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KWAZULU-NATAL**

**INYUVESI
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**ANALYSIS OF POST-SECONDARY CORRECTIONAL EDUCATION: CASE OF
BRANDVLEI CORRECTIONAL CENTRE, CAPE TOWN**

By

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of

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Management Studies

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DECLARATION

I, Amanda Miselo, student number 217080845 declare that:

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Date: 19 August 2019

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LIST OF ABBREVIATIONS

| | |
|---------------|----------------------------------------------------------------------------|
| ABE: | Adult Basic Education |
| ABET: | Adult Basic Education and Training |
| APP: | Annual Performance Plan |
| ATD: | Awaiting Trial Detainees |
| CCRA: | Corrections and Conditional Release Act |
| CD: | Congressional Districts |
| CSC: | Correctional Service of Canada |
| DCS: | Department of Correctional Services |
| DHET: | Department of Higher Education and Training |
| EC: | Eastern Cape |
| FSNC: | Free State and the Northern Cape |
| KZN: | KwaZulu-Natal |
| LMN: | Limpopo, Mpumalanga and the North West |
| NATED: | National Accredited Technical Education Diploma |
| NC(V): | National Certificate (Vocational) |
| NGO: | Non-Governmental Organisation |
| NICRO: | National Institute for Crime Prevention and the Reintegration of Offenders |
| NQF: | National Qualifications Authority |
| NSC: | National Senior Certificate |
| NSFAS: | National Student Financial Aid Scheme |
| PC: | Personal Computer |
| PEP: | Prison Education Programme |
| PPP: | Public-Private Partnership |

| | |
|---------------|-------------------------------------------------|
| PSCE: | Post-Secondary Correctional Education |
| PSE: | Post-Secondary Education |
| RP: | Relapse Prevention |
| SAQA: | South African Qualifications Authority |
| TVET: | Technical and Vocational Education and Training |
| UN: | United Nations |
| UNISA: | University of South Africa |
| USA: | United States of America |
| WC: | Western Cape |

ABSTRACT

The main aim of this study is to explore the provision of PSCE to reduce recidivism amongst offenders studying through NSFAS. Violence in South Africa justifiably ignites anxiety as well as tension and issues about the government's reaction to crime and violence have turned out to be exceptionally politically charged. The vision of the Department of Correctional Services is to provide the best correctional services for a safer South Africa and more specific to the study, the vision of their formal education department is to be one of the world's leading providers of formal educational programmes, delivered with respectability and commitment to perfection, to persons assigned to their care.

Literature primarily revealed that accumulation of educational achievements may improve employability and income. Secondly, an increase in the educational accomplishments of parents, may positively impact the educational achievements of their children. This may help to curtail the increase of intergenerational crime amongst the segments of the offender population, who were the most likely to reoffend. Research studies increasingly revealed that training levels of guardians were a solid indicator of the educational accomplishments of their children.

The study employed a mixed-method approach, involving both quantitative and qualitative methods, utilising in-depth interviews (six), documentary analysis and survey methods (16 questionnaires) to elicit the views of offenders, Department of Correctional Services officials as well as their formal education management unit about the effectiveness of post-secondary correctional education at their centre. The study revealed that offenders felt that the Department of Correctional Services was not investing in improving ways to attract additional offenders into the post-secondary correctional education space. Consequently, offenders sourced information for themselves and registered for their studies to obtain admission into higher education institutions. This finding, also reported in the literature, emphasised that higher education institutions were moving towards online delivery of courses and fewer universities would offer an education to offenders, since it was deemed to be troublesome and tedious. Based on the findings, it is recommended that the Department of Correctional Services have a comprehensive awareness programme to emphasise the importance of post-secondary correctional education, in increasing the chances of offenders finding employment upon release, thereby decreasing recidivism. Furthermore, the Department of Correctional Services should afford offenders with the

opportunity to work within correctional centres in areas where their skills and qualifications are required.

KEY WORDS: offenders, crime, recidivism, correctional centre, rehabilitation, adult basic education, post-secondary education, post-secondary correctional education

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 Introduction

Prison education in South Africa is part of the needs-based and rehabilitation tool in providing education programmes to offenders. This is following Section 29 (1) of the Constitution of the Republic of South Africa. Moreover, providing education to the incarcerated population in correctional education programmes has proved to reduce recidivism (Muntigh, 2007). The primary goal of this study is to analyse the effectiveness of post-secondary correctional education in the Brandvlei Correctional Centre in Cape Town. The goal of this section is to give an outline of the study. This part traces the foundation of the study and framework of the research problem, the prevalence of crime and detainment in South Africa, the research questions and the research objectives. The section concludes by showing the design of the chapters of the thesis.

1.2 Background to the study

1.2.1 Prevalence of crime and incarceration in South Africa

Violence in South Africa justifiably gives rise to anxiety as well as tension and issues about the government's reaction to crime and violence have turned out to be exceptionally politically charged. Those engaged in raising such issues are additionally striving to impact government planning towards a positive path. The probability of the ordinary individual falling victim to crime is emphatically impacted by, in addition to different factors, his or her age, pay, place of home, friend network and partners. At most genuine risk of being associated with crimes are young, needy individuals and township occupants. As indicated by Macquet (2014), the aggregate limit of incarcerated people is 118 154, with 25 000 spots reserved for Awaiting Trial Detainees (ATD). The aggregate jail population is 162 162, of which 49 695 (31%) are ATD and 112 467 (69%) are condemned, wrongdoers. Broadly, there is an overcrowding rate of 137%. Since 1994, the quantity of condemned guilty parties has increased from 91 853 to 112 467 in 2011 (an increase of 22%). Jailed offenders amplified in 2004 to 134 487. The largest portion of sentenced offenders are serving sentences for vicious violations, trailed by money-related offences, such as fraud and theft, followed by sexual offences.

1.2.2 The Department of Correctional Services

In view of the above, the vision of the Department of Correctional (DCS) is to offer the best correctional services for a safer South Africa. Their task is to contribute to the upkeep and advancement of a fair, peaceful and safe society by rectifying offending conduct in a secure and humane condition, in this way encouraging ideal recovery and reducing recidivism (Department of Correctional Services, 2012).

1.2.2.1 Policy and legal framework governing the Department of Correctional Services (DCS)

The Constitution of the Republic of South Africa (Act No. 108 of 1998) provides the reason for the directive of the Department of Correctional Services. The Constitution obliges the Department to conform to the sections below as far as the treatment of the incarcerated population is concerned: Section 9 (Equality); Section 10 (Human dignity); Section 12 (Freedom and security of the individual); Section 27 (Right to health care services); Section 28 (Children's rights); Section 29 (Right to education); Section 31 (Freedom of religion); and Section 35 (Rights to accommodating treatment and to communicate and be visited by family, closest relative).

The Department is also governed by seven legislative mandates. These are the Correctional Services Act 111 of 1998, the Criminal Procedure Act 51 of 1977, the Promotion of Administrative Justice Act 3 of 2000, the National Health Act 61 of 2003, the Child Justice Act 75 of 2008, the Mental Health Care Act 17 of 2002 as well as the Prevention and Combatting of Torture of Persons Act 13 of 2013. Additionally, the White Paper on Corrections in South Africa (2005), the White Paper on Remand Detention Management in South Africa (2014) and the National Development Plan, Vision 2030 are three policies that govern the management of the Department of Correctional Services. Furthermore, as cited in the 2014/15 Annual Report of the DCS (2015), the DCS should completely add to a perpetual drop in the recidivism rate through the correct execution of available resources and the needs of offenders. The Correctional Services Act 111 of 1998, Section 41 (1), stipulates that the DCS has a commitment to offer rehabilitation programmes and to meet central educational and training requirements of incarcerated people as indicated in the 2015/16 Annual Report of the DCS (2016). In line with the requirements of this act, the DCS offers educational programmes to rehabilitate offenders and reduce recidivism, which is the focus of this study.

1.2.2.2 Educational role of the Department of Correctional Services

The vision of the DCS Formal Education department is to be one of the finest in the world in providing formal educational programmes with honour and commitment to perfection. This phenomenal education service should meet assorted educational needs of offenders. Moreover, the Department strives to offer, together with relevant partners a selection of learning fields that are aimed at adding value towards the development of fundamental skills and knowledge that will shape the establishment of life-long learning.

To that end, South African prisons offer vocational training and education programmes to offenders as part of the rehabilitation process, whilst incarcerated. Programmes range from Pre-Adult Basic Education and Training (ABET) level 1-4, Further Education and Training programmes to Adult Education and Training, religious programmes, sports and recreational programmes. All offenders have a right to basic education and training (Educational Services for Offenders, 2008). Operation Funda, which means 'learn' is one of the leading projects of the DCS, launched by the Minister of Correctional Services in 2011 to improve offenders' access to education and training and to prepare them for effective and sustainable social reintegration. Offenders who register with tertiary institutions do so voluntarily since they know the importance of post-secondary education in securing employment when they exit the correctional centres. Educators employed by DCS assist offenders with all the administration work for their-post secondary studies. Some offenders are registered through distance learning with the University of South Africa (UNISA) for post-secondary qualifications.

1.2.2.3 Brandvlei Correctional Centre

The operation of Post-Secondary Correctional Education (PSCE) in Brandvlei is guided by the same guidelines and policies used at a national level in the DCS. Each region is managed by a regional commissioner who ensures that there is smooth and effective management of prisons. The Brandvlei Correctional Centre is a centralised prison in the Western Cape for all offenders who are interested in studying. This correctional centre focuses mainly on young offenders from 14-35 years of age. The centre caters for the whole range, from literacy teaching up to matric and has a fully operational and staffed school and half of the youth in the Brandvlei Correctional Centre are keen to attend school (Muntingh, 2007:36). Offenders who wish to further their studies are

sponsored by the National Student Financial Aid Scheme (NSFAS), however, some are assisted by their families.

1.3 Research problem statement

The majority of offenders are not able to study further due to financial constraints. Although NSFAS supports prison education, scholars have to date, paid little attention to this matter in South Africa (Ngoben, 2015). There is also no reliable evidence relating to the amount of financial support allocated to each prisoner, who is eligible to study, or what the funding cap amount is (Gorgol & Sponsler, 2011). Unfortunately, overcrowding in South African prisons continues to prevent smooth service delivery and weakens the progress of rehabilitation training programmes. Mkosi (2015) who states that overcrowding in prisons in South Africa exceeds 100% supports this view. This implies that there is a desperate call for funds. Mkosi (2015) further indicates that overcrowding, staff shortages and limited budgets in many prisons in Africa, has resulted in few or no rehabilitation programmes for offenders. Despite our knowledge about the role effective prison education can have in reducing recidivism, the rates continue to increase. This may be due to low participation rates of young adult offenders involved in South African PSCE programmes (Ngoben, 2015).

There is paucity of academic literature on the topic, especially with respect to the South African context. Our understanding of the nature and the factors of PSCE in South Africa is therefore largely based on speculation. The benefits and impacts of PSCE in South Africa are not well understood.

1.4 Study aim

Drawing on the case study of the Brandvlei Correctional Centre in Cape Town, and through the theoretical lenses of the human capital theory, social learning theory and relapse prevention theory, this research aims to explore the provision of PSCE to reduce recidivism amongst offenders studying through NSFAS. factors.

1.5 Research Questions

- What is the nature of Post-Secondary Correctional Education at the Brandvlei Correctional Centre?

- What is the justification for Post-Secondary Correctional Education at Brandvlei Correctional Centre?
- Which factors enable or hinder Post-Secondary Correctional Education at the Brandvlei Correctional Centre?
- What is the perception of the respondents on the impact of Post-Secondary Correctional Education at the Brandvlei Correctional Centre?
- Can Post-Secondary Correctional Education at the Brandvlei Correctional Centre be improved?

1.6 Research Objectives

- To explore the effectiveness of prison education offered at the Brandvlei Correctional Centre;
- To investigate the reasons why offenders, pursue prison education in the Brandvlei Correctional Centre;
- To determine the factors that influence prison education at the Brandvlei Correctional Centre;
- To evaluate the perception of the respondents on the the impact of the Post-Secondary Correctional Education at the Brandvlei Correctional Centre; and
- To explore possible intervention strategies to improve prison education in the Brandvlei Correctional Centre.

1.7 Significance of the study

This study will help to determine how effective prison education is and find strategies that will make prison education more effective. This will be significant as it will aid the Brandvlei Correctional Centre to find ways to help offenders receive effective prison education. The findings of the study will identify shortcomings that hinder the effective deliverance of prison education which will also help the DCS by applying the findings and strategies across South African correctional centres. Furthermore, this study will create awareness about the significance of correctional education thereby ensuring that offenders are rehabilitated in order to contribute to

economic growth by gaining employment upon release. It will also contribute significantly by increasing the stock of knowledge about correctional education, especially in South Africa.

1.8 Justification/Rationale

The researcher has established a working relationship with the DCS's education and development department through a project on funding methods and financial aid application processes for offenders who wish to enrol for correctional education; hence, the interest to undertake this study. Additionally, South Africa has limited literature about prison education and recidivism. This study will assist in reducing the gap in the present literature by bringing fresh perspectives on how prison education can be effectively and efficiently offered.

1.9 Methodology

The methodology chapter of this study discusses the research paradigm that has been employed. A pragmatic paradigm gives a researcher permission to study areas of interest using methods that are most suitable and using findings in a positive manner in line with the value system of the researcher. A discussion of the research design, research approaches, population and sample are also discussed in this chapter. It also featured the data collection methods, data quality control and data analysis that were used to obtain the data. A detailed outline of the data collection and instruments that were employed in this study is discussed in this chapter. These methods include the survey method, interviews, document analysis and focus group. This study identified triangulation as the best data control method, so that findings can be cross-checked as a reliable and valid way to understand complex social realities. The chapter concludes by giving a description of the ethical considerations taken into account in the study. This chapter contains scientific methods used by the researcher to learn more about the validity and reliability of the study. Please refer to chapter four for a detailed description of methods.

1.10 Definitions of key terms

Incarceration: According to Chappell (2004) incarceration can be defined as an offender who is serving a sentence within the confines of prison.

Offender: An offender can be defined as "...a convicted person sentenced to incarceration or correctional supervision", also known as sentenced offender or "...any person who is lawfully detained in a correctional centre and who has been convicted of an offence, but who has not been

sentenced to incarceration or correctional supervision”, specifically referred to as an unsentenced offender (Correctional Services Act No. 111, 1998:12)

Recidivism: Muntigh (2007) defines recidivism as an act of falling back into a former criminal behaviour.

1.11 Delimitations of scope and key assumptions

According to Murray and Lawrence (2000:48) “delimitation refers to those characteristics that rise from limitations in the scope of the study”. It usually includes considerations of time for fieldwork, systematic exclusion of unnecessary data, resource-related issues, amongst others. This study is conducted at the Brandvlei Correctional Centre which is the only incarceration centre that offers access to study a PSCE programme to offenders who want to pursue PSCE studies, in the Western Cape. Access to these programmes is offered through distance learning offered by UNISA. The correctional centre is housing sentenced and unsentenced male offenders from the ages of 18 and above. Unsented offenders “awaiting trial person” which refers to a prisoner who is not convicted or convicted. Note that this category is not formally defined in the Amendment Act, but is inferred from section 7(2)(a) modification (Muntingh, 2007). The present study is therefore limited to one of the DCS centres that offers PSCE programmes.

1.12 Study layout

This study consists of six chapters. Chapter one gives a background and outline of the research problem which consists of the prevalence of crime and incarceration in South Africa, the DCS policies and legal frameworks, the education role of the DCS, the Brandvlei Correctional Centre, the nature of correctional education, research questions, research objectives, the importance of the research and the rationale of this study.

This is followed by Chapter two that discusses the theoretical issues of PSCE which consist of three theories, namely: the human capital theory, the social learning theory and the relapse prevention theory. This chapter also features the conceptual framework that consists of PSCE policy across the world, the nature of PSCE in various countries, the factors of PSCE, the justification of PSCE and the impact thereof.

Chapter three describes the context in which prison education is implemented in South Africa. This chapter explains the role of the DCS at national and provincial levels. The chapter further

outlines the policies and legislative guidelines that govern the implementation of PSCE in South Africa. It also highlights the various correctional educational programmes, correctional education in South Africa, the challenge of overcrowding in South African correctional centres, violence in South African correctional centres and the low literacy levels of offenders.

Chapter four examines the methodology utilised in the study. The section clarifies the research design, sampling methods and data collection techniques used in the study. The chapter concludes by analysing the ethical considerations that should be reflected upon when leading such a study.

Chapter five outlines the interpretation and presentation of the data, followed by the analyses and discussion of the findings of the study. The objective of this chapter is to answer the research questions outlined in the study.

Chapter six provides the summary, conclusions and recommendations of all previous chapters, as well as an evaluation of the research goals and objectives. The aim of this chapter is to present the conclusions drawn from the results of the analyses of the questionnaires, interviews and focus group discussions and to then make recommendations for further research.

CHAPTER 2: THEORETICAL ISSUES OF POST-SECONDARY CORRECTIONAL EDUCATION

2.1 Introduction

This study explores the role of correctional education and rehabilitation in reducing recidivism that was adopted by the DCS. The purpose of this chapter is to outline the theoretical framework and a conceptual framework that underpin correctional education. The chapter starts with a discussion around the governance theory of the DCS. Additionally, the chapter presents three theories, namely the human capital theory, social learning theory and the relapse prevention theory that are utilised to argue and explain the importance of effective prison education. This chapter is divided into two parts; the first section will deal with theories related to PSCE, while the second part argues the effectiveness of PSCE which is underpinned by three main factors.

2.2 Governance theory and prison education

Governance relates to the development of leading styles in which restrictions among and inside private and public sectors have become distorted. According to Peters and Pierre (1998) governance focuses on tools that are not confined to choice of the government or bureaucratic sanctions. Furthermore, governance is not just about a set of managerial mechanisms, it is about the possibility of outsourcing, contracting and new methods of guidelines (Peters & Pierre, 1998). Stoker (1998) observed that the productions of governance were not quite the same as those of government and conversely involved distinctions in utilised procedures. Good administration is a prerequisite of the Constitution. Section 195 of the Constitution significantly emphasises the standards for a public service (1998). Governance theory distinguishes between three types of authority, which are hierarchy, network (or partnership) and market. The applicability of these concepts to prison education is discussed below.

2.2.1 Hierarchy

Hierarchy is a system in which associates of an organisation or state are placed according to relative position or authority (Simpson & Weiner, 1989). According to (Niehaves & Plattfaut (2011) a classical Weberian bureaucracy functions through the authority system hierarchy, with aims of communicating through procedures. Hierarchy makes it less demanding for government

to maintain control and make changes when needed. Furthermore, hierarchy is particularly certain in organisations where laws assume an essential part in delivering a stable product. However, one of the disadvantages of hierarchy is that it has depended on legislation and policy obedience (Niehaves & Plattfaut, 2011). This limits workers to come up with ground breaking ideas, leading to feeling just like numbers and unimportant assets in the organisation. South Africa consists of three spheres of government: national, provincial and local government. The DCS is governed by national legislation, with a commissioner appointed for each region. The Commissioner as Head of Department is responsible, in the main, for management practices within the Department (Correctional Services Act 111 of 1998). A portion of the capacities incorporate extensive administration, general and budgetary administration frameworks and legitimate sanctions.

2.2.2 Networks

According to Powell (1990) networks refer to mutual strengths and basic interests among autonomous partners. Networks depend on standards, for example, solidarity, reliability and trust (Thompson, 2003). Many researchers have argued that the advantages of network management are great (Huxham & Vangen, 2005; Provan & Kenis, 2008; Considine, 2013; Lenferink & Tillema, 2013) as it improves learning, more effective use of possessions, an enhanced ability to plan for and fix difficult problems, more competitiveness and enhanced services for clientele. However, Wilikilagi (2009) pointed out that one of the disadvantages of network governance includes, loss of oversight by the government and lack of flow of communication between the government and partners.

Embracing the view of these authors, the DCS allows community-based service providers entrance to its establishments for the rendering of projects and administration to offenders, targeted at cultivating rehabilitation (Reference). The requirements of the department must be showcased to the network all together so that the network can source mastery and administrations. UNISA is one the DCS stakeholders ensuring that offenders are provided with higher education and training opportunities. The establishment of UNISA-DCS Hubs in 2014 provided enhanced learning opportunities to offenders for furthering their studies with the university. The hubs allow offenders to have access to laptops with Internet, UNISA library materials, tutorial services and online submission of assignments.

2.2.3 Market

Market depends on the financial standards of the interaction among the demands of customers and the supply of manufacturers. It harmonises through the imperceptible hand of the cost-based system of trade between self-interested actors (Van Buuren & Eshuis, 2010). Within the public space, market standards are utilised to formulate incentives that protect and enable the best possible work in defective markets. As noted by Van Buuren and Eshuis (2010) network governance may neglect to acknowledge coordinated efforts because of an absence of trust or it is not compelling in acknowledging unequivocal and powerful arrangement decisions because of the attention on harmony. However, market governance gives organisations a greater incentive to use new technologies and equipment. The notion of this governance led to privatisation of some South African incarceration centres. In light of expanding offenders and the absence of accessible assets, governments around the globe are moving towards private sector partnerships, in offering correctional services.

This theory was chosen by the researcher as the study investigates the effectiveness of correctional education in one of the South African correctional centres which is in the field of public administration. Considine (2013) explains that the progression of the social condition demands reactions and new governance models are required to adapt to most complex issues and rising emergencies. In addition to seeing governance relating to both structure and process, there are other governance arrangements that have occurred in history and presently. Each of these courses of action addresses the issue of giving bearings to society and the economy in its own particular manner.

2.3 Human Capital Theory

Human capital theory alludes to procuring education and training as a formula for investment in human capital; individuals are viewed as capital for growth (Aliaga, 2001). The theory began in the 1960s through the work of two American analysts, Theodore Schultz (1902-1998) and Gary Becker (1930-), who made solid inter-relations between the effect of education and the capacity of people to be paid higher wages. Human capital was later popularised by economist Gary Becker and Jacob Mincer from the University of Chicago. They defined human capital as the bulk of abilities, information, social and personal attributes, plus creativeness, associated with the potential

for employment duties to produce monetary value. According to Hyun (2014), these qualities include school quality, training and attitude towards work.

According to Lochner and Morretti (2004), the impact of education is divided in two ways. Firstly, education improves the opportunity of cost of crime and the cost of time one needs to spend in correctional service. Secondly, these authors further elaborate that education makes offenders less impatient and more risk averse. Both of these effects reduce the chances of re-offending. Today, policy makers recognise the importance of educating offenders as potential economic and social costs of reducing the chances of re-offending and incarceration. Offenders are now encouraged to actively participate in post-secondary/vocational training during their incarceration.

Many studies rely on human capital theory as a basis for justifying correctional education. According to Baptise (2013:184), human capital theory claims that “more educated workers will always be more productive than their less educated counterparts”. Furthermore, education or training promotes the efficiency of labours by teaching valuable information and abilities as well as increasing workers’ future income. Additionally, Machlup (1982) notes that some economists view the important differences between the contribution made by education that leads to the flow of immaterial fulfilment to the educated offenders, including their friends, families and fellow offenders and the contributions which the skilled and efficient workers will make in the job market.

Providing post-secondary correctional education to offenders may not only be beneficial to the offender but the state as well, by directing the funds to scarce skill qualifications needed by the labour market of the country. Reddy, Borhat, Powell, Visser and Arends (2016) reveal that investment in education is crucial, as the South African work force has a basic mix between work demand and supply; work showcased indicates an interest for high skilled labours. The South African unemployment rate is high, and the correctional system is faced with major challenges such as overcrowding which will be discussed in the section on factors of post-secondary education.

One of the strengths of human capital theory includes viewing people as a vital element to societal and economic growth (Martinez, n.d). Martinez adds that if government and business are not investing in offenders, they may not have the opportunities to grow and improve themselves. A country not investing in human capital would experience high levels of poverty and would only be left with hard physical labour (Schultz, 1961). Additionally, human capital theory provides a good

perspective for understanding how policy can be used to motivate people to invest in their own education. It also contributes to the development of effective policy making by assisting policymakers understand the importance of education and training that is essential for accomplishing desired objectives, for example, financial opportunities and expanded dimensions of municipal support (Netchoh, 2016).

Human capital theory is relevant for this study as it focuses on investing in offenders' education to improve economic growth and to minimise potential socio-economic problems. Furthermore, human capital theorists highlight utilising education to modify criminal behaviour, decrease reoffending and support to a person's integration into the ordinary community (Becker, 1964).

This study draws on the work of Becker (1964) to argue that investing in prison education for offenders who are willing, can add to economic growth as well as an increase in the personal income of released prisoners, thereby reducing recidivism. Becker's emphasis on correctional education as human capital theory efforts is especially useful to study as it supports the idea of investing in people as capital for development. As Druine and Wildmееch (2000) observe, no identical methods exist to change offenders into model citizens, but many studies seem to seek a path to realise this goal.

2.4 Social learning theory

Albert Bandura, an innovator and a noteworthy contributor to the field of social learning, describes social learning as a continuation of common relations between cognitive, behavioural and environmental influences (Bandura, 1991). He defines social learning theory as reinforcing the notion that education happens within a shared setting where individuals absorb from noticing each other's behaviours and the outcomes of those behaviours. Furthermore, social learning theory combines both behavioural and psychological methods to shape Bandura's theory of displaying or 'observational learning'. This theory declares that individuals can regulate their behaviours through a practice known as self-regulation (Bandura, 1991). Self-regulation includes three procedures: self-observation, self-judgement and self-response. These concepts are explained below.

Self-observation

Self-observation is when a person trails his or her own behaviour. Imitation is the result of learning through observing and it involves observing other people who are seen as role models for behaviour. This means a person can learn to behave wrongly by observing what other people are doing wrong; at the same time, a person can observe a good behaviour and choose to act correctly. Choosing to learn is a choice and not mandatory. Most offenders are motivated by role models who are offenders that have to study post-secondary education through correctional education programmes and have succeeded. This means a person has an ability to observe, learn and perform. The observation behaviour consists of four components (Bandura, 1977):

1. Attention: People cannot learn much just by observing unless they think and notice important features of a certain behaviour.
2. Retention: In order repeat certain behaviours, the individual must keep or memorise the information into a long-term memory, as memory is a vital cognitive process that aids the spectator to keep and save information.
3. Motor production: The viewer must study and get the tangible skills of the viewed behaviour.
4. Motivation: In this development, the viewer expects to get support for the demonstrated behaviour.

Self-judgement

According to Bandura, self-regulation unfolds when an individual uses judgement by linking their remarks with ethics set by the community and themselves. In other words, they use this component to measure how they should be conducting themselves against the standard behaviour set by others like family, friends and the community at large. Surroundings can likewise have an effect on social learning. Bandura (1977) contends that people living in areas with high crime rates will probably act more savagely than people living in regions with low crime rates. Individuals have an inclination for selecting exercises and associations from the larger scope of potential results of their obtained learning and skills (Bandura, 1991; Bullock & Merrill, 1980; Emmons & Larsen, 1986). Human desires, principles, feelings, and intellectual abilities are formed and altered by social impacts that permit information and initiate passionate responses through showing, standard and social influence (Bandura, 1986). This simply means criminals under incarceration are there

as a result of some kind of degenerate conduct that they have displayed in their surroundings, before being incarcerated and proceeding with that conduct whilst imprisoned will prompt remaining in the correctional centre or returning there after discharge.

Individuals tend to demonstrate behaviours from others whether positive or negative. Social learning scholars suggest that wrongdoing is a result of learning esteems and forceful practices connected with guiltiness (Sutherland, 1993). Social learning can have a negative impact at times. The jail condition can be a situation of pessimism on the grounds that everybody there has perpetrated a wrongdoing. However, prison can also offer opportunities for offenders to be involved in constructive social learning over work release programmes, which equip them with education and job skills. This study draws on the work of Bandura to argue that social learning theory is important in prison education and plays a key role in ensuring that offenders adopt good behavioural standards from one another while incarcerated, by engaging in social changing programmes. The social learning theory paints an accurate picture of how behaviour is learned. Even though the social learning theory has been tested on children's behaviours, there is support for applicability to adult learning. Additionally, despite the fact that this theory centres on gathering information and securing practices through ecological impacts, one of its qualities is that there are different methods of learning, as Bandura noticed that people can learn through direct encounters or through perception.

