

ROLE OF VOCATIONAL EDUCATION AND TRAINING IN COMMUNITY RE-ENTRY AND SOCIAL RE-INTEGRATION OF EX-INMATES: - A CASE STUDY OF EX-INMATES IN THE KABWE DISTRICT OF ZAMBIA

By

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A dissertation submitted to the University of Zambia in Collaboration with the Zimbabwe Open University in Partial fulfillment of the Requirements for the award of the Degree of Master of Science in Counseling

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Approval

This dissertation by **Tobius Mwanza** is approved as fulfilling the partial requirements for the award of the Degree of Master of Science in Counselling by the University of Zambia in Collaboration with Zimbabwe Open University

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Abstract

There are more than 10.35 million people incarcerated throughout the world. According to the International Centre for Prison Studies (ICPS) world prison population list (2015) the United States of America (USA) has the highest prison population rate in the world; 716 per 100,000 of its national population. In Africa the median rate for western African countries is 46 whereas for southern African countries is 205.

Zambia is one of the countries in southern Africa with an ever-increasing inmate population that now stand at 21,000 against its holding capacity of 9,000. Nonetheless, the causes of crime and consequent incarceration are complex and among them; poverty, parental neglect, low self-esteem, alcohol and drug abuse, joblessness, these and others can be connected to why people commit crime.

However, some people are at greater risk of becoming offenders due to the social environment into which they are born and are brought-up. Studies have shown that the standard specification in the USA show that 1.0 percentage point increases in unemployment can increase property crime by around 1.1 to 1.8 percent (ICPS. 2015).

The study that was conducted to investigate the effects of unemployment on the rate of crime in South Africa in Kwa-Zulu Natal Province revealed that unemployment is to be considered as a root cause of many problems that South Africa is facing today such as crime, poverty and suicide. Crime in particular, acts as a symptom of deeper socio-political issues in South Africa (Tshabalala N.G. 2014).

In Zambia the youth represent 60% of the total employable age yet most of them are not employed instead they are involved in crime, prostitution, drug abuse, alcohol abuse and other illicit activities (ILO, 2017). It is however, a global practice that in many penal jurisdictions offenders are usually offered some sort of vocational training during their period of detention.

This paper intends to look at the role of vocational education and training in community reentry and social re-integration of ex-inmates in the Kabwe District of Zambia.

Dedication

Dedicated to my late father Mr. Imikani Alick Mwanza

Acknowledgement

I wish to express my sincere and utmost gratitude to my supervisor Dr. Daniel Ndhlovu for his commitment to provide insight and guidance throughout my research. I would also like to thank my lecturers who selflessly cultivated in me a sense of focus, courage and determination; virtues that helped me to relentlessly pursue the study programme to completion; Dr. J. M. Mandyata, Dr. R. Chikopela, Mrs. M. Ntabo and Ms. M. Nzima.

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Acronyms

FBO	Faith Based Organisation
MSTVT	Ministry of Science, Technology and Vocational Training
NGO	Non-Governmental Organisation
OIC	Officer-in-Charge
OMU	Offender Management Unit
OMO	Offender Management Officer
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TEVET	Technical Education, Vocational and Entrepreneurship Training
TO	Technical Officer
ZCS	Zambia Correctional Services
ZPS	Zambia Prisons Service

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Technical Education, Vocational and Entrepreneurship Training Policy, (1996) Government Printers: Lusaka.

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Prisons Act Chapter 97 of the Laws of Zambia

Prisons Amendment Act No.16 of 2004

Technical Education, Vocational and Entrepreneurship Training Act No.13 of 1998

International instruments cited

The Beijing Declaration and Platform for Action, 15th September 1995.

Declaration on the Elimination of Violence Against Women ('DEVAW') G.A res.48/104, 48 U.N.GAOR SUPP. (No.49) at 217, U.N.DOC A/48/49(1993)

Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa ('The African Protocol on Women's Rights')

Recommendation 24: Committee on the Elimination of Discrimination against Women

The African Charter on Human and People's Rights

The Body of Principles for the Protection of all Persons under any form of Detention or Imprisonment, 1989

The Convention on the Elimination of all forms of Discrimination against Women ('CEDAW')

The International Covenant on Civil and Political Rights ('ICCPR')

The United Nations Standard Minimum Rules for the Treatment of Prisoners adopted by the first United Nations Congress, Geneva, 1955 and approved by the Economic and Social Council in its resolution 663 c(XXIV) of 1957 and 2076 (LXII) of 13th May 1977

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CHAPTER ONE: INTRODUCTION

1.0 INTRODUCTION

This chapter introduces the study: The role of vocational education and training in community re-entry and social re-integration of ex-inmates: a case study of ex-inmates in Kabwe district of Zambia. The purpose of this study was to explore the adequacy of correctional vocational education and training in the Zambian context. The chapter begins with a brief discussion about my personal, academic, and professional backgrounds as a researcher.

This information is important because it may help a reader to better understand my position within the study. Also, in this introductory chapter, I discuss the focus of this project which will allow readers to understand the underlying purpose and research questions that guided this study. I believe that this discussion is important as it may help readers to follow the subsequent sections and chapters. In this opening chapter, the rationale of the study and definition of terms are explained. The chapter ends by providing the summary information about the organisation of this thesis.

1.1 Personal background

The researcher has worked for the Zambia Correctional Services for more than 20 years holding various positions. Some of the positions he has held in the past and present include; Public Relations Officer, Regional Commanding Officer Copperbelt Region, Chaplain General, Chairperson National Parole Board, Senior Research Officer and Deputy Commissioner Corrections and Extension Services and he also worked as Corrections and Prisons Liaison Officer at the Southern African Development Community (SADC) Secretariat. Currently the researcher is the Commissioner in-charge of Corrections and Extension Services.

In his academic life he has done research in the following, when he studied a Master of Communication for Development at University of Zambia he did his dissertation: Parole a way to Reduce Overcrowding in Zambian Prisons: “A Communicative and Participatory Approach”, when he did a Postgraduate Diploma in Counseling at the same University He did a Paper – “Counseling a Prisoner on Death Row: the Perspective of the constitution and the Practice”.

He also did a Master of Theology at Western Theological Seminary in Holland Michigan United States of America and wrote his Dissertation: “Towards Victim-Offender Mediation in Zambia: A Rehabilitation and Social Reintegration Approach.”

1.2 Concept of vocational training

Offending and re-offending is a worldwide problem. Currently, the world has witnessed more than 10,000,000 people spending their lives in prisons (Walmsley, 2016). Considering the continuous increase in the numbers of prisoners, scholars argue that the conservative ideology, which relies on inflicting pain to prisoners through punishment, does not help (Cullen, Jonson, & Nagin, 2011; Leipold, 2006; Pollock, 2014); as it fails to address the original causes of the problem. Instead, this approach hardens prisoners and increases reoffending behaviour (Cullen et al., 2011; Frederick & Roy, 2003; Kemp & Johnson, 2003; Scott & Flynn, 2014). Inmates constitute one of the least advantaged groups of people when it comes to access to education (Aitchson & Alidou, 2009).

It is suggested that poor educational background and lack of work skills are the main causes of crimes and recidivism among inmates (Aitchson & Alidou, 2009; Klein, Tolbert, Bugarin, Cataldi, & Tauschek, 2004; The United Nations Office on Drugs and Crime, 2012).

On account of this argument, education is considered necessary for prisoners across the world, including Africa (The United Nations Office on Drugs and Crime, 2012). Various African countries – Eritrea, Ghana, Kenya, Lesotho and South Africa – have developed diverse prison education programmes (Aitchson & Alidou, 2009). In the Zambian context, agricultural projects and vocational training in correctional facilities are claimed to be among the rehabilitation programmes offered to inmates. The Zambia Ministry of Home Affairs reports that long and medium-term prisoners are provided with vocational training such as carpentry, Art and plumbing.

Although government documents and reports claim to have such programmes in corrections, there has been little scholarly research focusing on correctional education in the Zambian context. The two extant studies (Siyanda, 2009; Msamada, 2013) did not investigate the effectiveness of vocational and educational training but rather focused on “assessing the state’s performance in the provision of vocational training for women in prisons.

Sinyinda’s (2009) study addressed two main things: perceptions of prisoners in furthering their education and the challenges that female prisoners face in accessing education.

He found that prisoners had positive perceptions towards prison education, and that prisons were faced with critical shortages of human and material resources, which hindered proper provision of education.

In Zambia, there are a number of correctional facilities. It became imperative to study how vocational education and training was offered to inmates and how it contributed to social reintegration of ex inmates in the community.

Table one shows the number of correctional facilities and the number of inmates in each facility.

Table 1: Number of Correctional Facilities and Inmates in each Facility

STATION	CONDENMS		CONVICTS				PIs			REMANDS		LIFERS		G/TOTAL
	M/COND	F/COND	M/C	F/C	J/O	HEP	M/PI	F/PI	J/PI	M/R	F/R	M/LIFER	F/LIFER	
MAXIMUM	411		751							97		306		1565
MEDIUM			801		17	4	10		1	59				905
MUMBWA			269	3	2		2			100	2			379
MPIMA			90											90
SERENJE			208	8	2		5			54	3			281
NANSANG A			112											112
MKUSHI			158	3			1			22				186
FEMALE		23		66							3		5	97
KALONGA			279											279
KITUMBA			220											220
MUKUYU			25											25
TOTAL	411	23	2913	80	21	4	18	0	1	332	8	306	5	4139

BREAK DOWN OF CONVICTED AND UNCONVICTED INMATES

STATION	CONDEMNIS	CONVICTS	J/O	HEPs	PIs	REMANDS	J/R	LIFERS	GRAND TOTAL
MAXIMUM	411	751		0		97	0	306	1565
MEDIUM		801	17	4	11	59	13		905
MUMBWA		272	2		2	102	1		379
MPIMA		90			0	0	0		90
SERENJE		216	2		5	57	1		281
NANSANG A		112							112
MKUSHI		161	0		1	22	2		186
FEMALE	23	66		0	0	3	0	5	97
KALONGA		279							279
KITUMBA		220							220
MUKUYU		25							25
TOTAL	434	2993	21	4	19	340	17	311	4139

The introduction of vocational education and training (VET) as part of correctional rehabilitation programmes offer opportunities for inmates to increase the likelihood of smooth

community reentry and social reintegration of ex-inmates into the community and thereby reducing the risk of reoffending and eventual recidivism Callan and Gardner, (2007).

Therefore, providing inmates with VET provides significant benefit in addressing issues that caused offending as well as helping ex-inmates in their smooth community re-entry and social reintegration into community as useful and productive law abiding citizens who can contribute to community wellbeing and public safety.

1.3. Statement of the problem

The introduction of VET as part of the inmates' rehabilitation programmes offer opportunities for inmates to increase the likelihood of smooth community reentry and social reintegration of ex-inmates thereby reducing the risk of reoffending and eventual recidivism, Callan and Gardner, (2007). Ex-inmates were also offered vocational training during their incarceration period. However, what is not known is how VET contributes to smooth community reentry and social reintegration of ex-inmates into society.

1.4 Purpose of the study

The purpose of the study is to establish how VET contributes to smooth community reentry and social reintegration of ex-inmates in the Kabwe District of Zambia.

1.5 Study objectives

The study was guided by the following objectives:

- a) Establish how VET was offered to ex-inmates during their incarceration
- b) Determine the importance of VET during their incarceration
- c) Establish how VET contributed to smooth community reentry of ex-inmates
- d) Establish how VET contributed to social reintegration of ex-inmates into community.

1.6 Study questions

The study was guided by the following questions:

- a) How was VET offered to ex-inmates during their incarceration?
- b) Why was VET important to ex-inmates during their incarceration?
- c) How did VET contribute to smooth community reentry of ex-inmates?
- d) How did VET contribute to social reintegration of ex-inmates in the community?

1.7. Significance of the study

At a time when it is not known how VET contributes to smooth community reentry and social reintegration of ex-inmates in the Kabwe District of Zambia, a study of this nature is significant as it is hoped that the results of the study may provide answers to how education and vocational training contributes to smooth community reentry and social reintegration of ex-inmates in the Kabwe District of Zambia. In addition, policy makers may benefit by having knowledge about the importance of VET, and how it is provided to inmates.

1.8 Delimitation of the study

The focus of this study was to establish how VET contributes to community reentry and social reintegration of ex-inmates in the Kabwe District of Zambia. Due to time constraints and limited resources, the study focused more on vocational skills offered to in-mates. The literacy and educational programmes were only referred to and were not the core part of the current study.

1.9 Limitations of the study

Some of the limitations of the study were that, most of the inmates who participated in the study came from the one catchment area and therefore the findings cannot accurately be taken as a reflection of the entire correctional system. The other limitation was that, the time to assess the effects of the vocation education and training on the in-mates was too short to make concrete conclusions. Therefore, the conclusions drawn are only limited and within the context of what the participants gave during the study.

