

**INTERVENTION STRATEGIES FOR IMPROVING VOCATIONAL  
REHABILITATION PROGRAMME FOR YOUNG ADULT**

**OFFENDERS: A CASE STUDY**

by

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## DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of MASTER OF EDUCATION (degree & field of research) has not previously been submitted by me for a degree at this or any other university; that it is my own work in design and execution, and that all materials contained herein has been duly acknowledged.

.....  
Ngobeni S.C (Mr)

.....  
Date

## **DEDICATION**

I dedicate this this work to my mother Hlamazi Makhanana Ngobeni, who taught me that a fruit of hardworking is success. The same gratitude goes to my family for the support and encouragement throughout my studies.

Above a special dedication goes to my God the Almighty, for the wisdom and strength.

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## ABSTRACT

The majority of the young adult offenders have a low level of education and are without the proper skills desired by employers. Vocational rehabilitation programme offered to young adult offenders seem ineffective in preparing young adult offenders for better lives after release.

The aim of this study was to investigate the possible intervention strategies for improving vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre. Focus was also on the challenges faced by young adult offenders during the implementation of vocational rehabilitation programmes for the young adult offenders.

Qualitative research approach was applied using case study design. Semi-structured interviews, focus group and documents analysis were employed to gather data. The major research findings indicated that:

- Young adult offenders receive insufficient and inadequate vocational rehabilitation training due to lack of qualified trainers for specific field.
- Young adult offenders often skip classes due to shortage of prison officers who can escort them to their classes.
- There is lack of resources such as textbooks, apparatus to conduct practicals for engineering studies and skills development programmes.
- There is insufficient support and motivation to the young adult offenders from the management and educational staff.

It was recommended that:

- Enough qualified trainers and section heads should be appointed to conduct vocational rehabilitation training to the young adult offenders.
- Enough prison officers should be appointed to escort young adult offenders from cells to classroom to avoid the issue of skipping lessons.
- Sufficient resources such as textbooks and apparatus to conduct practicals must be provided to centre should be made in order to provide support and motivation to young adult offenders.

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## **ACRONYMS/ABBREVIATIONS**

ABET	Adult Basic Education and Training
AE	Adult Education
ASSETS	Auswest Specialists Education Training Services
CBO	Community Building Organisations
DCS	Department of Correctional Services
HETD	Higher Education and Training Department
NSFSAS	National Education Financial Student Aid Scheme
NGOs	Non-Governmental Organisations
NSDF	National Skills Development Funds
SETA	Sector Education and Training Authority
USA	Unites States of America

## **CHAPTER 1**

### **BACKGROUND TO THE STUDY**

#### **1.1 INTRODUCTION**

This chapter consists of the background to the study, statement of the problem, aim of the study, research objectives, research question, significance of the study, delimitations and ethical considerations.

#### **1.2 BACKGROUND**

Many countries around the globe face challenges regarding mass incarceration of young adult offenders without proper vocational skills to compete in the labour market (Steurer, 2010). According to Gus (2003) vocational rehabilitation programmes are seen as an important tool for reducing the possibility of re-offending. The work of rehabilitating, educating and preparing offenders for their return to society is critical in providing them with an alternative to crime. "Raising educational and skills levels has a positive impact on employability, and is a key factor in reducing re-offending". It can also improve self-esteem and motivation to young adult offenders (Gus, 2003). Vocational rehabilitation training is often considered as a remedy for addressing the lack of skills for the young adult offenders (Lawrence, Mears & Dubin, 2009).

With the global increase in the number of young adult offenders crowding in prisons and jails, it is imperative to consider the purpose of incarceration which is to provide a vocational rehabilitation programme to the prisoners (Steurer, 2010). This is instead of accepting the traditional view of locking them up and "throwing away the key" (Steurer, 2010). Furthermore Steurer (2010) highlights that many young adult offenders can be rehabilitated through vocational training and eventually contribute constructively to society upon re-entry. Prison can be a place where criminals are transformed into law-abiding citizens, productive workers, and good parents. It is the responsibility of all Departments of Correctional Services internationally to expand

vocational training access to everyone, particularly historically under-privileged young adult offenders (Steurer, 2010).

### **1.2.1 UNITED STATES OF AMERICA**

Currently in the United States of America (USA), the numbers of the young adult offenders incarcerated without vocational skills continues to increase (Coley & Barton, 2006). The rate of incarceration of young adults without vocational skills is double compared to the previous statistics. Prisons are bulging with poorly educated and very low-skilled young adult offenders (Coley et al, 2006). This contrasts with an increasing body of research showing that education and training programmes can raise employment prospects and cut recidivism (Cantardo & Tolbert, 2007). Bulging prisons also mean that a large number of ex-offenders will return to their community with no education and the skills required by employers. Young adult offenders with little education and low literacy levels are not desired by employers. Employers are looking for employees who have had steady and successful work experience even for low-skilled jobs (Coley et al, 2006).

A large number of young adults who are incarcerated do not have the necessary vocational skills required by employers. The study conducted by Spycher, Shkodrian and Lee (2012) reflect that the growing United States prison population is over represented by young adults who come from backgrounds marked by poverty and lack of vocational skills. Without proper skills and education many ex-offenders end up back in prison because they face several obstacles when searching for employment. Such obstacles include lack of adequate education and shortage of skills. Young adult offenders in the USA have lower levels of education and vocational skills than the average attainment for the United States population. However, providing vocational rehabilitation to these young adult offenders may reduce recidivism, benefit the community and improve public safety (Spycher, et al, 2012).

According to Cantardo and Tolbert (2007) young adult offenders re-entering society face a wide range of challenges, from securing employment. Several thousands of young adult offenders are released from prisons in the United States each year, and

a growing number of the states are working hard to identify effective methods to help young adult offenders in terms of successful re-entry and reintegration into society. Ninety-five per cent of young adult offenders are eventually released from prisons to join society and often return to their criminal lifestyle. The gap is even greater at high education and training levels. As a result, many former convicts return to their criminal behaviour because they lack the educational and societal skills necessary to function successfully in society (Cantardo et al, 2007).

Some correctional services in the United States have shifted from being primarily academic to skills development. In fact 62 per cent of young adult offenders enrolled in college classes and 92 per cent who earned a degree or certificates were enrolled in vocational training programmes (Joseph, 2012). In Texas the availability of facilities for the training of young adult offenders has been considered. In North California, Adult Education is predominantly by vocational rehabilitation programme, with more than 6 000 Vocational rehabilitation programme participants (Joseph, 2012).

### **1.2.2 WESTERN AUSTRALIA**

In Western Australia vocational rehabilitation programmes and employment have been recognised as contributing factors towards reducing the number of young adults re-offending. One of the primary tasks of vocational training in prisons was to increase the chances of employment for young adult ex-offenders. Targeted vocational rehabilitation programmes and services attempt to address issues such as crime, anti-social thinking, poor work skills, and limited education. This included an armoury of programmes addressing behaviour and improving educational and job skills (Community Development Justice Committee, 2010).

Vocational training and employment have long been recognised as contributing factors in reducing re-offending. These vocational rehabilitation programmes were about skills development to the young adult offenders (Hawley, 2011). An integration of education and vocational training has been identified as the best effect because the private company called Auswest Specialist Education and Training Services (ASSETS) was involved in providing vocational rehabilitation programme to young

adult offenders. ASSETS delivered a collaborative and co-ordinated programme. This involved offenders obtaining accredited vocational rehabilitation programme qualifications while still in prison. It also entailed developing relationships with training providers, employers and industry representatives leading to employment and further education once released. The ASSETS through-care model ensured that while offenders were trained they were also supported in employment placement to ensure the best outcomes for everyone. This programme was working well in reducing the young adult offender's recidivism (Community Development and Justice Standing Committee, 2010).

### **1.2.3 NORWAY**

In Europe the issue of providing vocational rehabilitation programmes to young adult offenders being incarcerated in large numbers is a serious challenge to the prisons' administration or authorities (Sarkin, 2008). In February 2010, a Prison Education Conference was held in Budapest in order to come up with mechanisms to improve vocational rehabilitation programmes. Providing effective vocational rehabilitation programmes to young adults was seen to be a possible way to reduce the number of recidivism. Norway emphasised that the diversity of young adult training programme's population is the key challenge issue faced by majority of European countries (Hawley, 2011).

Norway's government recognised its obligation to provide vocational rehabilitation training programmes to young adult offenders as a fundamental human right. The government viewed the purpose of vocational training as being the intention to reduce re-offending and the "right thing to do" (Spycher et al, 2012).

Prisons can have a damaging effect on young adult offenders if there is no proper rehabilitation programme taking place. Therefore, it is important for prisons to attempt to decrease the damage. One way of doing this is through the provision of proper vocational training to young adult offenders in order to equip them with the skills required by employers (Coley et al, 2006).