One of the weaknesses of social learning theory is that there is a heavy emphasis on what happens instead of what the observer does with what happens. This theory also fails to explain behavioural differences, for example, some people are less motivated to study and observing their behaviour does not make a difference to them unless they are compelled to do so (Muro & Jeffrey, 2008). Bandura's theory does not consider the fact that what one person sees as a punishment, another person may view as a reward. The other disadvantage about this theory is that people may act differently when they are observed, therefore the observer may not obtain accurate information about the modeller.

Despite these weaknesses, Bandura's theory is relevant to this study as it emphasises the importance of observing one's behaviour to learn. This can be a useful tool in motivating other offenders to pursue higher education and training studies when they notice others being successfully integrated into society. The theory can then be integrated with programmes that allow

ex-offenders to come into their former incarceration centres to talk to other offenders about the importance of education and the benefits thereof.

2.5 Relapse Prevention Theory

The cases of Relapse Prevention (RP) can be found in the large volume of writings on drug abuse (Ward & Hudson, 2000). Marlatt (1982) built up the first RP model for the treatment and controlling of addictive practices, specifically, liquor abuse. The relapse procedure is portrayed as a full of feeling/subjective/behavioural chain bringing about the repeat of sexually degenerate conduct (Pithers, Marques, Gibat & Marlatt, 1983). Simpson & Weiner (1989) defines relapse as backsliding into a past state or behaviour. RP theory provides a mechanism to assess the performance of rehabilitation programmes on criminal behaviour changes over time and on the avoidance of relapse. There are two immediate determinants of relapse, namely; high-risk situations and coping.

2.5.1 High risk-situations

Marlatt's cognitive-behavioural model (1982) describes the high-risk situation as an occurrence that places an individual in a condition where their vow to abstain is endangered due to the lack of coping skills. For example, a person who is trying to quit smoking must stay away from situations that will make him/her crave for smoking. The same applies to offenders, being rehabilitated does not mean one will not be tempted to go back to the crime but through education, a new perspective on life will be gained on better ways to find a means to live. Social pressures may also influence the offender's behavioural change process. This can be direct or indirect. For example, being around people who tempt you to relapse. People who have managed successfully in high-risk situations are likely to have high self-efficiency.

2.5.2 Coping

An individual's coping behaviour in a high risk situation is particularly a factor of the possible outcome (Larime, Palmer & Marlatt, 1999). People who cannot cope with high-risk situations are likely to relapse and people with low self-efficacy who view themselves as failures, will lack the ability to self-motivate or the ability to resist going back to old behaviours. Thus, a person can use effective coping strategies by changing the environment that influences and leads to relapse, find

alternative ways of doing things when faced with high-risk situations and identify triggers that lead to relapse.

This theory argues that methods which produce original behaviour change can be useless at maintaining the change over time and avoiding deterioration. Relapse prevention treatment offers people with the behavioural and intellectual skills needed to survive well with high-risk situations (both intrapersonal and interpersonal temptations). The strengths of the theory include a good support system, a good treatment team, good insight and the motivation to get/stay better, drawing on a wide range of skills (Papa, 2015).

The objective of treatment for offenders using RP is to help them to distinguish and accept issues that could prompt relapsing (recidivism) and to show them a collection of reasoning and behavioural skills to manage issues when they emerge (Pithers et al., 1983). Employing a RP viewpoint, the individual would be educated in a variety of abilities in order to execute adaptive reactions at different focuses in the chain, which would help to further increase self-adequacy and positive expectations and diminish chances of former conduct. On the encouraging side, Gallagher, Wilson, Hirschfield, Coggeshall and Mackenzie (1999) discovered that RP cognitive-behavioural programmes were specifically fruitful in decreasing recidivism. Relapse prevention gives a more practical restorative objective of control, instead of a cure. It depends on numerous as opposed to a solitary source of data regarding offender behaviour, incorporates psychological well-being, parole and probation experts.

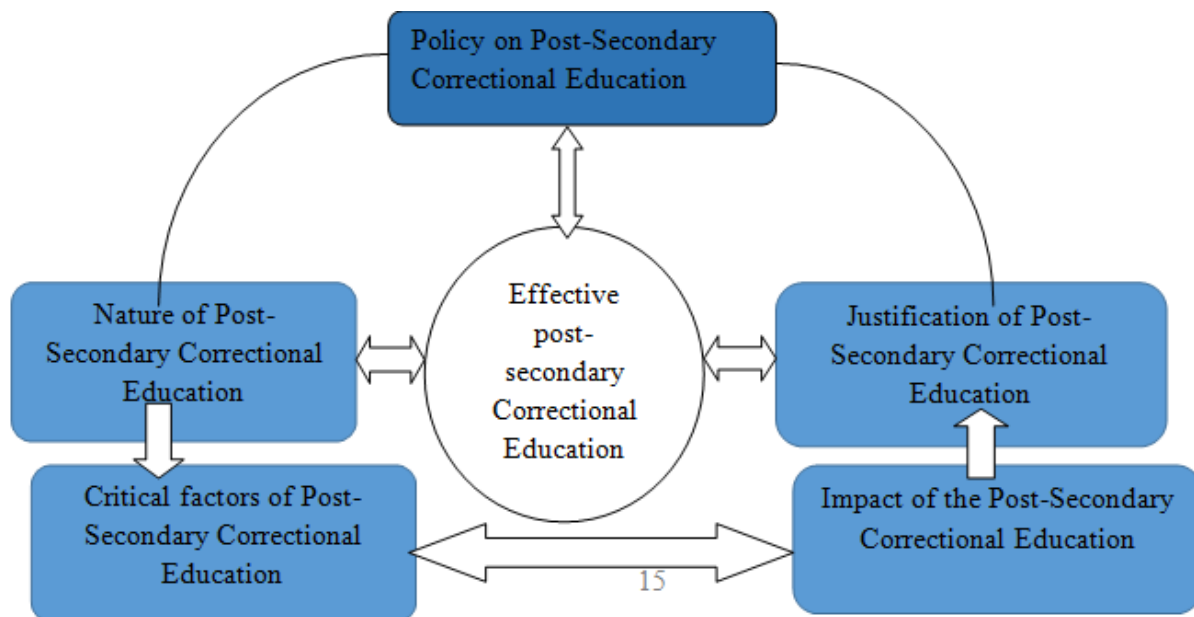
One major drawback of this theory is that it is mostly applied and used for sex offenders, giving minimum focus on other offences that may lead offenders to relapse. The RP method of Pithers et al. (1983) has been found to be restricted in its overall scope concerning applicability to different offences. Relapse prevention theory is relevant to this study as prison education aims at changing the habits and influencing offenders to become better people in the community.

Sociological theories about PSCE and structural theories guided this study. Specifically, the study was guided by three theories, the human capital theory, the social learning theory and the relapse prevention theory. These theories were chosen by the researcher as they focus on the education and behavioural change aspects in rehabilitating offenders. The theories reviewed explain the process of using education as a tool to change behaviour and the impact that it has on assisting offenders to become better people in order to reintegrate into society.

2.6 Conceptual Framework

A conceptual framework signifies the researcher’s mixture of literature in explaining occurrences. McGaghie, Bordage and Shea (2001) describe a conceptual framework as a component that sets the stage for presenting a certain research question that centres the investigation in the problem statement. It serves as a map that will guide the researcher towards realising the objectives of the study. This study argues that effective PSCE is underpinned by four main factors which are: the nature of PSCE, factors of PSCE, the impact of PSCE and justification of PSCE. These variables form the constructs of the conceptual framework for this study and are drawn from the reviewed literature (see Figure 1).

Figure 1: Correlation of effective post-secondary correctional education



2.6.1 Policy of Post-Secondary Correctional Education

Torjman (2005) defines policy as a contemplative and (generally) cautious decision that provides guidance to a tendency to dissect concerns. Policy development can be viewed as an essential administration process that helps address recognised goals, issues or concerns. At its centre, there is the assurance of an objective or needed objective. Sturrer (2010) states that various countries

around the globe confront difficulties concerning mass detainment of young adult offenders without proper educational capacities to compete in the work force. As Sturrer (2010) argues that with the worldwide increase in the quantity of young adult offenders in incarceration centres and correctional facilities, it is essential to consider the motivation behind imprisonment which is to provide a correctional education programme to the offenders. However, recent research has suggested that an extensive number of young offenders who are detained do not have the essential educational qualities required by employers (Coley & Barton, 2006; Dissel, 2008). Several countries have welcomed the notion of the importance of correctional education in liberating offenders. Holding on to the goal of rehabilitation, education provided for offenders should be well-matched with the educational system of the country so that after release offenders may be able to continue with their studies. According to the United Nations Standard Minimum rules, basic education must be compulsory, especially for young offenders.

Prison education in Australia

In Australia, the privilege of offenders to obtain to education and professional preparation programmes in adult penitentiaries is stipulated under Section 47(1) (o) of the Corrections Act (1992) and since 2001 all education provided in incarceration centres has been mandatory to meet national guidelines of information gathering and credentialing to Australian Quality Framework benchmarks (Senate Report of the Inquiry into Education and Training in Correctional Facilities, 1996). This stipulates that an offender has the privilege to partake in educational programmes in jail (Section 47 (1) of the Corrections Act, 1992). These developments believe that a high number of offenders left school in lower levels, and have poor learning, language and numeracy skills, low educational capabilities and inconsistent background of formal employment.

According to Gardener and Callan (2005) the Australian correctional education objectives are to build education levels among prisoners, increase open doors for employment and higher wages among ex-prisoners as a method for tending to the cycle of generational crime and neediness. Additionally, it is to decrease recidivism and expand the value of life among the disadvantaged who reside in low income communities with high rates of anti-social behaviour, crime and imprisonment. As well as demonstrating that there are effective and cost-efficient methods for addressing criminal behaviour and providing support services for current and former offenders.

The most important limitation of this study lies in the fact that although education and training is accessible in all adult incarceration centres, education spending plans and staffing levels are restricted and delivery is normally focused on sentenced prisoners surveyed as having the most abnormal amount of need. Furthermore, controls may likewise limit qualifications to prisoners serving a minimum time of three years to a half year. Education chances for others are for the most part constrained and confined. Office frameworks, particularly in older facilities and operational restrictions, for example, the time offenders have out of their cells, likewise restrict the extent of what can be taught and class sizes. Educator resources to help the marginal number of additional educated offenders qualified to register in higher education are inadequate and prisoners registering in such courses are generally required to self-finance.

Prison Education in the United States of America

In the United States of America (USA), the Higher Education Act, approved in 1965, offered loans to students through Pell grants for college education to any competent students (including offenders) to assist to pay for their post-secondary education (Crayton & Neusteter, 2008). Nevertheless, in the mid-1990s the Violent Crime Control and Law Enforcement Act of 1994 (Public Law 103-332) eliminated government and state prisoner qualifications for Pell grants, affecting numerous school programmes for offenders (Taylor, 2005). Moreover, restrictions were imposed on government adult education and vocational training/CET stores accessible for remedial training programmes (Coley & Barton, 2014).

In July 2015, President Barack Obama announced a \$30 million pilot programme, administered through the Department of Education, called the Second Chance Pell Pilot programme, which would provide 12 000 incarcerated people with access to Pell grants to finance their post-secondary education in collaboration with 67 colleges and universities across the USA (Eaton & Strait, 2017). These authors have identified various limitations associated with prison education policy, including bureaucratic delays in modernising and expanding necessary educational technology. Time-consuming security protocols, an array of logistical challenges and transfers of incarcerated people to different facilities and other disruptions also create challenges. However, advocates stress that programmes have overcome or learned to work around these limitations and that it is mostly due to a lack of funding that post-secondary education programmes for people in prison

are not more prevalent. The research to date has tended to focus on funding through Pell grants rather than policies that govern the adoption of PSCE in America.

The International guideline for the treatment of offenders and other forms of incarcerations is the United Nations (UN) standard minimum rules for the treatment of prisoners (UN General Assembly, 2016). The primary task of this guideline is to ensure that offenders are provided with adequate and non-exploitative tasks. The guideline clearly states that rehabilitation should prepare offenders for further education or employment after release. Likewise, the Kampala Declaration on Prison conditions in Africa mandates that offenders should be provided with access to education and skills training to make it easier for them to return to their communities after release (African Union, 2009). According to Gorgol and Sponsler (2011) the USA introduced a policy called post-secondary correctional education. The sole purpose of this policy was to meet the educational needs of the incarcerated population and reduce levels of recidivism. These policies are the base existence of PSCE governing the operation of education in prisons.

Prison education in Norway

Norway is governed by an Education Act which states a right for certain offenders. The Norway educational offer is offered at the same quality as education received outside prison and it is grounded in the national curriculum (Groning, 2014). The arrangements of the Education Act with respect to the rights of adults to post-secondary education do not make exceptions for special classes, for example, incarcerated offenders. The law applies to all who meet the criteria of the Act, with no upper age constraint. The European Prison Rules prescribe that all detainment facilities have an extensive education programme offered to the offenders and that unique consideration be given to young offenders and prisoners from different nations. The rules to the Execution of Sentences Act underscore that young offenders lacking education are to be especially propelled and urged to participate in educational projects. According to Hawley (2011) the privilege to a post-secondary education requires that an individual meets the general prerequisites for higher education. Furthermore, charged people with such capabilities may meet the requirements by participating in post-secondary education (2013/14 DCS Annual). Nevertheless, useful results of the execution of sentences, for example, the loss of freedom, absence of financing and so forth, restrain an offender's chances to partake in higher education studies. However, one of the weaknesses of the Norway correctional education arrangement is constrained by age as adult

offenders are not offered the need to seek higher education studies. Additionally, there are no formal and equal guidelines used by all correctional service centres to ensure that what is executed in one centre is equally executed in another.

Prison education in Canada

In Canada, education is governed by provincial/territorial jurisdiction as per the Constitution Act of 1867 (Constitution Act, 1867). The Correctional Service of Canada (CSC) need to obey the regional and local curricula and rules when offering educational programmes to offenders. In section 3(b) of the Corrections and Conditional Release Act (CCRA), CSC is responsible for "helping the rehabilitation of offenders and their reintegration into the community as law-abiding citizens through the provision of programs in the prisons and in the community" (CCRA, 1992: 14). Education is viewed as one of the criminal conduct required areas, which when addressed adds to the CSC's vision to enhance public safety. Besides, the CCRA demonstrates that the CSC must provide an assortment of projects intended to add to the effective reintegration of all offenders (Correctional Service of Canada, 2007). To accomplish this academic requirement, Adult Basic Education (ABE) programming (review 1 to 12 or its equal) is the CSC's education need and is a prerequisite of the correctional plan for each offender whose school level is below grade 12 or its equal (CSC, 2007). There is no necessary poor-quality level consummation, keeping in mind the end goal is to participate in correctional programmes. However, as per Congressional Districts (CD) 720, "review 8 or proportional is the establishment for significant support in different projects" (CSC, 2007:13).

In addition, CD 720 states that institutional libraries are data focuses that help education programmes and have benefits and mechanised assets practically identical to those in group libraries, while considering the correctional conditions and physical space accessible (CSC, 2007a). CSC perceives the significance of computer skills in present day society and empowers the utilisation of Personal Computer (PC) programming through education programmes and library facilities (Correctional Service Canada Review Panel, 2007). According to Dubois (2016) fundamentally, PSCE involves joint effort amongst correctional and educational institutions, which takes into account more open doors for correctional opportunities, master visits, trade of services between higher and further education institutions and other received types of Post-Secondary Education (PSE) delivery. Dubois (2016) further notes that there is proof of one PSCE

programme in Canada called the Prison Education Programme (PEP) which was started in 1973 until 1993.

Prison Education in South Africa

In South Africa, the DCS may offer development and support services to un-sentenced offenders (Department of Correctional Services, 2012). All academically qualifying inmates are enrolled at the University of South Africa (UNISA) through distance learning. Officials assist inmates by ensuring that they get access to resources that include laptops with the internet, UNISA library materials, tutorial services and online submission assignments which help inmates successfully get through the courses.

However, in South Africa, offenders serving short-term sentences do not participate in technical programmes such as plumbing, engineering, and construction (Mkosi, 2013). They are only given an opportunity to participate in the skills development programmes, like art, sewing and so forth. One of the limitations to the South African PSCE is that the DCS cannot fund post-grade 12 studies, but it can facilitate and make arrangements for the progress of those enrolled for higher education and training programmes (Department of Correctional Services, 2012).

The fundamental establishment of the correctional education system in South Africa is stated in the Correctional Services Act 111 of 1998 (Correctional Services Act No. 111 of 1998), which promotes the human development and social responsibility of all offenders and persons under incarceration. In spite all of this, what can be drawn from literature is that even though rehabilitation through correctional education is one of the primary tasks of the DCS, it does not attempt to define the concept. Hence, there is no rigid policy on PSCE. However, the mission statement of the DCS places rehabilitation through education at the centre of all their departmental activities. The DCS has to guarantee that offenders obtain market-related skills, so that offenders may be able to reintegrate into their communities, to be hired and become financially independent individuals.

It is on the premise of this foundation that one can understand that correctional education studies of young adult offenders at provincial level, national level and worldwide are confronted by multi-faceted difficulties. This study plans to research intercession techniques for enhancing PSCE

programmes for young adult offenders at Brandvlei Correctional Centre in the Western Cape Province.

2.6.2 Nature of post-secondary correctional education

Nature of post-secondary correctional education in Australia

As per the Adult Prisoner Participation in Education, Training and Employment in Australia, 2008-15 report (2016) all offenders undertaking post-secondary education courses do so through distance learning provisions that incorporate course resources being sent by post or down stacked by training staff, as offender access to internet and email are restricted or made accessible under extremely constrained conditions (Gaes, 2008). However, they are less available on the grounds that students must regularly fund courses themselves (Ecampus: n.d). Special cases are in Tasmania, where offenders with lower security have managed access to the internet at pre-determined times and in the Australian Correctional (ACT), where there is restricted access to online education courses including university courses through Cyber Source Prison PCs, aided by training staff. To date the ACT is the main ward enabling offenders to have up to five email addresses to receive and send communication. There are numerous conspicuous and undercover auxiliary and social difficulties that block access to PSE for offenders. Additionally, numerous present and previously imprisoned offenders who want to study PSE are adult students, which is an individual older than the conventional school age (18-22 years).

Nature of post-secondary correctional education in the United States of America

PSCE programmes have a considerable history in the USA, going back to the mid-19th century, until the 1960s, when the idea of publicly funding offenders was not broadly supported. Before the end of that decade, a large part of the USA offered correctional higher education programmes, including inside prison-classes (Erisman & Contrado, 2005). These correctional education programmes gained motion in 1972 with the introduction of the Pell grants, which gave an important source of higher education funding for offenders, a large portion of whom were qualified for government based financial help (Wright, 2001). It is reported that as of December 2003, the majority of offenders were between 18-34 years of age. In the USA, every single qualified prisoner takes an interest in correctional education programmes. The individuals who participate will probably register in secondary school or entry level coursework and professional preparing than

in other programme offerings (Brock, M. & Kriger, N, 2014). There are very strict guidelines for offenders who want to participate in PSCE in the USA to start and not all offenders are qualified to participate. Offenders with disciplinary issues or who have specific kinds of sentences may be limited from being selected (Brock, M. & Kriger, N, 2014). Offenders who participate in PSCE programmes and who are prepared with the skills needed to succeed in communities are less likely to re-offend following their release. To address the educational needs of detained populations and decrease levels of recidivism, policymakers have moved to PSCE (Erisman & Contrado, 2005). PSCE incorporates any scholarly or professional coursework an incarcerated individual undertakes, past the secondary school diploma or equal, that can be utilised towards a certification or an associate's, bachelor's, or graduate degree.

Nature of post-secondary correctional education in South Africa

South Africa is one of the nation's offering post-secondary remedial training to provide offenders with vital skills, standards and learning. Correctional education given to offenders in South Africa offers something beyond the formal classes and educational programmes offered to guilty parties. South African offenders, especially the youth, are given an opportunity to be instructed while detained as a feature of the Correctional Services' assignment, in ensuring the delivery of rehabilitation training through recovery projects and formal training (Mkosi, 2013).

In all the nine provinces in South Africa, the DCS is involved in PSCE. Correctional education programmes are offered in agreement with national laws and policies of education (O' Brien, 2010). Informal education programmes involve courses that need specialised preparation. Technical training is viewed as vocational training; occupational skills and computer-based preparation programmes. ABET additionally shapes some portion of this preparation for an adjusted and combined approach. The preparation is given in association with Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs) and the Department of Labour (Department of Correctional Services, 2012). One of the more significant findings to emerge from various studies is that post-secondary education for inmates traditionally targets only sentenced inmates who are deemed to have acknowledged responsibility for their crimes (Muntingh, 2007). South African correctional centres offer PSCE through distance learning, in partnership with UNISA. Offenders go through the same process of applying for admission as regular students, as UNISA offers distance learning programmes. For this study, South Africa will be used as a

reference to assess the impact and the effectiveness of PSCE at the Brandvlei Correctional Centre, situated in the Western Cape.

2.6.3 Factors of post-secondary correctional education

The ability to deliver effective prison education inside a correctional centre depends on financial, human and material resources (Provest, Noad & Sylva, 1998), namely, funding, libraries and staff.

Funding

Dissel (2008) holds the view that funding is one of the fundamental components of delivering effective prison education. In South Africa, post-secondary education is funded through the National Skills Fund, applied for through NSFAS and offenders are means-tested to determine their financial eligibility once they have been enrolled for post-secondary education. According to Muntingh (2007) funding for offenders' correctional education, specifically post-secondary education, comes from either the family of the offenders or as a form of financial aid. However, most countries experience challenges with regard to funding for PSCE programmes. The Rand Corporation (2013) indicates that in the USA, funding for correctional education programmes emanate from different organisations, making it difficult to collect financial information on the resources spent on correctional education. According to Mkosi, 2013, South African correctional education financing assets are insufficient and unconventional. This influences the progress of the offenders due to constrained resources, to enable them to succeed. In this regard, not all guilty parties who are interested in studying further are granted the opportunity to do so, particularly the financially destitute offenders.

Libraries

The significance of libraries are regularly trivialised. The educational capacity for offenders has two measurements. Libraries enhance and broaden the scope of learning that occurs in classes by providing books and different materials as well as by filling in as areas for standard exercises. Libraries are additionally a vital source of informal teaching in their own particular right and are frequently utilised by individuals who do not join other educational exercises or courses. According to Howard (2009) a book is something from the outside world to which the library user can relate and examine at whatever point he or she wishes. A book is a social instrument, yet it is additionally something individual, giving access to a private world. Many scholars hold the view

that no prison education would be complete without libraries, accessible to student inmates. In spite of this, recent research has suggested that in South Africa some prison centres do not have functional libraries at all (Lawrence, Mears, Dubin and Travis, 2002; Sarkin, 2008; Howard, 2009). As literature reveals, there can be no effective correctional education without functional libraries. The setting is not the same as regular libraries and offenders have limited time that they are able to spend in the library, if the centre has one. In most correctional service centres, all offenders are allowed to borrow books from the library, unless the offender is banned from doing so due to disciplinary reasons. Libraries and computer access are normally unavailable in correctional centres (Allen, 2001). Some correctional centres have some level of computer or library facilities; they are usually not well resourced to cater for PSE student needs (Howard, 2009). In Norway, the policy on libraries allows offenders to have straight access to an outside library, which they should be able to visit on a regular basis. Otherwise, efforts must be made to provide a full service within the prison Adult Education and Community Development, Council of Europe, 2000).

Staff

Nations have a tendency to have diverse arrangements for staffing incarceration education areas and distinctive methods for combining skills, inside and outside, with the prison framework. Yet, whatever the courses of action, it is necessary that the learning and motivation accessible in education benefits in the community, ought to be diverted into the prison framework (Coley & Barton, 2006). Occasionally, it is practical to include prison staff to provide training when they have the proper states of mind and capabilities, which can do much to reduce boundaries between various types of staff and offenders. The absence of experienced specialised trainers to give correctional education assistance in prisons creates a serious challenge to many incarceration centres across the world (Howard, 2009). Sound leadership and dedicated staff, committed to assisting inmate students enrolled in PSE, are critical to ensure that prison education becomes effective for the development of inmates. Sarkin (2008) mentions that scarce staffing hinders planning and provision of effective correctional education to offenders. Additionally, the shortage of staff to assist offenders with their educational needs can reduce the effectiveness of correctional education. According to Tolbert (2012) deficiency of knowledge and skill by prison staff, particularly the teachers, involves a sense of low self-confidence and weakness. Without these resources, ensuring that inmates acquire prison education effectively is not possible. Customarily,

each incarceration centre that offers PSE must have a superior that investigates the everyday operational difficulties and necessities of the wrongdoers selected for PSE.

2.6.4 Justification of Post-Secondary correctional education

The significant number of the imprisoned population comprises of individuals in basic need of education to enhance their post-release chances of work and involvement in the community. Dissel (2008) contends that prisoners ought to be offered access to education and skills, keeping in mind the end goal, to make it simpler for them to reintegrate into society after discharge. Similarly, Roder (2009) claims that the rationale behind correctional education is to enhance offenders' educational and literacy related skills while incarcerated and to improve the chances that they will acquire work or proceed with their education when they are released, reducing recidivism rates as well as financial and social expenses.

Burden (2009) posits that offenders are released into high areas of poverty, which make them vulnerable and exposed to criminal activities for which they have been incarcerated. Burden makes it clear that the criminal justice system needs to be active in minimising the chances of recidivism. Research shows that finding a steady job after release is one of the important factors that prevent offenders from returning to prison. Schimer (2008) insists that correctional centres may be places for punishment but providing offenders with educational programmes can improve the offender's self-confidence that will lead to stable lifestyles and reduce the chances of re-committing crime after release. Education can also reduce the cycle of recidivism, which leads to overcrowding challenges. According to the Rand Corporation findings, every dollar invested in correctional education saves the taxpayers \$5 in terms of recidivism costs. Furthermore, providing PSCE could reduce recidivism and improve public safety for community members, as 90% of offenders return to their communities after release (Ndike, 2014).

In Western Australia, only 20% of prisoners are assessed as functionally literate. A broad frame of research proves that education is a tool to improve numerous long-term results for vulnerable people, their relatives and their societies. In South Africa, approximately 40% of ex-offenders come into contact with the correctional system within two years, by committing another wrongdoing or violating states of their release. Internationally research studies and an increasing

body of local data, indicate support for a strong inverse correlation between recidivism and education (Muntingh, 2007).

2.6.5 Impact of the post-secondary correctional education

Chappel (2004) did a meta-analysis of studies issued from 1990 to 1999 on the effect of PSE on recidivism. This author reported a more grounded decrease in recidivism for those that finished a PSCE programme than the individuals who simply took an interest. Similarly, Dissel (2008) highlights the prominent impact of PSCE as the drop of recidivism. A study by Mohammed and Mohamed (2014) shows a drop in recidivism rates through vocational education and training. These authors argue that inmates believed that PSE improves their correspondence and organisational abilities, all of which would help source work and reintegrate them into society upon discharge. What can be gathered from these views regarding PSE is that the true benefits of education are transformational and have further impact upon community welfare. Primarily, accumulating educational achievements can improve employability and income. Secondly, increasing the educational attainment of parents may impact the educational achievements of their children. This can aid to curb the increase in future crime between the segments of the offenders who are the most likely to recommit crime. Research studies gradually expose the fact that education levels of guardians are a solid indicator of the educational accomplishments of their children.