1.10 Theoretical framework

The theoretical framework which underpins this study is the Good Lives Model (GLM) of offender rehabilitation which was initiated by Ward and Stewart in 2003. The GLM focuses on assisting offenders through development and implementation of programmes which help them to desist from crime (Willis, Prescott, and Yates, 2013).

Similarly, the current study's focus was on investigating the transformative effect of correctional education to ex-offenders who attended Vocational training programmes during incarceration period in Zambia. As mentioned previously, vocational training programmes are delivered to incarcerated individuals in the Zambian context as one of rehabilitation programmes and in preparation for reintegration in communities.

The assumption is that knowledge and skills acquired through vocational training programmes may promote self-sufficiency upon release. Therefore, the GLM seems to be a suitable theoretical framework for this study since one of its objectives is to give practitioners a sense of direction when planning interventions which help offenders to acquire skills for attaining primary goods (Azai, 2014).

According to the GLM perspective, rehabilitation programmes should not be implemented in an environment where human rights are not respected (Ward & Gannon, 2008). Similarly, human rights are fundamental to provision of correctional vocational training programmes to incarcerated individuals in the Zambian context.

1.10.1. Theory

The endeavor of the researcher in this section is to show how he used the methodological approaches and relevant theories to answer the research questions that are linked to the research assumptions. The identified theoretical and conceptual frameworks were: Grounded Theory, Actors and Structures, and Capabilities approach.

1.10.2 Grounded Theory

Grounded Theory was adopted in carrying out this study. This theory is important to the research process because it allows the collection of data which may then be linked to theory and the exploration of the actual lived realities of inmates. It also allows probing perceptions about norms and enables the researcher to decide what data to collect and how to interpret it.

The interaction between developing theories and methodology is constant as the initial assumptions direct the data collection and then the data collected, when analysed, indicates the new directions and new sources of data. For instance, after establishing that there was positive feedback from the vocational skills offered to inmates, the research decided, using Grounded Theory, to make recommendations that this kind of training be offered to all inmates who are in incarceration throughout Zambian Correctional Facilities.

This approach gave me space to modify and adjust my research assumptions and consequently my research questions before embarking on my physical data collection process.

The Grounded Approach enabled study to compare data collected from different players and discover some aspects of the data that should not be omitted. For instance, the study discovered that the profile of incarcerated inmates was useful in the data analysis as it helped to establish the economic-social status of the respondents.

1.10.3 Actors and Structures Approach

The Prisons officials turned out to be the main actors under this approach because they are the implementers or facilitators in the provision of vocational training in the prisons in accordance to the Prisons Act. Using this approach study was able to identify other actors like the Ministry of Science, Technology and Vocational Training which is the umbrella ministry tasked with the legal mandate to monitor all vocational skills training offered by any institution throughout the country.

The study further employed this approach to identify the gaps in service delivery within the hierarchical structures of the correctional service, starting from the highest ranked officer, the Regional Commanding officer, to Officer-in-Charges (OIC) and the Offender Manager (OMUs).

1.10.4 Capability Approach

This approach emphasizes functional capabilities such as the ability to engage in economic transactions or participate in political activities or access to resources. It is noteworthy that the emphasis is not only on how human beings actually function but on their having the capability, which is a practical choice, to function in important ways if they so wish. Someone could be deprived of such capabilities in many ways.

The moral equality of persons gives them a fair claim to certain types of treatment at the hands of society and politics and this treatment must respect, promote the liberty of choice and respect and promote the equal worth of persons as choosers.

This approach was very important in this study because of its recognition and emphasis that, no matter where one is situated in society (in this case, inmates in prisons), by their just being human, they deserve equal dignity and worth. The core of rational and moral personhood, according to Nussbaum, is something human beings share, shaped as it may be by their differing social circumstances.

Using the capability approach study was able to question whether there was equal allocation of vocational skills between the male and female inmates by the correction service. This approach further insists that social planners should aim to maximize the satisfaction of preferences that individuals have before social policies are applied. To this end the study was able to further question whether the female inmates were consulted in the allocation on the kind of vocational skills they would like to learn. .

1.11 Definition of key terms

For the purposes and intents of this study, the terms and definitions as well as references were used in the context provided below. Outside the study, some of these definitions could have extra or implied meaning.

- Correctional facility - refer to a place where people are kept when they are arrested and convicted, and those remanded awaiting trial.

- Correctional Education - refer to any formal teaching and learning activity that occurs inside the correctional facility

- Literacy programs, - refer to primary and secondary school education.

- Ex-inmate - refer to convicts who have since been released from a correction facility

- Inmates - a convicted person confined in a correctional facility

- Vocational training - refers to craft programs or courses that focus on the skills required for a particular job function or trade.

1.11.1 Discrimination

Overt behavior in which people are given different and unfavorable treatment on the basis of their race, class, sex, culture and social status.

Any practice, policy or procedure that denies equality of treatment to an individual or group; In the terminology of the United Nations Convention on the Elimination of All Forms of

Discrimination Against Women (CEDAW), it is any distinction, exclusion or restriction made on the basis of sex, which has the purpose or effect of denying the equal exercise of human rights and fundamental freedoms in all fields of human endeavor.

1.11.2 Feminism

A worldwide movement that seeks to raise women's political, economic and social status and fights for gender equality in all aspects of life in all societies.

1.11.3 Gender Analysis

A tool to identify the status, roles and responsibilities of women and men in society, as well as their access to and control of resources, benefits and opportunities;

A framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, race, ethnicity, cultural, social and other factors interact with gender to produce discriminatory results;

A set of standards to judge the potential impacts of gender on policies, programs and projects;
A systematic way of looking at the gender division of labour, and the access and control women and men have over inputs or resources required for their labour, and their benefits or outputs from it.

1.11.4 Prison

An institution designed to securely house people who have been convicted of crimes. These individuals, known as prisoners or inmates, are kept in continuous custody on a long term basis.

1.11.5 Rehabilitation

A term that is broadly accepted to mean a planned intervention which aims to bring about change in some aspect of the offender that is thought to cause the offender's criminality, such as attitudes, cognitive processes, personality or mental health. A broad definition of rehabilitation refers to social relations with others, education and vocational skills and employment. The intervention is intended to make the offender less likely to break the law in the future, or reduce recidivism.

1.11.6 Reintegration

This refers to the process by which a person is reintroduced into society or community with the aim of living in a law abiding manner. Rehabilitation and reintegration are sometimes used interchangeably in literature.

1.11.7 Recidivism

The act of a person repeating an undesirable behaviour after they have experienced negative consequences of that behaviour. It is also known as the percentage of former prisoners who are re-arrested.

1.11.8 Vocational Training

Training for a specific career or trade, excluding the professions. Vocational training focuses on the practical applications of skills learned, and is generally unconcerned with theory or traditional academic skills. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working world.

1.11.9 Correctional Facility

Correctional facility is a term that may be used to refer to a jail, prison, or other place of incarceration by government officials. They serve to confine and rehabilitate prisoners and may be classified as minimum, medium, or maximum security facilities, or contain separate divisions for such categories of prisoners. The prisoners may participate in educational and vocational programs as well as in paid industries programs or a work release program.

1.12 Chapter summary

The chapter discussed the why this research has to be undertaken and the kind of information the researcher was looking for to make conclusions and recommendations. The chapter also outlined the objectives, questions and significance of the study.

The next chapter focuses on relevant literature reviewed and gaps to be filled by this study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on reviewing literature related to the subject matter and how it helps form the conclusions of this study. The researcher starts by looking at the global context before looking at sub categories that speak to different themes in the literature presented.

For the research to be more complete and focused, the researcher took time to review the law and policy that underpin the operations of the correctional facilities in Zambia and the other legislation that speak to the provision of both literacy and vocational education and training in correctional facilities.

Internationally, correctional education is delivered to incarcerated individuals as a rehabilitation programme. A majority of countries understand the role of correctional education in offender rehabilitation process and on reducing recidivism rates (Pike and Farley, 2018).

Therefore, in the context of this dissertation, the word transform originates from the fact that rehabilitation programmes may assist “to change antisocial delinquents into more law-abiding and productive citizens” (Abrams & Hyun, 2009, p. 47).

To get a better understanding of the subject matter the researcher undertook to review some of the relevant international instruments that relate to the provision of vocational skills to inmates in correctional facilities.

2.1 International and regional instruments

Zambia has ratified the following conventions which establish international and regional human rights standards with regard to providing vocational training to its prisoners:

The International Convention on the Elimination of all Forms of Discrimination against Women (1979).

- * The Convention on Civil and Political Rights (1984)
- * The Convention on Economic, Social and Cultural Rights (1984)

- * The African Charter on Human and Peoples’ Rights (1984)

- * The First Optional Protocol to the International Covenant on Civil and Political Rights

- * The International Convention against Torture and other forms of Cruel, Inhuman or Degrading Treatment or Punishment (1998)

The country has also signed non-binding UN instruments whose objective is to ensure that prisoners receive full access to justice:

- * Standard Minimum Rules for the Treatment of Prisoners (1955)
- * Body of Principles for the Protection of All Persons under any Form of Detention or Imprisonment (1988)
- * United Nations Rules for the Protection of Juveniles Deprived of Liberty (1990)
- * Basic Principles for the Treatment of Prisoners (1990)

Article 14 of CEDAW refers to rural women. Its application may be extended to women in prisons, because prisons accommodate both the rural and the urban women. Article 14(2) (d) states that:

“States parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right: to obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency.”

By implication the phrase “all types of training and education” embraces vocational training, the focus of this research.

However, the most detailed instrument that outlines acceptable treatment of prisoners is the Standard Minimum Rules for the Treatment of prisoners authored by the International Penal and Penitentiary Commission. The instrument was adopted in 1955 by the first United Nations Congress on the Prevention of Crime and Treatment of Offenders held in Geneva and approved by the Economic Social Council of the United Nations in 1977¹².

Part two of the rules provides specific guidelines for prisoners under sentence. The most relevant rule to the topic under review is rule 71(5) (6)¹³ which covers issues to do with vocational training to prisoners. Although the rules are meant to be guidelines rather than binding, they stand out as a clear measuring rod against which abuses of human rights can be identified.

The Beijing Declaration and Platform for Action is another international instrument that can be used to measure the state's compliance in service delivery especially to women in prisons.

In its preamble, governments have reaffirmed their commitment to advance the goals of equality, development and peace for all women everywhere in the interest of all humanity. It also acknowledges the voice of all women everywhere and takes note of the diversity of women and their roles and circumstances, honouring the women who paved the way and inspired the hope present in the world's youth.

In particular, the Platform calls for governments, the international community and civil society including NGOs and private sector to take strategic action in critical areas.

With regard to the provision of vocational training to women in prisons, sections 72 and 73 of the Declaration under the heading

“EDUCATION AND TRAINING OF WOMEN” calls for the creation of an educational and social environment, in which women and men are treated equally and encouraged to achieve their potential. This requirement resonates with the objective of vocational training in prisons which is aimed at empowering inmates to live a productive life after release.

The state is further called upon to provide educational resources that promote non-stereotyped images of women and men that would be effective in the elimination of the causes of discrimination against women and inequalities between women and men.

Because women are in most cases given a raw deal in accessing services, the Platform reiterates the fact that women should be enabled to benefit from the ongoing acquisition of knowledge and skills beyond those acquired during youth. Some female inmates come with their own skills that they acquired outside prisons. The state is not supposed to exploit them but try to provide vocational training that may improve on the skills they already know.

2.2 Regional and sub-regional instruments

The Kampala Declaration on Prison Conditions in Africa, which was adopted in 1996¹⁵, is the primary document outlining rights for prisoners in Africa. Instead of listing ambitious goals for prisoner rehabilitation, the Declaration set more realistic agenda for African facing high levels of overcrowding and under-resourcing on the continent.

The Kampala Declaration made several recommendations which include that prisoners should be given access to education and skills training in order to make it easier to reintegrate into society after their release.

At the Pan-African Seminar held in Burkina Faso, in 2002, the Ouagadougou Declaration recommended promoting the reintegration of offenders into society. In doing so it proposed that states should make great efforts to use the period of imprisonment or other sanctions to develop the potential offenders and empower them to lead a crime free life in the future. This, it stipulated, should include rehabilitative programmes focusing on the reintegration and contributing to their individual and social development.

The Plan of Action accompanying the Ouagadougou Declaration is addressed to governments and criminal justice agencies as well as NGOs and associations and it is meant to serve as an inspiration for concrete action. In particular, the plan outlines the following strategies to promote rehabilitation:

- * Promoting rehabilitation and development programmes during the period of imprisonment or non-custodial sentence schemes;
 - * Emphasising literacy and skills training linked to employment opportunities;
 - * Promoting vocational training certificates to national standards, among others.
- At sub-regional level the SADC Protocol on Gender and Development also implores governments to promote gender equality in matters of education and training.