In addition, vocational rehabilitation programmes are seen as part of the rehabilitation role of imprisonment in providing structured activity for successful reintegration into the community on release. Regardless of the different views as to the precise role of vocational rehabilitation training in the prison context, it would seem that there is a widespread consensus that it plays a positive and large rehabilitation role and contributes significantly to prisoners “successfully re-entering into society” (Hawley, 2011).

#### **1.2.4 CANADA**

Canada is another country incarcerating a large number of young adults with low vocational skills levels. It also offers vocational training to its young adult offenders. The Department of Correctional Services gives priority to vocational rehabilitation programmes in order to prepare young adult offenders for getting employment after release. Vocational rehabilitation programmes are a priority in the correctional plans of all offenders who have achieved less than grade 10 or require skills upgrading to participate in a vocational rehabilitation programme (Howard, 2009).

Vocational rehabilitation programmes offered by Canada’s Correctional Services aid in the rehabilitation of young adult offenders. Upon admission to correctional facilities, young adult offenders typically have very low average education and vocational skills levels (Coley et al, 2006). Given the high correctional services statistics between early school leaving and unemployment, it is not surprising that many young adult offenders report inconsistent employment histories (Howard, 2009).

#### **1.2.5 BELGIUM**

After Belgium realised that for many years their vocational rehabilitation programmes were not doing enough in preparing young adult offenders for better lives after release, the government came up with a strategic plan to improve their vocational rehabilitation programmes (Hawley, 2011). The strategic plan was launched by the Flemish Community of Belgium in 2000. The Department of Correctional Services in Belgium worked with communities to provide rehabilitation programmes, introduced

a strategic plan to assist and provide services of young adult offenders. The strategy was intended for various services in the Flemish Community to work together in order to offer assistance to young adult offenders. Belgium government aimed to provide training that is best suitable to address the needs of young adult offenders (Howard, 2009).

### **1.2.6 NIGERIA**

Many African prisons, including Nigerian prisons, fail to meet the stated goals of rehabilitating young adult offenders. Fortunately, African countries such as South Africa, Uganda, and Botswana have taken steps to improve vocational rehabilitation programmes. Their programmes focus on vocational rehabilitation training programmes in order to rehabilitate young adult offenders (Sarkin, 2008).

In Nigeria the Department of Correctional Services offers vocational rehabilitation programme to its young adult offenders. The main aim of establishing correctional services is to provide rehabilitation and correctional facilities to its offenders. However, a casual observation of the population that passes in and out of the prisons in Nigeria show that there is a problem in the system; hence the system has not been able to live up to its expected role regarding vocational rehabilitation programmes. These include reasons for including reforming young adult offenders to be better than before they were incarcerated. Young adult offenders are rehabilitated in order to equip them with new skills (Obioka, 2011).

According to the study conducted in twelve Nigerian states, young adult offenders have low literacy levels and are inadequately rehabilitated (Joseph, 2012). A high proportion of Nigerian young adult offenders need vocational training (Joseph, 2012). Young adult offenders are below the average for the general population in terms of education levels, work experience, and skills (Obioka, 2011). Most prisons are overwhelmed by young adult offenders, males with a high percentage of high school dropouts. The lack of work experience and skills, when combined with low education levels make it difficult for young adult offenders to obtain employment upon release and can contribute to further criminal behaviour (Lawrence, Mears & Dubin, 2009).



### **1.2.7 SOUTH AFRICA**

South Africa is amongst the countries offering vocational rehabilitation programmes to equip offenders with skills, values and knowledge. Vocational training offered to young adult offenders in South Africa entails much more than just the formal classes and curriculum offered to young adult offenders. Young adult offenders throughout South Africa are accorded the opportunity to be trained while serving their sentences as part of Correctional Services' task in ensuring the delivery of vocational rehabilitation programmes. The Department of Correctional Services in all nine provinces of South Africa is engaged in vocational rehabilitation programmes. Vocational rehabilitation programmes are offered in accordance with national legislation and policies of education (O' Brien, 2010).

Informal education programmes consist mainly of courses that require technical training. Technical training is categorised into vocational training, occupational skills and computer-based training. Adult Basic Education (ABET) also forms part of this training for a balanced and integrated approach. The training is provided in conjunction with Non-Governmental Organisations (NGOs) and Community Building Organisations (CBOs) and the Department of Labour (Department of Correctional Services, 2012).

Polokwane Correctional Services Centre is offering skills development programmes and National Engineering Studies from N1 to N4 as the part of its vocational rehabilitation programmes. However, these seem to face challenges such as shortage of educators, lack of resources and low completion rate (Pickard, 2012).

It is on the basis of this background that one can realise that vocational rehabilitation programmes of young adult offenders at regional, national and global are facing multi-faceted challenges. This study intends to investigate intervention strategies for improving vocational rehabilitation programmes for young adult offenders at Polokwane Correctional Services Centre Limpopo Province.

### **1.3 STATEMENT OF THE PROBLEM**

Majority of young adult offenders seem to have low level of education and vocational skills needed to compete successfully in the labour market (Department of Correctional Services South Africa, 2012). Prisons appear to be bulging with poorly educated and very low literacy level and unskilled young adults' offenders (Coley & Barton, 2006). Bulging prisons also mean that a large number of ex-offenders return to their community with lack of skills (Coley et al, 2006).

Vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre seem to be ineffective in preparing young adult offenders for better lives after release. According to Department of Correctional Services, more than 70 per cent of young adult offenders who are released from Polokwane Correctional Services within a year commit further crimes and get arrested again (Department of Correctional Services South Africa, 2012).

### **1.4 AIM OF THE STUDY**

The aim of this study is to investigate the possible intervention strategies for improving vocational rehabilitation programme for young adult offenders at Polokwane Correctional Services Centre in order to empower young adult offenders with knowledge and skills required in the labour market upon release.

### **1.5 OBJECTIVES**

I formulated the following objectives to achieve the aim of this study:

- To assess the relevance and quality of the vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre.
- To identify the shortcomings of the vocational rehabilitation programme offered at Polokwane Correctional Services Centre.

- To develop possible intervention strategies for enhancing vocational rehabilitation programme in order to empower young adult offenders with knowledge and skills needed for competing successfully in the labour market.

## **1.6 RESEARCH QUESTION**

This study aims to answer the following research question:

- What are the possible intervention strategies for improving vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre in Limpopo Province?

## **1.7 SIGNIFICANCE OF THE STUDY**

This study is necessary as it may benefit all the stakeholders participating in vocational rehabilitation programme at Polokwane Correctional Services Centre.

Lessons learnt from this study may answer the fundamental questions regarding the way in which vocational rehabilitation programme can contribute towards rehabilitation of young adult offenders at Polokwane Correctional Services Centre. For young adult offenders this research may assist in improving behaviour and reducing recidivism so that they may also be leaving the prison with the knowledge and skills that can increase their chances of securing employment prospects in the community upon release.

On the other hand, prison educators may be motivated to improve their training methods and strategies that they apply to provide and deliver a better balance and more relevant curriculum. As a result, vocational rehabilitation programme may be effectively implemented and benefit young adult offenders with the necessary skills required in order for being employable when released.

Section heads and managers may be aware of the shortcomings of the vocational rehabilitation programme offered to young adult offenders. As such, they may investigate possible new ways of improving vocational rehabilitation programme in order to prepare young adult offenders for better lives after release.

The curriculum developers may benefit by using this study to develop vocational rehabilitation programmes that may be effective in rehabilitating young adult offenders in order to discover the opportunities for living better lives in their community.

This study may enable policy-makers to become aware of vocational rehabilitation programmes and understand the problems better, and to formulate new vocational rehabilitation programmes that may address the social, education and economic needs of young adult offenders. As a result policy-makers and practitioners need information about programmes, the types and the levels of programmes currently available and the opportunities and policy targets for improving and expanding effective vocational rehabilitation programmes that motivates offenders to take part (Lawrence et al, 2009).

Existing research include the effect of prison education to young adult offenders (Esperian, 2010; education programmes for prison inmates: rewards for offenders (Quan-Baffour & Zawada, 2012; For the betterment Adult Basic Education and Training programmes at Polokwane Correctional Services Centre (Segoa, 2004), and re-integration of young former offenders into society (Phaleng, 2004).

The current study has not been conducted and thus opens a gap that needs to be closed. As such this study may contribute to existing literature by investigating the possible intervention strategies for improving vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre.

## **1.8 ETHICAL CONSIDERATIONS**

- The permission to conduct this research was requested in writing from the National Commissioner in Pretoria before starting to collect data.
- The research information was only used for this research project, and is the property of University of Limpopo and Polokwane Correctional Services Centre.

- All the participants such as young adult offenders, section heads manager education and training were given opportunity to sign consent forms to show their agreement to participate in this study.
- I exercised anonymity, privacy and confidentiality regarding any information provided by participants by not using the names of the participants.

## **1.9 CONCLUSION**

This chapter provided background to this study which gives the states of vocational rehabilitation programmes intentionally. Studies show that vocational rehabilitation programmes for young adult offenders are internationally facing a number of challenges that needs to be addressed.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter presents the literature review of this study. The chapter outlines the assumptions and definitions of the key concepts underpinning this research.