Wirth (1996) presented experimental proof that offenders who took an interest in vocational education were, a while later, ready to find employment (in accordance with the training) and had less chances of returning to jail than other offenders (about a third in contrast to 80% of members who were not ready to find work). Skardhammar and Telle (2009) refer to research which found that offenders taking an interest in education and occupation programmes had impressively lessened or deferred re-entry to prison. Another study demonstrated that offenders who were given work-release from prison had fundamentally higher employment opportunities, despite the fact that in this last research lower recidivism was found for offenders who had done money-related crimes (Ndike, 2014). Moreover, some researchers have demonstrated that those programmes that incorporate a job centred or vocational training aspect impact recidivism more so than different sorts of educational programmes.

However as noted above, Mcevoy (2008:139) proposes that cooperation in remedial instruction has been found to have no effect on the participants' "odds of securing work after discharge and that business mediations alone are insufficient to guarantee that fruitful reintegration happens". An important factor that regulates an inmate's recidivism is the motivation for the inmate to change.

2.7 Chapter Summary

The purpose of this chapter was to review literature on theoretical and conceptual frameworks relating to PSCE. The literature identifies three theories that were utilised to identify the importance of PSCE in reducing recidivism and promoting personal growth for offenders. The second part of this chapter discussed the conceptual frameworks around PSCE; the issues discussed include policy of PSE, the nature of PSCE and factors of PSCE, the justification of PSE and the impact of PSCE. In this section, reference is made using policies and the nature of PSCE in various countries. The previous section emphasised the importance of highlighting literature around the conceptualisation of this chapter as it identifies different processes employed by different countries as opposed to South Africa, which is the reference case study of this research. Although the literature covered in this chapter was derived from many fields and disciplines, the information has provided useful insights to consider the extent to which the theories and policies affect the practical operation process of offering PSCE to offenders.

CHAPTER 3: CONTEXTUALISING PRISON EDUCATION IN SOUTH AFRICA

3.1 Introduction

. The objective of this chapter is to discuss the legislative frameworks that govern the DCS in offering effective correctional education aligned with the relevant policies. Furthermore, the chapter will unpack various programmes offered by the DCS in ensuring that offenders receive quality education. The chapter concludes by unpacking literature around prison education in South Africa.

3.2 Educational role of the Department of Correctional Services

3.2.1 National level

The South African Department of Correctional Services (DCS) offers vocational training and education programmes to offenders as part of the rehabilitation process while incarcerated. Programmes range from further education and training programmes, to adult education and training, religious programmes, sports and recreational programmes. All offenders have a right to basic education and training (Department of Correctional Services, 2008). Operation Funda, which means “learn” is one of the leading projects of the DCS, launched by the Minister of Correctional Services in 2011 to improve offenders' access to education and training and to prepare them for effective and maintainable social reintegration. Offenders who register with tertiary institutions do so voluntarily since they know the importance of post-secondary education in securing employment when they exit the correctional centres. Educators employed by the DCS assist offenders with all administration work for their post-secondary studies. Some offenders are registered through distance learning with UNISA for post-secondary qualifications.

3.2.2 Brandvlei Correctional Centre

The operation of PSCE at the Brandvlei Correctional Centre is guided by the same guidelines and policies used at a national level in the DCS. Each region is managed by a regional commissioner who ensures that there is smooth and effective management of prisons. The Brandvlei Correctional Centre is a centralised prison in the Western Cape for all offenders who are interested in studying. This correctional centre focuses mainly on young offenders from the ages of 14-35 years. The centre caters for the whole range from literacy teaching up to matric. It is a fully operational and

staffed school and half of the youth in the Brandvlei Correctional Centre are keen to attend school (Muntingh, 2007). Offenders who wish to further their studies are funded by NSFAS but some are assisted by their families. However, the majority of offenders are unable to study further because of financial constraints (Mkosi, 2013; Johnson, 2015; Gorgol & Sponsler, 2011). Although NSFAS supports prison education, scholars have to date paid little attention to this matter in South Africa (Ngoben, 2015). There is also no reliable evidence of how much financial support is allocated to each prisoner who is eligible to study or what the study cap amount is (Gorgol & Sponsler, 2011).

3.3 Department of Correctional Services Policies

Even though there is no documented policy on PSCE by the DCS, the DCS 2012/13 Annual Report (2013) indicates that the DCS offers education and training programmes aligned with the national regulations and policy document called the policy procedures of formal education programmes. The policy procedures of formal education programmes outlines the procedures and activities to adhere to principles, each principle of which, is aligned to the delegated authority. The implementation procedures are also outlined.

The DCS also offers education and training for skills expansion to rehabilitate offenders and to add value to offender's behavioural change as mentioned in the 1999/2000 DCS Annual Report (2000). Every offender is awarded an opportunity to partake in the formal and informal education programmes provided by teachers, psychologists, social workers and religious care workers. The education and training programmes are carried out in cooperation with the national and provincial departments of education, community-based organisations, relevant non-profit organisations and tertiary institutions.

While the DCS reported that 81 incarceration centres benefitted from its correctional education programmes, the incarceration centre representation percentage is unclear; furthermore, it does not specify how many offenders were actually enrolled.

3.4 Legislative Guidelines

3.4.1 The Constitution of the Republic of South Africa

Section 29 (1) (a) of the Constitution of South Africa enshrines the fundamental right to basic education, including adult basic education (Constitution:1996). Section 29(1) (b) provides for the

right to further education (university education and Technical and Vocational Education and Training (TVET)). The Correctional Services 111 of 1998 clearly indicates that it is the responsibility of the Department of Correctional Services to ensure that socio-economic rights are entrenched and rehabilitation is undertaken. The government has an obligation to progressively, through reasonable measures, make this education available and accessible to all. This resonates with the Freedom Charter, which states that “Education shall be free, compulsory and universal for all children”; and “higher education and technical training shall be open to all by means of allowances and scholarships, awarded based on merit” (Freedom Charter, 1955: n.p). The Constitution (and Freedom Charter) do not identify further and higher education as a fundamental right in the same way that it does basic education, nor does it promise ‘free’ further and higher education.

3.4.2 The Green Paper on Corrections in South Africa: Towards a needs-based approach

The Green Paper highlights the importance of offering needs focused rehabilitation services. According to the Green Paper rehabilitation ought to be seen not only as a approach to avert crime, rather as a comprehensive miracle consolidating and empowering social obligation, social equity, active partaking in democratic exercises, empowerment with life and different skills, and adding to improve South Africa a place to live in (Draft White Paper on Corrections, 2003:26).

These key aspects were identified to establish compelling rehabilitation services (Draft White Paper on Corrections, 2003:18).

- Launching formal partnerships with the community to support rehabilitation programmes and to build a common understanding;
- Fighting low-level of education in prisons;
- To add more training facilities for the development of skills; and
- Encouraging a restorative justice approach which inspires offender obligation for mending the relationship with their families and return to the community as a better person after release.

There are various role players that are key participants in a rehabilitation process. Mkosi (2013) identifies the following:

- Psychologists;
- Educators;
- Religious care workers; and
- Social workers.

The previously mentioned would infer that the counteractive action and administration of recidivism is the obligation of an assortment of role players in the society. In this procedure, formal and informal group structures, for example, religious centres, schools, ward committees as well as important governmental systems ought to likewise assume co-liability for decreasing recidivism.

3.4.3 The White Paper on Corrections in South Africa (2005): A needs-based approach

The White Paper on Corrections in South Africa (2005) emerged from a requirement for a long-term vital arrangement and operational system that perceives correctional exercises in incarceration facilities as a comprehensive societal duty. The essentials of this White Paper are additionally obtained from the 1996 Constitution of South Africa, the Correctional Services Act 111 of 1996 and the coordinated equity framework. The White Paper consists of a needs-based approach that outlines the needs-based mediations that are particularly offset by the causal variables with the extraordinary offence profile of the individual offender. The point of profile-based restoration is to influence the wrongdoer to receive a positive and proper standards and esteem framework, elective social collaboration alternatives and to create life, social and professional abilities which will prepare the offender to work viably without coming back to wrongdoing (White Paper on Corrections, 2005). However, the main weakness of this document is the failure to address how the DCS can fight the low-levels of literacy in South African prisons. Furthermore, the document makes no attempt to differentiate between formal education and informal education, as used for rehabilitation mechanisms.

3.4.4 The Correctional Services Act (Act 111 of 1998): pertaining to offenders

The Correctional Services Act 111 of 1998 agrees with the current, internationally acceptable prison system, aligned with the framework of the 1996 Constitution (Draft White Paper on Corrections, 2003). According to Coetzee (2003) one the most vital features of this legislation is that it provides a framework for the handling, development and provision of services to improve

the rehabilitation of offenders through formal education. Another significant aspect of the Correctional Services Act is that it is a supporting tool, which officially attempts to enable offender growth and rehabilitation.

The Constitution of South Africa is a body of important principles that governs the standard operations of the state. There is no law above the constitution, it is superior to Parliament and serves as a gauge by which all laws should be judged. The Constitution sets clear standards in respect of all arrested and detained persons, standards which are derived from the right to dignity articulated in section 10.1. The emphasis here is on the legislative guidelines in respect of the studying offender. The Correctional Services Act (111 of 1998), in Chapter 3, operationalises the regularising arrangements of the Constitution by articulating particularly nitty gritty guidelines controlling states of correction and the treatment of offenders. It is necessary for the researcher to note and have knowledge of legislative frameworks specific to the study as it helps align the standards and operational systems of correctional centres lawfully.

3.5 The Department of Correctional Services correctional education programmes

3.5.1 Informal education programmes

The term informal education has come to be used to refer to education that can happen outside of organised educational programmes (Simpson & Weiner, 1989). Johnson (2015) maintains that informal adult education programmes are viewed as intercessions that contain societal and life-skills training to keep idle minds occupied. As cited by Mkosi (2013) informal education programmes comprise for, the most part, of courses that entail practical training. Practical training is arranged into job-related skills, end-user computing skills and occupational skills. A portion of the recreational or informal training activities are offered, for example, soccer, cricket, rugby, card diversions, table tennis, boxing, chess, pool, and volley ball in addition to library, embroidery and hairdressing. Recent evidence suggests that if offenders leave the incarceration centres without appropriate rehabilitation and reintegration through informal learning exercises, they will assume that it is simpler to live in prison as opposed to battle outside, frequently re-committing crime, essentially to be re-incarcerated (Correctional Services Portfolio Committee, 2002).

One of the benefits of informal education programmes is encouragement of personal accountability, active participation in decision making, owning individual progression, promotion

of leadership and community reintegration. One interesting finding is that the DCS is trying to execute offenders' rights to training; obviously staffing and financial constraints are a noteworthy obstacle to the acknowledgment of the right. The DCS has put an effort into providing decent correctional education and training programmes, which possibly respect, guard, encourage and fulfil the right to education. Nevertheless, the projects are currently unavailable due to an extensive number of the incarcerated population.

3.5.2 Formal education programme

Johnson (2015) defines formal education as the normal schooling and university education where students and learners must complete a certain number of years in high school, post-secondary and/or university certificate, diploma and degree courses. The White Paper on Corrections, Department of Correctional Services, in chapter 9 of the rights of the prisoners, the third economic and social rights report draw our attention to the formal education programmes that the DCS offers (White Paper on Corrections, 2003). This document highlights that formal education consists of general, further and higher education and training levels. The general education level consists of ABET programmes, which comprises of literacy programmes from levels 1-4. The fourth level is the same as grade nine, as indicated in the 2013/14 Annual Report of the DCS (2014).

For offenders who wish to study further, the DCS provides education from grades 10-12, and NI-N2 (National Accredited Technical Education Diploma (NATED) programmes). NATED / Report 191 programmes refer to programmes offered under the support of the Department of Higher Education and Training (DHET), quality assured by Umalusi. The programmes consist of 18 months of theoretical studies at colleges and 18 months of relevant practical application in work places. Education for further studies programmes happens in different fields of learning on a full-time basis by qualified teachers, efficient staff and DCS volunteers. As mentioned earlier, higher education programmes are provided via distance learning education with relevant tertiary institutions, like UNISA. Offenders who are interested in furthering their studies are assisted by their families and some of them are financed by NSFAS. Furthermore, accredited bodies, tertiary education institutions and provincial education departments are in charge of evaluating and assessing the progress of the learners. Interestingly, of 162 000 offenders in South African incarceration centres in 2013, just 32 400 were registered in formal programmes in three

categories, in particular ABET, tertiary and vocational training (Macquet, 2014). This converts to just 20% of offenders in formal education, which is extremely low.

Be that as it may, a current article by Ngoben (2015) demonstrates a few accomplishments of those enlisted in formal education as amazing. It is therefore clear that PSCE helps in dropping recidivism and increasing post release employment. According to the Davis, L *et al* (2013) on average, offenders who study correctional education programmes had 43% lower chances of recidivism than offenders who did not. As the results are indicate, this is by far the most prominent reason as to why most correctional education programmes were established. (Davis, L., Bozick, R., Steele, J.L., Saunders, J and Miles, J, 2013).

3.6 Prison education in South Africa

3.6.1 Overcrowding challenge in South African prisons

According to Johnson (2015) overcrowding is a serious problem in South African correctional service centres. There are roughly 44 000 employees in the DCS operating 243 correctional centres (DCS, 2014). In those facilities, there are almost 150 000 offenders. The population is higher than the expected number anticipated in the original plan and setup of correctional centres (DCS, 2007). Ndiike (2014) highlights that the issue of overcapacity is a national catastrophe that has, over numerous years, been weighing on the minds of policy makers, government officials as well as different partners in the integrated justice system.

Furthermore, the department views overcrowding as a major challenge, as it has huge negative ramifications on the capacity of the Department to deliver on its new function in giving security services to offenders and accommodating their educational (progress) needs. A portion of the causes behind overcrowding include the high crime rate in South Africa, political violations that were committed prior to 1994, extensive quantities of anticipating trial prisoners due to a weak justice system, rising neediness levels and differences between the rich and poor (Johnson, 2015).

Overcrowding, in addition, tends to have a multiplier impact thereby exasperating staff deficiencies, resource imperatives and uncovering shortcomings in administrative practices. Moreover, the physical distress to offenders is an outcome of congested settlement and offices, uncontrolled numbers of offenders which limit prospects to implement effective rehabilitation programmes. With constrained assets and staff as well as inordinate quantities of offenders within

incarceration centres, authorities are simply unfit to deliver a complete programme of rehabilitation and concentrate on a limited number of exercises (Macquet, 2014).

Overcrowding may have a negative impact on the way offenders receive/and or access PSCE within the correctional centre. Literature suggests that education can therefore reduce overcrowding as educated offenders have less of a chance of returning to the correctional system (Mkosi, 2013; Macquet, 2014)

3.6.2 Violence in South African prisons

According to Haysom, Slabbert and Van Rooyen (1981), the three prevalent gangs in South Africa's incarceration facilities today are the 28s, 27s and 26s referred to by and large as the 'number gangs'. They chart their origin, through a detailed oral history, to the late 19th century, when groups were formed within every single male compound involving migrant workers of the mines on the Witwatersrand, close to Johannesburg. It is no secret that South African correctional centres may have the highest rates of violence and gangsterism compared to other countries in Africa (Haysom et al., 1981). The correctional environment is ruled by the presence of powerful gangs that can sometimes employ a significant level of control over day to day life in detainment facilities. Offenders who do not want to be labelled as informants or '*impatas*' are forced to join these gangs in order to survive in prison.

It is clear that public cells and overcrowded prisons give more power to gangs, both to build their participation and their leadership. This is particularly clear where there are staff deficiencies, where rehabilitation activities are constrained and supervision of offenders' exercises are negligible. The reasons for the gang system are complex and currently hard to address. It is clear, in any case, that the impact of the gang systems is exacerbated by the absence of work or effective rehabilitation programmes, particularly in maximum security penitentiaries, and the high overcrowding rates.

Some offenders, who gain their power and respect from gangs' affiliations, feel that it is better to live in prison than to go outside. When they are discharged from prison, they keep re-offending with the goal of returning to prison. This is an endless circle of recidivism that requires serious intercession strategies. Correctional education is viewed as one of these intercessions. It is believed

that the correct type of correctional education may reduce violence and enable offenders to view life in a positive way, knowing that they will be employed upon release.

3.6.3 Low literacy levels

A large portion of young adult offenders seem to have low grades of education and vocational abilities needed to compete in the labour market (Department of Correctional Services South Africa, 2012). Detainment centres appear to be filled with uneducated, low education level and incompetent young adult offenders (Coley & Barton, 2006). Overcrowded prisons in a similar manner suggests that a significant number of ex-offenders return to their communities without skills (Coley & Barton, 2006). Young adult offenders with low education and literacy levels are not required by managers. Employers seek individuals who have had solid and productive work experience despite having had limited opportunities (Coley & Barton, 2006).

According to research conducted over the last two decades, offenders who are functionally illiterate when arriving in prison, can successfully be reintegrated into their communities if they participate in correctional education while incarcerated (Muntigh, 2007). The DCS in partnership with the Department of Basic Education offers literacy programmes through the Kha ri Gude Literacy Campaign, which translates to 'Let us Learn', for offenders who cannot write or read. This campaign was launched in February 2008 by the Department of Basic Education aiming to assist young adult offenders who have limited or no educational background to become literate (Department of Correctional Services, 2012). Additionally, offenders are assessed by means of admission tools to check fitness for enrolling in educational programmes. They complete a test to help teachers determine their level of literacy ability (SA Corrections in South Africa, 2008).

3.7 Chapter Summary

This chapter discussed the legislative frameworks underpinning the governance of correctional education in the DCS. The various correctional education programmes and issues related to educational programmes provided by the DCS were discussed. This chapter concluded by reviewing literature of the South African correctional education system and the common challenges faced in facilities such as overcrowding, gangsterism and low levels of literacy. It is important to note the legislative guidelines that govern the standardisation and operation of correctional education programmes in correctional centres. Even though South Africa is viewed to

be one of the highest crime rate countries, literature has proven that correctional education may reduce overcrowding and violence in incarceration centres.

CHAPTER 4: THE RESEARCH METHODOLOGY

4.1 Introduction

The aim of this chapter is to present the research methodology employed in the study. This chapter outlined the research paradigm, research design, research approaches, population and sample. It also featured the data collection methods, data quality control and data analysis techniques that were used to collect and analyse the data. The chapter concludes by giving an explanation of the ethical considerations taken into account in the study as well as limitations of the study.

4.2 Research Paradigm

According to Tashakkori and Teddlie (1998), paradigms are contrasting worldviews or belief systems that reflect and guide the decisions of researchers. The term paradigm originated from the Greek word *paradeigma* which implies design and was first utilised by Terre Blanche and Durrheim (1999) to indicate a conceptual structure, shared by a group of researchers to provide them with a useful model for analysing issues and discovering solutions. Paradigms are mostly used in social science studies, according to du Plooy-Cilliers, Davis and Bezuidenhout (2014).

Adopting a particular paradigm, researchers follow a precise way of reviewing phenomena applicable to the study. It is therefore significant to recognise which paradigm to subscribe to as a researcher because it will determine what type of questions are considered worthy of exploration and what procedures are needed to generate acceptable answers to the questions (du Plooy-Cilliers et al., 2014). Research has three dominant traditions, namely positivist, constructivist and pragmatist traditions. Positivists believe that there is only one reality which can be identified and measured; they mostly use quantitative methods. Constructivists believe that the truth needs to be interpreted because there is no single truth and so are more likely to use qualitative methods. Pragmatists believe that the best technique to utilise is the one that can solve the problem; reality is constantly debated, interpreted and renegotiated.

This study has adopted a pragmatic paradigm. According to Ormerod (2006), the meaning of pragmatic is derived from a Greek word “*pragma*” which means work, practice, the action of activity, a philosophy by John Dewey (1859-1952). A pragmatic paradigm gives a researcher the liberty to investigate areas of concern, using techniques that are most suitable and utilising results in a valuable way in line with the moral principles of the researcher. A pragmatic paradigm is

relevant to this study as it has employed a mixed method approach, discussed in the research approaches section. Moreover, it has looked at the extent to which offenders in prison education programmes benefit from PSCE. Brandvlei Correctional Centre officials were probed on whether the correctional education was effective and addressed the offenders' personal development and that of their communities.

4.3 Research design

According to Bryman (2006), a research design offers a structure for the gathering and exploration of data. The selection of research design reveals decisions about the importance attached to various aspects of the research method. There are three types of research methods, namely exploratory, descriptive and casual (Marshall & Rossman, 2006). A descriptive survey method is used in this study. Descriptive research is a study intended to describe the participants in an accurate way (Marshall & Rossman, 2006). According to Burns and Grove (2003), descriptive research is used to draw a picture or condition as it happens naturally. Descriptive research may be used to explain existing issues, make judgements and develop new theories. This method involves description, recording and analysis processes of the phenomena. A descriptive method has allowed the researcher to observe a large mass of the target population and make conclusions about the variables. The design was chosen for the study as it was suitable for determining the impact of correctional education to reduce recidivism for male offenders in the Brandvlei Correctional Centre.

4.4 Research Approaches

Inspired by the pragmatic paradigm, this study has combined both qualitative and quantitative techniques to collect data. This is called a 'mixed method'. Mixed method research is an organised combination of quantitative and qualitative strategies in a solitary report for obtaining a complete picture and profound comprehension of a phenomenon (Chen, 2006). The motivation behind this type of research is that both subjective and quantitative research, in the blend, gives a researcher understanding of a research issue. Both qualitative and quantitative research approaches have weaknesses, however, by employing a mixed method approach, the strength of each approach will make up for the weaknesses of the other approach. A mixed method approach has helped the researcher produce more in-depth information and knowledge about the phenomena and to

produce rich data sets. The next two subsections describe the two constituents of the mixed methods employed in this study, namely the qualitative and quantitative methods.

4.4.1 Qualitative

Leedy and Ormrod (2010:13) define qualitative research as “an approach ordinarily used to answer inquiries regarding multifaceted nature of occurrences, mostly with the reason for depicting and understanding the occurrences from participant's perspective”. According to Creswell (2009), a qualitative study researches things in their natural settings, making sense or interpreting phenomena according to the way people convey this to them. The method of qualitative research includes developing queries and processes, collecting information from the participant settings, conducting information interpretation analytically by constructing common themes and interpreting the meanings of the data collected (Leedy & Ormrod, 2010). Qualitative research also involves the use of and assembly of different pragmatic materials like case studies, introspective individual experiences, interviews, life stories, opinions and the past and graphical texts of individual's lives that define usual and difficult moments and implications (Creswell, 2009).

A qualitative research approach was employed in this study. McMillan and Schumacher (2006) describe the product of qualitative study as rich and descriptive. Qualitative research interprets individual's personal experiences and meanings of the world while focusing on process-meaning and understanding. The researcher used this approach to gain insights into broader issues and complexities pertaining to the effectiveness of correctional education at the Brandvlei Correctional Centre.

4.4.2 Quantitative

Leedy (1993) characterises quantitative research as research methods managing numbers and anything that is quantifiable in an orderly examination of phenomena and their connections. It is utilised to answer inquiries regarding connections within quantifiable factors with a goal to clarify, anticipate or control the phenomena. Quantitative research methods comprise of numeric or factual ways to research design. Leedy and Ormrod (2010) state that quantitative research is particular in its measuring and experimentation since it builds on existing hypotheses. A quantitative method often deals with capturing results plus system analysis using a scientific approach. This method is categorised under the broad heading of descriptive research. Quantitative information considers a

more extensive examination, including a greater number of subjects and improving speculation of the outcomes (Baskas, 2013). The advantages of using quantitative research are that a clear quantitative measure can be used for grants or proposals; it can be used when a study involves large quantities of information needed to be gathered (Kumar, 2005). It is important to use the relevant data collection instruments; this method often ignores the human element.

There are four categories of quantitative research, namely survey research, correlational research, casual-comparative research and experimental research. Survey research looks into interviews, surveys and examining surveys to get a feeling of conduct with serious accuracy. Correlational research tests for connections between two factors; it is conducted to explain a noticed occurrence. du Plooy-Cilliers et al. (2014) explain casual-comparative research as research that tries to reveal a reason and influence relationships. Experimental research is defined as research conducted with questions that can be modelled in other ways of research. For the purpose of this study, a survey research has been used because the researcher has investigated the number of offenders who are or have participated in prison education at the Brandvlei Correctional Centre. This has been further explained in the data collection method section.

4.5 Study site

This study was conducted at the Brandvlei Correctional Centre, a prison situated in Paarl, Western Cape. Worcester is under Breede Valley municipality which has a population of 166 825. The Breede Valley municipality covers a total area of 3 833 square kilometres (1 480 square metres). It incorporates a centre area of the Breede Stream Valley around the town of Worcester and extends up the Hex Waterway valley to the edge of the Karoo (Evaluation, 2011). Brandvlei Correctional Centre (formerly Brandvlei Jail) is a prison located on the bank of the Brandvlei Dam close to Worcester, Western Cape, South Africa. Brandvlei is one of the 42 prisons in the Western Cape. It has a maximum security unit, a medium-security unit and a juvenile unit. Worcester is a town in the Western Cape, South Africa, found 120 kilometres (75 miles) north-east of Cape Town on the N1 interstate north to Johannesburg. It is the largest town in the Western Cape's inside district and it is one of the largest towns of the Breede Valley neighbourhood region and is the regional headquarters for most central and provincial government departments. The researcher chose this study site because it is the only prison in the Western Cape that offers formal and post-secondary education to offenders confined in Western Cape prisons.

4.5.1 Target population

A target population is a complete group of people who have common noticeable features (Mugenda & Mugenda, 2003). The target population of the study consists of 23 male prisoners currently in the Higher Education and Training programme, 4 education and development managers, and 3 officials working with the offenders enrolled for prison education in the Brandvlei Correctional Centre.

4.5.2 Sampling strategies

According to Bryman et al. (2016), a sample is a segment or subdivision of a population selected for the study. The sampling method involves a selection of representatives of the population, utilising the information gathered as research information. The technique for choice can be made on a probability or a non-probability approach. The probability method refers to having the “distinguishing characteristic that each unit in the population has a known, nonzero probability of being included in the sample” (Henry, 1990:96). Probability sampling consists of four types, namely simple random sampling, systematic random sampling, stratified random sampling and cluster sampling. Non-probability is portrayed as a testing system where the samples are accumulated in a procedure that does not provide every individual in the population with equal odds of being chosen as participants. Non-probability consists of various methods, which may be purposive, snowballing, focus groups and quota sampling (Bryman et al., 2014).

In this study, purposive sampling that is a non-probability sampling method, will be used to sample participants. In purposive sampling, the sample component is chosen for a purpose, usually because of the unique position of the sample elements (Johnson & Christensen, 2014). The benefit of the purposive technique is that a researcher can guarantee that each part of the sample will help in the current research, as each element fits within the population constraints. If an element is not relevant to the study, it can be disregarded (du Plooy-Cilliers et al., 2014). Purposive sampling was chosen based on the criteria required to explain the phenomena of the study. The criteria include 2 education and development managers, 3 officials working with the offenders enrolled for prison education (formal and higher education) and 16 students who are the recipients of higher education and training (refer to Table 4.1).

4.5.3 Sample size

According to Kothari (2004), sample size speaks to the number of subjects to be nominated from a target population. The sample size should be optimum to fulfil the requirements of efficiency, reliability, representation and flexibility. This study adopted a sample size of 20 respondents that were made up of the following components: 16 inmate students from a total of 23 inmate students who are recipients of higher education and training, three correctional service officials which was total number of officials working in the higher education and training department in Brandvlei Correctional Centre and two out of four education and development managers. The researcher selected 20 respondents as these were the only available offenders who were willing and available to participate in the study. However, the number of the sample size selected would be representative of the target population.