Article 14 of the Protocol states as follows:

“States Parties shall, by 2020, enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Strategic Development Goals.”

2.3 Zambia’s legal framework on vocational training in prisons

The Zambia Prison Service was established in terms of article 106 of the Constitution of Zambia, with the following aims:

- * To provide custody for prisoners;
- * To provide correctional services to inmates;
- * To manage prisons generally.

The main Constitutional functions are elaborated in article 107 of the Constitution, supported by chapter 97 of the Laws of Zambia. The Prisons Act, 1965 (Act 56 of 1965) is supported by the Prisons Rules that were drawn up in 1966 and the Prison Standing Orders of 1968.

There are Prison Service Principle Guidelines which set out in some detail the service's goal statement and the overall mission of the Ministry of Home Affairs, under which the correctional service falls.

The Zambia Correctional Service established the Offender Management Unit¹⁷ in 2002 to offer humane correctional services to prisoners. Later on it was legislated in the Prisons Amendment Act of 2004 in line with the Service's goal statement which is:

“To effectively and efficiently provide and maintain humane, custodial correctional service to inmates and to increase industrial and agricultural production in order to contribute to the well-being and reform inmates and maintenance of internal security.”

The Offender Management Unit (OMU) endeavors generally to effectively reform and rehabilitate prisoners and reintegrate them into society when discharged.

Rehabilitation is seen as a process that combines the correction of offending behaviour, human development and promotion of social responsibility. The key service delivery areas with regard to a prisoner are: Corrections, Development, Security, Care, Facilitations and after care.

Thus, it is the Development aspect of the Prison Service Act which handles the provision of vocational education and training to inmates. These are services aimed at the development of competence through the provisions of social development and consciousness, vocational and entrepreneurial skills training, life skills development, recreation, sports and opportunity for education that will enable offenders to easily reintegrate to society as productive citizens.

Part three of the Prisons Act provides for the admission and control of offenders and obliges the Officer-in-Charge of a prison to identify the training to be offered to the offender upon admission. The relevant section, section¹⁰⁹, states as follows:

- (1) At every prison there shall be established a board, to be known as "the reception board" consisting of the officer in charge and such other persons as the Commissioner may appoint.
- (2) The reception board shall, as soon as possible after a prisoner's admission to a prison as and not later than the day following his admission (unless such day be a Sunday or public holiday), interview the prisoner and shall consider and make arrangements for his training.

Section 152 provides:

“The officer in charge shall personally assign to each criminal prisoner the type of work or labour to which he is best suited, but before doing so the officer in charge shall give consideration to the necessity of affording each prisoner the best training which his sentence, his capacity and the resources of the prison allow and to the recommendations, if any, of the medical officer.”

It is in the light of the above provisions that the Prison Service is supposed to offer vocational skills to everyone in prisons.

Apart from the Prisons Act, there also exists the Technical Education, Vocational and Entrepreneurship Training Act, No.13 of 1998. The overseer of this Act is the Ministry of Science Technology and Vocational Training.

The Ministry is responsible for the development and promotion of science and technology and the provision of technical education and vocational training. The Ministry implements three policies including Technical Education Vocational and Entrepreneurship Training (TEVET).

It also has within its mandate an Authority whose responsibilities are to advise the government on technical education vocational and entrepreneurship training policy, regulate the provision of training, standards development, quality assurance, and examinations and curriculum. The mandate of the Ministry is broader in terms of provision of technical education vocational and entrepreneurship training and development and application of science and technology in the country.

The Technical Education Vocational and Entrepreneurship Training Act No.11 of 2005 requires that all providers of technical education vocational and entrepreneurship training register with the Technical Education Vocational and Entrepreneurship Training Authority (TEVETA).

The Act provides for the establishment of TEVETA, a body whose functions are stipulated in terms of section 5 (1) which states as follows:

“The authority shall regulate, monitor and co-ordinate technical education, vocational and entrepreneurship training in consultation with industry, employers, workers and other stake holders.”

It was therefore vital to assess the operation of this Act and see if the quality of vocational training offered in correction facilities complies with its provisions on vocational training and, if not, to establish or recommend a better mechanism through which the Act could benefit everyone in the correction facilities.

2.4 Policy on vocational training in Zambia

As already alluded to above, the Ministry of Science, Technology and Vocational Training (MSTVT) formulated a Technical Education, Vocational and Entrepreneurship Training (TEVET) policy which provides for the general direction that the state initiatives in technical education and vocational training should take.

The aim of the policy is to improve technical education and vocational training and link it to the requirements of the employment sector. The policy is broader in three respects. Firstly, it incorporates entrepreneurship development, hence the name TEVET policy. Secondly the policy encompasses all types of technical education and vocational training such as nursing, agriculture, community development and engineering. Thirdly, it covers training conducted at all levels in both the formal and the informal sector.

The policy document under the heading “Target Groups for Training” recognizes the unemployed and under-employed, including in the informal sector and women among others as the categories of people in Zambia most likely to benefit from the various training. In the same vein, the policy has stressed that *“in targeting training, the element of gender balance will be prominent”*.

Consequently, global scholars postulate that correctional education transforms due to its potential of changing offending behaviour, cognitive skills, employment skills, recidivism rates, literacy levels, socio-economic status, public safety, costs of incarceration and transforming inmates into law-abiding citizens upon release. Literature survey which outlines global scholars’ perspectives on the transformative effect of VET is discussed under different sub-headings.

2.5 Offending behavior

Vocational education and training is perceived to have a potential of reducing offending behaviour. It is believed by improving offenders’ educational qualifications may have positive impact on self-esteem and confidence (Van Wyk, 2014).

From the Zambian perspective, the main Constitutional functions are elaborated in article 107 of the Constitution, supported by chapter 97 of the Laws of Zambia. The Prisons Act, 1965 (Act 56 of 1965) is supported by the Prisons Rules that were drawn up in 1966 and the Prison Standing Orders of 1968. There are Prison Service Principle Guidelines which set out in some detail the service’s goal statement and the overall mission of the Ministry of Home Affairs, under which the Correctional Service falls.

The Zambia Corrections Service established the Offender Management Unit¹⁷ in 2002 to offer humane correctional services to prisoners. Later on it was legislated in the Prisons Amendment Act of 2004 in line with the Service's goal statement which is:

“To effectively and efficiently provide and maintain humane, custodial correctional service to inmates and to increase industrial and agricultural production in order to contribute to the well-being and reform inmates and maintenance of internal security.”

In this case, VET seems to assist in increasing self-confidence and self-worth on inmates. This perspective seems to corroborate Kett (2001, p. 64) who postulates that young and adult offenders require education to boost self-confidence. Consequently, the findings in a study conducted by Winterfield, Coggeshall, Burke-Storer, Correa, and Tidd (2009) in the US demonstrate that all respondents reported that Post-Secondary education in a correctional facility helped in increasing self-esteem.

The assumption is that offenders who attended college education depict lower misconduct than those who did not attend (Lahm, 2009).

For instance, in a study conducted at the Central Coast Adult School in California some respondents proclaimed;

‘I gained self-respect and respect from others as well. It has made them feel great, I never thought I would actually be taking the GED test. Going to school here in prison has taught me that if I can do it in here I can also do it when I get out’ (Thomas, 2012, p. 176).

In summary; the findings from different studies suggest that VET transforms offending behaviour by building self-image, increasing self-esteem and self-confidence.

2.6 Cognitive skills

Vocational education and training helps in improving offenders' cognitive skills. According to Steurer, Linton, Nally, and Lockwood

(2010, p. 42) *“Speaking, writing, reading and listening, as well as quantitative reasoning, are cognitive skills.”* It is widely understood that a high number of offenders are illiterate; thus, may have inadequate reading and writing skills.

Therefore, if inmates are given access to a variety of VET programmes, cognitive skills may improve. Improved cognitive skills may assist inmates to secure employment opportunities upon release (Keena & Simmons, 2014). This perspective seems to be congruent with the findings in a study conducted to 29 offenders who finished Ice House Entrepreneurial education programme at

Mississippi Department of Corrections which demonstrate that acquiring “knowledge and becoming a lifelong learner” was controllable, and portrayed evidence-based change in mind-set. This study shows the importance of cognitive-based education programmes in increasing offender employment opportunities on release (Keena and Simmons, 2014, p. 14).

Equally, inmates who have learning disabilities may have dysfunctional cognitive skills (Kelly, Ramaswamy, and Hsieng-Feng, 2014). Offenders with cognitive deficiencies may have trouble in adjusting to social values and expectations (Rocque, Bierie, and MacKenzie, 2012).

In this case; VET transform students by instilling “critical thinking skills, encouraging debate, and applying course lessons to the lives of their students” (Cantrell, 2013, p. 2). As a result, VET programmes are perceived to be more helpful since they target career attitudes, increase skills and reduce recidivism rates (Varghese and Cunnings, 2013, p. 1015).

In summary, VET programmes appear to reduce “natural” obstacles to successful reintegration by enhancing inmates’ “intellectual, cognitive and life skills” (Fabelo, 2002, p. 109). But, what is important is to align VET programmes with risk factors (Rocque et al., 2012).

2.7 Law-abiding citizens

When inmates attend schools in correctional facilities, they are exposed to well-structured correctional education programmes to prepare them for successful lives as law abiding and productive citizens on release. For example, the findings in a study conducted to 124 offenders in the South Eastern Region of the United States demonstrate that all offenders attended educational programmes in a wellorganized correctional facility, controlled and safe setting.

Therefore, it seems, since these participants attended classes in a safe and well-structured educational programme, they likely tasted stable academic life for the first time (Messemer and Valentine, 2004). In this case, it appears that VET has a potential of countering rejection of offenders in communities “*by preparing the prisoners for active citizenship*” (Costelloe and Warner, 2014, p. 31).

It is apparent, if offenders are transformed into law-abiding citizens in societies, this means that certain standards which are compatible with individuals’ lives have been met (Van Waters, 1995). However, “*there is no guarantee that any prisoner will automatically transform into a law-abiding citizen simply by becoming better educated academically or by learning a trade*” (Thomas, 2012, p. 178).

What is evident is that “education seems to birth the realisation of particular potentials and facilitates the emergence of the true self, a self who has hope for a brighter future” (Van Wyk, 2014,

p. 75). As a result, the majority of released offenders may become, law-abiding citizens (Bosworth, Campbell, Demby, Ferranti, and Santos, 2005).

In essence, research demonstrates that VET programmes which transfer market-related skills and lower offending behaviour may help offenders to become “*law-abiding citizens*” upon release (US Department of Education, 2007, p. 2).

2.8 Employment skills

Employment is critical to offender reintegration. As a result, offender reintegration in society, with the hope of preventing repeating offenses, is perceived to be one of the objectives of rehabilitation process (Omar, 2011). But, internationally, the majority of ex-offenders face challenges in communities; thus, reintegration becomes difficult. “*These obstacles arise from problems with internal and external capabilities* (e.g. stigma, lack of educational and vocational skills) *which impede them from obtaining the things that matter most to them*” (Barnao et al., 2015).

For instance, the findings in a study conducted to 52 ex-offenders in South Africa demonstrate that a high percentage of ex-offenders struggle with reintegration in communities due to a criminal record. In this case, questionnaires findings demonstrate that 62% (25 out of 40) of ex-offenders were unemployed (Vandala, 2018).

But, employment is considered as a “prerequisite” for reintegration in communities (O’Reilly, 2014, p. 1). Therefore, ex-offenders need employment to be self-sufficient and not to return to crime (Burt, 2014). The dominant perception is that “*employment is a key factor in reducing recidivism.*” Therefore, interventions which help in improving offenders’ employability on release are necessary (Costelloe & Warner, 2014, p. 30).

In this case, VET seems to be a stepping stone due to its potential of equipping offenders with employment skills (Hawley, Murphy, & Souto-Otero, 2013). For instance, the findings in a study conducted to 30,207 ex-offenders who attended education programmes at Texas Department of Corrections in the US, demonstrate that 70% of respondents managed to secure jobs during their first year of release from correctional facilities (Fabelo, 2002). These findings depict a substantial contribution of correctional education to ex-offenders’ employment.

2.9 Recidivism rates

Vocational education and training seems to play a pivotal role in reducing recidivism rates in correctional facilities. However, scholars have not yet reached a consensus on the definition of recidivism, but; it may be attributed to “*re-arrest through reconviction to incarceration in the case of prisoners*” (Graffam, Shinkfield, and Lavelle, 2014, p. 352).

According to Ngabonziza and Singh (2012, p. 91) recidivism is “a behaviour process or pattern” *in which offenders who were previously sentenced in correctional facilities “or community corrections” re-offend, and re-admitted to correctional facilities.* Therefore, “*what constitutes recidivism is subject to varying definitions and methodologies*” (Ngabonziza & Singh, 2012, p.89).