#### **2.2 ASSUMPTIONS**

The following assumptions form the pillars of this literature. The assumptions were extracted from the existing research and were utilised in demarcating the reviewing of this literature.

##### **2.2.1 Curriculum**

One of the primary tasks of a vocational rehabilitation programmes is to increase the chances of employment for young adult offenders after release (Spycher et al, 2012). The majority of young adult offenders in United States of America indicated that they are not taking part in the vocational rehabilitation programmes because the vocational rehabilitation programme is not implemented effectively in order to provide the skills that meet their needs. In some cases, problems arise when released offenders seek employment because the training they received is not recognised by business and industries (Pickard, 2012).

Without the proper skills many young adult ex-offenders end up back in prison. These released young adult prisoners face significant challenges that need to be addressed if they are to remain out of prison. One of the first transitions is obtaining employment. They face several obstacles when searching for employment because they do not have proper skills. In order for the vocational rehabilitation programmes to be meaningful learning environment training provided should meet the real needs of the prisoners (Spycher et al, 2012).

According to Tolbert (2012) more than 700 000 young adult offenders released from prisons around the world each year are ill-equipped to meet the challenges of re-entering society. Almost half of this number is incarcerated because they are lacking marketable skills. Unfortunately, many young adult offenders are ill-equipped to break the cycle of catch-and-release because of the lack of workplace skills needed to succeed in the labour market. The vocational rehabilitation programmes are introduced for school dropout young adult offenders to learn while in prison and technical education credentials to equip young adult offenders with the occupational skills needed to find employment, and skills to keep pace with today's changing labour market (Tolbert, 2012).

According to Pickard (2012) the barriers to learning for young adult offenders that lead to lack of motivation is related to previous negative experiences of education and school dropout. It is therefore important that learning opportunities in prison offer an alternative to the traditional format of mainstream schooling. In order to ensure engaging opportunities, it is necessary to provide training which is based on individual needs of offenders and takes account of their previous skills, knowledge and experiences.

The methodology applied by prisons makes it difficult to identify the specific aspects of vocational rehabilitation programmes that should be given the most attention and which is effective. Many studies indicate that vocational rehabilitation can reduce recidivism, but vocational rehabilitation programmes that are coupled with diverse education and the activities can make it difficult to know which specific activities, or combinations of activities, led to particular outcomes. Many young adult offenders' programmes may fail to realise their full potential in promoting employment outcomes. Despite methodological shortcomings and challenges, the evidence suggests that carefully designed and administered vocational rehabilitation programmes can reduce recidivism and promote involvement in pro-social activities after release (Lawrence et al, 2009).

Pickard (2012) indicated that the curriculum of a vocational rehabilitation programme should be based on the adult education aimed at the development of the individual young adult offenders in all areas. A wider range of vocational rehabilitation

programmes that focus on basic skills acquisition that address the aspects of development which bolster the offender's cognitive and intellectual development should be used. Broad and varied curricula of vocational rehabilitation programmes are necessary to encourage more offenders to participate in vocational rehabilitation programmes.

According to Hayes (2009) the following factors contribute much in promoting the ineffectiveness of vocational rehabilitation programmes in prisons:

- Not ensuring that prisoners with clear learning needs are allocated to skills programmes.
- Not providing skills training to support work opportunities in young adult offenders.
- Not strengthening links with employment opportunities with employment support and a work programme.
- Failure to enhance the focus on quality and boost local accountability and ensuring support on the part of the head of learning and skills.

In the United States vocational rehabilitation programmes offer more opportunities in prison settings which are free to the young adult offenders. In many prisons in the United States young adult offenders have the option to choose from a number of other vocational rehabilitation programmes via "live work". All of these young adult offenders are free to participate. Outside of the prison setting, the offenders can usually enrol in the vocational rehabilitation programmes via correspondence and it is almost exclusively less expensive (Pickard, 2012).

Lawrence et al (2009) according to the Jomtein Declaration, of which South Africa became a member after 1994, every offender shall be able to benefit from any vocational rehabilitation opportunities designed to meet their basic needs. The skills, knowledge, values and attitudes are required by human beings to survive, to develop their fully capacities, to work with dignity, to participate fully in their lives, to make informed decisions and to continue studying after release. This also refers to young adult offenders, who while in prison are to go through a certain process of rehabilitation in order to survive and ensure that they do not return to prison.



According to Zeleen, Seyfried and Van Weeghel (1994) vocational rehabilitation training is a process which almost takes place at the interface of (at least) two different worlds, the world of prison and the world of employment. Vocational rehabilitation programmes are bridges between those two cultures, at least they should be, if they are to succeed in being intermediateness between the world of prison and the world of employment (Zeleen et al, 1994).

This is illustrated in the model below.

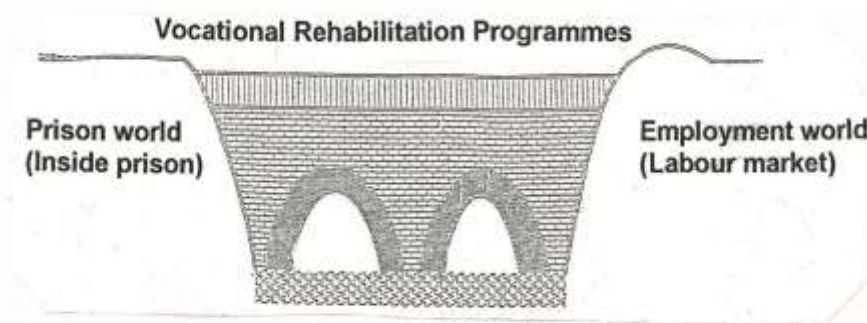


Figure 2.1: Bridge over troubled water (Zeleen et al, 1994).

This process requires a joint effort on the part of vocational rehabilitation educators, managers, employers and young adult offenders themselves. The bridge over troubled water separates two worlds or cultures, the world of prison and the world outside prison (the world of the labour market and employment). The troubled water makes it difficult for young adult offenders to move from one side to another (Zeleen et al, 1994).

The bridge is a vocational rehabilitation programmes which is there to span the gap by providing young adult offenders with the skills required to get employed after release. The bridge could be vulnerable. It could crash and be destroyed anytime if it is not supported by strong pillars to make it rigid, strong and firm. The pillars are sufficient training, availability of resources, having sufficient qualified educators or trainers and the support and motivation that result in effective implementation of a vocational rehabilitation programmes. Upon release, young adult offenders have to move across the bridge to the other side of the bridge. For them to successfully pass across through they need relevant, effective training inside the prison, they also need

support, encouragement and motivation to reach the world of employment (Zeleen et al, 1994).

If the pillars are not strong for example insufficient training, lack of qualified educators, lack of resources and inadequate support and motivation and there is no enhancement of skills required by employers in order for them to get employment young adult offenders therefore, end up recidivating (Zeleen et al, 1994).

Professionals involved in vocational rehabilitation programmes also tend to stereotype both worlds or to have negative views of the world. For, they often do not take their young adult offenders very seriously as potential workers. Young adult offenders are advised to restrict themselves to domestic and leisure activities and to give up their illusions about having a working career. On the other hand, many employers do not hesitate to lay off the more vulnerable people in the work force and show no willingness to create opportunities for people with criminal records (Zeleen et al, 1994).

However, understandable it may be, this mutual negative stereotyping is counterproductive in the process of vocational rehabilitation. Professionals in vocational rehabilitation will have to deal with, even in corporates, fundamental changes in both worlds if they are to succeed in preventing their young adult offenders from having a 'fatal' culture shock when on the threshold of the labour market. Many young adult offenders benefit from participating in programmes which arrange a meeting between the world of prison and the world of employment, programmes which bring them gradually from one culture into another. For the young adult offenders involved, this should mean that they leave full-time criminality and can gradually work towards a new self-concept of being a competent citizen who can cope with his/her own past experiences and who is able to fulfil the role of a worker (Zeleen et al, 1994).

Zeleen et al (1994) state that vocational rehabilitation programme should be connected with the world of employment in vocational rehabilitation programme indulging in internal processes. They should anticipate the real work situations in which the young adult offenders should be able to function ultimately. Thus

vocational training providers need to know the demands and standards of open employment, social enterprises and sheltered workshops.

Furthermore, a special vocational rehabilitation programme should not contain elements which can better deal with by regular services in the field of vocational training and instruction. They should make use of regular services whenever possible, develop special programmes only when there are no alternatives, and only for people who really need them, much energy must be devoted to making the regular services more responsive to the large group (Zeleen et al, 1994).

According to Zeleen et al (1994) training programmes can make use of the dynamics of the real work situations by building a network of employers who are willing to offer trainee posts and trial placements in open employment.