Table 4.1: Participants' allocation in different data collection methods

| Study Population | Target population | Sample | Data collection method |
|--------------------------------------------------------------------------------------------------|--------------------------|---------------|--------------------------------|
| Offenders students | 23 | 16 | Questionnaires Focus groups |
| Education and development managers | 4 | 2 | Interviews |
| Officials working with the offenders enrolled for prison education (formal and higher education) | 3 | 3 | Interviews |
| TOTAL | 30 | 20 | |

Two of the three males in this department are at managerial level and have postgraduate degrees while the third male has a matric certificate only and is currently studying towards his undergraduate degree. All the respondents' locations are based at the Brandvlei Correctional Centre, outside Cape Town. The respondents are coded such that R1 stands for respondent 1 and

in numbers marks the sequence for the respondents. CORSEO1 stands for correctional service education officer 1 (refer to Table 2 and Table 3).

The DCS strives to employ officials that can assist the studying officials and also employs people that can understand the dynamics of tertiary education. Table 2 provides brief demographical data collected from respondents in Brandvlei Correctional Centre. There were 16 respondents that filled out a questionnaire and the median age was 31-35 years of age. The respondents are coded such that R1 stands for respondent 1 and in numbers marks the sequence for respondents. FGDR1 stands for Focus Group Discussion Respondent 1 and also in numbers marks the sequence for respondents. The majority of the respondents have a single marital status, only one is married and they are all at university level with regards to education. The oldest respondent was a 47 year old murder offender. The youngest was between the ages of 23 and 26 who committed rape.

4.6 Recruitment strategies

The researcher identified gatekeepers through contacts made during interactions from a previous project with offenders enrolled in prison education (formal and higher education). The gatekeepers played a vital role in identifying the participants relevant to the study. The researcher obtained a letter of approval from the Research Directorate of the DCS and made further contact with gatekeepers to conduct research in the Brandvlei Correctional Centre. An email was sent to the selected respondents two weeks and one week before the study. The researcher set up separate meeting dates for focus group discussions and interviews. The researcher made telephonic calls and sent electronic reminders to the gatekeepers as the study dates approached. Focus group posters (see Appendix D) were placed in the prison library and on bulletin boards two weeks prior to the focus group date.

4.7 Data collection methods and instruments

The following techniques were used for data collection to assess the effectiveness of prison education in the Brandvlei Correctional Centre. For each data collection method, there were two sets of different questions posed to participants; one for the prisoners and one for the DCS officials.

4.7.1 Survey method

du Plooy-Cilliers et al. (2014) define 'survey' as an information collection tool that has a series of questions created to gather information from participants. The questions were delivered in the form of interviews, questionnaires and sampling polls. One of the benefits of using survey research is that it was relatively inexpensive and flexible. Surveys can be administered in many ways: email, online, on paper and in face-to-face interviews. This gives the researcher the choice to reach remote or hard to obtain respondents like offenders, to answer paper surveys and to compile results into one data set. Furthermore, conducting research through a survey method provides the researcher and respondents with an option for more honest and unambiguous responses than in another research methodology.

A questionnaire was used to solicit the views of the respondents. A questionnaire refers to a survey tool used to gather information from participants about themselves or about a group entity. According to Gillham (2007) questionnaires are one of many ways of finding information from people by asking direct or indirect questions. For the purpose of this study a descriptive questionnaire (see Appendix B) included closed and open-ended questions that were completed by the participants. The benefit of using a survey method is that some participants might be shy or might not have the opportunity to express themselves in a large group. This was a supervised self-completion questionnaire. It comprises of two sections: Section A asks for bio-data information from the participants and Section B asks questions related to the research questions. Gillham (2007) contends that open questions can prompt a greater level of revelation, however, their number and kind must be limited to legitimise the 'cost'. Questionnaires were administered through paper surveys which were completed by 16 offenders during the first session of the meetings.

4.7.2 Interviews

du Plooy-Cilliers et al. (2014) define in-depth interviews as a qualitative data collection method that lets a researcher pose questions to participants with the goal of getting more information about their opinions and beliefs regarding a particular phenomenon. Interviews are normally administered in a neutral, informal but not noisy and easily accessible place where both the interviewee and the interviewer are comfortable. There are three different formats of interviews,

namely structured interviews, unstructured interviews and semi-structured interviews (Creswell, 2009). One of the advantages is that it includes outcomes of gathering comprehensive evidence about research questions. In addition, in interviews, the researcher has to coordinate control over the primary information accumulation process and has an opportunity to illuminate certain issues amidst the process. This study employed a semi-structured interview collection method.

Longhurst (2003) describes semi-structured interviews as a verbal exchange in which a person, which is the interviewer, tries to obtain information from another person by asking questions. The author adds that even though the interviewer formulates a list of pre-set questions, semi-structured interviews may end up in an informal manner where participants are offered a chance to talk about issues that they feel and think are important. This method of the interview has structured, unstructured interviews and thus uses both closed and open questions (see Appendix C3). Individual semi-structured interviews were conducted with two managers of education and development from correctional services and three DCS officials who work closely with offenders enrolled in correctional education about the processes and challenges faced by the Brandvlei Correctional Centre in ensuring that prisoners are effectively accessing prison education. The researcher conducted five face-to-face interviews and if the interviewee was not available for reasons beyond the researcher's power, telephone interviews were administered at a time suitable for the interviewee. The researcher used an audio tape, and transcribed the interviews. To ensure consistency with all participants, the researcher asked a set of pre-determined essential questions for direction, so that the same areas were covered with each interviewee. As the interview progressed, the interviewee was given a chance to expand or give more appropriate information if he chose to do so.

4.7.3 Document analysis

Document analysis is a system used to dissect information essentially through perusing different reports and comparing them to recognise the links and any examples that could be associated or verified (Johnson, 2015). As other analytical methods in qualitative research, document analysis requires that the information is analysed and understood to evoke importance, increase understanding and create experiential learning (Creswell, 2009). A document analysis process includes analytic procedures which entail discovery, choosing, evaluating (making sense of) and blending data in the reports. The advantages of using document analysis as a data collection

method are that it is relatively cost-efficient since most documents are available on the internet, or one can get them from the library; they are easily accessible. Documents differ in quality, sometimes associated with the alleged significance of keeping certain data, however, a few types of documents can be very comprehensive and yield substantially more data than one would like to pick up from a survey or meeting (Creswell, 2009). Documents that were analysed for the purpose of this study included, the DCS Annual Performance Plan (APP), Annual Report, newspapers, journals, books, reports, government gazettes and the DCS training curriculum policy. The researcher has made an effort to ensure the authenticity of the documents and materials.

4.7.4 Focus groups

A focus group is an interview used to define the attitudes, actions, choices and dislikes of the participants who are questioned as a group (du Plooy-Cilliers et al., 2014). The group must be large enough to produce rich dialogue but not too big that some participants feel neglected (Eliot & associates, 2005). According to McMillan and Schumacher, (2006) a carefully planned focus group discussion must take place in a safe space and a non-threatening environment and must be designed to encourage active participation and obtain the perceptions of all participants. Focus groups offer instant ideas for ways to improve specific problems or situations. Focus groups can be less time consuming and cost-effective for planning, conducting and analysing data than other data collection methods such as surveys and individual interviews. Participants can also be more relaxed, speaking freely in a group than in a one-on-one interview, leading to further discussions, therefore providing more information (Palomba & Banta, 1999).

The focus groups were conducted with the offender students, during two sessions with 7-8 participants in each group. The participants were provided with planned questions or topics for discussion. Consent requests were sent to all the participants and the necessary arrangements were made with the education and development manager of the Brandvlei Correctional Centre and the students. The focus group method was chosen because it gives information more quickly and at a lower cost than if people are met individually; groups can be gathered on shorter notice than for a more orderly survey. The researcher used a pre-determined focus group guide (See Appendix C1) but the participants were offered a chance to discuss issues that they feel were important. With the permission of respondents, a voice recorder was used to collect the data and the researcher transcribed verbatim notes of the proceedings.

4.8 Data quality control

Data quality refers to the extent of accomplishing all the requirements which are needed for a specific purpose (Morbey, 2013). Quantitative data uses reliability and validity, while qualitative research uses trustworthiness, credibility, confirmability, dependability and transferability. Furthermore, Lincoln and Guba (1985) recommend two essential criteria for evaluating a qualitative study; trustworthiness and authenticity. Trustworthiness is comprised of four criteria, each of which has a proportional standard in quantitative research. The criteria are credibility, transferability, dependability and confirmability (Bryman, 2014). Since this study employed both qualitative and quantitative research approaches, dependability and credibility has been adopted to measure the quality of the data collection methods of the study. Credibility in qualitative research is characterised by the degree to which the data and information evaluation are conceivable and reliable. Credibility is practically equivalent to internal legitimacy or triangulation, that is, the manner by which looks into outcomes coordinate reality. Triangulation involves utilising more than one technique of investigation and different information in the study of social phenomena so that findings can be validated as a reliable and valid way to understand complex social realities (Bryman, 2014). According to Morbey (2013) credibility can be attained in the following ways: by long involvement with participants, determined observation in the field, the use of fellow researchers or peer researchers and negative case analysis. Merriam (1998) alludes to dependability as the degree to which research can be duplicated with comparative subjects in a comparable setting which will likewise apply to the study.

The researcher has ensured trustworthiness by spending enough time observing different parts of a setting, speaking with different people involved in prison education, developing relationships with relevant bodies and building a rapport with the participants. Advancement of the relationship and trust encourages understanding and co-development of significance amongst researcher and participants and are imperative attributes of a qualitative researcher.

Borrowing from the definition of du Plooy-Cilliers et al. (2014), pilot studies can be seen as mini-versions of a particular study. They have been mostly used to pre-test the measurement instrument and are frequently referred to as pre-tests. In pilot testing, the researcher tests a smaller segment of the actual population that the researcher will draw the sample from, but the respondents are not from the actual sample. The benefit of pilot testing is that it can act as a pre-warning system since

possible errors and difficulties with measurements may arise. The pilot test sample for this study was drawn from the Brandvlei Correctional Centre. This is because Brandvlei is the only facility in the Western Cape region that provides rehabilitation through correctional education, especially formal and higher education; the services are generally centralised. From a sample population of over 3 020 in the Brandvlei Correctional Centre, a sample of 10 respondents who were also involved in formal prison education, were selected for pre-testing before the study commenced. The respondents were allocated an hour to answer the questionnaire. If there were errors or difficulties with the measurements, the researcher would revise and rephrase the questionnaire, with the help of experts, to eliminate ambiguous questions.

4.9 Measurement

According to Dominowski (1980) measurement is generally defined as the assignment of numbers to objects or events in accordance with a set of rules. Verbal descriptions are often used; the first two descriptions are verbal while the third is numerical. The verbal descriptions are then translated into numerical form. According to du Plooy-Cilliers et al. (2014), there are six types of scales used in a questionnaire, namely the nominal scale, ordinal scale, interval scale, ratio scale, the Likert scale and the semantic differential scale. For the purpose of this study, the Likert scale was used to measure the variables in the questionnaire. Bertram (2008) defines the Likert scale as a psychometric response measure generally used in questionnaires to obtain participant choices or the extent of agreement with a question or set of questions. The Likert scales need respondents to show the degree of their agreement or disagreement with various questions associated with a behaviour or item. The questionnaire employed in the study is a 5-point Likert scale ranging from ‘strongly agree’ on one end to ‘strongly disagree’ on the other end. (See Appendix B).

4.10 Data analysis

Data analysis refers to the process of cleaning, inspecting, transforming and remodelling data with a view to reaching a specific conclusion for a certain situation (du Plooy-Cilliers et al., 2014). Data analysis is about how the researcher is going to analyse the primary data that will be collected, employing both qualitative and quantitative collection methods. Moreover, data analysis refers to finding similar patterns within answers given by the respondents and carefully analysing them to accomplish the objectives of the study (McMillan & Schumacher, 2006). One of the benefits of data analysis is that it acts as a filter when obtaining important insights from a large data set.

Moreover, it assists in structuring the findings from diverse sources of data. This study has employed both qualitative and quantitative data analyses, as it is a mixed method research study. Moreover, quantitative analysis can help prove qualitative conclusions.

4.10.1 Qualitative data analysis

McMillan & Schumacher (2006:26) define qualitative data analysis as a “relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest that is integrated into all phases of qualitative research”. In research, the analysis includes ‘separating’ the information into sensible subjects, examples, patterns and connections (Mouton, 2001). The author additionally clarifies the point of analysis as the comprehension of the data through a review of connections between factors and ideas that either rejects or accepts theories, certainties or certain conclusions that were made in advance. Qualitative data must be systematic, organised and interrogated data that allows the researcher to distinguish examples, codes and topics, find connections, create clarifications, make translations, support evaluations or potentially produce theories (De Vos et al., 2001).

For the purpose of this study, a qualitative content analysis process was adopted to analyse the data. According to Dominowski (1980), qualitative content enables a systematic and rationale, well-ordered approach and enables the researcher to go past ordinary descriptive, similar and informative conclusions to find the reason and motivation for reactions. Below is the step-by-step process that has been followed.

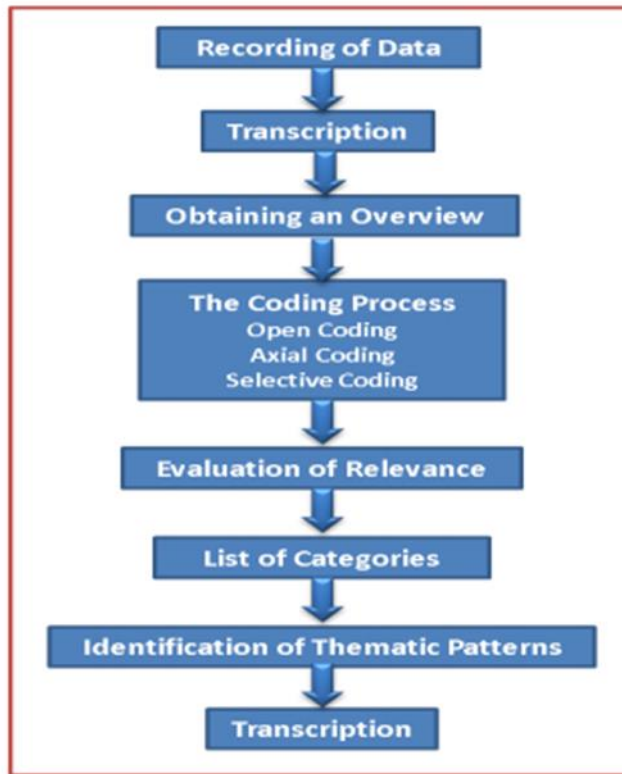


Figure 4.1: Vosloo (2014) the qualitative content analysis process

The method for the analysis of the qualitative data was grounded on the content analysis processes (Berelson, 1952) and was outlined in two segments as per the nature of the recorded information. Initially, the attention is on providing an argument on the analysis collected from the semi-structured interviews, which is followed by a discussion of the analysis of the focus groups and interpretation of the quantifiable part of the experimental investigation, in particular, the questionnaires.

4.10.2 Quantitative data analysis

Quantitative data analysis is defined as an orderly approach to investigations where statistical data collected by the researcher changes what is gathered or observed into statistical data (du Plooy-Cilliers et al., 2014). It sometimes describes phenomena, responding to the ‘what’ and ‘how many’ questions that a researcher may have. Quantitative analysis enables the researcher to find which phenomena are probably going to be honest reflections of the conduct of a language or selection and which are only possibility events. Quantitative data analysis procedures involve data cleaning, data coding, data presentation, data interpretation and discussion. For the purpose of this study,

descriptive statistics was employed to provide the researcher with developing summaries and to determine various key characteristics of the data (du Plooy-Cilliers et al., 2014). Raw data were captured in SPSS before the actual analysis. Descriptive rather than inferential statistics such as T-test and ANOVA was preferred because of the sampling type (purposive) and sample size, which was below thirty. Using descriptive analysis enabled the researcher to show measurable. Descriptive statistics provided numerical calculations, graphs, and tables. The researcher used various graphs to depict participants' responses to research questions and sub - themes. The graphs portrayed the percentages of respondents who strongly disagreed, disagreed, somewhat agreed, agreed and strongly agreed with the statement. Then the data was analyzed and the analysis was reflected as percentages on the graphs.

4.11 Ethical Considerations

According to Bryman (2014), it is good to consider potential ethical issues at the research design stage rather than when a particular issue is confronted. Morals in research ought to be a vital piece of the research planning and execution process, not viewed as an idea in retrospect. Ethical considerations also relate to the possibility of harm to the researcher. There ought to be increased awareness of the requirement for strict ethical guidelines for researchers. Since this study was conducted in a safe environment, the researcher was clear about all the processes required before the research was undertaken.

Informed consent: the researcher obtained informed consent from the participants. No participant was coerced to participate. The researcher ensured that the participants were informed, in a language that they could comprehend, of the objectives and effects of the study and whatever considerations which may be likely to impact their willingness to partake in the study. All participants were given an opportunity to sign a consent form to show their agreement to participate in the study.

Privacy and confidentiality: Protection is connected to the idea of informed consent in light of the fact that the research participant surrenders the privilege to security to the degree that she/he has a comprehension of what involvement is likely to be expected. Privacy and confidentiality was exercised by the researcher by not using sensitive information or the names of the participants. Codes as shown in Tables 2 and 3, were used in the final research report, in order to enhance the privacy of the respondents.

Table 2. The classification of the interviewee’s demographics at the Brandvlei Correctional Centre

| Gender | Occupation | Education | Location | Respondents | Codes |
|---------------|-------------------------------|----------------------|-----------------|--------------------|--------------|
| Male | Unisa Hub IT specialist | Matric | Brandvlei | R1 | CORSEO1 |
| Male | Unisa Hub Coordinator | Post graduate degree | Brandvlei | R2 | CORSEO2 |
| Male | Manager: Education & Training | Post graduate degree | Brandvlei | R3 | CORSEO3 |

Table 3: The classification of focus group respondent’s demographics at the Brandvlei Correctional Centre

| Age | Respondents | Codes | Marital status | Education | Crime convicted | Convicted before |
|------------|--------------------|--------------|-----------------------|------------------|------------------------|-------------------------|
| 27-30 | R1 | FGDR1 | Single | University | Murder | No |
| 31-35 | R2 | FGDR2 | Single | University | Rape | No |
| 31-35 | R3 | FGDR3 | Single | University | Robbery | No |
| 27-30 | R4 | FGDR4 | Single | University | Murder | Yes |
| 43 | R5 | FGDR5 | Single | University | Murder | No |
| 35 | R6 | FGDR6 | Single | University | Robbery with Murder | No |
| 52 | R7 | FGDR7 | Single | University | Robbery | Yes |

| | | | | | | |
|-------|-----|--------|---------|------------|-----------------------|-----|
| 35 | R8 | FGDR8 | Single | University | Rape | No |
| 40 | R9 | FGDR9 | Single | University | Robbery with Murder | No |
| 40 | R10 | FGDR10 | Single | University | Robbery with Murder | Yes |
| 47 | R11 | FGDR11 | Single | University | Murder | No |
| 37 | R12 | FGDR12 | Single | University | Robbery | Yes |
| 31-35 | R13 | FGDR13 | Single | University | Robbery with Violence | No |
| 23-26 | R14 | FGDR14 | Single | University | Rape | No |
| 44 | R15 | FGDR15 | Married | University | Murder | No |
| 37 | R16 | FGDR16 | Single | University | Robbery with Violence | Yes |

Authorisation: The researcher obtained authorisation from the gatekeepers and all participants were informed about the objectives of the research as well as the intention to conduct the study on their site. The authorisation to do this research was requested in writing from the Brandvlei Correctional Centre. The researcher obtained ethical clearance from the institution before embarking on this study.

Gatekeeping: Gatekeepers are deemed to be adults who have control or may limit a researcher's access to participants (Rankin & McFadyen, 2016). Moreover, gatekeepers have a key part to guarantee that researchers find potential participants and research sites. The researcher has engaged and involved the gatekeeper/s ahead of schedule in the research process. The education and development manager in the Western Cape regional office was contacted to direct the researcher to the right person who would act as a gatekeeper for this study. The researcher wrote a formal letter to the relevant gate keeper, specifically for the consent of the Brandvlei Correctional Centre. Otherwise, the researcher had a working relationship with the formal education director in Pretoria who would act as the gatekeeper for the study.

4.12 Limitations of the study

Limitations are defined as the weaknesses, restrictions or problems in a study that may decrease the generalisation of the findings (Burns & Grove, 2003). The researcher acknowledged the importance of identifying the limitations of the study before undertaking it, in order to make suggestions for further research. One of the major limitations of this study was limited literature on prison education challenges in South Africa. Language barriers also posed a limitation in the study, as the Afrikaans language is the primary medium of communication in the Breede Valley municipality. The researcher had to source interpreters to be able to communicate with the offenders. Other limitations included the researcher being prohibited to use a recorder; simultaneous note taking and listening could have affected the researcher's focus. In addition, due to ethical concerns inside the high-security controlled areas, some interviews were conducted in the sight of security surveillance and correctional officials, which may have influenced the reliability and validity of the data, thereby compromising the authenticity of the responses. The researcher was unable to generalise conclusions as the study only focused on 16 male offenders confined in one of the 42 prisons in the Western Cape.

CHAPTER 5: DATA PRESENTATION AND ANALYSIS

5.1 Introduction

The previous chapter presented the research methodology that was employed in the study. The focus was on the research paradigm, research design, research approaches, population and sample. The main aim of this study is to analyse the effectiveness of post-secondary correctional education in the Brandvlei Correctional Centre in Cape Town. The purpose of this chapter is to discuss and clarify the findings of the data collected when the focus group and interviews were conducted, as well as the data collected from the questionnaires completed by the respondents. The chapter uses graphs and tables to present and simplify the data. It also offers in-depth descriptions of data collected and a critical analysis of literature in an attempt to answer research questions.

The chapter will present the data connected to the four broad research questions of this study. The chapter will first present the data collected from the respondents concerning the nature of prison education. This is followed by the presentation of data collected from the respondents around the justification of post-secondary correctional education at Brandvlei Correctional Centre. Thirdly, the chapter presents the data collected from the respondents related to the factors that enable or hinder post-secondary correctional education at the Brandvlei Correctional Centre. Fourthly, this chapter articulates the data associated with the perception of the respondents on the impact of post-secondary correctional education at the Brandvlei Correctional Centre. Finally, the chapter outlines the summary of findings of the study.

5.2 Demographics

The demographic information provides information with respect to research respondents and is fundamental to the assurance of whether the people in a specific study are a representative sample of the target population for speculation purposes. This will help reveal some insights into the extent of the selectivity bias in the sample and affirm the requirement for caution in reaching conclusions from the data analyses. This section outlines the respondents' demographics with regard to their ages, marital status, education level, crimes for which they have been convicted and whether they were convicted before or not. All respondents within the offender side were male. Only one respondent was female from the staff side and she is responsible for educational development within the Corrections Department in Cape Town.

5.2.1 Respondents age categories

The researcher had to find out about the age of the respondents studying PSCE, to determine the median age of the respondents in this study. This would assist the researcher to know the common age of offenders that study PSCE at the Brandvlei Correctional Centre. Figure 5.1 shows the age of the respondents studying PSCE at the Brandvlei Correctional Centre.

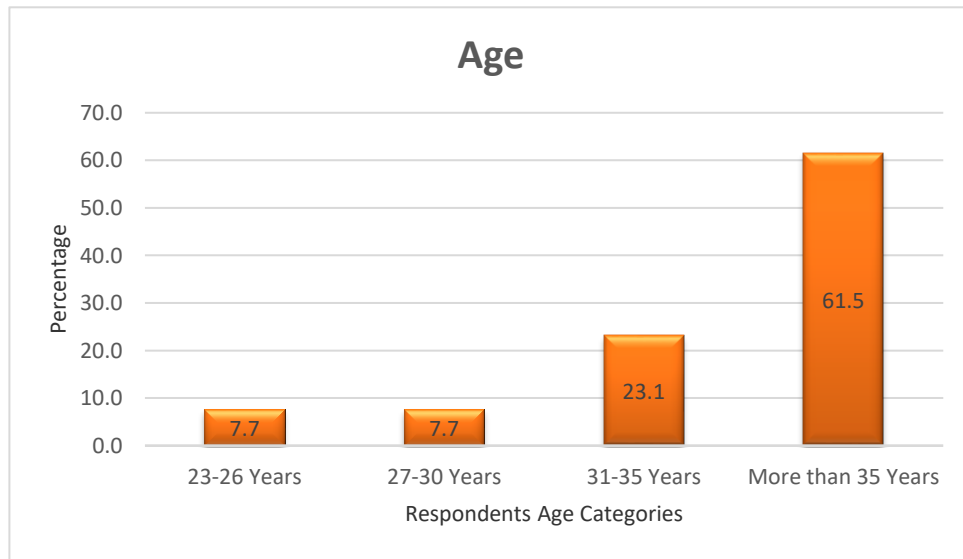


Figure 5.1: The classification of the respondents' age categories at Brandvlei Correctional Centre

From the graph above, the respondents were above the age of 22 with the majority being in the 31-35+ age group, the median age was 31-35 years of age. The percentage of respondents between the ages of 23-26 years was 7.7%. The percentage of respondents who were between the ages of 27-30 years was also 7.7%, while the percentage of the respondents between the ages of 31-35 years was 23.1%. It is apparent in Figure 5.1 that a high percentage of the respondents (61.5%) were older than 35 years of age, which may suggest that these respondents were more remorseful and wanted to obtain post-secondary qualifications more than the young adult respondents that were between the ages of 18-35 years.

5.2.2 Marital status of the respondents

In order for the researcher to understand what motivated the respondents to study post-secondary education, the researcher needed to know the marital status of the respondents as this could be the driver of why they wish to pursue post-secondary correctional education. An educated ex-offender has better chances of securing job opportunities to take care of his family upon release than an ex-offender who has no formal education and is likely to re-offend as they do not have major responsibilities like dependents and a family. Figure 5.2 shows the marital status of the respondents.

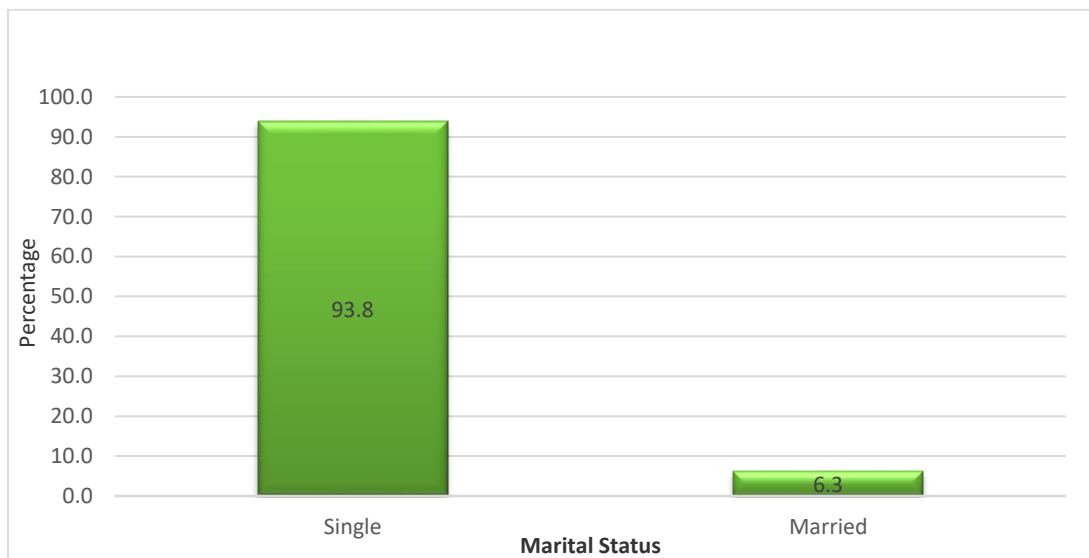


Figure 5.2: The classification of the respondents' marital status at the Brandvlei Correctional Centre

Figure 5.2 shows that the majority of the respondents were single at 93.8%, while 6.3% of the respondents were married. The marital status of the respondents is important as this determines the majority of respondents that are likely to be convicted. This implies that single people are more likely to commit crime because they do not have similar responsibilities and are living unrestricted lives, while marriage is associated with maturity and responsibility, in which most married couples have children and aspire to set good examples for their families. A change in criminal conduct may occur because of the attachment that forms because of marriage and having children.