Generally, recidivism rate is used to measure success of VET (Gehring, 2000). For instance, the results in a study conducted at New York State Division of Criminal Justice Services, State Department of Corrections and Community Corrections and Supervision, demonstrate that ex-offenders who finished college programmes in correctional facilities had minimal recidivism rates when compared with the “*comparison group*” (Kim & Clark, 2013, p. 202).

Furthermore, the findings in a study undertaken between (2005–2009) in Indiana ‘IDOC division suggest; 66,7% of the offenders who had a college education had been employed in a variety of job sectors, at least one quarter in any given year in the study period of 2005– 2009, since their initial release in 2005. (Lockwood, Nally, Taipai, & Knutson, 2012, p. 388)

Therefore, empirical evidence seems to suggest that educated offenders have more chances of securing employment, subsequently; chances of re-offending may be minimal. This empirical evidence seems to be congruent with a number of scholars who postulate that recidivism rates are low to ex-offenders who attended vocational education (Lockwood, Nally, & Ho, 2016; O’Reilly, 2014; Varghese &Cunnings, 2013; Winterfield et al., 2009).

It appears that the success of vocational education in reducing recidivism rates emanates from the fact that it targets criminogenic needs.

Criminogenic needs refer to, “*factors that can influence whether an offender will return to a life of crime and can also be changed through interventions*” (Varghese and Cunnings, 2013, p. 1018).

For example, in the case of VET, the “*primary criminogenic needs*” which may be targeted in offenders are “*employment, accommodation, drugs and alcohol, mental health, social networks, cognitive skills, and attitudes*” (Ngabonziza & Singh, 2012, p. 93).

2.10 Literacy levels

A high number of ex-offenders struggle to secure employment due to low literacy levels. Another contributing factor is that some incarcerated individuals have “very limited and past educational experience” as a result, they have entitlement to education to curtail previous education disadvantages (Warner, 2018, p. 34).

According to Vacca (2004) ex-offenders find it difficult to secure employment due to inadequate work experience and low literacy levels. For instance, the findings in a study conducted in New

Zealand, demonstrate that comprehension reading difficulties predict recidivism's seriousness, persistence and continued offending behaviour upon release (Rucklidge, Mclean, and Bateup, 2013).

Therefore, VET seems to close this gap by improving literacy levels for reintegration in communities. In summary, giving priority to inmates literacy alongside vocational training requirements in correctional facilities appears to increase chances of securing employment and furthering studies on release, subsequently; may contribute to reduced recidivism rates (Jones, Powell, and Gary, 2014).

However, adults in correctional facilities may not initially be attracted to formal classes, may prefer to attend "*classes in health and physical education or the creative arts area*" (Kett, 2001, p. 63). But; improving literacy levels does not require formal classes only; this may be done by giving offenders access to a variety of reading material alongside skills training.

For instance, the right to offender rehabilitation can be put into practice through "*reading and writing material, education and vocational skills in correctional centres*" (Omar, 2011, p. 23). As a result, remedial reading interventions are perceived to play a pivotal role in preventing delinquency (Cole & Cohen, 2013).

2.11 Socio-economic status

Vocational education and training has a potential of improving socio-economic status in societies if ex-offenders manage to secure jobs on release. This perspective is based on the fact that "*the profile*" of incarcerated people reflects poverty, illiteracy, and social inadequacy according to social standards (Lockwood et al., 2012, p. 382).

In this case, VET is perceived as an instrument of creating future opportunities for offenders (Hunte, 2010). It is believed, an offender who receives vocational education while incarcerated "could be released from prison with a positive attitude and become a productive member of society" (Ubah and Robinson, 2003, p. 118).

Therefore, VET may help by equipping offenders with skills and knowledge required for employment; thus, improve offenders' quality of life. This perspective seems to be congruent with the findings in a study conducted by Hawley et al. (2013) which outline economic and social benefits of vocational education in corrections.

The general assumption is that ex-offenders may be ready for reintegration in societies if vocational education managers could focus on equipping them with skills, subsequently; "*saves money and*

also improves the quality of life within the community” (Brown, 2011, p. 339). The assumption is that employment could help ex-offenders to support families, live productively, acquire life skills and boost their self-esteem (Keena and Simmons, 2014).

In summary, receiving VET qualifications and securing employment opportunities may give offenders “a sense of belonging and selfworth and is a social role that promotes inclusion, participation and social and economic well-being” (O’Reilly, 2014, p. 1). For instance, it is widely documented that post-secondary education has a potential of improving ex-offenders’ economic and social status, subsequently; reduce offending behaviour (Palmer, 2012).

But; more research is still needed to outline ex-offenders’ quality of life in communities (Lewis, 2006). The research should focus on how “correctional and vocational education affects employment, family relations, income generated within the community, positive decision-making, and intergenerational mentoring” (Lewis, 2006, p. 293).

2.12 Public safety

One of the most important objectives of implementing offender rehabilitation programmes is to increase public safety (Herbig & Hesselink, 2013). But, in a number of instances, “policymakers and the general public may view prison educational programming as a waste of tax dollars on an undeserving population, but these programs may offer public safety benefits and future savings in corrections spending” (Duwe & Clark, 2014, p. 455).

In this case, correctional education seems to play a significant role in promoting public safety. This perception emanates from the fact that, offenders who participated in correctional education seem to enjoy successful lives after release (Miller, 2014). An overarching assumption is that securing a job decreases recidivism rates (Johnson, 2013). Ultimately, reduced recidivism rates through education may be beneficial to all citizens (Burt, 2014).

In this case, correctional education seems to support “security, public safety and rehabilitation in the entire range of Correctional Services.” Equally, empirical evidence advocates that correctional education reduces recidivism rates, subsequently; increases public safety (Steurer et al., 2010).

2.13 Incarceration costs

Correctional education seems to have a potential of reducing costs of incarceration, since different studies seem to portray that offenders who participate in education during incarceration period are

less likely to return to correctional facilities (Bosworth et al., 2005; Kim & Clark, 2013; Lockwood et al., 2012).

Therefore, *“economically speaking, it is in the public’s best interest to invest in all members of society particularly if this investment yields a pro-social, active citizen”* (Brazil, 2006, p. 4). For instance, in the US, it costs Government about \$30,000 for each offender annually. In this case, incarceration costs are enormous; thus, correctional education may contribute to substantial savings for taxpayers (Piotrowski & Lathorp, 2012).

Equally, research suggests that the costs of incarceration in societies together with the cost of crime, loss of salaries due to incarceration and the cost of welfare grants to families’ result to a financial burden to the Government (Lockwood et al., 2016). But, research demonstrates that offenders who attended correctional education could earn high salaries (Piotrowski & Lathorp, 2012).

This factor may contribute positively to the country’s economy through reduced crime and recidivism rates. The assumption is that; *“even small reductions in recidivism can save millions of dollars in costs associated with keeping the recidivist offender in prison for longer periods of time”* (Bosworth et al., 2005, p. 3).

2.14 Chapter summary

The purpose of the study was to establish how VET contributes to smooth community reentry and social reintegration of ex-inmates in the Kabwe District of Zambia. Extensive literature was reviewed which provided a global picture of the phenomenon being studied. However, for Kabwe District of Zambia, the following still remained unknown: How was VET offered to ex-inmates during their incarceration? Why was VET important to ex-inmates during their incarceration? How did VET contribute to smooth community reentry of ex-inmates? and How did VET contribute to social reintegration of ex-inmates in the community? As such this study became necessary to fill up the knowledge gaps.

CHAPTER THREE METHODOLOGY

3.0 Introduction

The chapter presents the philosophical assumption, primary question and secondary question questions, research design, population, sample, sampling procedure, instruments for data collection procedure for data collection, data analysis and ethical considerations

3.1 Philosophical assumption

The philosophical assumption which influenced this research is John Dewey's pragmatism. Pragmatists are informed by both quantitative and qualitative data in research. Therefore, pragmatism was found to be an appropriate philosophical assumption for this study because one of its objectives was to collect both quantitative and qualitative data when conducting research in the field. Equally, some scholars perceive pragmatism as "an umbrella paradigm" for a convergent mixed methods research (Creswell & Clark, 2011).

3.2 Research design

The current study adopted mixed methods design due to the interest of collecting both quantitative and qualitative data in the research field. Mixed methods design consists of three core designs; exploratory sequential, explanatory sequential and convergent.

This study adopted convergent design to compare quantitative and qualitative data at multiple levels of the study and attain better understanding of the phenomenon under study (Creswell & Clark, 2011; Guetterman, 2017). Equally, the assumption was that convergent mixed methods design may help in obtaining credible findings on how vocational education and training contributed to smooth community re-entry and social reintegration of ex-inmates in the Kabwe District of Zambia.

3.3 Population

The study population consisted of ex-offenders, trade instructors, community members, and extension service officers. This population was chosen because it was considered to have the expert knowledge on how vocational education and training contributed to smooth community re-entry and social reintegration of ex-inmates in the Kabwe District of Zambia.

3.4 Sample size

The study sample size was 100 participants. These included, sixty (60) ex-offenders, nine (9) Trade Instructors, twenty-one (21) community members and ten (10) Extension Service Officers. The sample size was adequate as it was representative enough.

3.5 Sampling procedures

Simple random sampling procedure was used to select the 60 ex-offenders. A list of the ex-offenders was created and a raffle drawn to select the 60. Simple random sampling procedure was used to provide equal chance to all the members in the population of ex-offenders to participate in the study. Gender representation was also taken into consideration when selecting the ex-offenders for the study. The ex-offenders consisted of 51 males and 9 females.

Purposive sampling procedure was used to select the other samples. According to Crossman, (2020) there are seven types of purposive sampling techniques with different purposes. These are: homogeneous purposive, maximum variation/heterogeneous sampling, typical case sampling, extreme/deviant case sampling, critical case sampling, total population and expert sampling procedures.

Typical case purposive sampling was used to select the 21 community members. Typical case sampling is a type of purposive sampling useful when a researcher wants to study a phenomenon or trend as it relates to what are considered "typical" or "average" members of the effected population. In this case, the affected population were the community members.

Expert purposive sampling was used to select the nine Trade Instructors and ten Extension Service Officers. Expert sampling is a form of purposive sampling used when research requires one to capture knowledge rooted in a particular form of expertise. The Trade Instructors and Extension Service Officers were the experts.

Purposive sampling helped in selecting ex-offenders who attended VET programmes for a period of 2–5 years in the Zambia Correctional Services, Kabwe based correctional facilities.

3.6 Instruments for data collection

Quantitative and qualitative data collection instruments were used.

3.6.1 Questionnaire

A semi structured questionnaire was used to collect data from the 60 ex-offenders. A semi structured questionnaire was chosen because it can collect both quantitative and qualitative data. In addition, it allows to ask same research question items to participants. Further, it is fast when collecting data from a large sample size.

Interview guides were used to collect qualitative data from the Trade Instructors, community members and Extension Service Officers.

The researcher also interviewed 9 trade instructors, 21 community members and 10 Extension Services Officers. Multiple data collection sessions were held in different parts of Kabwe where the ex-inmates are re-integrating. The actual data collection process was preceded by pilot testing of a questionnaire form to five (5) participants with demographic characteristics similar to the research sample. The objective of pilot testing was to improve accuracy of the research instrument in order to acquire credible results for this study.

Questionnaires and in-depth interviews sessions were conducted parallel in the research field. During data collection process, quantitative and qualitative data were given equal status. For instance, a questionnaire form with both closed and open-ended questions was utilized as one of data collection instruments to a total of 60 participants. Questionnaires were completed in multiple sessions of 30–40 min in the research field. Individual in-depth interviews sessions of 60–90 min were conducted to a total of 40 participants parallel to questionnaire sessions, but; during the same phase in the research field. All in-depth interviews sessions were captured with an audiorecorder.

3.7 Data analysis

Data was analyzed according to Convergent Qualitative Synthesis approach as propounded by Pluye and Hong (2014). During this process, data were transcribed from different sources; field notes, audio recorder and questionnaire forms through Microsoft Word Office. But, data acquired through questionnaires and in-depth interviews were analyzed independently for comparison and validation. Codes were extracted from both data sets through coding and some qualitative responses were changed into quantitative data.

For example; qualitative responses such as yes or no were counted and changed into numeric values or numbers (Yes = 10; No = 2) and later converted into percentages for reporting. This phenomenon is known as data transformation. Data transformation refers to changing either qualitative into quantitative data or quantitative into qualitative data during data analysis process (Guetterman,

2017; Kumar, 2012; Onwuegbuzie and Dickson, 2008). Codes extracted from in-depth interviews and questionnaires data were developed into two sets of independent emergent themes.