### **2.2.2. Training**

According to Tolbert (2012) the European system of vocational rehabilitation programme is delivered alongside work activities while in other countries vocational rehabilitation programme form part of a prison service. It is difficult to offer a range of vocational rehabilitation programmes like in the ordinary education system outside prison and for the training offered to keep pace with developments in the skills demand in the labour market. However, strong links between work and vocational rehabilitation training can enable young adult offenders to learn theory in the classroom and conduct practice in the prison workshops (Tolbert, 2012). Vocational rehabilitation programme can also help in personal development and can provide 'like-wide' skills which can be used in the home environment (Hayes 2009).

In Nigeria vocational rehabilitation programmes are offered by inadequately qualified educators who are ill-equipped regarding the knowledge and skills required to transform the behaviour and lifestyles of young adults. This impacts negatively on the effective implementation of vocational rehabilitation training in prisons (Obioka, 2011).

Most young adult offenders complete their sentences lacking employment opportunities to improve their knowledge, skills and qualifications because of the poor education they receive in prisons. Many are at risk of being permanently unemployed and living on the margin of society. However, vocational rehabilitation programmes are seen as the programmes that can assist in addressing the problem of young adult offenders (Obioka, 2011).

Pickard (2012) suggested that effective implementation of vocational rehabilitation programmes can be achieved by providing positive training environments in which educators are able to provide support to young adult offenders. Offenders make good use of skills to improve their employability and change their personal attitude and perceptions.

Regardless of the type or quality of training provided in prisons, young adult offenders face a number of institutional and situational barriers imposed by their imprisonment. These barriers include the difficulty to complete an unfinished course after release and the fact that transfers between prisons interrupt an offender's training trajectory (Hayes, 2009). The reason for not completing the course is that some prisons do not offer the same programme the offender participated in. As a result of this move the individual learning plans, skills assessment results and progress plans are lost (Hayes, 2009).

Another issue that interrupts the continuity in vocational rehabilitation training is the length of their sentence which is an impediment to participating in vocational rehabilitation activities. The short sentences become a stepping stone to further criminality because young adult offenders leave prison without the necessary skills. Offenders leave prison without completing the programmes they started and they do not continue with their training while outside prison. Those particular offenders did not benefit anything from the programmes except that they wasted the state funds (Hawley, 2011).

Although vocational rehabilitation programme that is well designed and implemented significantly contributes much in increasing offenders' prospects for success, reduces recidivism and improves employment outcomes, there are many caveats

and exceptions that preclude listing of specific "best practice" programmes (Hawley, 2011). Yet despite the many caveats there is a lack of information about specific programmes that are known to be effective. Methodological problems make it difficult to identify specific programmes that "work" (Lawrence et al, 2009).

The entire prison-based vocational rehabilitation programmes suffers from selection bias, which has a negative effect in programming. A common example of selection bias is when a programme is comprised primarily of the best-behaved and motivated young adult offenders who volunteer to participate when compared with group of offenders not exposed to a particular programme, the programme outcomes most likely are due to the participants themselves instead of the programme. The other offenders are left out yet they are to be released and return to their communities empty handed (Lawrence et al, 2009).

Howard (2009) says that vocational rehabilitation programme is a key aspect that plays a role in addressing crime and in promoting rehabilitation of young adult offenders, thereby reducing the chances that they might re-offend. By providing a positive vocational rehabilitation programmes environment, prisons can support their offenders to make good use of their sentences, to address gaps in their knowledge and skills, to improve their employability and change their personal attitudes and perceptions. Moreover, access to vocational rehabilitation programmes is fundamental to the exercise of human rights. Providing vocational rehabilitation training to offenders to gain knowledge, skills and competencies forms an important stepping stone in young adult offenders' journey towards rehabilitation and reintegration into society (O'Brien, 2010).

### **2.2.3. Staffing**

Howard (2009) indicated that the lack of qualified specialised trainers to carry out vocational rehabilitation programmes in prisons poses a serious challenge to many prisons around the world. Prison administrators of some of the participating countries cannot provide vocational rehabilitation programmes. This is because they do not have qualified teaching staff within their existing staff strength. For the purpose of vocational rehabilitation programmes there must be qualified teaching staff to teach the offenders the training materials. This is also true for the other countries that have

supplementary vocational rehabilitation programmes. They rely on relevant state agencies to assist them with their programmes offering, as they do not have their own qualified staff (Howard, 2009).

In the European countries the provision of vocational rehabilitation is a legal requirement for young adult offenders. Whilst this commonly applies to all young adult offenders, in some instances only specific groups must be given vocational rehabilitation programmes activities that are typically related to receiving certificates. Therefore, teachers and trainers in prisons are required to have specialist qualifications relating to teaching in prison (Coley & Barton, 2006).

Shortage of well-trained staff impacts on all areas of service delivery. Some prison centres experience the shortage of officers to escort offenders from their respective cells to their classroom and the prison educators are not allowed to escort offenders to their classes. This also affects the training programmes because having no officer to escort offenders to their classrooms means that no training will take place that day because educators are not allowed to escort the offenders from cells to their classrooms (Howard, 2009).

Sarkin (2008:8) indicated that inadequate staffing hampers design and delivery of vocational rehabilitation programmes. Shortage of staff can reduce the effectiveness of vocational rehabilitation programmes. Staff members require considerable training. Lack of knowledge and experience by prison staff especially the educators entails a sense of boredom, loss of self-confidence and a sense of helplessness (Tolbert, 2012).

The fact that the past five years 302 qualified educationists and trained personnel were employed in South Africa means that there are clearly insufficient educators to accommodate the needs of offenders (Department of Correctional Services South Africa, 2012). In instances where there were no qualified educationists, the Department of Correctional Services uses the temporary personnel as well as volunteers to present supportive educational and training programmes (Lawrence et al, 2009).

Many South African prisons experience a shortage of qualified educators. Young adult offenders leave the prisons without achieving the meaning of rehabilitation that is building self-esteem, improving training skills and an attitude shift (Department of Correctional Services South Africa, 2012).

Prison educators and trainers of the vocational rehabilitation programme are expected to be fully qualified and professional and supportive. Teachers and trainers' need generic teaching and training skills and competencies which are supplemented by additional skills and capacity related to the prison context. The work of teacher/trainer in prisons brings with it additional set of challenges requiring psychological, social, didactical, and pedagogical preparations and on-going support in the framework of initial and continuing teaching training (Spycher et al ,2012).

Fully-flagged vocational rehabilitation programme requires a great deal of energy and skills to implement them. A regional approach is required to create a comprehensive and flexible service system. Since a target group consists of people with a whole range of different needs, which also can differ widely over time, service variety is crucial. Each region should aim to perform the following four main tasks of vocational rehabilitation:

- Preparation: programmes of vocational orientation and choice, work training and instruction, directed towards functioning in a future work environment.
- Transition: programmes of job mediation, obtaining tests and work placements and trainee posts for people who wish to work in regular jobs or sheltered workshops.
- Assistance in sheltered jobs: Creating of specially adapted permanent jobs and work situations, and the provision of requisite supervision for people who are not yet able to function in the regular work process.
- Assistance in regular work situations: the outreach support and guidance for people working in regular jobs and (periodically) in need of support to prevent relapse or dismissal (Zeleen et al, 1994).

The four main tasks of vocational rehabilitation must be interconnected as you can see on this diagram.

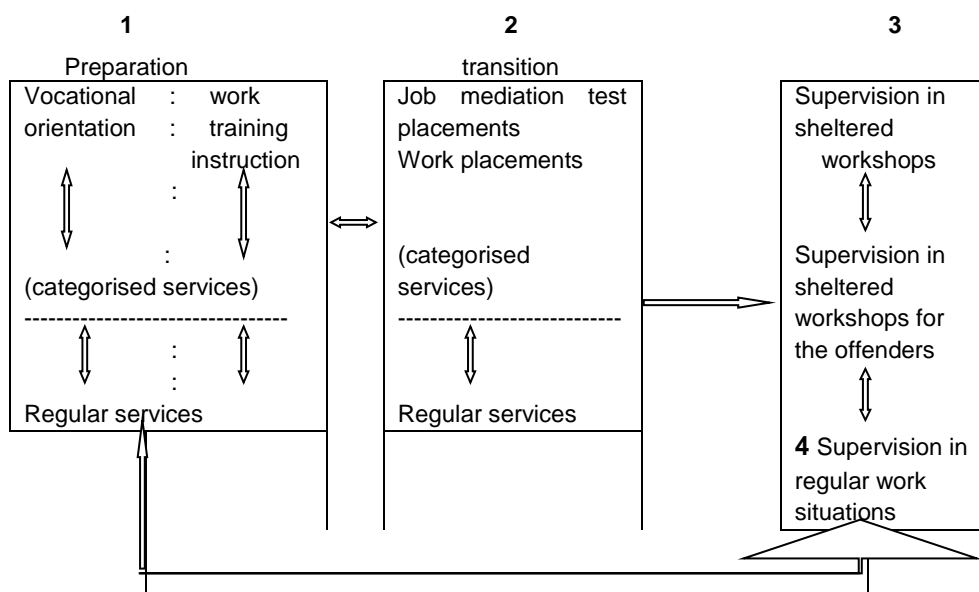


Figure 2.2: Vocational rehabilitation-circuits (Zeleen et al, 1994).