5.2.3 Respondents educational level

This study was around PSCE; therefore, the respondents were expected to have matric educational qualifications as they were currently studying PSCE. From the data gathered from the respondents, it is important to note that none of the respondents were studying through TVET Colleges. Therefore, the data given below represents university educational qualifications of the respondents participating in the research. All the respondents had matric qualifications. In Brandvlei Correctional Centre, 100% of the respondents in this study observed education as the best instrument and support to reintegration. This result appears to be aligned with literature, which shows that giving offenders the privilege to education includes more than essentially broadening the passage of decent employment, it includes commitment to the rehabilitation of their confidence and to their peaceful restoration in the community. The pre-requisite for post-secondary education is a matric certificate, therefore, those offenders without matric enrol for other formal education studies such as National Certificate (Vocational) (NC(V)) programmes.

5.2.4 Crimes for which the respondents were convicted

From the research point of view, it was important to compare the level of that particular crime in the society, as crimes such as robbery are attached to poverty and murder is mostly associated with hate. The respondents were asked about different crimes for which they were convicted and Figure 5.3 shows the different categories of crimes for which the respondents studying PSCE, were convicted. It was important to identify the different categories of crimes for which respondents were convicted as this could be linked to the type of PSCE studies they chose to study; however, this study has not explored the link between the type of crime convicted and the qualification studied.

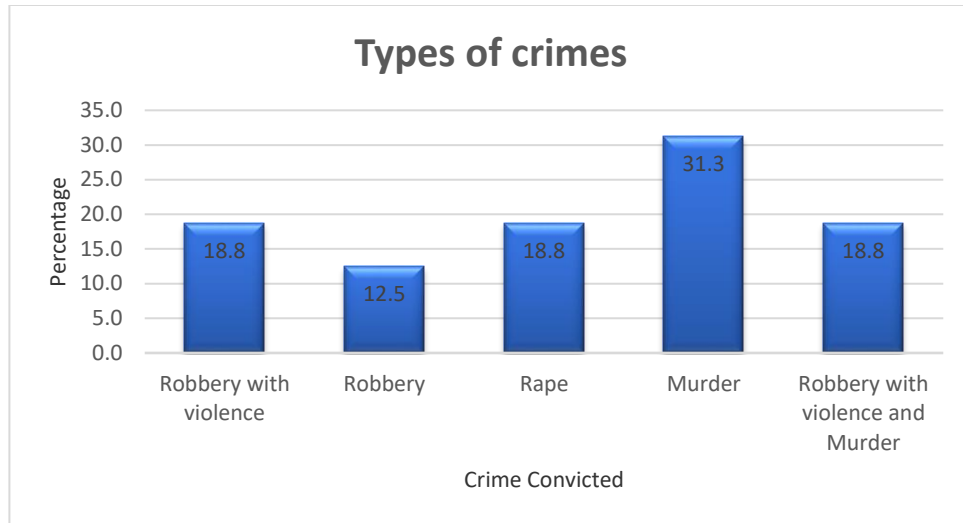


Figure 5.3: The classification of the crimes for which the respondents were convicted at the Brandvlei Correctional Centre

Figure 5.3 shows that 18.8% of the respondents had committed robbery with violence crimes and 12.5% of those who completed the questionnaires had committed robbery only crimes. 18.8% of the respondents were convicted for rape. A large portion of the respondents surveyed had committed murder crimes. Furthermore, 18.8% consisted of respondents that committed robbery with violence and murder crimes. It was likely that there may be different reasons why the respondents committed the crimes for which they were convicted, and those underlying reasons could lead to re-offending as they became unresolved issues that remain with persons upon release, due to a lack of proper rehabilitation. It was vital to match the types of crimes with the rehabilitation programmes that the offenders needed to ensure that DCS reduces recidivism.

5.2.5 Previous convictions

Lack of proper rehabilitation could lead to recidivism; most offenders return to the same communities and they face the same challenges which led them to crime. Therefore, it was important for the researcher to know whether the respondent had been convicted before, to determine that and what were the chances that receiving correctional education may alter the mind set and provide a better opportunity for the respondent not to re-offend. Figure 5.4 shows the percentage of respondents that had committed a crime before versus those with first time convictions.

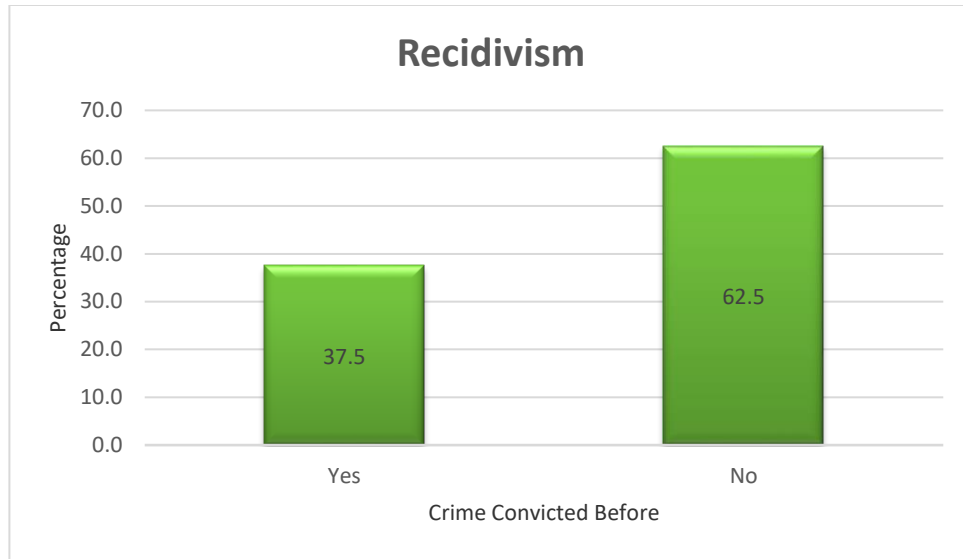


Figure 5.4. The classification of the respondents who had been convicted before at the Brandvlei Correctional Centre

Figure 5.4 discloses that the highest percentage of the respondents were not convicted before, while 37.5% of the respondents were in the justice system before. This means that the majority of the respondents were in the justice system for the first time and the respondents appreciate the opportunity of obtaining PSCE to ensure that they do not recommit the crime.

The next section of this dissertation will focus on presenting the data connected to the four broad research questions of this study.

5.3 The nature of Post-Secondary Correctional Education at the Brandvlei Correctional Centre

The South African DCS role is no longer about enforcing the law of court rules and locking offenders away from society but the DCS role is to confirm that the offending behaviour is corrected by education in a space that encourages human treatment and human dignity of offenders. The DCS operates as a national department with six regions, namely, Gauteng, the Eastern Cape (EC), the Western Cape (WC), KwaZulu-Natal (KZN), Limpopo, Mpumalanga and the North West (LMN) and the Free State and the Northern Cape (FSNC). The DCS has 243

Correctional Centres, including two Public-Private Partnerships (PPPs) and 46 Management Regions. The Department has nine female correctional centres, 14 for youth and 129 are for men (2013/14 DCS Annual Report). Brandvlei Correctional Centre is in the Western Cape and currently is the flagship in the region that operates as the only correctional centre that offers PSCE (Education & Training awards presentation, 2017). The section will focus on describing the nature of PSCE at the Brandvlei Correctional Centre, aimed at portraying the manner in which this centre operates.

5.3.1 The admission and funding application process

The offenders are given a chance to apply by accessing the MyUnisa portal and to then register online. Both documentary and interview data show that the students are registered through distance learning education with UNISA for certificates, diplomas and degrees up to postgraduate level studies. In terms of funding the qualification for which the students apply, the section head of education and training collects manual NSFAS applications forms for students who have applied for university admission. Students are given a chance to complete the application forms, thereafter the section head collects the application forms and posts these to the NSFAS offices. Most students pay for their own studies while others rely on private sponsorships according to the course towards which they are studying.

Table 4: Total number of students currently studying PSCE and the courses

| Qualifications | Number of students |
|----------------|--------------------|
| Certificates | 4 |
| Diplomas | 2 |
| Degrees | 17 |
| Total | 23 |

The sample selected for this study was 70% of the total students that study PSCE at the Brandvlei Correctional Centre. The total number of students that were registered for PSCE through UNISA

distance learning was 23 and 16 of these students completed the questionnaire. The table above only reflects PSCE qualifications. As shown in the table above, four of the students that study PSCE were studying certificate qualifications, while two of the students were studying diplomas. Most significant about the figures is that 17 of the 23 students that were studying through UNISA at Brandvlei Correctional Centre were completing degree qualifications. One of the objectives of DCS was to develop the skills of the offenders as part of the potential South African work force so as to improve their quality of life, prospects of work, labour mobility and also to encourage them to open their own businesses, once released.

5.3.2 The formal education department organogram structure at the Brandvlei Correctional Centre

Every organisation or department needs an organisational diagram that shows how the department is structured and how the positions in the department are related to each other. There are three types of organograms which are hierarchical, matrix and flat. The Brandvlei Correctional Centre formal education department has a hierarchical organisational structure, which is shown in Figure 5.5.

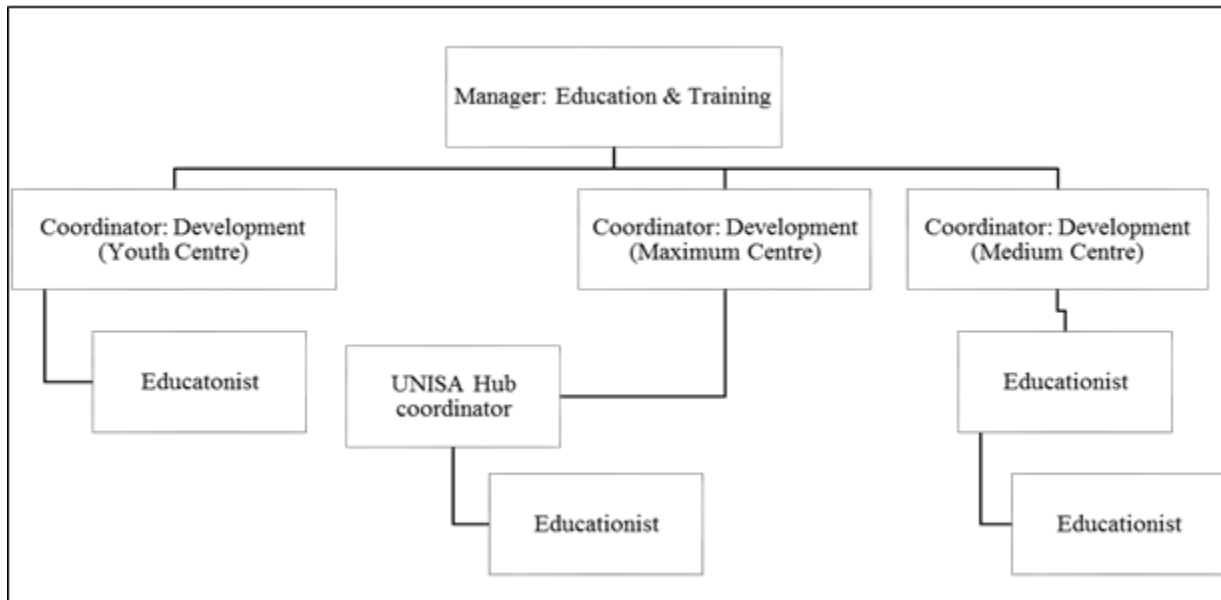


Figure 5.5: The Brandvlei Correctional Centre formal education department has a hierarchical organisational structure

Figure 5.5 presents the departmental structure of the Brandvlei Correctional Centre formal education department. This department is led by a manager that is responsible for coordinating all education and training programmes as well as to monitor the settling in of the UNISA students at the Hub. There are three coordinators that report directly to the manager; the three coordinators are responsible for three different centres which are: youth centre, maximum centre and medium centre. The UNISA Hub coordinator reports directly to the coordinator of the maximum centre development and is responsible for coordinating and implementing appropriate student support and to liaise with UNISA with regard to the needs and concerns of the students. There is one educationists that report under the coordinator of the development of the youth centre, while there is only one educationist that reports under the coordinator of development in the maximum centre and there are two educationists reporting to the coordinator of development in the medium centre. Having a functional and clear organisational/departmental structure ensures that the departmental goals and objectives are met while also outlining the chain of command and span of control.

Within the above mentioned departmental structure, the IT UNISA Hub specialist is responsible for ensuring that students access the MyUnisa portal to communicate directly online to UNISA. The DCS then provides computer equipment required to enable students to comply with UNISA requirements for online services. The computers, however, were not operational at that time. Therefore, students were utilising their own laptops and modems to access the internet until DCS computers were operationalised.

5.4 The nature of PSCE at the Brandvlei Correctional Centre thematic findings

According to the conceptual framework of this study, the first research question in this study aimed to regulate the nature of PSCE at the Brandvlei Correctional Centre. The mixed method approach revealed some critical themes that emerged from the study of both the offenders and the officers. Three sub-themes were identified in this manner, to which the respondents had to respond. The qualitative and quantitative findings were described under each theme, as it emerged from the study. The three research themes referred to above are:

- (a) Post-secondary correctional education awareness;

- (b) Assistance of the officials; and
- (c) Resource availability.

5.4.1 Post-Secondary Education Correctional education awareness

One of the key targets of the DCS around rehabilitation was to enhance offenders' self-awareness through arrangement of education, literacy and ability competency programmes during the period of imprisonment, as stipulated in their APP (DCS APP, 2017). As no one can be expected to know about something without being made aware thereof, it is important for the DCS to conduct awareness campaigns about the importance of education. Respondents were asked if there was sufficient awareness about PSCE available for offenders.

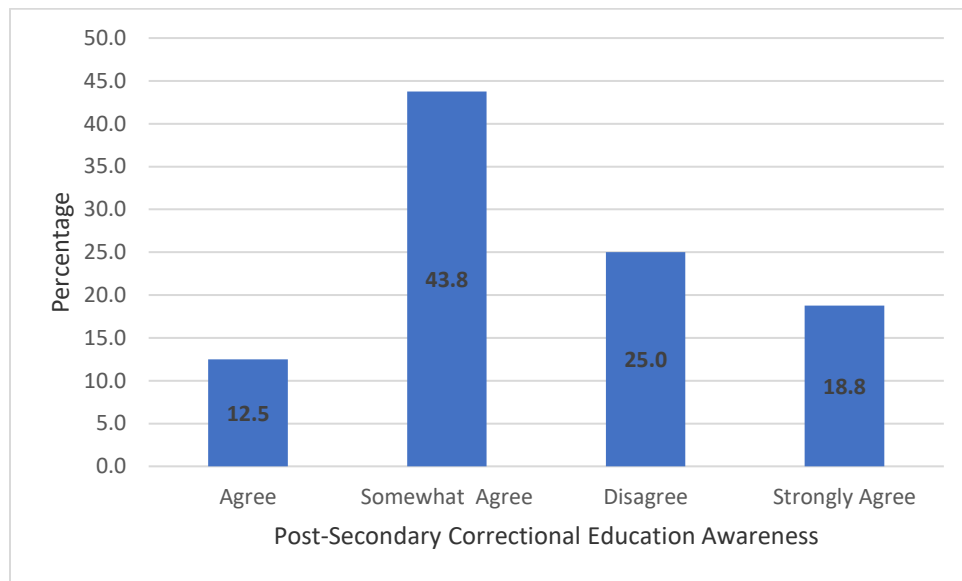


Figure 5.6: Post-Secondary Correctional Education awareness

As displayed in Figure 5.6, 12.5% of the respondents agreed that there was enough awareness about post-secondary correctional education available for them, while 43.8% of the respondents somewhat agreed that there was enough awareness. From Figure 5.6, we note that 25% of the respondents disagreed with the statement. Only 18.8% of the respondents strongly disagreed with the statement that they were receiving enough awareness about post-secondary correctional education in the Brandvlei Correctional Centre. The most interesting aspect of these findings was that the majority of the respondents were unsure whether they were getting enough awareness

about PSCE. Data from focus group discussion shows that there was no awareness about post-secondary education and its importance in rehabilitation, as reflected in Matrix 5.1

Matrix 5.1 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Post-Secondary Correctional Education awareness | <i>There is no awareness about post-secondary education and its importance in rehabilitation.</i> | FGDR3 |
| | <i>I want to be advanced so much that when I get out of prison, I can stand on my own. However, with regards to the correctional education, not much is being made public amongst the offenders and in the end others do not even have information about their ability to be educated while in prison.</i> | FGDR14 |
| | <i>The policies of the department have not been adjusted to fit the purpose of the post-secondary correctional education and a lot of details need to be taken care of.</i> | FGDR1 |

Overall, the findings indicate that there was inadequate awareness about the PSCE, which could lead to a marginal target of offenders receiving rehabilitation through formal education that could help them integrate into society, with the skills needed in the job market. Therefore, it was important for the DCS at the Brandvlei Correctional Centre to run awareness campaigns so as to emphasise the importance of PSCE as part of the rehabilitation mechanisms.

5.4.2 Assistance of the officials

Every offender is entitled to rehabilitation through education. The DCS officials must assist and monitor the process of how offenders that are students, receive an education. Since PSCE is administered through distance learning from UNISA, students are assigned to officials who will assist in ensuring that there is access to necessary resources needed by students to access the MyUnisa portal and academic material thereof. Respondents were asked if the DCS officials assisting them were professional and helpful. Responses are shown in Figure 5.7.

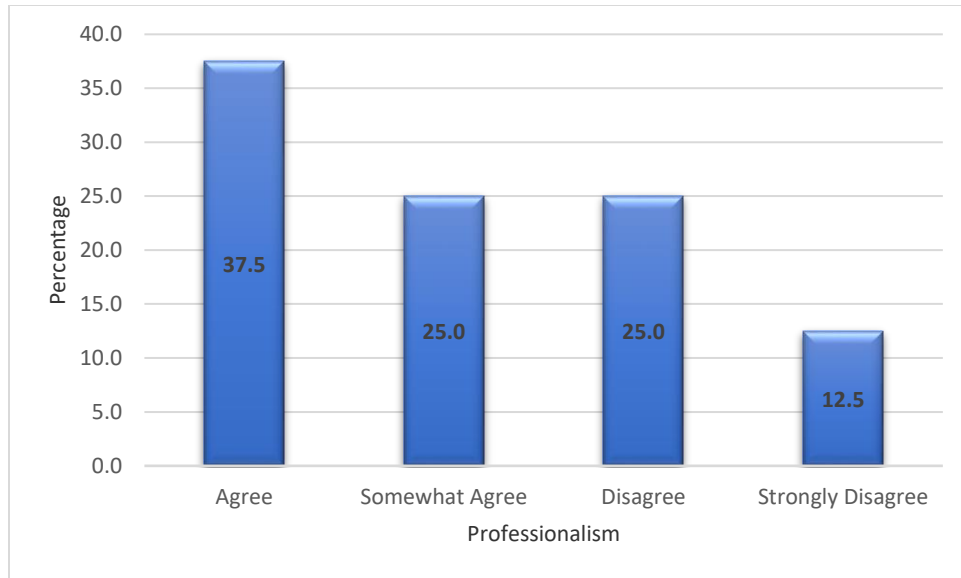


Figure 5.7: The classification of professionalism and assistance of DCS officials

The summary statistics in Figure 5.7 illustrates that 37.5% of the respondents agreed that the DCS officials were professional and helpful towards the students. While 25% of the respondents somewhat agreed that they were professional and helpful. As can be seen from the figure above, 25% of the respondents disagreed with the statement that the DCS officials were professional and helpful and 12.5% strongly disagreed with the statement. The implication is that the majority of the respondents agreed that there was professionalism and that the DCS officials were helpful. Additionally, the DCS values and promotes a new organisational structure of caring professionalism in their officials while also instilling the same values for offenders to follow suit. Further probing the effectiveness of PSCE at the Brandvlei Correctional Centre, the study revealed that there was general consensus amongst the offenders that little help was being professionally offered to the offenders with their studies. Matrix 5.2 presents a summary of responses that emerged from the focus group.

Matrix 5.2 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The assistance of the officials | <i>Sometimes it feels like we are an outcast group especially when there is little professionalism and help from those that are supposed to assist us.</i> | FGDR5 |

| | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | <i>It is all about perspective, I guess. There are times when one has to do their best and not expect the officials to do all the work for you. It's two sided... well and depends on who is narrating (laughs)</i> | FGDR7 |
| | <i>There can never be a smooth system of educating the offenders. Moreover, considering their numbers against the workforce we have under the Education Department, it calls for a lot of dedication on their part as one officer can be handling more than 100 offenders at a time. So the challenge of personal attention can be transformed into unwillingness.</i> | CORSEO2 |

In defence of the negative reaction concerning the willingness of officials, one of the correctional officials mentioned that there was, at times, stiff resistance on the part of the offenders, as certain others within the prison originated from well-informed (educationally) backgrounds and felt undermined to be taken through certain activities that they would have previously undertaken. These results indicated that the problem did not merely concern professionalism, but also included the conditions and the capacity constraints under which officials had to work, in ensuring that offenders received the attention and assistance they so required.

5.4.3 Resource availability

The ability to deliver successful educational programmes inside correctional centres depends strongly on human, financial and material resources. It is therefore important that every correctional centre offering PSCE be equipped with enough resources and infrastructure to enable offenders to study effectively. Respondents were requested to assess whether Brandvlei Correctional Centre had sufficient resources to help them succeed and the responses to this statement are shown in Figure 5.8.

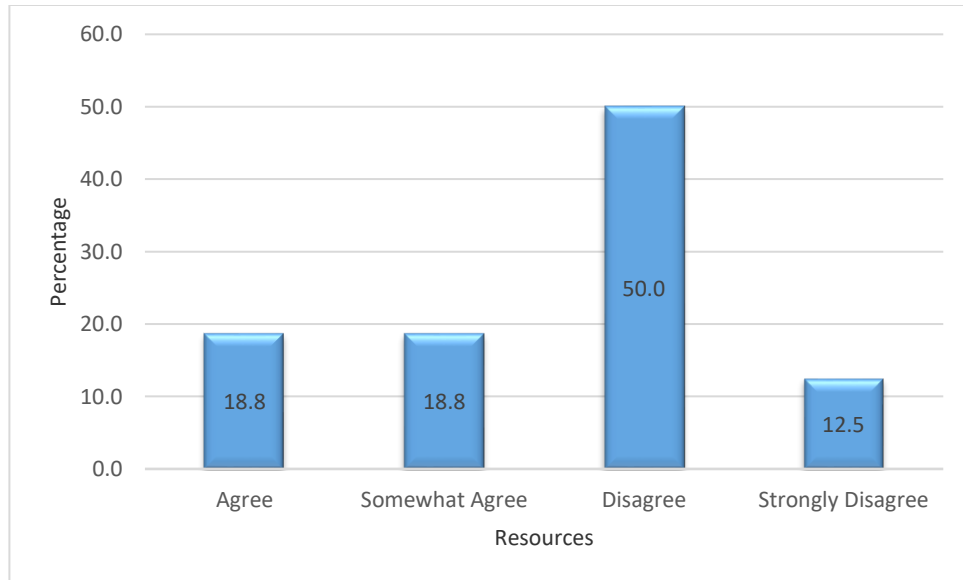


Figure 5.8: The classification of availability of resources in the Brandvlei Correctional Centre

Figure 5.8 above shows that 18.8% of the respondents agreed that there were enough resources available to help them succeed in their studies, while equally 18.8% of them somewhat agreed that there were enough resources for them to access and succeed with their education. 50% of the respondents in this study disagreed that there were enough resources available for them to succeed in their studies at the Brandvlei Correctional Centre. In this study, 12.5% of the respondents strongly disagreed that they had enough resources at their disposal to succeed in their studies.

Students with no access and/or adequate resources inside correctional centres will have limited learning experiences that may affect their academic progression, leading to failure in their studies. The question of resource availability, in ensuring the conduct of PSCE, had the most neutral responses from both offender and officer respondents. The majority of respondents felt that there was potential to increase what existed but then there was a lack of resolve from the authorities. FGDR8 stated that:

People study differently, in different times coping with school work, because I believe students need conducive space to study in, like desks, chairs, the quietness and you need that to be consistent, in order to achieve constantly good results, we were moved here without being consulted. The department never investigated if this space is conducive for studying, we sleep in communal tin cells which makes it difficult for learning.

Learning space and materials were an issue that officers within the Correctional Education department complained about as a cause for the decline in the success of students in their studies within the prison. CORSEO1 stated that:

In line with the Correctional Education provisions as stipulated under law, there is a lot that needs to be provided to the offenders to ensure that learning occurs without any hurdles. However, as a Department we are under-resourced and that makes it difficult to meet the needs of the learners.

Collectively, these findings suggest that the Brandvlei Correctional Centre did not have adequate resources to ensure smooth access to PSCE for offenders. This support may only be accomplished through the provision of resources such as study materials, funding, facilities and the appropriate infrastructure for this purpose.

5.5 Justification of post-secondary correctional education in South Africa

Research question two sought to establish the justification of PSCE in South Africa. The researcher drew from the policy framework provided by the DCS, as well as the Constitution of South Africa. Three sub-themes were identified under the justification of PSCE at the Brandvlei Correctional Centre and respondents were asked to give their responses. The sub-themes identified in these responses were: post-secondary education opportunities received by offenders at the Brandvlei Correctional Centre, the desire of offenders to study post-secondary education as part of rehabilitation mechanisms and in reducing recidivism at the Brandvlei Correctional Centre and education support that offenders were receiving from the education and training department at the Brandvlei Correctional Centre, to ensure that they were succeeding academically.

Although the delivery of correctional education programmes to offenders is a privilege in some countries, correctional education in South Africa is a constitutional right and should therefore be aligned to the country's education system. The state and all its institutions should ensure that every single individual's right to education is protected. Section 29 (1) (a) of the Constitution of South Africa enshrines the fundamental right to basic education, including adult basic education (Constitution:1996). Section 29(1) (b) provides for the right to further education (university education and Technical and Vocational Education and Training (TVET). The Correctional Services 111 of 1998 clearly indicates that it is the responsibility of the Department of Correctional

Services to ensure that socio-economic rights are entrenched and rehabilitation is undertaken. The government has an obligation to progressively, through reasonable measures, make this education available and accessible to all. The Constitution does not identify further and higher education as a fundamental right in the same way that it does basic education, nor does it promise 'free' further and higher education. However, findings from studies assessing the value of PSCE, reveal that society can save money and even earn return on its investment from providing education to incarcerated individuals (Keeley, 2004:291). In addition, receiving higher education qualifications makes finding employment easier, which decreases the criminal behaviour, and consequently reduces re-offending behaviour (Schirmer, 2008:25).

The Department of Correctional Service South Africa is in a process of drafting and implementing various formal education programmes for offenders. In providing offender education programs, this exercise has become an integral part of the need - based and rehabilitation tool. The Post-Secondary correctional education program is arguably the best way to tackle the tendency of re-offending (Muntigh,2007), which is a popular struggle that affects the once incarcerated people once they are released from prison. The importance and value of education in correctional confines can never be over - affirmed. Recent research has suggested that offering access to Post-Secondary education to the incarcerated population had positive results that are key to reducing the chances of re-offending. (Ellison et al., 2017; Adebola et al., 2018; King et al., 2019).

5.5.1 Post-secondary correctional education opportunities

The South African law allows every offender to benefit from any correctional education opportunity as part of a rehabilitation process designed to equip offenders for the outside world. Furthermore, offenders should be given an opportunity to study and develop to improve their knowledge, skills and qualifications to increase their chances of employment. The respondents were asked if they thought all offenders deserved to be given an opportunity to receive a PSCE. Figure 5.9 shows an overview of their responses.