Subsequently, both sets of emergent themes (questionnaires and in-depth interviews) were compared side by side and consolidated into a new set of themes. Equally, quantitative and qualitative data acquired through questionnaires and in-depth interviews were compared and merged under similar themes. During this stage, data analysis process followed mixed methods data analysis steps (Onwuegbuzie and Leech, 2006; Tashakkori and Teddlie, 2003).

Consequently, quantitative and qualitative data were integrated and arranged in a manner suitable for reporting. Data integration refers to merging of quantitative and qualitative data at multiple stages of the study to achieve an integrated mixed methods research. Integration of quantitative and qualitative data at different levels of research is key in a mixed methods study.

As a result, quantitative and qualitative data in the current study were connected or merged at multiple levels of research such as design, sampling, data collection, data analysis, interpretation and reporting stages; using the convergent design data integration criterion promulgated by (Fetters, Curry, & Creswell, 2013). The objective was to enhance credibility of findings and achieve an integrated mixed methods research.

3.8 Ethical considerations

Approval to conduct research was granted by the Research Ethics Committee (REC) in the Directorate of Graduate and Research Studies. Informed consent forms were signed by all participants before questionnaires and in-depth interview sessions. Permission for use of an audio-recorder was granted through a signed agreement before individual in-depth interview sessions. Confidentiality and anonymity were guaranteed to all participants before participation in the present study. The next chapter presents research findings.

CHAPTER FOUR PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter present the findings from the ex-inmates, Training Instructors, Extension Services Officers and Community Leaders. The study was guided by the following questions: (a) How was VET offered to ex-inmates during their incarceration? (b) Why was VET important to ex-inmates during their incarceration? (c) How did VET contribute to smooth community reentry of ex-inmates? (d) How did VET contribute to social reintegration of ex-inmates in the community? (e) As a starting point, it is necessary to begin with an understanding of who the ex-inmates who participated in the study were in terms of their demographic information. Thereafter, the findings shall be presented according to study questions and themes derived from the responses.

4.1 Demographic data of ex-inmates who participated in the study

4.1.1 Age of ex-inmates

Most of the ex-inmate who participated in the study were aged in the range of 25 years to 45 years. See figure 1.

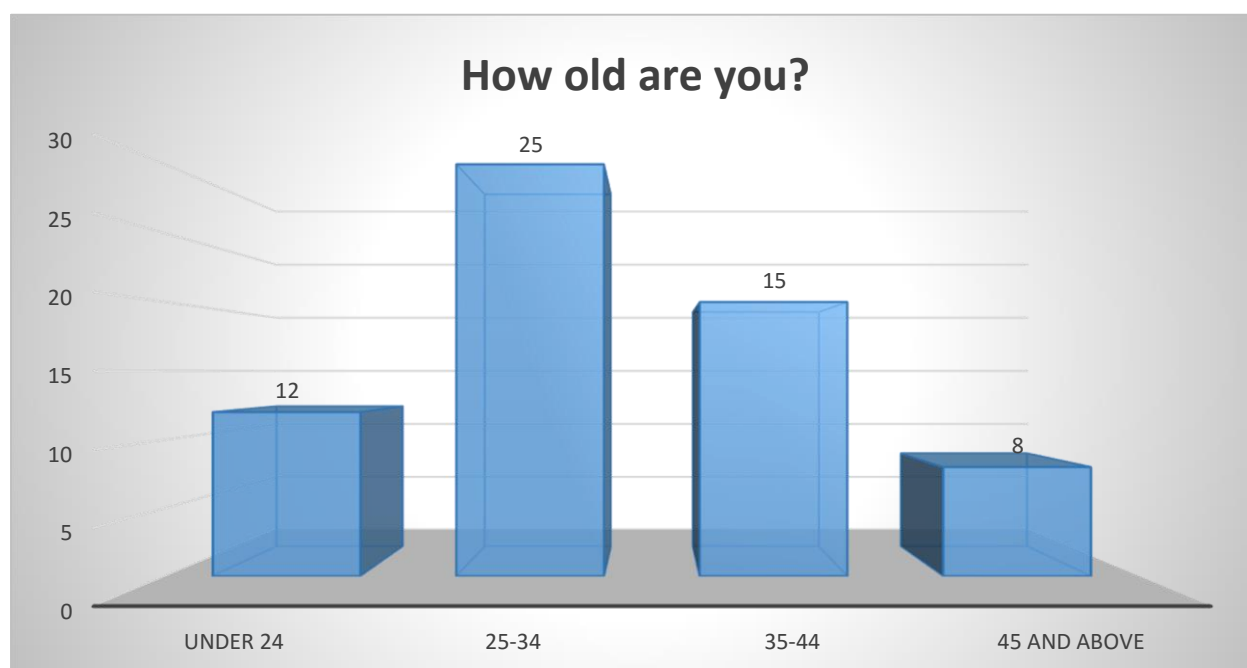


Figure 1: Age of ex-inmates who participated in the study

However, the majority of the participants still fall in the category of youths 25 – 35 years. This can be attributed to the fact that most youths under this age group experience economic and other hardships that push them into criminal activities. It should be further noted that most of these young people involved in other elicited activities such as smoking and drinking intoxicating drugs.

4.1.2 Gender of Ex-inmates

The gender of the ex-inmates who participated in the study were 51 (85%) males and 9 (15%) females. See figure 2.

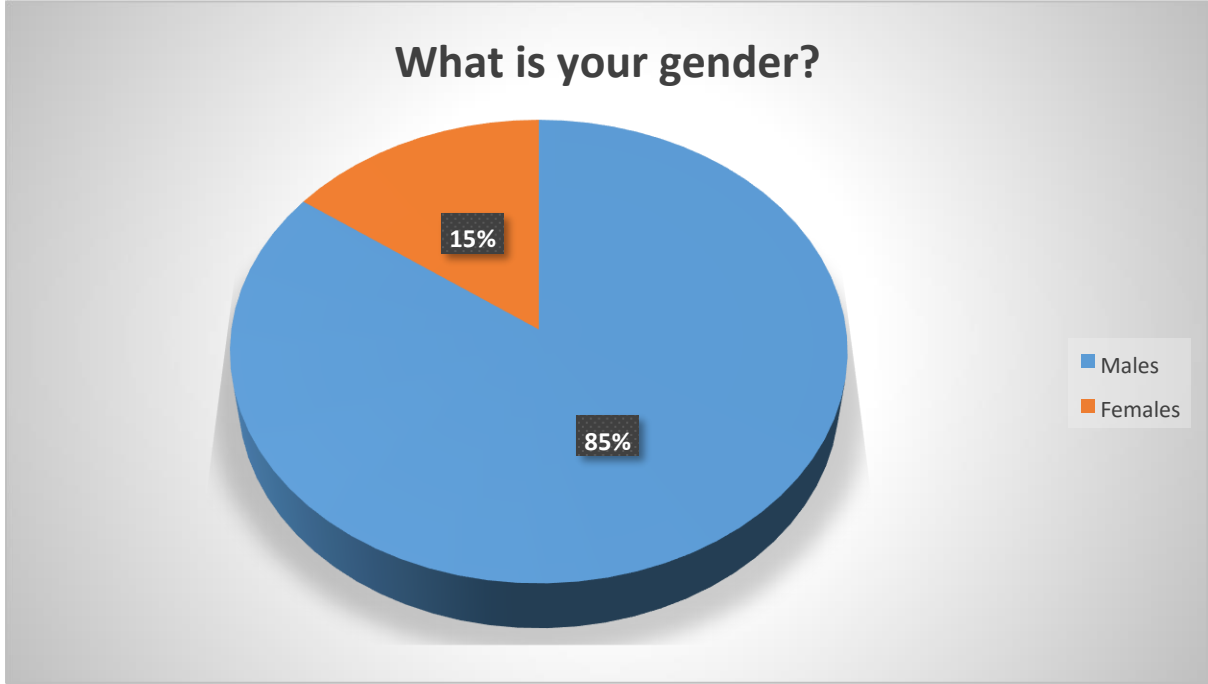


Figure 2 Gender of ex-inmates who participated in the study

Figure 2 shows the fact that more males are likely to offend and ultimately get incarcerated. The study also indicates that men were more willing to take risk behaviour that led to them contravening the law and end up in correctional facilities. From the 51 males that were sampled, over 80% committed criminal offenses ranging from stealing to aggravated robbery while for the 9 females, most of them committed offenses such as fraud, theft and a few were involved in fights that led to assault.

4.1.3 Marital status of ex-inmates who participated in the study

It was found that of the ex-inmates who participated in the study, 61% were married, 24% were single, 9% were divorced and 6% were widowed. See figure 3.

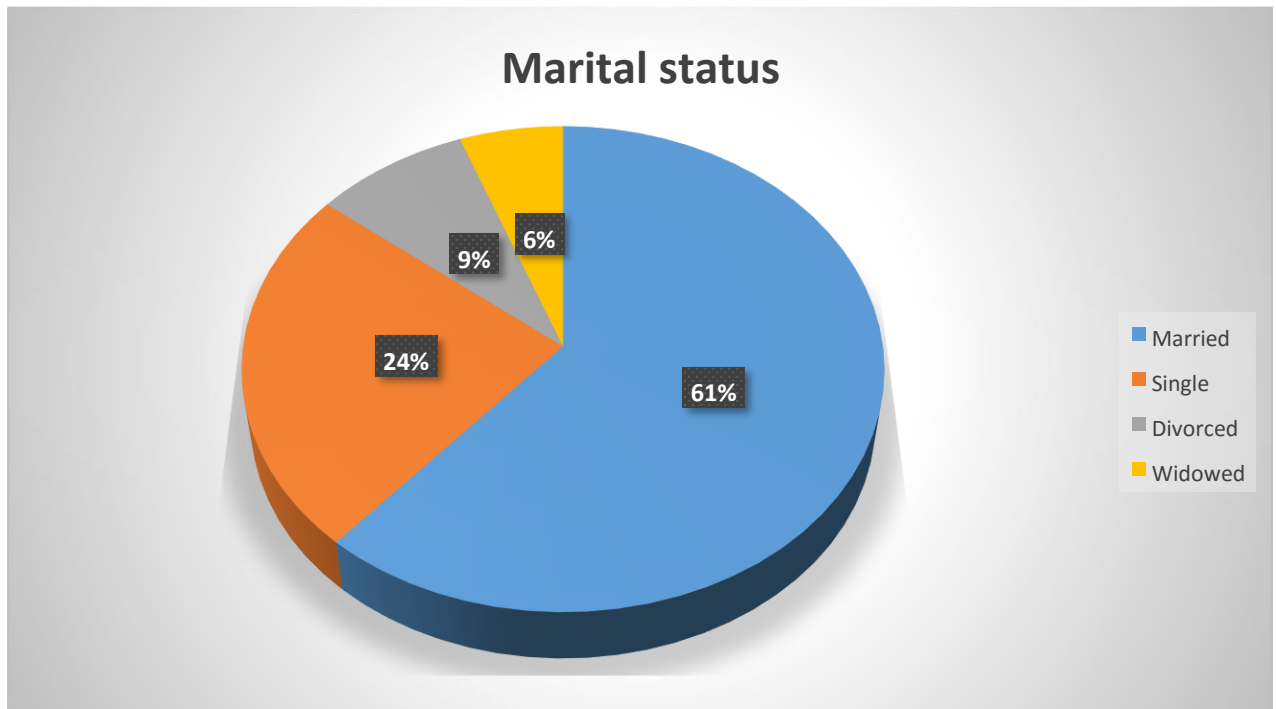


Figure 3 Marital Status

Over 60% of the ex-inmates were married before they got incarcerated, while 21% were single. During interviews with the ex-inmates, the researcher learnt that most of them commit the crimes while trying to fend for their families. The lack of life skills and education pushes most of them into a life of crime.

4.1.4 Number of children of ex-inmates who participated in the study

Of the ex-inmates who participated in the study, one had between 5 – 10 children, 35 had 2-5 children, 13 had one child each and 11 did not have children. See details in figure 4.