## 2.2.4 Resources

Vocational rehabilitation programmes are difficult to achieve for many African prisons due to lack of resources. Lack of resources is the most significant barrier to the young adult offenders' ability to access vocational rehabilitation training. In general, funding for resources in the correctional education services is inadequate and unpredictable. It affects the availability of the resources for implementation of the vocational rehabilitation programme. The prison administrators readily acknowledge that their top priority is maintaining control of their prison environment to maximise the safety of guards and prisoners. The constraints on prison budgets, allocation space and resources for correctional programmes are not top priority for many correctional managers around the world. Such factors directly affect programming and are among those commonly cited by correctional officials as barriers to the effectiveness of vocational rehabilitation programme (Lawrence et al, 2009:).



The Nigerian Department of Correctional Services Centres are experiencing the problems of poor facilities for staff, poor condition of services and a lack of adequate equipment for implementation of meaningful vocational rehabilitation programme to the young adult offenders programme (Obioka, 2011).

Young adult offenders committed crimes for different reasons such as economic problems, peer group pressure, lack of knowledge or internal factors such as psychological problems, behavioural disorders, or anti-social disorders. Many prisons fail to address these distinctive needs of individuals because of the lack of resources. According to O'Brien (2010) lack of resources is the most significant common barrier to the success of vocational rehabilitation programme in almost all prisons around the world. This happens because provision of vocational rehabilitation programme for offenders does not have a high priority in state budget (Sarkin, 2008).

According to Hawley (2012) shortage of classrooms or old infrastructure and limited space also makes it difficult for the implementation of vocational rehabilitation programmes. It can be difficult to find space and resources to set up skills development and training programme laboratories. For example, an electricity workshop may not take a lot space but a construction or carpentry would need more room and higher cost for materials. In South Africa alone overcrowding in prisons has exceeded 100 per cent, which means that there is a great demand for resources. Overcrowding continues to stifle service delivery and undermines the development of rehabilitation training programmes for young adult offenders (O'Brien, 2010).

The challenges of a shortage of classrooms hamper the quality and quantity of vocational rehabilitation programmes which can be offered in prison. Such factors directly affect programmes and are among those most commonly cited by correctional officials as barriers to the presentation of effective programmes (Lawrence et al, 2002).

It is believed that if offenders are provided with proper vocational rehabilitation programmes in prisons, there will be higher chances to reduce recidivism. However,

implementation of this idea cannot be made possible in some countries like South Africa, due to a lack of resources. The administrators in the countries that are participating in offering vocational rehabilitation programmes to young adult offenders encounter different kinds of challenges in their own setting. Apart from financial stringency, inadequacy of facilities to carry out work or conduct vocational rehabilitation programme for young adult offenders is the most common problem in those countries. These problems impact negatively on the progress of vocational rehabilitation programmes (Lawrence et al, 2002).

According to Sarkin (2008), the unavailability of funds affects the stability of the vocational rehabilitation programme, and the availability of the resources offered to young adult offenders. State financial support is vital to ensuring widespread offenders' access to vocational training. Funding affects availability of resource such as service provision, books, desks and chairs, computers and also availability of qualified educators. Some correctional services, for instance in South African prisons, young adult offenders who want to pass Grade twelve courses do not receive assistance from the Department of Correctional Services because of the lack of resources (Sarkin, 2008).

Howard (2009) states that a poor learning environment also poses a serious challenge to the implementation of vocational rehabilitation programme. The experience of some participating countries shows that most prisons lack vocational rehabilitation training materials, and suitable facilities to carry out their programme. This matter relates to the essential components of any vocational rehabilitation programme without which no programme can be conducted (Howard, 2009).

The research conducted in different prisons show the decline in participation in prison-based programmes. The decline is caused by increasing lack of resources, resulting from the decrease of funding for the vocational rehabilitation programme. Funding for correctional programmes does not keep pace with population growth of the young adult offenders incarcerated. This lead to reduction in number of programmes aimed at helping young adult offenders. The decrease in correctional programmes also contributes to an indirect effect of the rapid growth in prisons and shuffling of young adult offenders from one facility to another. This frequent

transferring undermines the ability of prisons to implement effective vocational rehabilitation programme (Lawrence et al, 2009).

### **2.2.5 Motivation and support**

Motivation is strong force in encouraging the young adult offenders to participate in vocational rehabilitation programmes offered in prisons. It looks like prison officers do not provide enough motivation to young adult offenders, which is their role as officers to provide motivation and support to young adult offenders to access learning opportunities (Hayes, 2011). Furthermore, the prison governors and senior management equally have a vital role to play in vocational rehabilitation programmes in prisons and in the shaping of positive learning environment. However, these stakeholders seem to shift responsibility to the educators alone forgetting that they have the potential to motivate the young adult offenders to engage in education as they are also the people that have most contact with them. Yet, it is also noted that education staff sometimes lack appropriate support from prison officers, which leads to late and non-attendance to prisoners' problems (Hawley, 2011).

In South Africa only eleven per cent of sentenced young adult offenders are actively involved in vocational rehabilitation programmes. Many young adult offenders spend most of their days locked-up in their cells with no rehabilitation taking place. The lack of effective and proper curriculum for vocational rehabilitation programme is affecting young adult offenders because they leave prison without acquiring the knowledge and skills that will enable them to improve their lives. The programmes fail to effect the change in the behaviour of the young adult offenders (Department of Correctional Services South Africa, 2012).

Lawrence et al (2002) says that most young adult offenders fail to achieve their goals set regarding vocational rehabilitation because they lack support and guidance from educators and intermediate managers. Prisons have the offenders with difficulties and disabilities but the problem is that the prison educators fail to give enough support to those offenders. The other thing is that young adult offenders need mentoring and support because it is of significant value in encouraging them to take part in learning and continue learning even when released. They can achieve this if, they are supported (Obioka, 2011).

Voluntary or compulsory programmes participation makes the vocational rehabilitation programme effective when young adult offenders are encouraged. In few prisons around the world participation in vocational rehabilitation training is compulsory (Lawrence et al, 2009). Hawley (2011) adds by indicating that at the same time, existing programmes generally do not have sufficient slots for all young adult offenders who wish to participate for all prison programmes who typically are highly motivated. This characteristic of programmes tends to confound almost all evaluations because those who participated are different from the general population of young adult offenders.

The implementation of effective programmes in prisons is hampered by the correctional environment, one that is driven by a need to maintain prison control and to contain costs. Focusing on improving the motivation of offenders may be the most important and most effective strategy for enhancing their positive interest in participating in vocational training programmes, and as a result it enhances the long-term employment prospects of the offenders (Lawrence et al, 2009).

With the increasing number of young adult offenders being released into society and getting re-arrested again, the issue of providing vocational training has become a critical policy issue. O'Brien (2010) indicated that governors, prison officers and managers are critical in shaping offenders' access to learning. Prison officers are the largest staff group that have the most contact with offenders. There are concerns within the prison system as a whole that there is few prison officers engaged in the provision of vocational rehabilitation programmes in prisons. Creating an environment where effective learning or training can take place within a prison requires incentives flexibility and imagination on the part of external providers' staff that will "drive" change.

Hayes (2009) says that previous negative experience of vocational rehabilitation training is one of the most important factors related to the training for young adult offenders, together with a lack of motivation. It is therefore, important that vocational rehabilitation training opportunities in prisons offer alternatives to the training format of mainstream schooling. It is necessary to provide training which is based on the

individual needs of the young adult offenders and takes into account their previous knowledge and skills (Joseph, 2009).

According to Zeleen et al (1994) guidance and support should not stop once the young adult offender has entered a job in open employment. Continuity of assistance is crucial. Research has shown that ex-trainees in vocational rehabilitation programme generally regress to baseline employment levels in the absence of on-going support. Vocational rehabilitation staff must be able to suggest concrete adoption of the work place and to suggest concrete timeframes (working hours, and style of supervision).

## **2.3 DEFINITION OF KEY CONCEPTS**

### **2.3.1 Vocational training**

Lawrence, Mears & Dubin, (2009:14) define vocational training as *“Vocational programme that involve the training of offenders in certain skills sets to be used in future jobs upon release”*.

According to Houle (2006:2) vocational training is *“the process by which men and women ( alone, in groups or in institutional settings) seek to improve themselves or their society by increasing their skills, knowledge, or sensitivity; or it is any process by which individuals, groups or institutions try to help adults to improve their ways”*.

For the purpose of this study, vocational rehabilitation training is a process by which young adult offenders are trained to enhance their knowledge, develop skills, and adopt new behaviours that will enable them to address social needs.

### **2.3.2. Young adults**

According to Koren (2009:2) young adults are *“people between eighteen and thirty-five years of age. This group includes people who are students at any institution of higher education, seeking for fulltime employment, working in fulltime married, unmarried, parents, single parents, divorced parents and widow/widowers.*

Gostin (2013:02) defines young adults as “*people aged eighteen years to twenty four who provide or intend to provide care, assist or provide support to other family members on an unpaid basis*”.