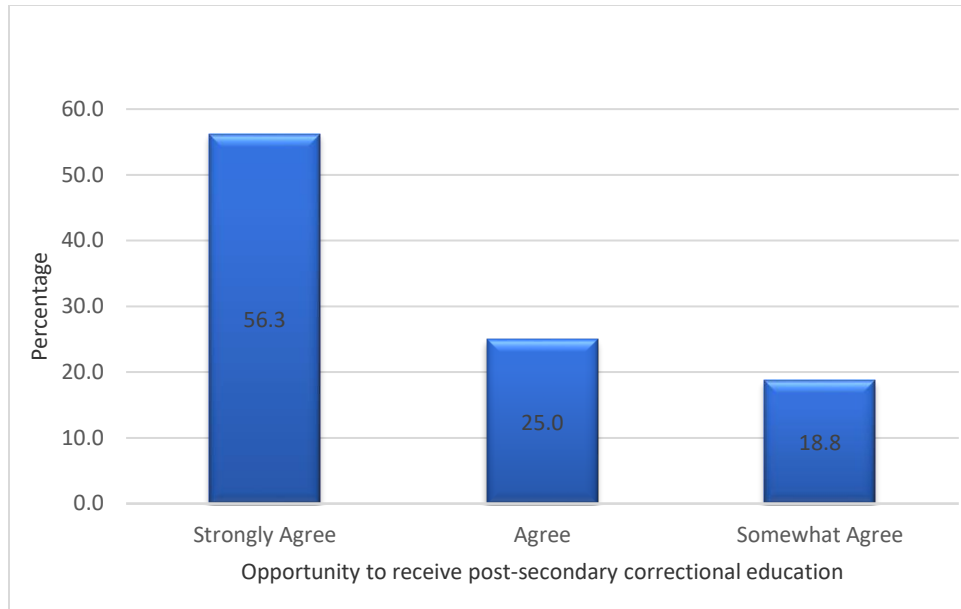


Figure 5.9: Opportunity to receive post-secondary correctional education

Figure 5.9 shows that 56.3% of those who responded to this statement strongly agreed with it, while 25% of the respondents agreed and a minority (18.8%) of the respondents somewhat agreed that offenders indeed deserved to receive opportunities to further their studies at the Brandvlei Correctional Centre. Data from the focus group discussions in Matrix 5.3 displays the explanation for their perceptions, regarding opportunities for PSCE.

Matrix 5.3 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Post-secondary correctional education opportunities | <i>From my personal perspective getting an education is beneficial, whether it deters one from committing a crime or whether it prevents one from committing a crime. We need to take into consideration the fact that it is not entirely up to us whether we find employment, we might be here now with some other responsibilities are taken care for us like we do not feed our kids and take care of our families, but when you get out of here you get bombarded by these responsibilities, to take care of your household, buy groceries for your family and this is something that getting an education just takes care of.</i> | FGDR2 |
| | <i>Well, we made our mistakes and being in here is not a sign of an end of our life but a chance for rehabilitation so that we can be better people who learn from our mistakes in</i> | FGDR6 |

| | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | <i>the past. Hence, getting an education is an important thing as it helps me on integration, hence, I deserve to have such as it is for my own good so that I do not return to the life of crime and end up in here again.</i> | |
| | <i>If there is a will amongst the offenders then there is no reason to deprive them their right to an education as they have the right. Everyone deserves a right to an education and this does not have to be guided by where they are. That has always been the government's stance since time immemorial.</i> | CORSEO2 |

The questions that were asked to reveal the opportunity to receive PSCE centred on the deserving role of the offenders to education whilst in prison. Together, these results may suggest that the DCS was doing a good job at that time, in ensuring that offenders were getting the opportunity to study while incarcerated, despite the challenges that they experienced while rehabilitating the offenders. The findings suggest that the Brandvlei Correctional Centre was doing the best they could to ensure that the offenders were accessing PSCE to equip them for the outside world. There was a major positive response to the fact that the respondents, representative of the whole prison population, deserved to obtain an education while in prison.

5.5.2 The desire to be a better person

Many offenders have remorse and wish to turn back time to rectify past mistakes. Some of them display remorse by rehabilitation through education. PSCE is not mandatory as this is sometimes a high criteria form of rehabilitation as it requires a matric certification, which most of the offenders do not possess. The respondents were requested to show if the desire to be a better person was the reason as to why they were studying. Figure 5.10 illustrates the summary of their responses.

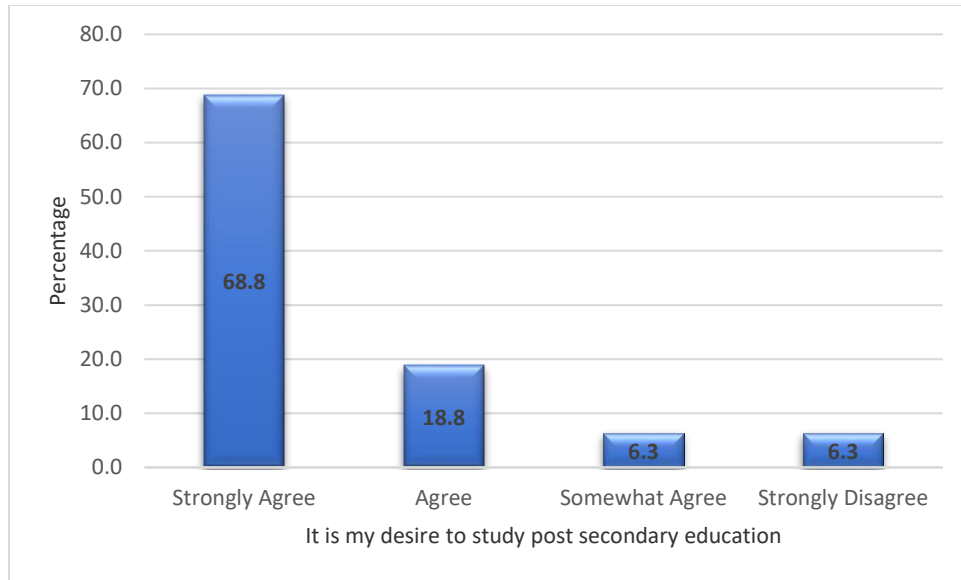


Figure 5.10: The desire to be a better is the reason why I am studying

As shown in figure 5.10, it can be seen that the majority (68.8%) strongly agreed that the desire to be a better person was the reason why they were studying post-secondary education. 18.8% of the respondents agreed with the statement, while some respondents (6.3%) somewhat agreed and the same percentage, on the contrary, strongly disagreed with the statement. The majority of the respondents (68.8%) revealed that their desire to learn was influenced by the fact that they wished to be better people when they were released from correctional services. Of all the respondents, none mentioned that they were just learning for the sake of learning, but there was a desire to change their lives. The findings show that, as such, there was a noticeable justification for the provision of PSCE to the offenders.

5.5.3 Support by the education and training department of Brandvlei Correctional Centre

By providing positive support to the offenders through PSCE, correctional service centres can achieve the goals to offer rehabilitation and encourage offenders to utilise their sentences effectively, to close the gaps in knowledge and skills, to cultivate employability and transform personal characteristics and opinions. Moreover, education and training managers have an important part to play in ensuring that offenders are motivated and supported in having access to learning opportunities. The respondents were asked to gauge the support that they were given by

the education and training department at Brandvlei Correctional Centre in ensuring that they succeed. Figure 5.11 shows the results of the responses.

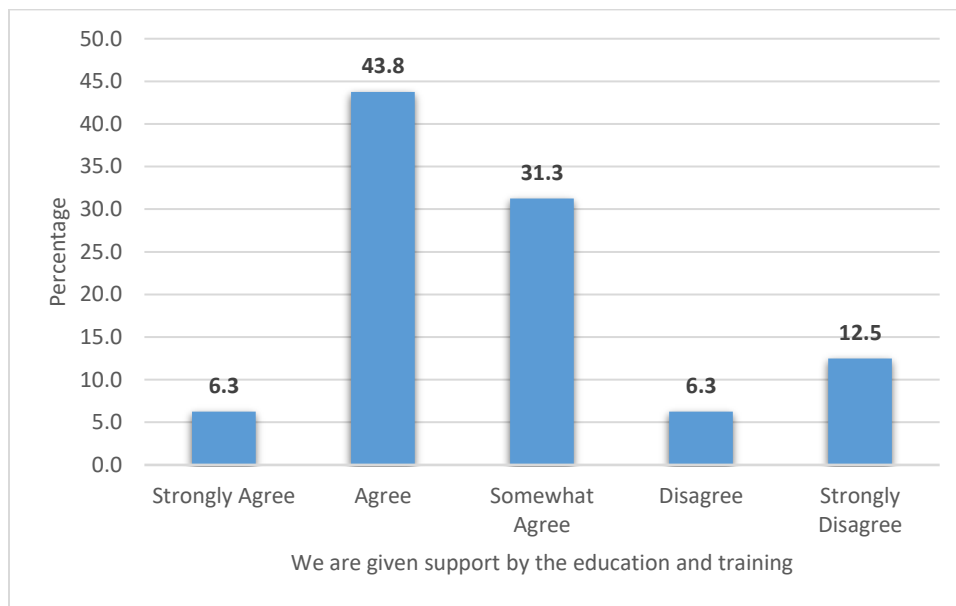


Figure 5.11: Support is given by the education and training department of the Brandvlei Correctional Centre

Figure 5.11 reveals that a minority of respondents (6.3%) strongly agreed while a high percentage of the respondents (43.8%) agreed. Other responses to this statement included those of respondents who somewhat agreed (31.3%), those respondents who disagreed (6.3%) and those who strongly disagreed (12.5%) with the statement. These responses show that most of the education and training department at the Brandvlei Correctional Centre was on a mission to strive towards supporting offenders that were willing to study. This may imply that the education and training managers were assisting the offenders to access and succeed in their studies. However, when asked whether the Brandvlei Correctional Centre education department offered the necessary support in ensuring that offenders obtain the appropriate PSCE, most offenders felt that there was little that the institution was doing in ensuring this. FGDR10 postulated that:

The prison officials look down upon us a lot and they really make us feel as if we do not deserve a chance to make up on our errors in life. Sometimes they do not even provide us with the necessary learning materials and that deters our desire to learn and become better for ourselves.

However, another respondent had a different opinion from FGDR10. They felt that the support was enough to challenge the offenders to pursue success. Furthermore, CORSEO2 stated that it was within the will of the offenders as there were other factors that could deter provision of support, around the clock on the education of offenders.

Matrix 5.4 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Support by the education and training department of Brandvlei Correctional Centre | <i>The prison officials look down upon us a lot and they really make us feel as if we do not deserve a chance to make up on our errors in life. Sometimes they do not even provide us with the necessary learning materials and that deters our desire to learn and become better for ourselves.</i> | FGDR10 |
| | <i>The support is enough to challenge the offenders to push to success.</i> | FGDR12 |
| | <i>It is within the will of the offenders as there are other factors that could deter provision of support around the clock on the education of offenders.</i> | CORSEO2 |

Overall, these results provide an important insight into the justification of PSCE at the Brandvlei Correctional Centre. The statistics show that there was a high desire for the offenders to study and thus a need to improve on support provision at the Brandvlei Correctional Centre.

5.6 The factors that enable or hinder PSCE at Brandvlei Correctional Centre

The purpose of research question three was to identify factors that enable or hinder the effective delivery of PSCE at the Brandvlei Correctional Centre. This section will examine these factors by unpacking three sub-themes that were identified during the data collection process. The following sub-themes emerged from the responses of this study: access to the internet and books, the effect of overcrowding and access to financial aid.

5.6.1 Access to the internet and books to help offenders succeed

Adequate resources, for example, reading material and internet access to perform practicals must be provided and ought to be provided with a specific end goal to offer help and inspiration to studying offenders. Providing access to a library, the materials and functional computer labs can be one of the most useful tools in preparing them for life outside of prison. The respondents were

asked if they had access to the internet and books to help them succeed in their studies. Figure 5.12 gives an overview of the responses.

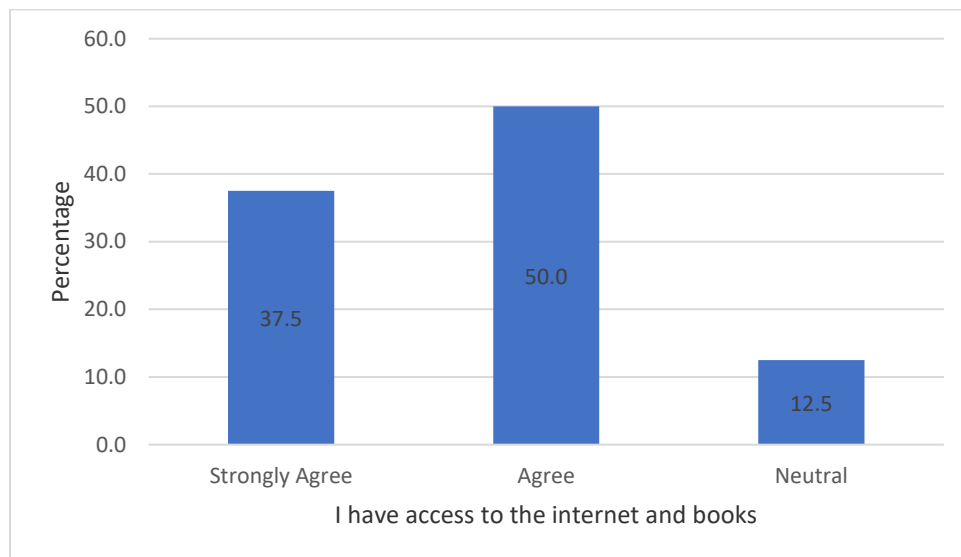


Figure 5.12: Offenders access to the internet and books

Figure 5.12 shows that 37.5% of the respondents strongly agreed that they had access to the internet and books at the Brandvlei Correctional Centre, while the majority of the respondents (50.0%) agreed with the statement. The minority of the respondents (12.5%) had a neutral response to the question of having access to the internet and books at the correctional centre. What is interesting about the data, is that the majority of the respondents agreed that the centre was doing everything in their power to ensure that the offenders were accessing the necessary resources for them to succeed academically. There was general consensus amongst the respondents that the facility provided them with the necessary learning materials to ensure their success. FGDR16 said:

I would not want to say that all has been bad in our learning. The prison education department has ensured that we have the required learning material for our reading and knowledge attainment. However, one would not be sufficed with having that only without an explanation of content.

Further to that, FGDR3 reiterated that as learners at Brandvlei, unlike other correctional centres, they had access to internet sites that had to do with their learning. However, there were restrictions to the sites one could visit, and many felt this was an unnecessary restriction, as they wanted to explore further on learning opportunities. FGDR13 further went on to say:

Red tape for me is a challenge, for example there are a lot of rules around access to resources and some of the resources I need to succeed in my studies are available but I cannot access them because of prison rules, there are a lot of walls that are in place that are preventing one to access a few necessary resources that I would have personally appreciated to continue with my studies.

Matrix 5.5 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Access to the internet and books to help offenders succeed | <i>I would not want to say that all has been bad in our learning. The prison education department has ensured that we have the required learning material for our reading and knowledge attainment. However, one would not be sufficed with having that only without an explanation of content.</i> | FGDR16 |
| | <i>Red tape for me is a challenge, for example there are a lot of rules around access to resources and some of the resources I need to succeed in my studies are available but I cannot access them because of prison rules, there are a lot of walls that are in place that are preventing one to access a few necessary resources that I would have personally appreciated to continue with my studies.</i> | FGDR3 |

It appeared that there were many rules around obtaining access to the resources needed for aiding their studies. Document analysis revealed that access to books and the internet was found through the UNISA website, in a formal education partnership between UNISA and DCS. The documents stated that the Department established DCS-UNISA Hubs in 2014 (2013/14 DCS Annual Report). These centres provided regulatory support to offenders studying via UNISA in different correctional facilities in South Africa. This incorporates access to laptops with internet access, UNISA library materials, tutorial exercises and online submission of assignments. This establishment was yielding positive results.

Data obtained from the Brandvlei Coordinator through interviews revealed that each offender was obligated to sign a declaration of indemnity form stating that they bound themselves to follow the regulations of the UNISA Hub. The regulations included having an identity card in their possession

at all times. The findings showed that the centre had to ensure optimal utilisation of resources in terms of offenders' participation in the same education programme. Every DCS centre had to ensure that formal programmes were provided as outlined in the comprehensive framework for formal education programmes, taking into consideration available human resources and infrastructure.

5.6.2 The effect of overcrowding

In South Africa only, overpopulation in incarceration centres has surpassed 100%, which implies that there is a major interest for resources (Ntsohi, 2005). Overcrowding continues to overwhelm the delivery of administration and challenges the improvement of rehabilitation programmes for offenders. Furthermore, studying post-secondary education requires concentration and undisturbed focus from a student and consequently overcrowded cells may distract studying offenders as they have limited time in the UNISA hub. Respondents were requested to state whether overcrowding affected their ability to succeed academically and the responses are illustrated in the figure below.

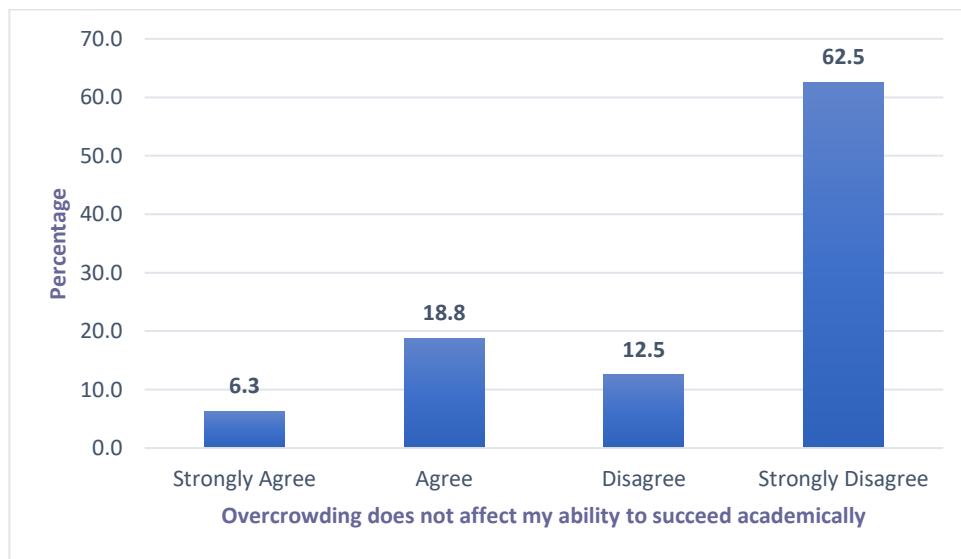


Figure 5.13: Overcrowding does not affect my ability to succeed

As can be seen from the data in Figure 5.13, only 6.3% of the respondents strongly agreed that overcrowding does not impact their ability to succeed academically. 18.8% of the respondents agreed with the statement, while 12.5% of the respondents disagreed with the statement. A closer inspection of the figure shows that the majority (62.5%) of those who responded to this item felt

that overcrowding indeed impacted their ability to succeed academically. Overcrowding of prisons was another factor that was raised by the respondents during the focus group discussions and also the questionnaires as shown in the Matrix 5.6 summary.

Matrix 5.6 Summary of the main research question or theme

| Sub theme/sub question | Respondent responses | Source/s |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Is overcrowding affecting the offender's ability to succeed? | <i>People study differently, in different times coping with school work, because I believe students need conducive space to study in, like desks, chairs, the quietness and you need that to be consistent, in order to achieve constantly good results. We were moved here without being consulted. The department never investigated if this space is conducive for studying, we sleep in communal tin cells which are already in violation of laws and stuff. The noise level is high and we have a challenge of overcrowded cells and the department is expecting good results from us. So I think that needs to be taken into consideration.</i> | FGDR11 |
| | <i>Overcrowding remains a big challenge which we are pleading with the authorities to resolve if we need to have results within the educational department of the centre. In most cases, there is discomfort and learner offenders are forced to forego their studies due to duties and noise that will be occurring within the cells and as such there is a hindrance to their progression in learning.</i> | CORSEO2 |

within the prison centre proved to be a major hindrance to the success of the learners. Further document analysis revealed that, according to the DCS Annual Report (2013/14), the issue of overcrowding was yet another one of the real difficulties that the Department was faced with due to a persistent increment in the prisoner population inside DCS correctional facilities. The aggregate number of offenders in DCS centres unmistakably portrays the challenge of overcrowding inside the South African correctional framework. By and large, incarceration centres were 34% overpopulated (2015/16), while various individual centres were over 100% overpopulated. The findings show that overcrowding influences effective service delivery in terms of provision of basic services, for example, sustenance and well-being, provision of rehabilitation programmes, security, offices and community corrections. This means that the Department had to

work resolutely to guarantee that the privileges of offenders were ensured in the midst of overcrowding difficulties in correctional centres.

5.6.3 Accessing financial aid

The world revolves around money; higher education access is fundamental for societal progress and unfortunately higher education is expensive in this country. Most offenders paid for their own studies and some had applied for financial aid through NSFAS. Respondents were asked about their experience in accessing financial aid and whether the process was simple for them. Figure 5.14 presents the statistical summary of the responses.

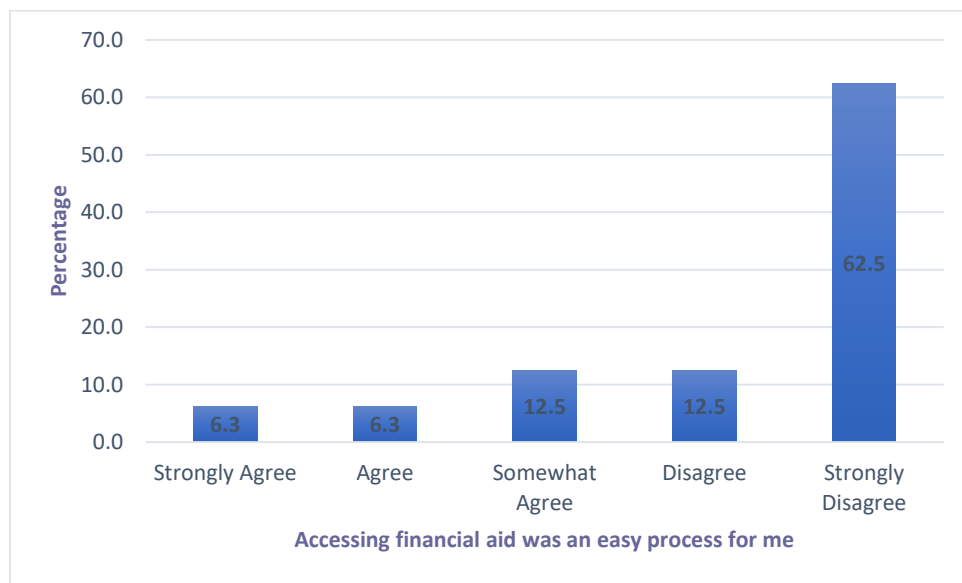


Figure 5.14: Accessing financial aid was an easy process for me

Figure 5.14 above shows that a minority of respondents (6.3%) both strongly agreed and agreed, that accessing funding was an easy process for them, while 12.5% somewhat agreed with the statement. Equally, 12.5% of the respondents disagreed with the statement and 62.5% of those who were surveyed indicated that the process of accessing funding was not easy at all for them.

State financial aid is important to guaranteeing across the board access of PSCE to offenders. It is apparent from Figure 5.14 that very few offenders experienced an easy process in accessing financial aid. In addition, it was observed that payment of educational expenses or even 50% payment of educational costs was difficult for offenders as they came from different backgrounds.

Currently, offenders have had almost no access to financial aid to assist to pay for their educational costs. This was a rather disappointing outcome.

Furthermore, the study sought the access of funding of education for the offenders from various facilities that were provided by the South African government. It emerged that a lack of funding access was a challenge for many of the offenders as the process appeared to be more difficult than anticipated. FGDR4 noted that:

The facilities that are availed for funding us have been hijacked by a lot of red tape such that we deem it necessary to have funding from personal sources (that is if you have). There seems to be efforts made to make the process harder such that there is channelling of funds for other purposes other than learning within the Brandvlei centre.

CORSEO2 amongst the correctional officers said:

The major challenge is that we cannot dispute what we get for the education of offenders from the responsible authorities. As such, we are always left in the blue and we have no other way to supplement the availed funds but to cut on the usual budget.

Turning to document analysis regarding accessing funding, the DCS policy procedures on formal education clearly stated that offenders should be encouraged to further their studies at an institution of higher learning at their own time and own cost. The findings show that the correctional officers also supported the lack of funding as a hindrance, however, they placed responsibility on the authorities for not having availed funds for the legitimate initiative. This therefore means that the department had to find ways to raise funds that would assist in encouraging offenders who want to pursue PSCE.

5.7 The perceptions of the respondents on the impact of PSCE at the Brandvlei Correctional Centre

Literature has proven that correctional education reduces recidivism and increases the chances of offenders securing jobs upon release. This section of the chapter will examine the perceptions of the respondents on the impact of PSCE at the Brandvlei Correctional Centre. There are five themes identified in the responses, namely, the policy around PSCE, the success rate for PSCE at the Brandvlei Centre, recommending PSCE to other offenders, the usefulness of PSCE compared to

any other programmes offered at the Brandvlei Correctional Centre and change in behaviour because of PSCE.

5.7.1 Policy of PSCE as a great initiative at the Brandvlei Correctional Centre

Every government department is governed by policies and guidelines; a policy is a set of guidelines and system principles that inform the operations of a unit or department. The DCS has a document called policy procedures under the directorate of formal education. This policy is not specifically governing the way Brandvlei Correctional Centre operates but contains a set of procedures guided by different principles. Respondents were requested to gauge whether they think that the PSCE policy was a great initiative at the Brandvlei Correctional Centre and Figure 5.15 displays the responses.

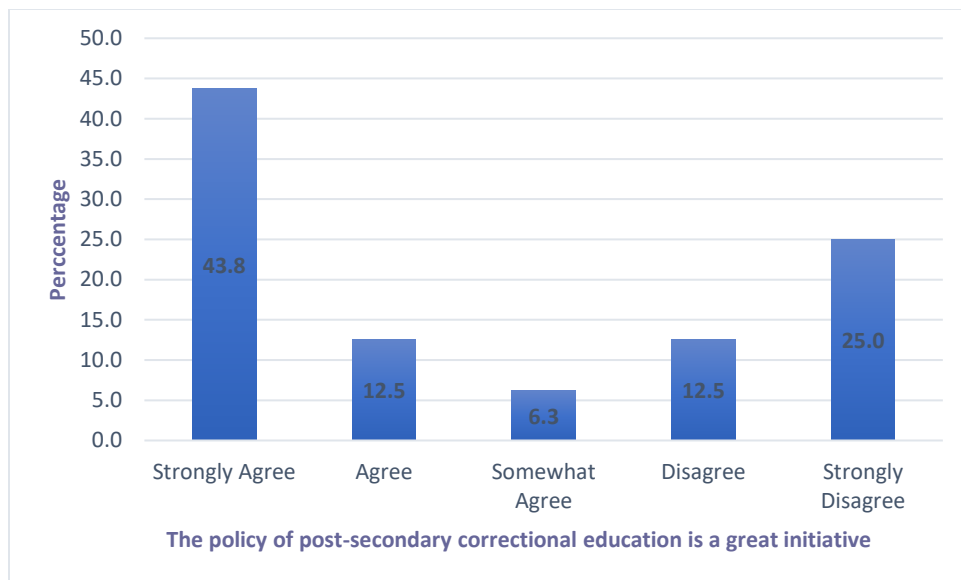


Figure 5.15: PSCE is a great initiative at the Brandvlei Correctional Centre

Figure 5.15 shows that 43.8% of the respondents strongly agreed that the PSCE policy was a great initiative at the Brandvlei Correctional Centre. 12.5% of the respondents agreed with the statement while a minority (6.3%) somewhat agreed with the statement. Certain respondents (12.5%) disagreed with the statement, while 25% of the respondents strongly disagreed with the statement. A variety of perspectives were expressed, and it is seriously noted that the responses of the respondents were critical, in that they indicated their expectations, even beyond what they experienced in obtaining prison education. Only one question regarding policy was asked to the

correctional education officers, however, the question was rephrased for asking to the offenders regarding the programme as a whole. Upon being questioned on whether the programme was good at reducing recidivism, the majority of the respondents expressed a positive nod.