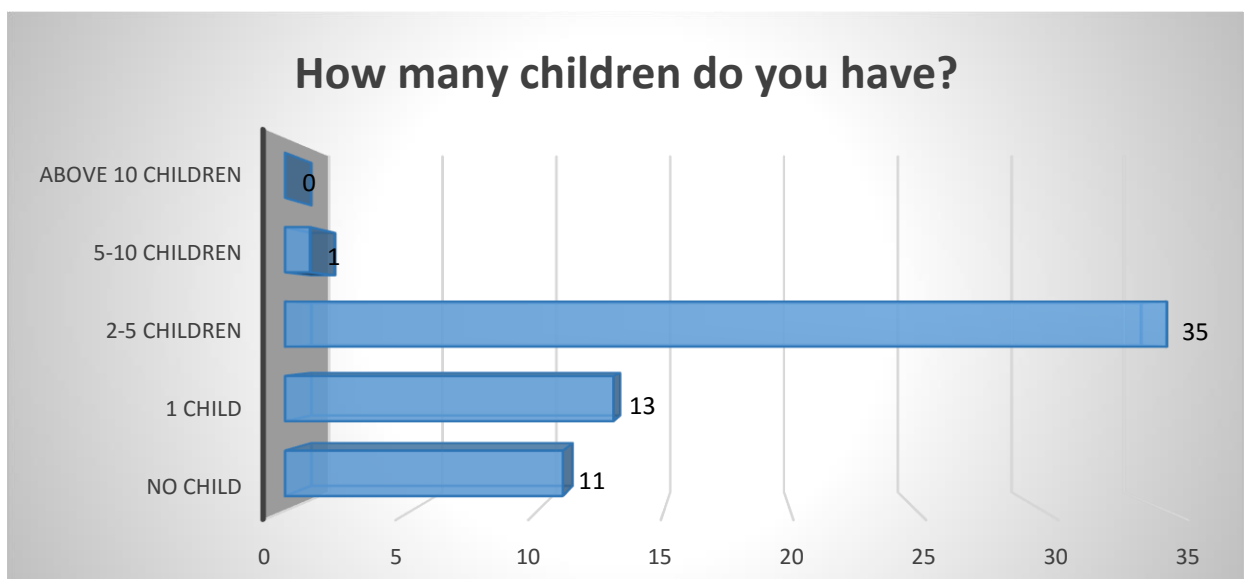


Figure 4: Number of Children

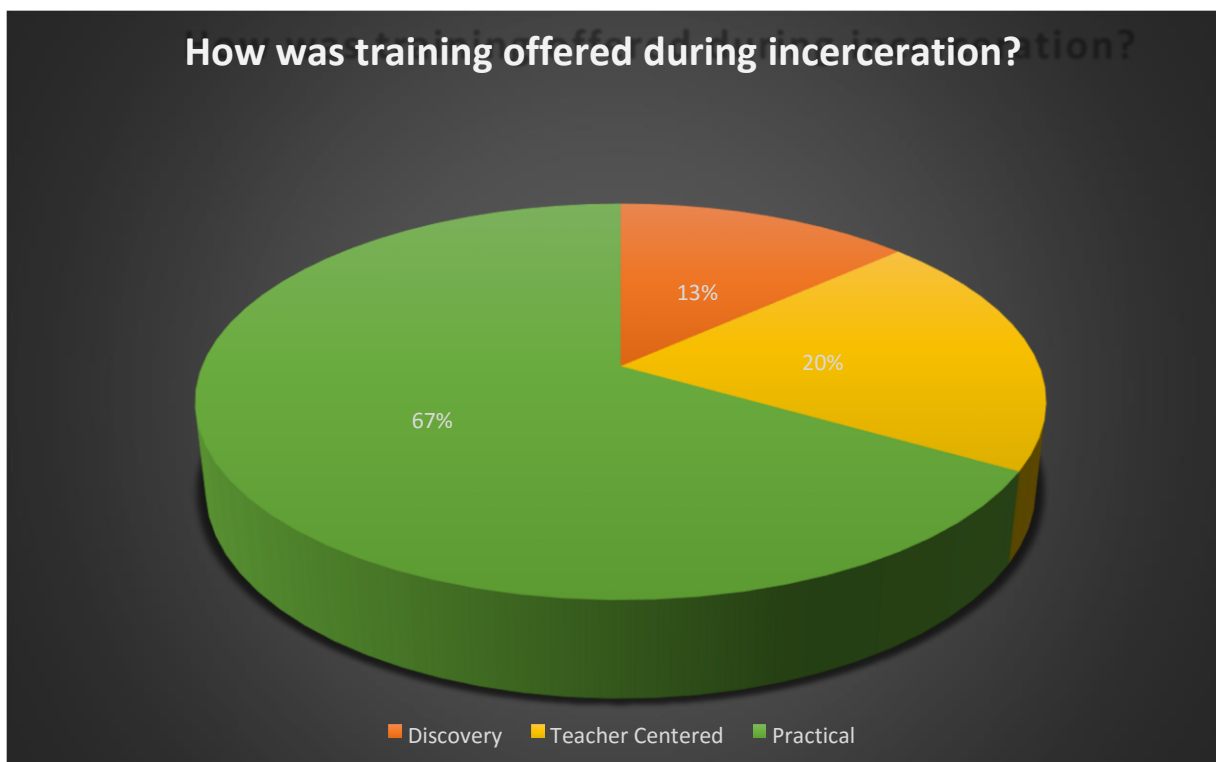


Figure 5: How training was offered to ex-inmates during incarceration

The research revealed that over 50% of ex-inmates who participated in the research have between 1 and 5 children. The pressure of providing for their families pushed some of these ex-inmates into a life of crime. Some attributed their criminal life to lack of employment opportunities to enable them be able to provide for their families.

4.2 How vocational training was offered to ex-inmates during incarceration

Data was collected from ex-inmates and Trade Instructors. Both groups of participants alluded to the fact that training was offered through practice and participation by the ex-inmates. See figure 5. The ex-inmates were asked about the way training was offered and how they preferred to get the training. 67% said they got the training through practice and participation while 20% said they got it and preferred to be taught and the remainder of 13% said they got the skills through discovery. By involving the inmates in activities, most of them learn and pick up skills that they did not have prior to their incarceration.

4.2.1 Views of trade instructors

It was discovered that all 9 instructors who were interviewed confirmed that VET was taught with much emphasis on practicals.

4.3 Why vet was important during incarceration of ex-inmates

All the ex-inmates considered VET to be important as imparted them with vocational skills that enabled them to work and provide for themselves and their families. The skill acquired included carpentry, bricklaying, metal fabrication, power electrical, auto mechanics, agriculture and art.

4.4 Skills considered important by ex-inmates for smooth re-entry into the community

The following vocational skills were said to be important by ex-inmates for their smooth re-entry into community: carpentry, bricklaying, metal fabrication, power electrical, auto mechanics, agriculture and art. See figure 6.

Important vocational skills for community re integration

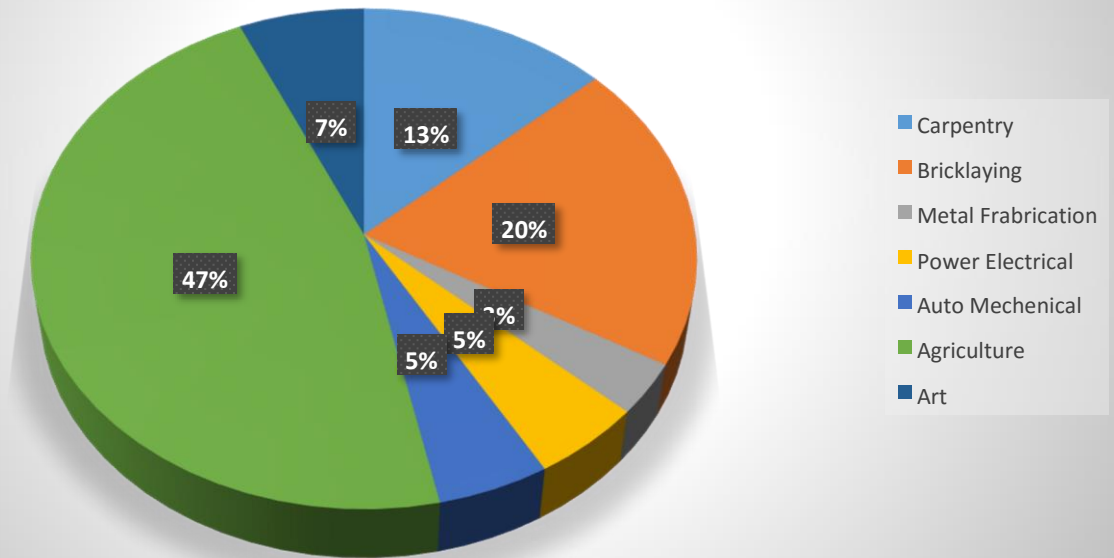


Figure 6: Important skills for community reintegration

Research revealed that 47% of the ex-inmates said that training in agriculture was critical for their community reentry and re-integration. The skills they picked up in gardening and other agricultural related activities made them find jobs and also to be self-reliant after release. 20% of the ex-inmates said bricklaying helped them to find jobs and now they are able to look after themselves and fend for their families. Other skills such as carpentry, metal fabrication, power electrical and auto mechanics helped them to become productive members of society after their release.

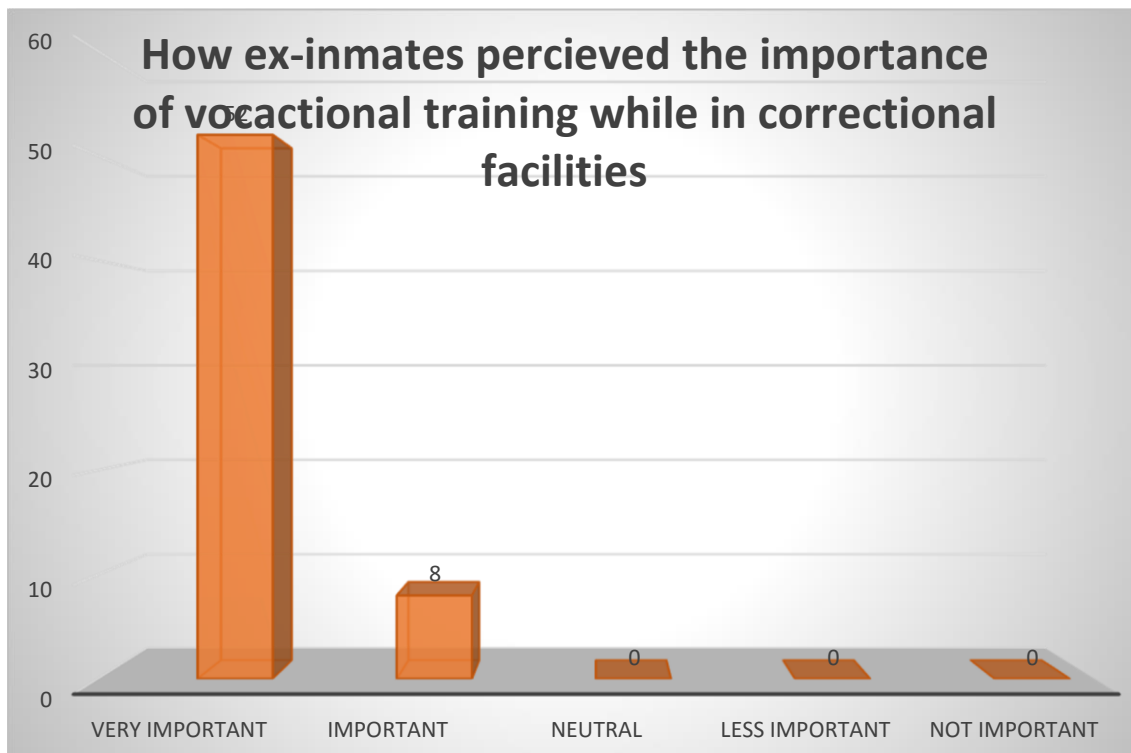


Figure 7: How important is Vocational training to inmates

From the 60 ex-inmates interviewed, 52 (87%) said that vocational training was very important to them while 8 said that it was important during their stay in the correctional facilities and that it would help them to re-integrate in society. Research shows that all ex-inmates value the vocational and education training that was given to them while in incarceration. They stated that the skills they got have helped them to be accepted in society and find jobs. This has allowed them to work and provide for their families.

4.5 How vet contributed to smooth community re-entry of ex-inmates

The participants indicated VET contributed to smooth community re-entry of ex-inmates. In terms of how it contributed, they indicated that they were able to work on their own, found something to do unlike in the past. However, one of them said due to stigma by the community he could not get a job.

4.5.1 Views of community support groups

From the interview conducted to community support groups 85.7% respondents indicated that VET play a significant role to inmates' community reentry and social reintegration. While serving a term of imprisonment inmates are provided with VET thus the community assertion that VET helped inmates become humane; demonstrating a high level of responsibility, wearing a positive image with greater sense of self-esteem

4.6 How vet contributed to social re-integration of ex-inmates in the community

Participants indicated that VET contributed so much to social re-integration of ex-inmates in the community. In terms of how it contributed to their social re-integration in the community, it was found that the skills acquired from VET transformed the ex-inmates.

To this effect, one of the ex-inmates said, “I told myself that skills training was my hope. It has worked for me” (EXI 01).