In the context of this study young adults are prisoners between the ages of eighteen to thirty-five who are participating in the vocational rehabilitation programme offered at Polokwane Correctional Services Centre.

### **2.3.3. Offender**

According to Broemmel (2012:3) an offender is an “*individual who is kept or incarcerated for a crime committed, under restricted liberty or confined in a prison or who has been tried in court of law and found guilty, sentenced to a particular period or life with the reason of punishment, rehabilitation, restitution and justice*”.

Gostin (2013:1) refers to an offender as “*a person deprived of liberty and kept under involuntary restraint, confinement, or custody, especially one on trial or in prison*”.

For the purpose of this research, an offender is any young adult whose liberty is restricted as a result of incarceration with the criminal justice system, and being rehabilitated by the Polokwane Correctional Services in order to improve his/her chances to become a responsible citizen.

### **2.3.4. Rehabilitation**

The Department of Correctional Services South Africa (2009:1) refers to rehabilitation as “*processes whereby inmates are trained in maintaining their human dignity, developing their sense of social responsibility and promoting the general development of all inmates and persons subjected to community corrections*”.

According to Schmallegger and Smykla (2009:18) rehabilitation is a “*processes that involves incarcerations and rehabilitations of adult and juveniles convicted of a crime*”.

In this case rehabilitation is all the various aspects of the training and treatment of individual accused or convicted of crimes and to be given opportunity for correction.

### **2.3.5. Correctional Services Centre**

According to Schmalleger and Smykla (2009:28) a Correctional Services Centre is *“prison where the convicted are incarcerated while receiving rehabilitation, and it goes beyond skills training, it offers different correctional curriculum programmes in the form of rehabilitation programmes”*.

The Department of Correctional Services in South Africa (2009:3) defines a Correctional Services Centre as *“a government agency that is primarily involved in the custody, control and correctional influence of inmates in the institutions of correctional service”*.

For the purpose of this study, a Correctional Services Centre is a prison that is responsible for the incarceration and rehabilitating of convicted criminal offenders sentenced to two or more years.

## **2.4 CONCLUSION**

Vocational rehabilitation programmes have the potential to make a significant contribution to the reduction of recidivism, and the improvement of young adult offenders with regard to imparting the skills required for a successful life after release. Vocational rehabilitation programme have been tested to be effective in providing skills required by employers in countries like Australia, the United States and Europe (Schmalleger & Smykla, 2009). In this chapter I included the assumptions, and definition of key concepts is clearly unpacked.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter focuses on the research methodology employed in this study. Firstly, a brief description is given about the research design employed as well as its relevancy in the context of this study. This is followed by an explanation of the size of the population, target sample and selected sampling methods. A clear description is also provided on the data collection and analysis techniques I have used. Finally, reflections are made regarding the lessons I learnt when conducting this study.

#### 3.2 RESEARCH DESIGN

Research design is “*a plan according to which we obtain rich data from participants. It describes how the study was conducted. It summarises the procedures for conducting the study* (Wellman, Kruger & Mitchel, 2005). A qualitative approach was a preferred choice in conducting this study. The qualitative research approach was employed because it interprets phenomena in terms of the meaning that people assign to them. It focuses on process-meaning and understanding. The product of a qualitative study is rich and descriptive (McMillan & Schumacher, 2006). According to Leedy and Ormrod (2010) *qualitative research approach is defined as “an approach typically used to answer questions about the complexity of phenomena, often with the purpose of describing and understanding the phenomena from participants’ point of view”*. The choice of this approach is also based on my desire to produce a thick descriptive data relevant for improving the current vocational rehabilitation programme at Polokwane Correctional Services Centre.

The instrumental type of case study was used to investigate the possible intervention strategies for improving vocational rehabilitation programme for young adult offenders. It enabled me to gain insights into a broader issue and understand the case in-depth, and its natural setting, recognising its complexity and its context (Springer, 2010).



### **3.3 POPULATION AND SAMPLING**

This study was conducted at Polokwane Correctional Services Centre. This centre is situated in Polokwane city at 15 corner Landros-Mare and Hospital Streets. It is the only centre responsible for incarcerating male and female offenders from Mopani, Capricorn and the Greater Sekhukhune districts.

The total number of the population of this study was 99 young adult offenders. Purposive sampling was used to sample participants from among all the stakeholders (educators who are responsible for teaching of the offenders, section heads who manage education in his/her own section and young adult offenders who are the recipients of the education and training), embracing all male and female young adult offenders participating in the vocational rehabilitation programme (Boudah, 2011). In purposive sampling it sample element is selected for purpose, usually because of the unique position of the sample elements (Johnson & Christensen, 2014; Check & Schutt, 2012; Punch, 2009). The sample size of this study was ten participants made up of the following components, five young adult offenders, two educators, two section heads and one manager of Education and Training.

### **3.4 DATA COLLECTION**

I have used a variety of methods for data collection in order to triangulate. This implies that I have used several methods to collect the data about the strategies to improve vocational rehabilitation programme in order to confirm research findings or resolve discrepancies (Johnson & Christensen, 2008).

The data was collected using the following techniques:

- **Phase 1: Document analysis**

The documents such as programmes or calendars of vocational rehabilitation programme, curriculum policy (training), assessments of young adult offenders preparation of lessons, attendance register and record/mark sheets were requested

from educators and section heads to analyse them. The information obtained from these documents was recorded for the purpose of this study.

- **Phase 2: Semi-structured interviews**

Individual semi-structured interviews were conducted with the sampled offenders (learners), section heads and manager of Education and Training. Pre-determined open-ended questions were posed to the sampled participants because they were relevant participants directly involved in the various activities and processes of the vocational rehabilitation programme concerned. The information was recorded in the form of handwritten notes and tape recordings.

- **Phase 3: Focus group**

A carefully planned focus group discussion in a safe and non-threatening environment was designed to encourage active participation and obtain the perceptions of all participants (McMillan & Schumacher, 2006). The focus group was composed of ten participants who are directly involved in the vocational rehabilitation programme and were used to collect data. Participants were provided with planned topics or question for discussion designed to obtain perceptions about the possible intervention strategies for improving vocational rehabilitation programme. The topic or question was "*What are the possible intervention strategies from improving a vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre?*" The participants were given the opportunity to discuss this topic. This is drawn together for the purpose of expressing their opinions on a specific set of questions involved in this study. Data was collected longitudinally by using the focus group format. To ensure consistency across time, all stakeholders in the group were asked the same questions at the same time (Welman et al, 2005).

### 3.5 DATA ANALYSIS

Qualitative data analysis is “a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest that is integral into all phases of qualitative research” (McMillan & Schumacher 2006).

The data were analysed inductively, this implies organising data into categories in two ways, assumptions and the data collection techniques. The data gathered was classified in a summary in tabular form following a data matrix below (Chilisa & Preece, 2005).

<b>Critical area/Assumption</b>	<b>Offenders</b>	<b>Educators</b>	<b>Section heads</b>	<b>Manager</b>
Curriculum				
Training				
Staffing				
Resources				
Motivation and support				

Table 3.1: Summary for data matrix

The general responses of all stakeholders were compared according to the critical areas or assumptions in order to come up with the correct judgement. The instruments such as document analysis, semi-structured interviews and focus group interviews served as evidence for this (Chilisa & Preece, 2005).

### 3.6 CONCLUSION

This chapter gave an overview of the qualitative research design that was used for data collection. This includes the descriptions of the case study design, population, sample size and techniques that were used in data collection. Finally, the chapter describes how the data was analysed and interpreted and also the lessons I learnt.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter deals with the findings of this study, which were gathered from the semi-structured interviews, document analysis and focus group. I decided to triangulate the process of gathering the data in order to gain insight into the possible intervention strategies for improving vocational rehabilitation programme of young adult offenders at Polokwane Correctional Services Centre.

#### **4.2 RESEARCH QUESTION**

This study attempted to answer the following research question: “*What are the possible intervention strategies for improving vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre in Limpopo Province?*”

#### **4.3 RESULTS FROM DOCUMENT ANALYSIS**

##### **4.3 1 Vocational rehabilitation programme**

Data obtained from the curriculum policy showed that vocational rehabilitation programme offered to young adult offenders consists of technical studies and skills development. Technical studies programme comprise of engineering studies such as electrical trades, engineering and mathematics from N1-N4. Skills development programme comprises of tiling, plumbing, carpentry, computer skills, PC repairs, hair dressing, and beauty and manicure.

Nineteen young adult offenders are participating in the technical studies programmes. From February-April 2013 seventy seven young adult offenders participated in the various skills development offered by the Higher Education and Training Department (HETD), funded by National Development Skills Funds (NSDF).

The technical studies programme calendar run like public schools outside prison. Skills development programmes take place any time of the year depending on the

availability of funds and duration of the training. The duration of skills development programmes differ. They run from two months to six months.

