nature of education provided in prisons was never static. The system went through several paradigm shifts from 1964 to 2011. The shifts ranged from introduction of basic skills to lighter academic subjects, political, vocational and entrepreneurship education. In 1980, a directive was passed to all prisons to provide political education to inmates. Political awareness was important because it tried to change the inmate's attitude towards the communities in which they lived. The value of political education was centered on a society that was free of all forms of exploitation of man by another. This was the general world outlook that the UNIP government wanted Zambians to strive for during its reign. In addition, education examination centres were established in various prisons in Zambia. This increased availability of education and certification of inmates who passed the examinations.

Another conclusion reached in this study is that correctional education had a positive impact on the inmates. Evidence suggests positive effects of education. For instance, some ex-prisoners became farmers, pastors and many other professionals. Evidence further suggests that government continued supporting the ex-prisoners through the Directorate of Corrections and Extension Service. The behaviour of most of the ex-prisoners changed due to the education they had received in prison. More results of rehabilitation were seen during annual agricultural and commercial shows, where the Prison Service exhibited products such as

ceramic mug cups, shoes, mats, baskets, bathing and washing soap, agriculture products and many others. More importantly, the carpentry industry in Zambian prisons was acknowledged as a very successful venture both in quality of goods and prisoner training.

However, it can be noted that in spite of the good and flourishing correctional activities in Zambian prisons, there were a number of challenges in the provision of prison education. Lack of teaching staff, inadequate or actual lack of teaching and learning materials, overcrowding and lack of prison accommodation hampered the optimal implementation of the prison reforms. Furthermore, lack of other skilled forms of labour, like chaplains made them do chaplaincy duties plus other jobs such as manning the gates, which diverted their attention from conducting effective chaplaincy duties. Another specific job that proved challenging was that of Offender Management Officer. One needed to be qualified in social work to carry out counselling on social aspects of prisoner's welfare but in most cases it was observed that the officers were not trained and thus the socio-counselling that was carried out in prisons could not be very effective.

The Commissioner of prisons revealed that the prison Act Cap 97 of 2008 of the Laws of Zambia did not have adequate provisions to guide the prisons in carrying out correctional services. The Act does not clearly state the purpose and all the functions of the ZPS. It focuses on custodial services and it does not include the correctional and extension services mandated by the Service.

Another challenge was lack of a written national policy on prison education. Ministry of Home Affairs (MHA) and ZPS had not developed a national policy on the operations of the prison service in the country to provide Government policy directives on how to manage the prisoners and address their rehabilitation and re-integration needs.

Overall, the study has observed that in spite of the various challenges the Zambian prison system faced between 1964 and 2011, the steady increase in the provision of correctional education to inmates across the country changed the offender's behaviour immensely. A good number of rehabilitated inmates proved their real turning points through their good cooperation and good behaviour in their various communities. Many of the ex-prisoners became economically viable and prosperous mostly due to the various forms of education that they received in prison.

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