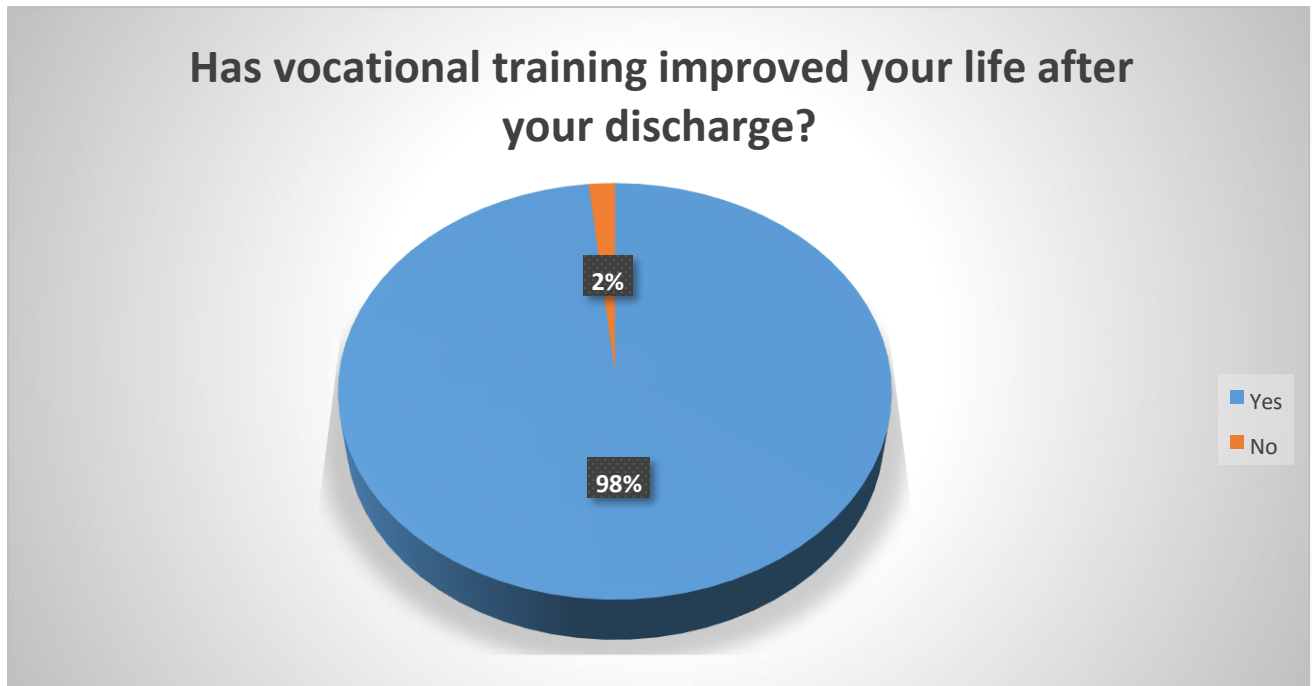


Figure 8: How VET Improved ex-inmates' lives after discharge

It was discovered that 98% of the ex-inmates attested that vocational training changed their lives and helped them to re-integrate in society. Majority of the ex-inmates said they managed to find something to do after discharge while others said they are now working on their own.

Only 1 ex-inmate said he did not think the vocational training has helped him after discharge. Despite acknowledging that the training was important, the ex-inmate said society has not accepted him and hence he has been unable to find a job. The ex-inmate attributes this to stigma which is associated with ex-inmates who are treated as criminals even after completing their sentences and being reformed.

In terms of facilitators to social re-integration, family members ranked number one. Thus, of the 60 ex-inmates that were interviewed,

31 one said family members helped them to re-integrate. For details see figure 9.

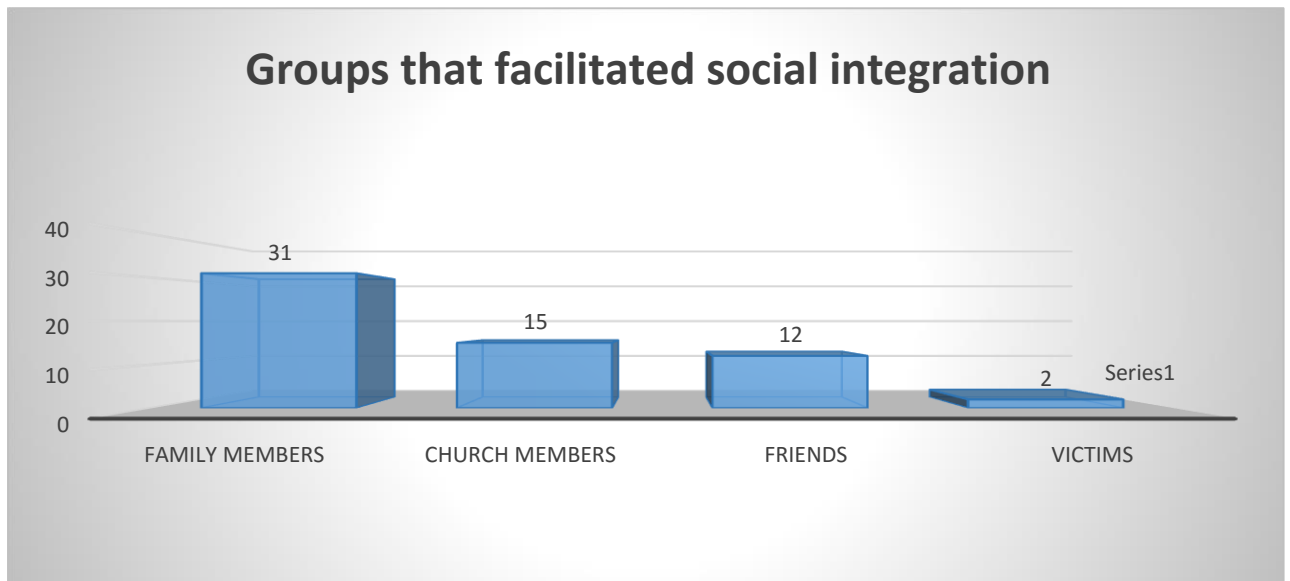


Figure 9: Groups that facilitated social integration

4.7 Views of extension services officers

It was discovered that 9 out of 10 Extension Officers respondents attested to the fact that ex-inmates are easily accepted in the community as long as they are no longer a burden to their families and the community but are able through their skills to contribute to community wellbeing and public safety.

The table below provides a summation of data in tabular form. This is helpful to understand the trail of data that was found.

TABLE 1: DATA SUMMATION

QUANTITATIVE FINDINGS			QUALITATIVE FINDINGS
THEME			THEME
1:TRANSFORM			1:TRANSFORM
PARTICIPANTS' RESPONSES			PARTICIPANTS' QUOTES
Sub-themes	Questionnaires N=60	In-depth interviews N=40	Chola: "Skills can transform offenders. According to me, I wish skills can be compulsory. There are People who cannot read or write. It should be a condition for release, that an offender will not be released until finishing grade 12."
Transform	Yes = 60,100%	Yes = 40,100%	
Does not transform	No = 0, 0%	No = 0, 0%	
			Jere: "I told myself that I committed crime, therefore skills training was my only way. Skills are the key to normal life."

<p>THEME 2:TRANSFORMATIVE</p> <p>EFFECT</p> <p>Promotes growth</p>	<p>Gilbert: “Yes, focus on improving my mind. Yes, vocational training made QUALITATIVE FINDINGS keep your mind grow with your age.”</p>
<p>SUB-THEMES</p>	<p>PARTICIPANTS’ QUOTES</p>
<p>Importance of vocational training</p>	<p>Mathew, “VET is the key to success . It changes peoples behaviour and attitudes. It helps to think deep before you can take decision. It helps to be able to communicate with the outsides.” ould be enforced to every young person.”</p> <p>Jack: “Offenders can Change their life. The way of socialization to community and to other peers.’good personality traits, moral values and behavioural patterns towards my fellow humans.</p>
	<p>No one has ever complained about me since my release from prison.”</p> <p>Chibulu: “VET open a mind of a person; it changes your attitude. It gives</p>
<p>Boosts self-esteem</p> <p>Life Skills</p>	<p>you a sense of belonging, your state-of mind rise to a higher level, it also raises you’re self -confidence and you become comfortable to yourself. It really bring back a sense of living again, you become alive so it is very important to learn vocational skills.”</p> <p>Zulu: “Yes, I was full of anger. I have no anger now. I l isten to a person. Bricklaying made me a better person. Skills transform.</p> <p>I can see my future is bright now. It boosts self-esteem.”</p>

Bwalya: Skills training should be an obligation to each and every person who comes into the system. Skills training helps you to understand how you affect other people's lives . It should be instilled to everybody so that people should regain their self esteem.”

Funga: “To help the offenders to transform and renew their mind to become new creatures. To help them by giving the skills to eliminate poverty, unemployed.”

Samson: “Metal Fabrication, I am using those skills even today and change the lives of other people.”

Equips with employment skills

THEME 1:TRANSFORM QUALITATIVE FINDINGS

QUANTITATIVE FINDINGS PARTICIPANTS' QUOTES

Improves skills levels	Respondent	Skill	Before	After
Lung	Carpe try	Poor		Good
Mofy	Brickl ying	Poor		Good
Mwandu	Agricu lture	Fai		Good
Hakombwa	Metal Fa	Poor		Good

Sekeleti: “Vocational training change our evil thinking and become a better

Improves cognitive skills people and gives us the direction to take in life which is good for us.

Skills are the key to our life to live a good life.”

Luka: “Skills are a powerful weapon that we can use to change the world. It Changes into law-abiding also does the same to offenders because of your skill changes your life style.

An offender can be a law abiding citizen through skills because you will be able to get a better job and stop committing crime and you can assist youth

not to commit crime but learn hard for their future life.”

4.8 Chapter summary

The purpose of the study was to establish how VET contributes to smooth community re-entry and social reintegration of ex-inmates in the Kabwe District of Zambia. Specific knowledge gaps existed which included the following: How VET was offered to ex-inmates during their incarceration? Why was VET important to ex-inmates during their incarceration? How did VET contribute to smooth community reentry of ex-inmates? and How did VET contribute to social reintegration of ex-inmates in the community? In summary, the study has explored and established that VET was offered through practice and participation of ex-inmates during their incarceration. In terms of importance, all the ex-inmates considered VET to have been very important to them because it enabled them to work and provide for their families. The skills acquired from VET also contributed to their smooth community re-entry and social re-integration. The skills included carpentry, bricklaying and plastering, metal fabrication, power electrical, auto mechanical, agriculture and arts.

Family members, church members, friends and fellow ex-inmates greatly facilitated their social integration.

CHAPTER FIVE DISCUSSION OF FINDINGS

5.0 Introduction

The discussion is guided by research objectives which were to:

- a) establish how VET was offered to ex-inmates during their incarceration
- b) determine the importance of VET during their incarceration
- c) establish how VET contributed to smooth community reentry of ex-inmates
- d) establish how VET contributed to social reintegration of ex-inmates into community.

The results on the transformative effect of correctional education are discussed under two themes; transform and transformative effect.

5.1 Transform

Quantitative results portray high convergence in both data sources, in questionnaires 100% (60 out of 60) and in-depth interviews 100% (40 out of 40) in unison; respondents believe that vocational skills transforms behaviour. Similarly, Chola and Jere (,) pointed out that that vocational training transforms offenders and contributes to normal life.

In this case, quantitative and qualitative results seem to converge on the fact that correctional education transforms. Therefore, one can surmise that the present study's findings make a significant contribution to the Correctional Services System by providing concrete empirical evidence on the effectiveness of correctional vocational education and training in offender rehabilitation process since respondents in the current study were among beneficiaries of correctional education programmes in Kabwe Correctional facilities.

5.2 Transformative effect

Qualitative results on the transformative effect of VET in Table 1; seem to converge with quantitative results on the fact that correctional education transforms. For instance, the sub-themes seem to confirm that VET transforms by changing behaviour and attitude, boosting self-confidence and self-esteem, reviving humanity, improving employment, cognitive and literacy skills and transform offenders into law-abiding citizens.

These transformative effects of correctional education are critical in offender rehabilitation process due to the fact the majority of incarcerated individuals have a complex life history of substance abuse, low self-esteem and self-confidence, inadequate education, negative attitude, lack of employment skills, low literacy levels and criminal thinking which contribute to incarceration.

In addition, some respondents' quotes in Table 1; affirm that correctional education is the best programme to give someone a second chance in life since it gives a person a sense of living and influences the way of socialization on release. Subsequently, some respondents recommend that correctional education should be made compulsory to offenders (David, Lubinda, Hachiyobe, Zulu and Mathew). Deducing from these findings, correctional education seems to play a significant role in offender rehabilitation process since it transforms offenders, subsequently; may reduce crime and recidivism rates. For example, some respondents in the current study proclaim to have a bright future, not to be troublesome after release from prison and using computer and finance management skills acquired during incarceration period to change other people's lives in communities (Chibulu, Mate and Funga).