The existence of the policy on formal education was confirmed by the policy procedures for formal education as indicated above. The document states that all programmes were governed by policies and guidelines relevant to external training conditions and meet benchmarks set by the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF). The policy procedures must be recognised at all levels within the DCS. The purpose of policy procedures was to inform and guide the delivery of formal education programmes in DCS facilities. Education programmes refer to programmes offered in formal education such as ABET, mainstream, literacy tuition and correspondence studies.

The findings show that the offenders appreciated the opportunity of accessing PSCE, however, it was observed that the respondents lacked the knowledge that there was a policy in place that provided education officers with the principles that govern the operation of the UNISA Hub. Most of them expressed that there was no policy around PSCE. Additionally, there was general appreciation of the role of policy amongst the officers as all of them acknowledged that the policy to ensure offenders were educated was aimed at reducing the chances of them committing the same crimes again.

5.7.2 Brandvlei success rate

The Brandvlei Correctional Centre takes pride in the results of their students, ranging from ABET programmes to post-secondary programmes. This centre is known for producing outstanding results in all levels of education. The respondents were asked whether they think Brandvlei Correctional Centre had a high success rate or not. Figure 5.16 shows an overview of their responses.

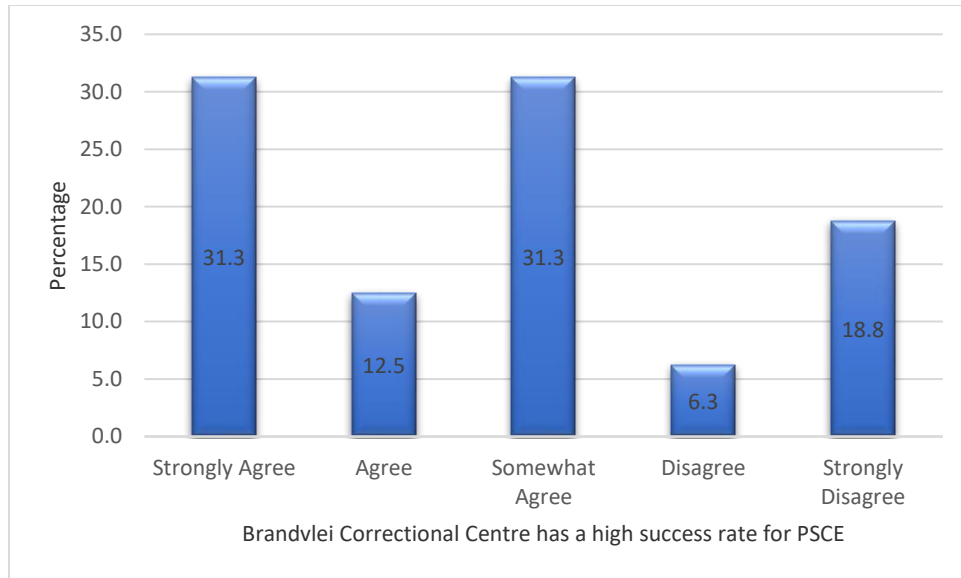


Figure 5.16: Brandvlei Correctional Centre has a high success rate for PSCE

As figure 5.16 shows, 31.3% of the respondents strongly agree that Brandvlei Correctional Centre had a high success rate for PSCE. 12.5% of the respondents agreed with the statement, while 31.3% somewhat agreed with the statement. A minority of respondents (6.3%) indicated disagreement with the statement, while 18.8% strongly disagreed that there was a high success rate for PSCE.

There was also general consensus amongst the offenders that the programme was successful if implemented properly and well resourced. Participant FGDR16 noted that,

I do not see the reason why we can fail to be better people when we have a good learning opportunity that enables us to be better people, once we are out of here.

This was also confirmed by the speaking notes of the manager for education and training regarding the 2017 highlights. It was recorded that Brandvlei Youth and Medium Centre’s full-time school obtained a 90% pass rate during the November 2016 and the February/March 2017 National Senior Certificate (NSC) grade 12 examinations and obtained a 100% pass rate in five subjects. Even though this is not specifically PSCE, the grade 12 examination is the pre-requisite for post-secondary study. These combined findings indicate that the Brandvlei Correctional Centre is leading in terms of success rates and that they strive to equip offenders with education in order to reduce recidivism.

5.7.3 Recommending PSCE to other offenders

Prison education may not be the solution to crime; the general assumption is that once offenders are furnished with fundamental learning and relevant abilities, a large portion of them could partake in independent work exercises rather than criminal exercises. The respondents were asked if they would recommend PSCE to other offenders. Figure 5.17 shows their responses.

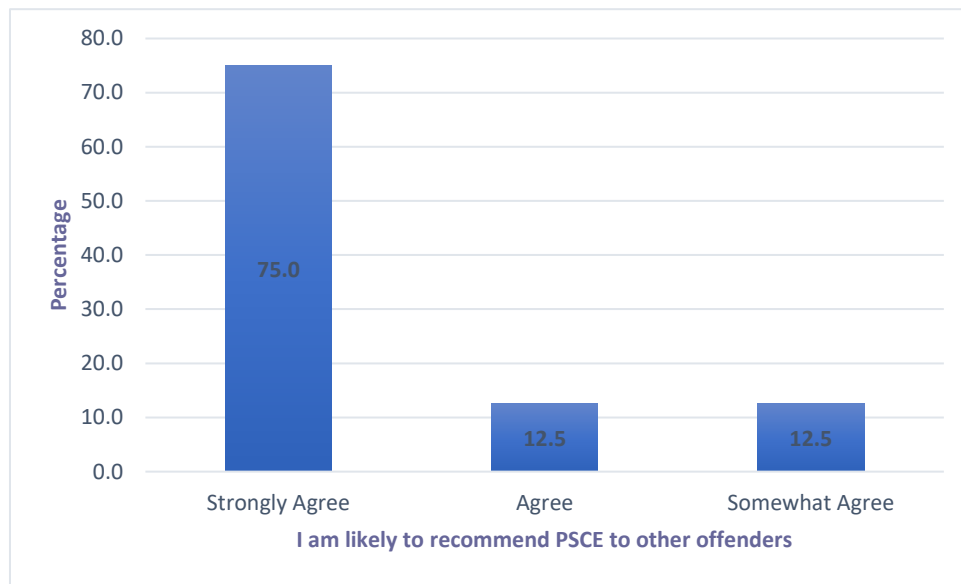


Figure 5.17: I am likely to recommend PSCE to other offenders

As shown in Figure 5.17 the majority (75%) of the respondents strongly agreed that they would recommend PSCE to other offenders. A closer inspection of the figure shows that 12.5% agreed with the statement while another 12.5% somewhat agreed with the statement. What was striking about the findings in this figure, was that no respondent disagreed with the statement. Furthermore, many of the respondents strongly recommended that the programme should be extended to other offenders, who were not accessing it at the time. In mentioning that, they reiterated that the PSCE could be better than other programmes that were being offered by the institution, as it captured life beyond prison which was an essential element of the rehabilitation process.

5.7.4 PSCE is more useful than other rehabilitation programmes at the Brandvlei Correctional Centre

Literature shows that, on average, offenders who participate in correctional education programmes had 43% lower odds of recidivism than offenders who did not participate therein. This is by far the most significant reason as to why most correctional education programmes were established. The respondents were asked if they thought PSCE was more useful than any other programme offered at the Brandvlei Correctional Centre to rehabilitate them. The responses are shown in Figure 5.18.

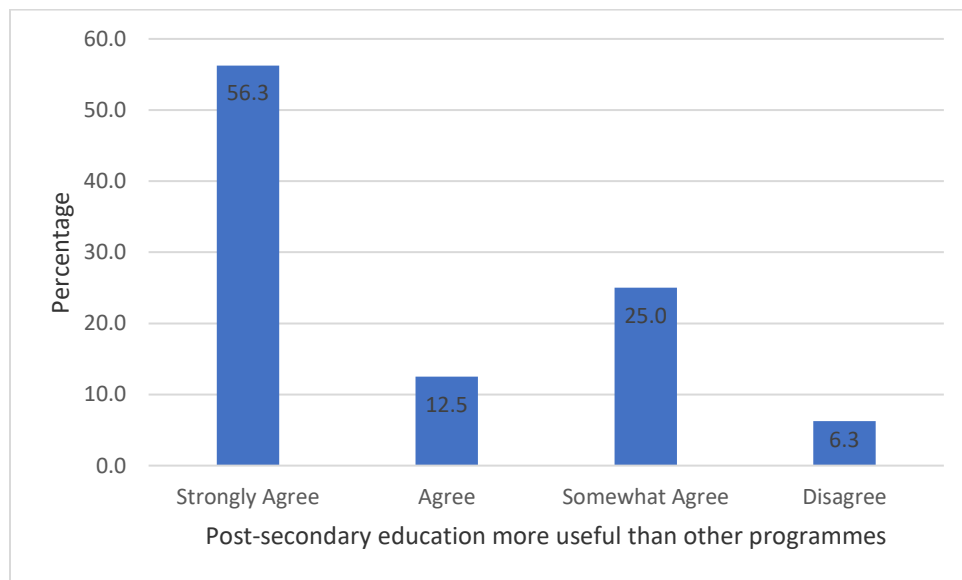


Figure 5.18: PSCE is more useful than other rehabilitation programmes offered at the Brandvlei Correctional Centre

A large proportion of the respondents (56.3%) strongly agreed that PSCE was more useful than any other programme offered to rehabilitate them at the Brandvlei Correctional Centre. 12.5% of those who were surveyed agreed, while other respondents (25%) somewhat agreed with the statement. A minority of the respondents (6.3%) disagreed with the statement.

One official had this to say:

The chances of the offenders considering crime as an option of survival are usually low when they have gone through the PSCE programme. It is important to bear light on the fact that when the policy was being crafted, there were a lot of issues under consideration

regarding the need to rehabilitate the offenders. Those elements actually proved to be fruitful as we have had other former offenders now working within high positions in the private sector, so that places the programme at higher levels.

These results indicate that PSCE was more efficient in reducing recidivism than any other programmes offered at the Brandvlei Correctional Centre.

5.7.5 Behavioural change

Through education, most offenders could figure out how to be accommodating and demonstrate real regret, regarding law and other social foundations as opposed to executing, assaulting or looting others. From a humanistic perspective, lessons ought to be instilled in offenders not only financial skills for employment. The respondents were asked if they see a major change in their behaviour since they began PSCE. Figure 5.19 shows their responses.

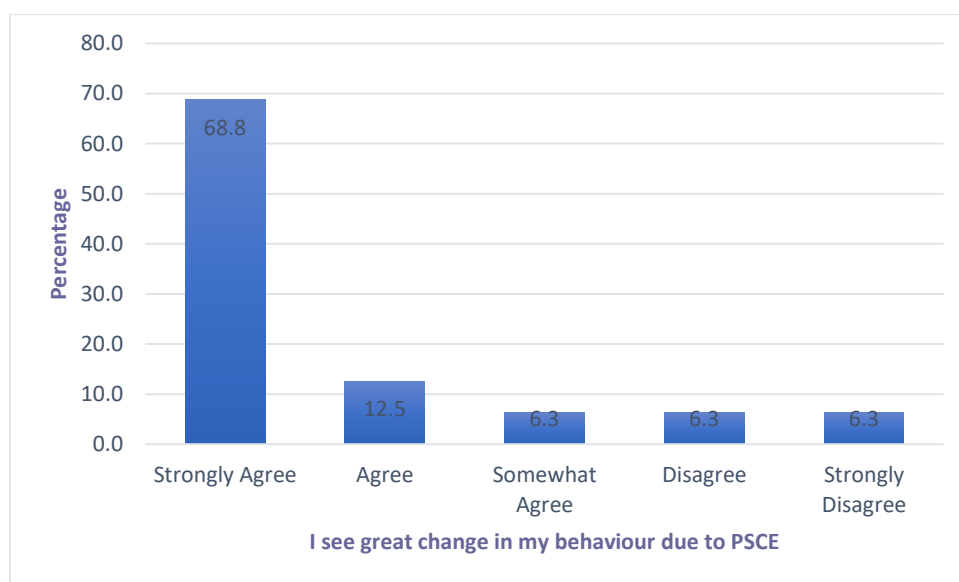


Figure 5.19: Change in behaviour due to PSCE

The findings reveal that a large proportion of the respondents (68.8%) strongly agreed that they saw great change in their behaviours since they started PSCE. 12.5% of those who responded to this item agreed. A minority of the respondents (6.3%) disagreed with the statement.

Discussing this issue, Participant FGDR15 stated that:

Being equipped with tertiary education will definitely reduce the chances of us coming back. We know at the end of the day, you come out there with a criminal record and for the private sector to absorb you does not really depend on you or it's 100% guaranteed, but I do believe that education opens up your mind in terms of access. There are a lot of initiatives out there that government is trying to assist the youth with and those that were previously disadvantaged by the system in terms of absorbing them to be economically active.

These results indicated that rehabilitation indeed improved offenders' personal development and that the majority of them appreciated the opportunity of receiving education while incarcerated.

Up until now, this section focused on presenting and analysing information. The next section will centre on discussing the findings of the study.

5.8 Discussion

The discussion centres on the four broad research questions, informed by the conceptual framework described in Chapter 2.

5.8.1 The nature of Post-Secondary Correctional Education at the Brandvlei Correctional Centre

The first research question sought to verify the nature of PSCE at the Brandvlei Correctional Centre. The findings indicated that offenders were not informed about the opportunities available to them to study towards PSCE. Another important finding was that offenders felt like the DCS was not investing in improving ways to attract more offenders into the PSCE space, therefore the offenders' sourced information for themselves, including registering for their own studies to obtain admission into higher education institutions. This finding was also reported by Antonio and Farley (2015) that higher education establishments were moving totally to online delivery of courses and less universities would offer an education to offenders since it was deemed troublesome and tedious. This finding was contrary to previous studies which have suggested that the most challenging and most needed adult education delivery systems were the ones found within the prison, as correctional education forms part of rehabilitation and had a great impact on society because education signified change (Vacca, 2004; Gordon & Weldon, 2003, Batiuk, Lahm, McKeever, Wilcox & Wilcox, 2005). This may imply that the DCS needs to run orientation

programmes with the help of their partners such as UNISA, in offering awareness and information about the importance of PSCE in reducing the chances of recidivism.

In addition, the findings suggested that the Brandvlei Correctional Centre endeavoured to assist offenders to receive rehabilitation through formal education as a means of integrating into society. This study has been unable to demonstrate that the Brandvlei Correctional Centre offered a needs-based PSCE programme to assist studying offenders, as the programme itself is self-motivational. A possible explanation for this may be that the centre was experiencing a deficit in the number of officials available to assist each and every offender on a student-centred level. The most obvious finding to emerge from the analysis is that the Brandvlei Correctional Centre did not have adequate resources to ensure smooth access to PSCE for offenders. This finding was consistent with that of Mkosi (2013) who concurred that there were marginal correctional service centres that had comprehensive study infrastructure which catered for formal education. Some correctional service centres were affected by staff shortages, overcrowding and inadequate facilities and resources. A possible explanation for these results may be the lack of an adequate budget dedicated to rehabilitation through formal education.

Developing and planning a proper PSCE operational system requires consultation, support and adequate resources. This perspective is aligned with Watts (2010) who maintains that offenders studying PSCE with no knowledge and assistance from the officials, have limited chances of a successful studying experience. The present findings were also consistent with previous studies (Imhabekhai, 2002; Hall & Killacky, 2008) which argue that social services and correctional education activities were poorly provided due to inadequate human and material resources. The study found that smooth operations at the Brandvlei Correctional Centre was hindered by the lack of resolve from national authorities to provide resources for studying offenders. Above all, the Brandvlei Correctional Centre may explore alternative fundraising mechanisms by forming partnerships within the private sector (businesses) to boost their budget to procure much-needed resources such as: lab infrastructure and internet access for electronic studying material. Moreover, it is likely that such partnerships will help absorb qualified offenders into employment upon their release. This could also motivate the offenders to ensure that they have secured jobs when released. These results were not a representation of how other correctional service centres were operating; these results, therefore need to be interpreted with caution. The perception of the respondents

regarding the nature of PSCE at the Brandvlei Correctional Centre offered valuable insight into how the centre operated and what needed to be done to ensure that offenders succeeded.

5.8.2 Justification of Post-Secondary Education in South Africa

The objective of the second research question in this study was to assess the justification of post-secondary correctional education. The current study found that the majority of the offenders agreed that they were given the opportunity to study PSCE and also believed that they deserved opportunities to study further, although incarcerated. These results further support the idea of the National Development Plan, which argues that education, preparation and development are fundamental to South African's long-term growth. They are core elements in reducing poverty and eliminating disparity and form the basis of an equal community (National Development Plan, 2030 vision). Furthermore, this finding was also reported by Johnson (2015) that offenders at post-secondary education level were likely not to recidivate on the grounds that, upon discharge, they could accommodate themselves and their families. Their chances of employment were higher than offenders with the lowest levels of education. These results support previous research of Baptise (2013) around Human Capital Theory. Findings show that more educated offenders would always be more productive than their less educated counterparts. These outcomes were contrary to that of Wilkinson (2005) who stated that rehabilitation had generally been reproached for having minimal impact on transforming the incarcerated population. In keeping with that, Martinson (1974) argued that aside from a few segregated cases, numerous activities to rehabilitate offenders had not yielded serious outcomes. In this way, the rate of recidivism remains strangely high. This inconsistency may be due to the results of successfully qualified offenders not returning to the justice system and these are perhaps inaccurately presented by the DCS.

Furthermore, the results of this study indicated that collectively, the offenders' desires to learn were influenced by the fact that they wanted to be better people when released from prison. This also aligns with the Social Learning Theory of Bandura (1991) which indicates that offenders can control their behaviours through a procedure known as self-direction and self-judgement. This means that an offender can choose to do good or bad depending on environmental influences, however, offenders who are studying show remorse and through social learning theory, other offenders may learn to likewise alter their behaviours by observing the progress of the studying offenders. The finding endorses Johnson's view (2015) that offenders have different motives for

studying PSCE, but most of which were to better their lives. Some viewed PSCE as a life-time achievement. Some saw PSCE as an endeavour which would afford them another opportunity in life. It was, however, evident that they had restored themselves and they desired a better world beyond their imprisonment. Consistent with the literature, this research found that participants who reported studying PSCE had better chances of rehabilitation than those who did not. Furthermore, another important finding of this study was that offenders agreed to receiving support from the Brandvlei Correctional Centre education and training department and it was evident that the Brandvlei Correctional Centre is on a mission to support offenders who are willing to study. A comparison of the findings with those of other studies confirms that correctional education officials could boost or, alternatively, undermine the objectives of the correctional centre in which they work and consequently, either inspire or dissuade offenders (Kjelsberg, Skoglund & Rustad, 2007). A possible explanation for this may be that PSCE provides opportunities for social progress and at the same time strengthens equity, social justice and democracy. These findings may assist us to understand PSCE as significant for those individuals who missed the opportunity. Additionally, it is apparent that once an individual has gained basic education skills, they are inspired to think about further skills and acquire education, be it psychological or psychomotor abilities.

5.8.3 The factors that enable or hinder PSCE at Brandvlei Correctional Centre

The third research question sought to determine the factors that enable or hinder post-secondary education at Brandvlei Correctional Centre. The current study found that offenders agreed that the university provided them with the essential academic and administrative provision, for enrolled student offenders. The study further found that offenders had access to the internet and books, but the access to these resources was controlled by DCS officials for security purposes. The most surprising finding was that offenders communicated that whenever they needed to use their laptops to do their coursework, academic online activities, tasks or for research purposes, they needed to request permission from the correctional education official. For the most part, they mentioned that the correctional education officials granted them authorisation at their discretion; if they possessed a negative temperament on the particular day, the students suffered. This is aligned with the view of Johnson (2015) who concurs that because of some offenders' abuse of the use of the internet, strict rules were enforced, rendering their utilisation exceedingly restricted, controlled and under

security inspection. These findings contrast with those of Borden and Richardson (2008) who stated that the advantages of internet-based technology were numerous and most higher education institutions offered post-secondary education academic qualifications to offenders through the internet, therefore direct and unlimited access to academic online material would meaningfully increase educational opportunities and offenders' growth. This may be justifiable since few offenders proceeded with their criminal exercises by utilising the internet, where they relapse while serving their sentences. These results reflect those of Ward and Hudson (2000) who also found that Relapse Prevention Theory gives a component to evaluate the execution of rehabilitation programmes on criminal behaviour changes over time and on the avoidance of relapse. Therefore, applying restrictions to some programmes and or sites to offender's internet access may minimise the high-risk of offenders relapsing to bad behaviours through social pressure.

Another important finding was that most offenders reported that the overcrowding did not effect their ability to succeed academically. These results contrast with those of the National Prisons Project of the South African Human Rights Commission (1998) that indicated that overcrowding made it difficult for those individuals who were focusing on their studies and completing assignments. Several reports have shown that overcrowding may have a negative impact on the deliverance of PSCE within the correctional service centres because of insufficient resources (Mkosi, 2013, Johnson, 2015). It is difficult to explain this result, but it may be related to the fact the Brandvlei Correctional Centre only detained offenders that were studying formal and informal education, as it was the only correctional centre that detained studying offenders. This may suggest that the Western Cape region had few offenders receiving rehabilitation through formal education, especially PSCE.

The results of the study showed that a lack of funding access was a challenge for many of the offenders as the process seemed to be more difficult than expected. This may imply that there were offenders who met the higher education admission criteria to study PSCE but did not have the financial means to pursue studies. Literature shows that offenders access education through financial aid and assistance from their families, however, most offenders were unable to further their studies because of financial constraints. This study confirms that dropping out was associated with a lack of resources and support from their families and some could not afford study and learning materials. This study has enhanced our understanding of the factors that enable or hinder

PSCE at the Brandvlei Correctional Centre. A further study could assess ways to attract more offenders into the PSCE space, while ensuring that those who are on board receive the support and resources required to succeed.

5.8.4 The perception of the respondents on the the impact of PSCE at the Brandvlei Correctional Centre

The final research question sought to evaluate the perception of the respondents on the the impact of PSCE at the Brandvlei Correctional Centre. The results of the study show that the Brandvlei Correctional Centre is governed by policy and procedures on formal education, however, it was observed that the respondents lacked knowledge that there was a policy in place which provided education officers with the principles that govern the operation of the UNISA Hub. Most of them mentioned that there was no policy around PSCE. This implies that the policy and procedures on formal education did not align with the needs of offenders studying through UNISA and may perhaps only be focusing on other formal education programmes, rather than PSCE. Previous research has shown that PSCE reduces the chances of recidivism, outlining beneficial work as the direct connection to a drop-in recidivism (Steurer et al., 2010; Brazell, Crayton, Mukamal, Solomon & Lindahl, 2009; Batiuk et al., 2005; Gordon & Weldon, 2003).

The current study found that the Brandvlei Correctional Centre was leading in success and strived to equip offenders with education to reduce recidivism. Furthermore, offenders strongly recommended that the programme be extended to other offenders who were not accessing it at the time. According to De Maeyer (2001), education is a deep-rooted process and imprisonment was only one particular minute in the lives of offenders, where a few offenders were winning wages without meaning for their lives. One interesting finding was that the majority of respondents agreed that PSCE was more useful than any other programme offered at the Brandvlei Correctional Centre to rehabilitate offenders. The present findings confirm that those offenders who finished a PSCE programme had less chances of recidivism than those who did not, in concurrence with Chappell (2004). This finding was contrary to previous studies which have suggested that while PSCE programmes were beneficial for employability and monetary advantages where offenders can be utilised, the offenders' conduct and qualities could be better enhanced through life-learning programmes (Johnson, 2015).

Another important finding was that the respondents felt as though PSCE indeed brought change in their behaviours and that the majority of them appreciated the opportunity of receiving an education, while incarcerated. This finding was also reported by Pike (2014) who concurred that offenders who had studied PSCE had increased intellectual capability and new pro-social normal patterns, enabling them to communicate more effectively, without resorting to violence. These results further support the idea of the Human Capital theory that encourages using education and training as a form of investment in human resources, improving economic growth and minimising potential socio-economic problems. This study has been unable to demonstrate the impact and the throughput of PSCE as opposed to other rehabilitation programmes, particularly at the Brandvlei Correctional Centre. These findings suggest that Brandvlei formal education correctional service management needed to encourage offenders' registration in PSCE since it could be a motivating factor towards improved conduct and was thought to deliver more mindful, developed people who positively impact different offenders and prison officers. A summary of research questions, emergent themes and the literature is presented in Matrix 5.7.