#### **4.3.2 Policy on training**

Policy on training in prison is designed like the public schools system outside prison. The only difference is that teaching and learning in prison takes place only four days per week that is on Monday, Tuesday, Thursday and Friday. Wednesday is a sports day. Lessons take place from 08:00 to 14:30.

According to this policy only qualified specialised educators are expected to carry out teaching and learning activities. Only a tutor whose skills and knowledge has been approved by the management of the Department of Correctional Services may be allowed to deliver teaching and learning. The policy stated that only prison officers can escort the offenders from their respective cells to their classrooms. Educational staff is not allowed to escort offenders to the classrooms.

Short-sentence offenders are not allowed to participate in technical programmes. They are allowed to participate only in the skills development programme. According to the policy, post-grade twelve studies cannot be funded by the Department of Correctional Services, but the Department of Correctional Services can only make arrangements and facilitate the progress of studying. Ex-offenders are not allowed to continue with the studies using the facilities of the Department of Correctional Services. Ex-offenders are only allowed to come and write examinations if released before writing examinations.

#### **4.3.3 Attendance register**

The marking of the attendance register was done by the educators. It has been found that attendance by young adult offenders was unsatisfactory. Almost once or twice per week young adult offenders skipped classes for different reasons.

#### **4.3.4 Lesson preparation**

According to the evidence provided by programme co-ordinator, the tutor does not have proper lesson preparations for teaching technical studies to young adult offenders. There is an indication that this happens because both co-ordinator and

tutor do not have the necessary knowledge regarding teaching and learning since they are not trained for the job.

#### **4.3.5 Assessment**

Young adult offenders are assessed formally and informally in the form of tests, classwork, homework, assignments and examinations. Assessments given to young adult offenders are insufficient in terms of policy requirements. There is no evidence of any practical work done by young adult offenders although it is part of the policy that practical work plays the dominant role in the vocational rehabilitation programme.

#### **4.3.6 Recording of marks**

There was evidence of the marks of few formal tasks that the young adult offenders wrote. The performance of majority of young adult offenders performed very poor.

### **4.4 RESULTS FROM SEMI-STRUCTURED INTERVIEWS**

#### **4.4.1 Curriculum**

All staff participants (educators, section heads and manager) indicated that the curriculum of the vocational rehabilitation programme lacked the national unified standard. This means that the programme offered at Polokwane Correctional Services Centre may not be similar to the programmes offered at other correctional services because each centre choice the programme that suit their environment. The choices of the programmes depended on the skills that are on demand in the area, for example, skills required by mines, companies and others. This factor impacts negatively to offenders who are transferred because the new centre which they transferred to may not offer a similar programme in which the offender was participating.

Young adult offenders showed that transfers are causing a serious challenge to them. Sometimes offenders are transferred from one centre to another, only to find that the new centre does not have the same programme they participated in. This led to offenders dropping out from the programme. One young adult offender said

*“I was doing N3 in mechanical engineering at the previous centre. I was so shocked to hear that the programme is not offered in this centre. I have requested them to return me to the previous centre in order to complete the programme, but I did not get a response from the management”.*

The manager pointed out that Polokwane Correctional Services Centre offers the curriculum whose skills is unit standard-based, and approved by Skills Education and Training Authority, and recognised country wide.

#### **4.4.2 Training**

According to the educators, little is done regarding delivery of teaching and learning due to the lack of trainers to carry out the work. Most of the young adult offenders indicated that they spent most of the time in classes and in cells without doing anything. The young adult offenders doing technical studies showed that sometimes they attend once or twice per week meanwhile they are expected to attend four days per week on Mondays, Tuesdays, Thursdays and Fridays.

One co-ordinator stated that tutors responsible for vocational rehabilitation programme sometimes experience difficulties in teaching or training since they are not trained to offer vocational rehabilitation programme. He is also an offender doing N4 in the electrical trade. He is assisting the 19 young adult offenders participating in the programme.

The co-ordinator for vocational rehabilitation programme said

*“Sometimes we are unable to assist them because we also do not have the knowledge regarding the vocational rehabilitation programme. I can only assist in co-ordinating and facilitating the progress. Sometimes teaching and learning do not take place because the tutor is also busy with his studies. As a participant the tutor also needs to be taught and be assisted with his studies but vocational rehabilitation programme do not have the teachers. Skills development training only took place once this year because of the shortage of the trainers”.*

Most of the young adult offenders who are attending the vocational rehabilitation programme cited that they do not see any progress with regard to training offered. They indicated that there is no proper teaching and learning taking place in the centre.

One young adult offender said

*“I have a grade 12 certificate and diploma in office computing. I worked as a bank consultant. I am convicted for fraud. When I was sentenced to six years in prison in 2009, I once thought of using four years of my sentence to study for a Bachelor of Education. I was highly motivated to make use of the time effectively for achieving the degree. As soon as I wanted to start with my studies, the management told me that the Department of Correctional Services cannot finance me. They advised me to apply for National Student Financial Aid Scheme (NSFSAS). I applied for (NSFSAS), but the management delayed my application. I received a regret response from the NSFSAS after two years. I was very disappointed to hear that. I opted for skills development but no programmes were taking place yet. At the end of the month I will be released going home empty handed”.*

One educator said

*“The manner in which Polokwane Correctional Services Centre operates in terms of vocational rehabilitation training is like an examination centre. During the year no effective teaching and learning or training takes place. Participants are provided with books to study on their own with the assistance of the tutor. As educators for formal education we only co-ordinate and facilitate, especially during the time of examinations”.* Young adult offenders and educators mentioned the lack of strategies to train vocational rehabilitation programmes as also a serious challenge.



### 4.4.3 Staffing

Interviews conducted with young adult offenders and educators showed that the lack of qualified educators created a big challenge in offering the vocational rehabilitation programme. In 2013, 19 young adult offenders registered for technical studies programme and were left stranded without teachers because there is no teacher for technical studies programme. Seventy seven young adult offenders participated in the previous intake of skills development programme. There are young adult offenders who wish to participate in the next coming intake but the date of next intake is not known. In the previous intake the centre depended on trainers provided by the Department of Higher Education and Training.

During the interview the co-ordinator and section head indicated that the expected structure for vocational rehabilitation programme include Manager Education and Training, The manager Education and Training manages all the programmes falling within Adult Education. Each programme has its own section head and educators who are responsible for teaching and heading the section. Below is hierarchy showing the structure of the vocational rehabilitation programme.

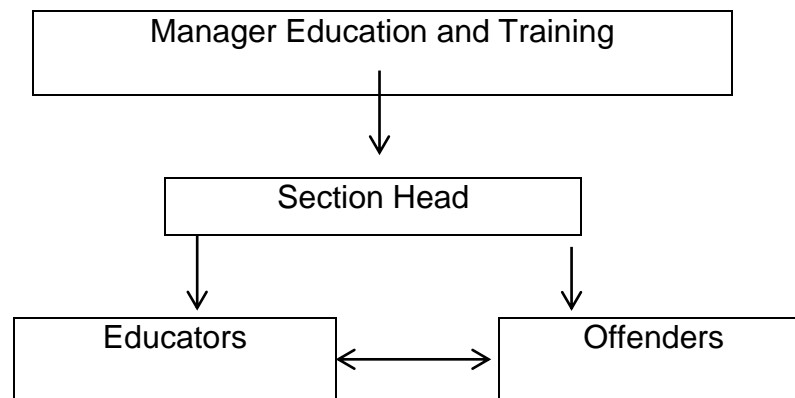


Figure 4.1: Expected structure of vocational rehabilitation programmes

Recently vocational rehabilitation programme operate without section head and qualified educators. Both the section head and co-ordinator assisting in the vocational rehabilitation programme are working for formal education. Below is the hierarchy showing structure operating on vocational rehabilitation programme.

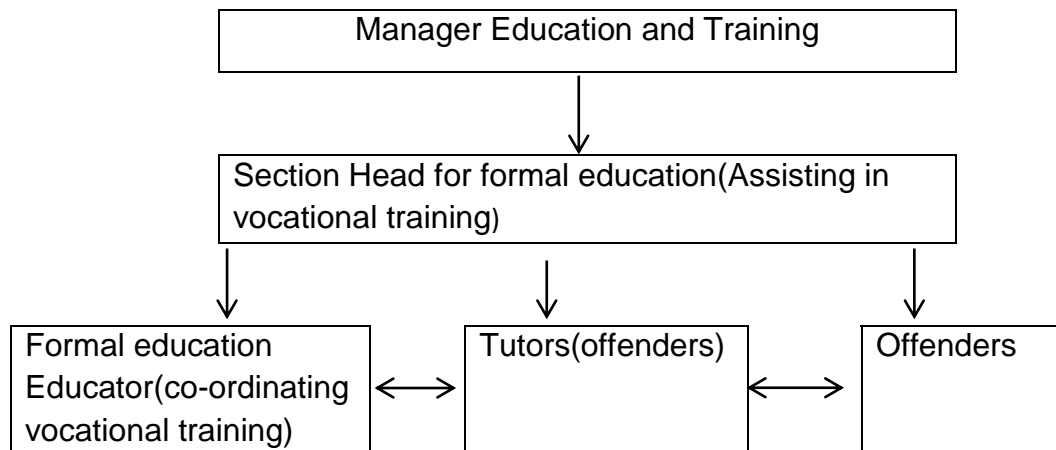


Figure 4.2: Existing structure of vocational rehabilitation programmes

All the educators, section head and manager revealed that since the educators left because of promotions and transfers, no replacement has been made. It is almost five years that the centre has been operating without qualified teachers. Every year submission of enrolment is done and the vacancies left by those promoted and transferred educators are also submitted, but there is no response.