The current study's results seem to be consistent with the findings in a study conducted by Hall (2015) which consider vocational education as a tool for reducing recidivism rates. In this case, the present study's findings seem to provide the Criminal Justice System with tangible evidence for considering correctional education as an engine in offender rehabilitation process since it has a potential of transforming offenders into law abiding and productive citizens upon release.

This perspective seems to be congruent with a plethora of international scholars who postulate that correctional education transforms offenders (Costelloe & Warner, 2014; Keena & Simmons, 2014; O'Reilly, 2014; Vacca, 2004; Van Wyk, 2014) since it has a potential of changing behaviour, boost self-esteem and self-confidence, equip offenders with employment skills and improve literacy levels. Equally, the current study's findings depict that correctional education transforms offenders by improving literacy levels. For example, the results in Table 1, depict that some respondents report improvement in reading, numeracy, speaking and writing skills after attending correctional education programmes during incarceration period (Chabu, Mate, Gilbert and Mathew). These findings seem to suggest that vocational training plays a significant role in improving the quality of life of incarcerated individuals after release due to the fact improved skills levels may enhance chances of securing employment opportunities and furthering education qualifications upon release.

5.3 How vet was offered to ex-inmates during their incarceration

All the ex-inmates and Trade Instructors who participated in the study alluded to the fact that VET was offered with great emphasis on practicals.

It was discovered that all 9 instructors who were interviewed confirmed that VET was taught with much emphasis on practicals. This is in agreement with ex-inmates who also said the method used by their instructors was practical. The instructors also stated that the method allowed the inmates to spend most of their time doing the actual work as opposed to doing much theory. It seems practice method helps inmates to attain the knowledge and skill which will be useful after their release from the correctional facility.

5.4 How vet contributed to social re-integration of ex-inmates in the community

The ex-inmates, Trade Instructors, Extension Officers and the community support groups attested to the fact ex-inmates are easily accepted in the community as long as they are no longer a burden to their families and the community but are able through their skills to contribute to community wellbeing and public safety. This is also in line with the (Samuel, 2007) who affirmed that, family and community acceptance and social reintegration can only be assured if and when ex-inmates are able to fend for themselves;

... correctional facilities offer an array of therapies and services to incarcerated individuals. These programmes aim to improve inmate's behavior and reduce misconduct and institutional violence as well as reduce recidivism, and thus lead to increased public safety on release. The breadth and diversity of programs offered across the state and federal institutions are extensive: however, most options include but are not limited to vocational and educational programming... (David and Hugh. 2019).

According to the study that was done by David and Hugh (2019) vocational education is a prerequisite to social reintegration as ex-inmates become self-reliant and are able to fend for themselves and their families thus contributing to community development.

In addition, from the interview conducted to community support groups 85.7% respondents indicated that VET play a significant role to inmates' community reentry and social reintegration. While serving a term of imprisonment inmates are provided with VET thus the community assertion that VET helped inmates become humane; demonstrating a high level of responsibility, wearing a positive image with greater sense of self-esteem. This is in line with the study done by Batchelder and Pippert (2002) in the United States which indicated that social reintegration of ex-inmates into society is dependent on value addition; the benefit that the community will accrue as a result of the inmates' reentry into community.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study concludes that VET makes a significant contribution to inmates rehabilitation process by shaping self-image, changing behaviour and attitude, increasing self-esteem and self-confidence, enhancing employment skills, reviving humanity, improving cognitive skills, promoting growth, improving literacy levels and transforming offenders into useful and productive law-abiding citizens who on release may contribute to community wellbeing and public safety.

Vocational education and training is a very important tool as it helps ex-inmates take responsibility and accountability of their problems. This in turn helps them to develop a positive mind set and eventually empowers them to realize their ability and potential to smooth community reentry and successful social reintegration.

These transformative effects of VET may help in promoting public safety, reduce poverty and inequality. However, the current study's findings may not be generalized, but; could serve as a catalyst for the provision of VET programmes in the Zambia Correctional Service.

6.2 Recommendations

1. Consequently, this study recommends that the ZCS should strive to step-up the provision of correctional programs such as; vocational education and training, education, treatment programming and counseling, spiritual development, art and culture, sport and recreation.
2. In this case, vocational education and training programmes seem to promote employment and self-sufficiency upon release. Therefore, increasing the provision of VET programmes in the ZCS may not only help in reducing crime and recidivism rates, but could promote public safety and improve socio-economic status in the communities.
3. Equally, this study recommends that the Zambian Government should adopt the Good Lives Model as an under-pinning to all rehabilitation programmes due to its strength-based approach and focus on targeting criminogenic needs. This may help in reducing crime and recidivism rates in Zambia.
4. The ZCS should engage properly qualified staff in teaching methodology to work as trades instructors
5. The service should procure modern training equipment, hand tools, and materials in order to ensure a meaningful transition from correctional facilities to their communities.

6. At the successful completion of VET and subsequent attainment of competence, ex-inmates should be considered for employment both in the public and private sector.
7. The ZCS should consider establishing an ex-inmate empowerment scheme which should provide inmates with a seed capital for entrepreneurship engagement after release from the correctional facilities.

6.3 Future research

The study recommends international research on the effect of correctional education on recidivism rates.

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APPENDICES

Appendix 1

QUESTIONNAIRE FOR EX-INMATES

Section A

1. How old are you?
 1. Under 25 years.....
 2. 25 years– 35 years
 3. 35 years – 45 years.....
 4. Above 45 years
2. What is your sex?
 1. Female
 2. Male
 3. Chose not to say
3. What is your marital Status?
 1. Single
 2. Married
 3. Divorced.....
 4. Widowed.....
4. How many Children do you have?
 1. No child
 2. 1 child
 3. 2-5 children
 4. 5-10 children
 5. Above 10 children
5. What is your highest level of education apart from the vocational skill?
 1. University Degree
 2. College diploma.....
 3. Secondary Certificate
 4. Primary Certificate.....
 5. No Education

SECTION B

- 6.How was training offered during the time of your incarceration?
 1. Discovery method..... 2.
Teacher centered method
 - 3.Practical centered method.....
- 7.Which of the above training methods do you prefer and give the reasons why you prefer it ?

Preferred method

Reasons why you prefer it

- 1.
- 2.
- 3.

8.How do you rate the following skills courses in line with community re integration?

(tick one box per skill listed below)

Very important important less important

	Very important	important	less important
1. Carpentry			
2. Brick laying			
3. Metal fabrication			
4. Power Electrical			
5. Auto mechanical			
6. Agriculture			
7. Art			

9. List five challenges you faced during your vocational skills training whilst you were still in a Correctional facility?

- 1.
- 2.
- 3. 4.
- 4.
- 5.

10.How can you rate the relevance of vocational training whilst you were in a Correctional facility?

- 1. Very important
- 2. Important
- 3. Neutral
- 4. Less important
- 5. Not important

11.Which vocational training trade skill had a great impact to your life during your incarceration period?

- 1. Carpentry
- 2. Brick laying
- 3. Metal fabrication
- 4. Power Electrical
- 5. Auto mechanical

- 6. Agriculture
- 7. Art

12. List reasons why the trade skill in question 8 has greatly impacted your life during your incarceration period?

- 1. 2.
-
- 3.

13. Has Vocational training improved your life after your discharge?

- 1. Yes
- 2. No

14. State five reasons for your answer in question 6.

- 1.
- 2.
- 3. 4.
-
- 5.

15. Which group sector has facilitated your social integration based on your vocational training?

- 1. Family members
- 2. Church members
- 3. Friends
- 4. Victims
- 5. List if not stated.....

16. Give two reasons for your answer in question 10 above

- 1.
- 2.

17. Has vocational training contributed to your smooth social integration?

- 1. Yes
- 2. No

18. Give the reason(s) for your answer in question 10?

- 1. 2.
-
- 3.

19. What do you think can be done to vocational trainings in Correctional Centers to make them more effective?

- 1.
- 2.

Appendix 2

Individual interview guide: Training Instructors

Research: The role of The role of vocational education and training in community re-entry and social re-integration of ex-inmates: a case study of ex-inmates in Kabwe district of Zambia

Note: The following were the guiding questions; they were not asked in the same order. Depending on the situation, some of them were changed or left out.

Ice breaker

I introduced a suitable ice-breaker before embarked on these questions.

Interview/topic guide: Sample questions

1. Short history of the instructor
2. The number of years providing training
3. Literacy among inmates in this prison and the way statistics are constructed.
4. Influence of illiteracy on crime.
5. How long have you been working as corrections training instructor What are your qualifications?
6. What is your role in VET? How do you involve other prison officials in the running of VET? What challenges do you face in your daily activities?
7. What kind of VET programmes do you offer?
8. What kind of content do you teach? What drives your decision on the kind of content to teach?
9. Can you tell me about how inmates might use their vocational and educational skills?
10. What guides inmates' participation in the programmes?
11. What guides vocational and educational activities in this correctional facility? (Policy, official documents, the law)
12. Based on correctional environment, how do you plan the timetable for the programmes? What challenges do you face with this and how do you deal with them?
13. How do you judge adequacy and benefits of the programmes? What do you consider as the challenges for these programmes, if any?
14. Do you provide certificates for the attendees of the programmes? (If not) Why not? (If yes) Are they socially and professionally recognized? What is the impact for inmates?
15. How do inmates in correctional facilities benefit from the vocational training?
16. What resources do you have for the running of these programmes?
17. How do you get teachers for these programmes? What are their qualifications?
18. What kinds of support do you get from other government departments, institutions, individuals and NGOs? What are the implications for the running of these programmes?
19. What kinds of after release follow-up mechanisms for programme participant inmates do you have? How do you link them with employers?

20. Do you have anything else that you would want to share as far as the running of these programmes is concerned?
21. Do you have contact details for any ex-inmates who participated in the programme?
22. Do you have any documents and/or statistics on prison education that you think useful?

Appendix 3

Individual interview guide: Extension Services Officer

Research: The role of The role of vocational education and training in community re-entry and social re-integration of ex-inmates: a case study of ex-inmates in Kabwe district of Zambia

Note: The following were the guiding questions; they were not asked in the same order. Depending on the situation, some of them were changed or left out.

Ice breaker

I introduced a suitable ice-breaker before embarked on these questions.

Interview guide: Sample questions

1. How long has the correctional facility been providing VET to inmates? What made the department provide such training?
2. What does the hierarchy of authority in correctional facilities training look like? What are the qualifications of these people? What kind of impacts do you believe this hierarchy has on the running of correctional vocational education and training?
3. Tell me what your job entails as an extension services officer?
4. In your view, do you think VET helps prisoners to reintegrate in society?
5. What skills do you think are critical for the inmates as they undergo training?
6. What kind of skills are the most appreciated by ex-inmates?
7. What criteria do you use to measure the success of these programmes on the ex - inmates?
8. How do inmates get entry to these programmes? Is it mandatory?
9. How do you judge adequacy and benefits of the programmes? What do you consider as the challenges for these programmes, if any?
10. How would you rate the skills of the ex-inmates by the time they are discharged from the facilities?
11. What resources do you have for the running of these programmes?
12. What is the general recidivism rate for prisoners?
13. What are the similarities and differences of rehabilitation programmes between Zambia & the countries?
14. Would you recommend every inmate to acquire this training prior to their discharge?
15. How do you work with communities that these ex-inmates are reintegrating in?
16. Are there any community based organisations that you are working with?
17. What kinds of after release follow-up mechanisms for education-participant inmates available in Zambia?

18. Are there any deliberate programmes to find employment for the ex-inmates? 19.
Do you have anything else that you would want to share as far as the running of these programmes is concerned?

Appendix 4

Individual interview guide: Community Leaders

Research: The role of The role of vocational education and training in community re-entry and social re-integration of ex-inmates: a case study of ex-inmates in Kabwe district of Zambia

Note: The following were the guiding questions; they were not asked in the same order. Depending on the situation, some of them were changed or left out.

Ice breaker

I introduced a suitable ice-breaker before embarked on these questions.

Interview/topic guide: Sample questions

1. Tell me about role in the community.
2. What is your involvement with the correctional services in Kabwe?
3. How long have you worked hand in hand with the correctional services?
4. How would you rate the level of compliance of the ex-inmates that you have experience with?
5. Would you say the training that is provided by the correctional services is adequate?
6. What are some of the skills that you think are critical for the ex-inmates to reintegrate in society?
7. What kind of behaviour make ex-inmates more accepted in their communities?
8. Are there community members who still think the ex-inmates have not changed?
9. What kind of programmes do you do to help ex-inmates to reintegrate into society?
10. Would you tell me what kind of help you get from the corrections facilities once the inmates have been discharged?
11. Do you think ex-inmates are contributing to community and national development?
12. What are some of the skills you would love to see the corrections services focus on?
13. Any recommendations that you can give to the correctional services?
14. Any recommendations that you can give to the ex-inmates?
15. Any last words and recommendations that you may have?