Matrix 5.7: Summary of research questions, emergent themes and the literature

| Research question | Emergent theme/s | Interaction with literature | Sources |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The nature of Post-Secondary Correctional Education at the Brandvlei Correctional Centre | <ul style="list-style-type: none"> - Awareness about PSCE - Assistance from the officials - Enough resources to help offenders succeed | <ul style="list-style-type: none"> - higher training institutions are moving totally to online delivery of courses and a couple of universities will offer an education to detained students since it is troublesome and tedious - the most challenging and most needed adult education delivery systems is the one found within the prison, as correctional education forms part of rehabilitation and has a great impact on society because education denotes change - there are few correctional service centres that have a comprehensive study infrastructure and that caters for formal education - offenders studying PSCE with no knowledge and assistance from the officials have limited chances of study experience - social service and correctional education activities are poorly provided because of inadequate human and material resources | <ul style="list-style-type: none"> - Antonio and Farley (2015) - Batiuk, Lahm, McKeever, Wilcox, and Wilcox (2005); Vacca (2004); Gordon and Weldon (2003) - Mkosi (2013) - Imhabekhai (2002); Hall (1990) |
| Justification of Post-Secondary Education in South Africa | <ul style="list-style-type: none"> - Offenders deserve opportunities to study - Desire to be better persons | <ul style="list-style-type: none"> - training and innovation are fundamental to South African's long-term development. They are core-elements in reducing poverty and eliminating inequality and the basis of an equal society - offenders at more elevated levels of education are likely not to recidivate on the grounds that, upon discharge, they can accommodate themselves and their families. Their chances at work are higher than offenders at the lowest levels of education - offender rehabilitation has to a great extent been censured for having little impact on changing offenders - apart from a couple of detached cases, numerous activities to rehabilitate guilty parties have not yielded significant results - offenders are studying PSCE for different reasons, but mostly to be able to improve their lives. Some view PSCE as a life time achievement. Some see PSCE as an endeavour which would give them another opportunity in life. It is, however, evident that they have restored themselves and they desire a better world beyond their imprisonment | <ul style="list-style-type: none"> - National Development Plan (2030, vision) - Johnson (2015) - Wilkinson (2005) - Martinson (1974) - Johnson (2015) |
| The factors that enable or hinder Post-Secondary Correctional Education at Brandvlei Correctional Centre | <ul style="list-style-type: none"> - Access to internet and books to succeed - Overcrowding does not affect the ability to succeed - Accessing financial aid | <ul style="list-style-type: none"> - because of some offenders' abuse of the use of internet, strict rules were enforced, rendering their utilisation exceedingly restricted, controlled and under security inspection - the advantages of internet-based technology are numerous and most higher education institutions provide post-secondary education academic courses to offenders through satellite, therefore direct and unlimited access to academic online assets would essentially increase educational chances and offenders' development. - overcrowding makes it troublesome for individuals who are concentrating to focus on their examinations and complete their assignments. - overcrowding may have a negative impact on the delivery of PSCE within the correctional service centres because of insufficient resources | <ul style="list-style-type: none"> - Johnson (2015) - Borden and Richardson (2008) - The National Prisons Project of the South African Human Rights Commission (1998) - Mkosi (2013), Johnson (2015) |

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| <p>The perception of the respondents on the impact of Post-Secondary Correctional Education at the Brandvlei Correctional Centre</p> | <ul style="list-style-type: none"> - Policy of PSCE is a great initiative for government in reducing recidivism - Brandvlei has high success rates - Offenders are likely to recommend PSCE to other offenders - PSCE is more useful than any other programme - Offenders see great change in their behaviours | <ul style="list-style-type: none"> - post- secondary correctional education lessens the odds of recidivism, sketching out profitable work as the immediate connection to recidivism decrease - education is a long-lasting achievement and incarceration is only one particular minute in the lives of detainees, where a few prisoners were procuring compensation without meaning for their lives - inmates who finished a post-secondary correctional education programmes had reduced rates of recidivism than did others - PSCE programmes were beneficial for employability and monetary advantages where offenders can be utilised, the offenders' conduct and qualities could be better enhanced through life-learning programmes - offenders who had studied PSCE had increased intellectual capability and new pro-social normal patterns, enabling them to communicate more effectively, without resorting to violence | <ul style="list-style-type: none"> - Steurer et al. (2010); Brazell et al. (2009); Batiuk et al.(2005); Gordon and Weldon, (2003) - De Maeyer (2001) - Chappell (2004) - Johnson (2015) - Pike (2014) |
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5.9 Chapter Summary

The purpose of the chapter was to present the data, analyse it as well as present and discuss the findings of the study. This study has shown that the Brandvlei Correctional Centre lacked awareness programmes designed to attract more offenders into the PSCE space and the adequate resources thereof to help offenders studying towards PSCE to succeed. Another important finding was that offenders appreciated the opportunity of receiving PSCE and becoming better persons through support from the Brandvlei formal education officials. It was also indicated that limited access to academic resources such as the internet, hinders the smooth operation of PSCE at the Brandvlei Correctional Centre. It is surprising that overcrowding challenges do not affect the offenders academically at the Brandvlei Correctional Centre, however accessing financial aid was a major challenge for offenders who wanted to pursue PSCE. In summary, the impact of PSCE at Brandvlei Correctional Centre was evident as the centre recorded a high success rate for students studying towards PSCE and the programme was more useful than any other programmes offered at the Brandvlei Correctional Centre. It was likely for PSCE to be recommended by offenders studying PSCE to other offenders. A follow-up study of this cohort would help establish the impact and the effectiveness of PSCE at the Brandvlei Correctional Centre.

CHAPTER SIX: SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The purpose of this study was to assess the effectiveness of post-secondary correctional education in Brandvlei Correctional Centre, Western Cape. The purpose of this chapter is to provide an outline of the study and in addition, to reach inferences with respect to the study objectives, namely exploring the effectiveness of prison education offered at the Brandvlei Correctional Centre, investigating the reasons why offenders pursue prison education in the Brandvlei Correctional Centre, to determine the factors that influence prison education at the Brandvlei Correctional Centre and to evaluate the perception of the respondents on the impact of PSCE at the Brandvlei Correctional Centre. Therefore, the following chapter debates the results and implications based on the conclusion of the investigation.

6.2 A summary of the study

6.2.1 Chapter one: Overview of the study

The first chapter outlined the background of the study and outlined the research problem, the prevalence of crime and incarceration in South Africa. The chapter also discussed the policy and legal framework governing the DCS, the educational role of the DCS and the operation of PSCE in Brandvlei Correctional Centre. This was followed by an outline of the research questions and the research objectives. The chapter concluded by presenting the layout of the chapters of the dissertation.

6.2.2 Chapter two: Theoretical issues of post-secondary correctional education

The second chapter began by laying out the theoretical and conceptual dimensions of the research and was divided into two parts. The first section dealt with the governance theory, which outlined the hierarchy of the DCS, the networks and the market. Theories related to PSCE were followed by behavioural theories, namely, the human capital theory, the social learning theory and the relapse prevention theory. The second part of this chapter discussed the conceptual framework around PSCE. The issues discussed include policy of post-secondary education, the nature of post-secondary correctional education and the factors that hinder/enable effectiveness of PSCE, the justification of post-secondary education and the impact of PSCE. In this chapter, reference was

made to policies and the nature of PSCE within various countries, which helped the researcher understand the frameworks around PSCE. Despite the weaknesses of the social learning theory, highlighted in chapter two, Bandura's theory was relevant to this study as it placed emphasis on the importance of observing one's behaviour so as to learn. The theories reviewed in this study explained the process of using education as a tool to change behaviour and the impact education had in reducing the chances of offenders re-offending, to enable them to become better people in order for them to be reintegrated into society.

6.3.3 Chapter three: Contextualising prison education in South Africa

The objective of this chapter was to discuss the legislative frameworks that govern the DCS on a national level, as well as the Brandvlei Correctional Centre, specifically in offering effective correctional education aligned with relevant policies. Furthermore, the chapter unpacked various legislative guidelines, which included the Constitution of the Republic of South Africa, the Green Paper on corrections in South Africa: towards a needs-based approach, the White Paper on Corrections in South Africa: a needs-based approach, the UN standard minimum rules for the treatment of prisoners and the Correctional Services Act 111 of 1998 pertaining to offenders. The chapter demonstrated that there were programmes offered by the Department of Correctional Services to ensure that offenders received quality education. These programmes consisted of informal education programmes and formal education programmes. The chapter concluded by discussing the literature around prison education in South Africa. It is therefore clear that the PSCE initiative was one of the vital rehabilitation tools that helps in reducing recidivism and increasing post-release employment opportunities. This is by far, the most prominent reason as to why most correctional education programmes were established.

6.3.4 Chapter four: The research methodology

The chapter outlined the research methodology of this study and discussed the research paradigm of the study. There are three dominant traditions in research, namely positivist, constructivist and pragmatist traditions; this study adopted the pragmatic paradigm, which gives a researcher the liberty to investigate areas of concern using techniques that are most suitable and utilising of results in a useful way in line with the moral principles of the researcher. The research design, research approaches, population and sample were also discussed in this chapter. It also featured the data

collection methods, data quality control and data analysis used to collect the data. A detailed outline of the data collection and instruments that were employed in this study was discussed in this chapter. These methods include the survey method, interviews, document analysis and focus groups. This study identified triangulation as the best data control method, so that findings could be cross-checked, as a dependable and valid way to realise multifaceted social truths. The chapter concluded by giving an explanation of the ethical considerations taken into account in the study. This chapter contained scientific methods used by the researcher to learn more about the validity and reliability of the study.

6.3.5 Chapter five: Data presentation and analysis

This chapter discussed the data analysis and findings of 16 questionnaires and focus group discussions completed by incarcerated PSCE students at the Brandvlei Correctional Centre. This chapter outlined the respondents' demographics with regard to their ages, marital status, education level, the crimes for which they had been convicted and whether they had previously been convicted. The chapter briefly presented the data connected to the four broad research questions of this study. The chapter also highlighted the data collected from the respondents concerning the nature of prison education. This was followed by the presentation of data collected from the respondents around the justification of PSCE at Brandvlei Correctional Centre. Thirdly, the chapter presented the data collected from the respondents relating to the factors that enable or hinder PSCE at the Brandvlei Correctional Centre. Fourthly, this chapter articulated the data associated with the perception of respondents on the impact of PSCE at the Brandvlei Correctional Centre. Finally, the chapter outlined the summary of findings of the study. This study has shown that the Brandvlei Correctional Centre offered support to offenders who were studying PSCE, however, the centre lacked awareness programmes designed to attract more offenders into the PSCE space and adequate resources to help offenders studying PSCE to succeed.

Chapter six: Summary, implications and limitations of the study

The chapter provides the summary, conclusions and implications of all the previous chapters as well as an evaluation of the research goal and objectives. The aim of this chapter is to present the conclusions drawn from the results of the analysis of the questionnaires, interviews and focus group discussions and to disclose the implications and limitations of the study as well as to make

recommendations for further research. This chapter set out to unfold implications and limitations relating to the research objectives of this study. The recommendations and conclusion will be drawn from the data collected and the literature reviewed by the researcher.

6.3 Summary of findings Conclusions

The present research study assessed the effectiveness of PSCE at the Brandvlei Correctional Centre. This study had four broad questions and objectives which were intended to investigate the effectiveness of PSCE in reducing recidivism. This section outlines the conclusions for each objective, drawn from the findings of the preceding chapter and discloses implications and limitations of the study as well as recommendations for further research.

6.3.1 The nature of PSCE at the Brandvlei Correctional Centre thematic findings

The first objective of this study was to assess the nature of PSCE at the Brandvlei Correctional Centre. This study indicated that there was inadequate awareness about the PSCE, which could lead to the minority target of offenders receiving rehabilitation through formal education that may help them integrate into society with skills needed in the job market. The general consensus amongst the offenders was that little help with their studies was being professionally offered to the offenders. The research has also shown that the Brandvlei Correctional Centre did not have adequate resources to ensure smooth access to PSCE for offenders. However, the Brandvlei Correctional Centre was doing the best they could to ensure that the offenders were accessing PSCE to equip them for the outside world. The results of this study may indicate that smooth operations at the Brandvlei Correctional Centre were hindered by a lack of resolve from the national authorities to provide resources for studying offenders.

6.3.2 Justification of Post-Secondary Correctional Education in South Africa

The second objective of this study sought to establish the justification of PSCE in South Africa. This study identified that there was positive justification for PSCE in South Africa as more than half of the respondents of this study strongly agreed that they were given an opportunity to receive PSCE. The conclusion was that Brandvlei Correctional Centre was doing the best they could to ensure that the offenders were accessing PSCE to equip them for the outside world. When asked whether the Brandvlei Correctional Centre education department offered the necessary support in

ensuring that offenders received the proper PSCE, the majority of the offenders agreed with the statement. In general, therefore, it seemed that offenders viewed PSCE as a life-time achievement, some saw PSCE as an endeavour which would provide them with another opportunity in life.

6.3.3 The factors that enable or hinder PSCE at Brandvlei Correctional Centre

The third objective was to identify factors that enabled or hindered the effective delivery of PSCE at the Brandvlei Correctional Centre. This study found that generally the facility provided offenders with the necessary learning materials to ensure their success, however, there were restrictions to internet websites and many felt this was an unnecessary restriction as they wanted to explore learning opportunities. In terms of the issue of overcrowding, which was reportedly one of the key challenges in the prison system, the majority of those who responded indeed felt that overcrowding impacted their ability to succeed academically. The most obvious finding to emerge from this study was that the lack of funding access was a challenge for many of the offenders as the process seemed to be more difficult than expected. These results combined suggest that the progression of offenders in their studies was associated with a lack of resources, support from their families and some could not afford study as well as learning materials.

6.3.4 The perceptions of the respondents on the impact of PSCE at the Brandvlei Correctional Centre

The final objective of the study was to examine the perception of the respondents on the impact of PSCE at the Brandvlei Correctional Centre. Findings show that the perception of the respondents on the impact of PSCE at the Brandvlei Correctional Centre was positive as the centre was leading in success rates and strived to equip offenders with education to reduce recidivism. The most striking result to emerge from the study was that PSCE was more efficient in reducing recidivism than any other programmes offered at the Brandvlei Correctional Centre. Additionally, the results indicated that rehabilitation indeed improved offender's personal development and that the majority of them appreciated the opportunity to receive education while being incarcerated. The principal theoretical implication was that the study had been unable to demonstrate the impact and the throughput of PSCE as opposed to other rehabilitation programmes, particularly at the Brandvlei Correctional Centre.

6.4 Implications

Implications for theory, policy, practice, public-sector policy analysts and managers are discussed in this section. The following implications are proposed for the Brandvlei Correctional Centre and perhaps are to be expanded to the DCS.

6.4.1 Implications for theory

The evidence from this study suggests that in social learning theory, offenders can control their behaviours through a procedure known as self-direction and self-judgement. This means that an offender can choose to do good or bad depending on environmental influences, however, studying offenders display remorse and through social learning theory other offenders may learn to change their behaviours, by observing the progress of the studying offenders. The finding endorses the view of Johnson (2015) that the offenders have different motives for studying PSCE, but it is mainly to improve their lives. Some view PSCE as a life-time achievement, others see PSCE as an endeavour which would provide them with another opportunity in life. The significance of social learning theory in understanding the incarceration environment and correctional education turned out to be progressively clear during the process of undertaking this study. This required extending literature review levels of imprisonment and related social concerns. Additionally, work framed by the social learning theory enlightened the results of this research and is firmly suggested for future research. Increasing offender populations necessitate a more top to bottom appreciation of the critical nature of PSCE in reducing recidivism. More in-depth qualitative research that focuses particularly on offenders and PSCE is required.

6.4.2 Implications for policy and practice

Literature has proven that education reduces the chances of recidivism. Additionally, offenders that have studied PSCE stand a better chance of securing formal employment after release, than those studying other educational programmes. Therefore, the DCS should have a comprehensive awareness programme to emphasise the importance of PSCE in increasing the chances of finding employment after release. Furthermore, the DCS should afford offenders the opportunity to work within correctional centres in areas where their skills and qualifications are required. The findings also suggest that the DCS may partner with stakeholders who will absorb offenders with scarce skills qualifications into the labour market after release, which will further motivate more

offenders to pursue courses that will benefit them, while ensuring that they do not return to the justice system.

6.4.3 Implications for public sector policy analysts and managers

DCS policymakers and organisations are to invest in well-designed evaluations of correctional education programmes to inform policy questions. Financial aid and proper needs-based guidelines can help offenders access the necessary and correct information relating to financial aid options and processes. Such funding would also enable DCS to partner with sponsors and NSFAS to send officials that will service the financial aid needs of the studying offenders. PSCE provides multiple research opportunities. Incarceration rates are rapidly increasing across the country. Research that informs policy makers and provides an understanding into social hurdles encompassing PSCE and corrections in general, is needed. A demanding equality concern not addressed in this study is the lack of PSCE opportunities available to women offenders.

6.5 Limitations

The major limitation of this study was the paucity of literature available around PSCE impact, particularly in South Africa. It was therefore not possible to assess the number of offenders studying PSCE in the country; consequently, the proportion sample of this study is unknown. Another limitation of this study is the researcher's inability to acquire the respondents' fields of study, through the questions that were posed in the survey. Therefore, more broadly, research is also required to determine the qualifications with more offenders' responses. Furthermore, this study only included the study of male offenders; it is imperative that a comparative study be undertaken to determine the success rates of male offenders as opposed to female offenders studying PSCE. An issue that was not addressed in this study was whether offenders from Brandvlei Correctional Centre received post-release support to assist them to secure jobs, once they have been released.

Additional research is required to more clearly determine the connection between PSCE and post-release employment opportunities for offenders. Future research ought to likewise gather data to better understand disparities on how PSCE is delivered and the support provided by the department management, correctional officer attitudes towards PSCE programmes, which may impact

progression rates and attainment of qualification. Another option for further research, is to investigate the extent to which the PSCE programme is offered to incarcerated women.

6.5 Summary

The main aim of the chapter was to provide a summary of the study as well as conclusions about study objectives, recommendations based on the findings of the study and recommendations for further research in assessing the effectiveness of post-secondary correctional education at the Brandvlei Correctional Centre. This study revealed that the Department of Correctional Services and the Brandvlei Correctional Centre were striving to provide rehabilitation to offenders through the provision of PSCE. However, officials need to be trained in ensuring that they offer further support through the availability of resources to ensure that offenders succeed. The study has shown that the Brandvlei Correctional Centre lacked awareness coverage around the importance of PSCE in reducing the chances of recidivism. The study consequently recommends that the Brandvlei Correctional Centre partner with stakeholders and organisations that will assist offenders to access funding for their studies and employment opportunities thereafter.

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LIST OF APPENDICES

Appendix A: Consent Letter

CONSENT LETTER

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL (For research with human participants)

Information sheet and Consent to participate in research

Date:

Greetings,

I am Amanda Miselo (217080845), a Masters student in Public Administration at the School of Management, Information Technology and Governance, University of KwaZulu-Natal, South Africa. My contact details are as follows:

Email: amandam@nsfas.org.za

Cellular +27731285288

You are kindly requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to assess the effectiveness of prison education in Brandvlei Correctional Centre. The intention is to conduct research with 3 correctional service officials who are working closely with offenders enrolled for prison education (formal higher education and vocational training) and 2 section heads who manage education and development in Brandvlei Correctional Centre. The research will require participants to be involved in semi-structured one on one interviews, completion of questionnaires and focus groups with the offenders who are enrolled in prison education. Kindly note the following in respect of your participation:

- a. that your participation in this study is voluntary. You have a choice to participate or not. You may also withdraw your participation at any time you deem without giving any reason;
- b. your participation is highly confidential and anonymous. No one has the right to know of your participation, the information supplied will not be linked to you for any reason except for the purpose of coding;
- c. no incentives, monetary or otherwise is available to participants and no risk is envisaged;
- d. all data, both electronic and hard copy, will be securely stored during the study and archived for 5 years after which all data shall be destroyed;
- e. all information given shall be treated with strict confidentiality and will be analysed as aggregated statistics data strictly for academic purposes.

Kindly note that this study was approved having been screened by the Ethics Board of the School of Social Sciences, the University of KwaZulu-Natal in South Africa with approval no.

In light of the foregoing, your honest response to the questions will be highly appreciated.

If you have any doubts, questions or concerns, you may please call on the research supervisor, Dr. Sybert Mutereko (muturekos@ukzn.ac.za; +27312607951) or contact:

Mr. Premlall Mohun,
Humanities & Social Sciences Research Ethics Administration
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001 Durban 4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Yours sincerely,

Amanda, M.
Researcher

CONSENT TO PARTICIPATE

I have been informed about the study entitled “Effectiveness of prison education in Brandvlei Correctional Centre, Western Cape” by Amanda Miselo.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researchers at amandam@nsfas.org.za; +27731285288

Mr. Premlall Mohun,
Humanities & Social Sciences Research Ethics Administration

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001 Durban, 4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Additional consent, where applicable:

I hereby provide consent to:

| | |
|----------------------------------------------------|----------|
| Audio-record my interview / focus group discussion | YES / NO |
| Video-record my interview / focus group discussion | YES / NO |

Use of my photographs for research purposes

YES / NO

Signature of Participant

Date

Signature/Date of Witness (as applicable)

Signature of Translator (as applicable)

Appendix B: Questionnaire

OFFENDERS QUESTIONNAIRE

Dear respondents,

I am a student from the University of KwaZulu-Natal, School of Management, Information Technology and Governance. As part of my academic requirements for the award of a Master's in Public Administration, I am administering this questionnaire to collect information on the effectiveness of prison education in reducing recidivism among offenders. The information obtained will be confidential and will be used for the purpose of this research and not for any other reason. You are requested to complete this questionnaire as honestly and objectively as possible.

The choice to participate in this research is voluntary (and you may withdraw your participation at any point) and in the event of refusal/withdrawal of your participation, you will not incur penalty or loss of treatment or another benefit to which you are normally entitled. If a participant withdraws from the study, the participant must inform the researcher; the data collected from the participant to the point of withdrawal remains part of the study database and will not be removed. The researcher may terminate your participation in this research study to maintain the integrity of the data (if the participant is deliberately providing false information).

INSTRUCTIONS:

1. Do not sign your name anywhere on this questionnaire.
2. Before starting to answer any question please read the instructions at the start of each question.
3. Please tick the appropriate box and also fill in the blank spaces provided for the questions where elaborate answers are required.
4. Use the space at the back of this questionnaire if you need more space for your responses.

A. PROFILE OF THE RESPONDENT

SECTION 1

1. Age of the respondent

18-21 years

23-26 years

27-30 years

31-35 years

2. Gender of the respondent

Male

Female

3. What is your marital status?

Single

Married

Divorced

4. Level of education

Primary

Secondary

Tertiary college

University

None

5. Among the following crimes which one made you be convicted?

Robbery with violence

Robbery

Rape

Murder

Others specify

6. Have you been convicted before?

Yes

No

| | | Strongly agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly disagree (5) |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------|------------------|--------------------|---------------------|------------------------------|
| SECTION 2: WHAT IS THE NATURE OF POST-SECONDARY CORRECTIONAL EDUCATION AT BRANDVLEI SERVICE CENTRE? | | | | | | |
| 2.1 | There is enough awareness about post-secondary correctional education available for offenders. | | | | | |
| 2.2 | Officials assisting us here with our studies are professional and helpful. | | | | | |
| 2.3 | Brandvlei Correctional Service has enough resources to help me succeed. | | | | | |
| SECTION 3: WHAT IS THE JUSTIFICATION OF POST-SECONDARY CORRECTIONAL EDUCATION? | | | | | | |
| 3.1 | All offenders deserve an opportunity to receive post-secondary correctional education. | | | | | |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 3.2 | My desire to be a better person is the reason I am studying post-secondary education. | | | | | |
| 3.3 | We are given support by the education and training department of Brandvlei to ensure that we succeed. | | | | | |
| SECTION 4: WHAT ARE THE FACTORS THAT ENABLE OR HINDER POST-SECONDARY CORRECTIONAL EDUCATION AT BRANDVLEI CORRECTIONAL CENTRE? | | | | | | |
| 4.1 | I have access to the internet and books to help me succeed. | | | | | |
| 4.2 | Overcrowding does not affect my ability to succeed academically. | | | | | |
| 4.3 | Accessing financial aid was an easy process for me. | | | | | |
| SECTION 5: WHAT IS THE PERCEPTION OF RESPONDENTS ON THE IMPACT OF THE POST-SECONDARY CORRECTIONAL EDUCATION AT BRANDVLEI CORRECTIONAL CENTRE? | | | | | | |
| 5.1 | The policy of post-secondary correctional education is a great initiative for government to reduce recidivism | | | | | |

| | | | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 5.2 | Brandvlei has a high success rate for post-secondary correctional education | | | | | |
| 5.3 | I am likely to recommend post-secondary correctional education to other offenders | | | | | |
| 5.4 | Post-secondary education is more useful than any other programme offered at the Brandvlei Correctional Service to rehabilitate us. | | | | | |
| 5.5 | I see great change in my behaviour since I started with post-secondary education | | | | | |

SECTION 6: WHAT CAN BE DONE TO IMPROVE POST-SECONDARY CORRECTIONAL EDUCATION AT BRANDVLEI CORRECTIONAL CENTRE?

.....

.....

.....

.....

.....

.....

.....

7. Based on your own opinion how do you gauge the prison education?

Above average

Average

Below average

Don't know

8. Any other comment

Thanks for your response

Appendix C1: Focus group guide

1. What is the nature of post-secondary correctional education at Brandvlei correctional centre? What are the factors that enable or hinder post-secondary correctional education at Brandvlei correctional centre?
2. What motivates you to pursue prison education?
3. What can be done to improve prison education access in Brandvlei Correctional Centre?
4. What is the impact of the post-secondary correctional education at Brandvlei correctional centre?

Appendix C2: Interview guide for prison officials

1. What are the factors that influence prison education in the Brandvlei prison?
2. What is the nature of post-secondary correctional education at Brandvlei correctional centre?
3. What is the justification of post-secondary correctional education?
4. What can be done to improve prison education access in Brandvlei Correctional Centre?
5. What is the impact of the post-secondary correctional education at Brandvlei correctional centre?

Appendix C3: Interview guide for managers

1. What are the critical factors that influence prison education in the Brandvlei prison?
2. What is the nature of post-secondary correctional education at Brandvlei correctional centre?
3. What is the justification of post-secondary correctional education?
4. What can be done to improve prison education access in Brandvlei Correctional Centre?
5. What is the impact of the post-secondary correctional education at Brandvlei correctional centre?

Appendix D: Invitation to participate in research study



Invitation to participate in a research study

Title of the study:

Analysis of Post-Secondary Correctional Education: Case of Brandvlei Correctional Centre, Cape Town

Are you enrolled for formal higher education and a student studying through UNISA or a TVET College? **If, so you are invited to share your experience and views about being a student at Brandvlei Correctional Centre**

Contact: Amanda Miselo 0731285288 or amandam@nsfas.org.za for reservations

MPA Candidate at the School of Management, Information Technology and Governance, Discipline of Public Governance

Date:

Place:

Time:

Participation is voluntary and confidentiality will be strictly maintained.

This research is supervised by Dr. S. Mutereko of the School of Government, IT & Governance, Discipline of Public Governance

Appendix E: Ethical Clearance



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X1391, PRETORIA, 0011, Pretoria Building, C/O WF Nkomo and Sophie Dr Baayn Street, PRETORIA
Tel (012) 307 2770, Fax 066 639 2890

Ms A Mselo
10 Brodie Road
2nd Floor, House Vincent
Wynberg,
7800

Dear Ms A Mselo

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "ANALYSIS OF POST-SECONDARY CORRECTIONAL EDUCATION: CASE OF BRANDVLEI CORRECTIONAL SERVICES CENTRE, CAPE TOWN"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved. Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your Internal guide will be **Ms G Pienaar: Regional Head Development and Care, Western Cape.**
- You are requested to contact her at telephone number (021) 550 6006 before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document and this approval letter should be in your possession when visiting.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. "Defenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number (012) 307 2770 / (012) 305 8554.

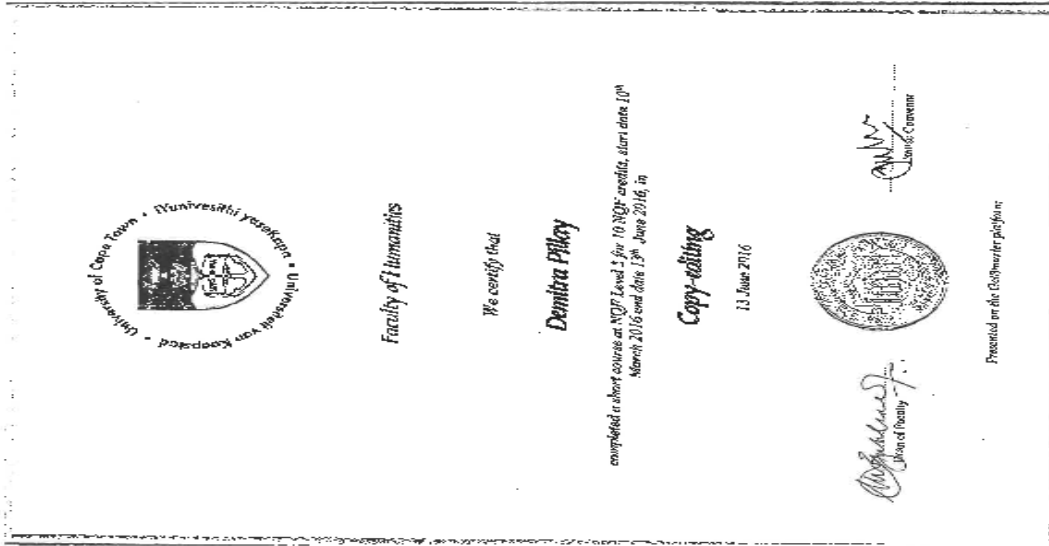
Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH

DATE: 02/02/2018

Appendix F: Language Editor Certificate



Appendix G: Clearance letter



27 March 2018

Ms Amanda Mselo 217080845
School of Management, IT and Governance
Westville Campus

Dear Ms Mselo

Protocol reference number: HSS/1957/017M

Project title: Analysis of Post-Secondary Correctional education : Case of Brandvlei Correctional Service Centre, Cape Town.

Full Approval – Full Committee Reviewed Protocol

In response to your application received 18 October 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Sybirt Mutereko
cc Academic Leader Research: Prof I Martins
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

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