One young adult offender stated:

*“The tutor does not have time to assist us and be committed to his work. He also needs assistance since he is a learner”.*

One section head assisting in the vocational rehabilitation programme indicated that the issue of escorting offenders from their cells to classrooms has a negative impact in teaching and learning. Young adult offenders sometimes fail to attend classes because there were no prison officers to escort them. Educational staff is not allowed to escort offenders from their cells to the classrooms.

#### 4.4.4 Resources

Educators indicated that vocational rehabilitation programme is critical compared to the other Adult Education programmes offered in the centre. It is difficult to operate a vocational rehabilitation programme without resources such as books and equipment's for technical studies and practical. Skills development programmes needs materials such as hairdressing products, computer repair kits and tools for P C repairs. This centre does not have any of these.

One young adult offender said:

*“In the technical programmes we have a serious challenge because of a shortage of the books. So we share them and it is difficult for us because we have to write up homework and assignments using the books”.*

The manager for Education and Training identified insufficient funding as a major factor contributing to the shortage of infrastructure at Polokwane Correctional Services Centre. She further indicated that funds allocated for physical resources for the vocational training programme are inadequate and unpredictable.

#### **4.4.5 Motivation and support**

Majority of young adult offenders indicated that they do not get motivation from the staff. They motivate themselves intrinsically in order to participate in the programme. One young adult offender said:

*“I motivate myself. I want to get out here having acquired skills and knowledge that will enable me to secure employment when released. I want to get a better job and start my own business when I get out. I want to acquire skills in hairdressing so that when get out here I start my own hair salon. There are lot of young ladies outside who want to make different styles. I want to join those who are making money from hairdressing”.*

A few young adult offenders mentioned that they are motivated by their parents and other offenders who obtained their certificates during a graduation ceremony held in North West.

One young adult offender said

*“I was so motivated during the graduation in North West when one young adult offender obtained his N6 certificate in an electrical trade. I was obtaining my ABET level 4 certificate. I was challenged. When I arrived at the centre I decided to register for N1 electrical trade. When I get out here I will have an N6 in electrical trade.*

Another one said

*“My parents motivate me always when they come here. I do not want to disappoint them again. I want to do my best to bring back the trust that my parents they had in me. I want them to be proud of me again. When I get out I will be having an N6 certificate for the programme that I am doing now”.*

One educator stated that educators and trainers receive excellent awards as their form of motivation. They also get prestige bonuses for being the best educators. Beside these, there are regional competitions during which educators win awards. One young adult offender indicated that many young adult offenders do not participate in the vocational rehabilitation programme because they hate to be confined in the classroom listening to the teacher, like in the formal school system environment. They preferred skills development because during training they are always doing something rather listening to the teacher.

It has been noted from the participants' point of view that young adult offenders lack the appropriate motivation and support from the staff and management of Polokwane Correctional Services.

#### **4.5. RESULTS FROM FOCUS GROUP**

The participants were provided with this question for discussion: What are the possible intervention strategies for improving vocational rehabilitation programme offered to young adult offenders?

During the group discussion majority of the participants indicated that the issue of expansion of the vocational rehabilitation programme is not taken into consideration by the management and the administration of the Department of Correctional Services. It is long the centre faced with the challenge of human resources, physical resources and financial resources. Many submissions have been made to the Department of Correctional Services regarding the shortage of educators to offer vocational rehabilitation programme. The Department of Correctional Services did not appoint any educator. This problem remains the same every year.

Participants further indicated that every year the Department of Correctional Services says that there is no money for appointment of educators. The Department of Correctional Services seemed to be unconcerned about the improvement of the vocational rehabilitation programme. It has been found that there is the challenge of shortage of educators and resources in the centre.

#### **4.6 CONCLUSION**

This chapter gave findings of this study which were gathered from document analysis, semi-structured interviews and focus group.

## **CHAPTER 5**

### **CONCLUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

#### **5.1 INTRODUCTION**

The aim of this study is to investigate the possible intervention strategies for improving vocational rehabilitation programme for young adult offenders at Polokwane Correctional Services Centre in order to achieve the following objectives of this study:

- To assess the relevance and quality of the vocational rehabilitation programme offered to young adult offenders at Polokwane Correctional Services Centre.
- To identify the shortcomings of the vocational rehabilitation programme offered at Polokwane Correctional Services Centre.
- To develop possible intervention strategies for enhancing vocational rehabilitation programme in order to empower young adult offenders with knowledge and skills needed for competing successfully in the labour market.

From the data collected, it could be concluded that indeed there are challenges in the vocational rehabilitation programme at Polokwane Correctional Services Centre that need to be addressed for the programme to improve. In this final chapter of conclusion, recommendations as well as suggestions for future research of this study are presented.

#### **5.2 MAJOR CONCLUSION DRAWN FROM LITERATURE REVIEW**

The primary task of the vocational rehabilitation programme is to increase the chances of employment of the young adult offenders. In many countries of the world like United States of America, Canada, Belgium, Nigeria, South Africa, among others, vocational rehabilitation programmes have been proven to be effective in reducing recidivism. Vocational rehabilitation programmes that took place at the interface of at least two worlds, the world of the prison and the world of employment, effectively prepares young adult offenders for a better future when released (Coley &

Barton, 2006). Effective implementation of vocational rehabilitation programmes should be connected to the world of employment. Without proper knowledge and skills young adult offenders end up back in prison. Inadequate staffing in correctional services hampers design and delivery of vocational rehabilitation programmes. A shortage of physical resources is still a challenge to many correctional services in the world. Motivation and support is a strong force in the encouragement of mass participation in vocational rehabilitation by young adult offenders (Howard, 2009).

### **5.3 MAJOR CONCLUSIONS OF THIS STUDY**

- Vocational rehabilitation programme at Polokwane Correctional is designed similar to that of public school system outside prison. Skills are unit standard-based and approved by Skills Education and Training, and recognised country wide. However, correctional services lacked the national unified standard.
- Training is carried four times per week. Operating like public ordinary school outside prison. However, it is difficult to offer wide range of vocational rehabilitation programmes like public school system outside prison and for the training offered to keep pace with developments in the skills demand in the labour market.
- Skipping lessons by young adult offenders almost every week because of the shortage of prison officers to escort them to their classrooms and qualified experienced educators to conduct teaching or training of young adult offenders.
- Lack of specialised qualified staffing to carry out vocational rehabilitation programme poses a serious challenge in prisons. In Polokwane Correctional Services Centre vocational rehabilitation programme is carried out by one unqualified tutor.
- Lack of resources is the most significant barrier to young adult offenders' ability to acquire vocational rehabilitation training. Insufficient funding affects

the availability of the resources for implementation of vocational rehabilitation programme. Skills development programme is not regularly conducted.

- Curriculum policy on training did not allow short-sentenced offenders to participate in technical studies programmes which were a stepping stone towards further criminality.
- Information obtained from attendance register show that classes were not regularly attended by young adult offenders. This is caused by the shortage of prison officers responsible for escorting young adult offenders to classes and educators to teach them.
- The tutor had no preparations used to teach the young adult offenders. Lack of preparation also affects assessment plan because the tutor was expected to have the assessment programme. Assessment programme is a part of preparation. This contributes to insufficient work and poor quality of assessment conducted to the young adult offenders.
- Vocational rehabilitation training is not desirable environment to the young adult offenders. Young adult offenders did not get motivated and support that encouraged them to participate in vocational rehabilitation programme.

## **5.4 RECOMMENDATIONS**

The following are the recommendations of this study:

### **5.4.1. Vocational rehabilitation programmes**

It has been noted during the data collection that skills development programme are not regularly conducted due to a shortage of funds. The primary goal of the vocational rehabilitation programme is to equip offenders with the skills and knowledge that would enable offenders to secure employment when released in order to reduce recidivism (Lawrence et al, 2009). Therefore, it is recommended that



the policy regarding the funding of programmes for offenders should be reviewed and should include all offenders who are willing to study.

#### **5.4.2 Policy on training**

For young adult offenders to acquire the skills and knowledge, regular attendance to vocational rehabilitation programme is a key factor that needs to be taken into consideration. The Department of Correctional Services should review its policy regarding the escorting offenders to the classroom. Furthermore the education staff should be trained for protection sake and be allowed to escort offenders from cells to classrooms.

Since prison policy does not allow short-sentenced offenders to participate in technical study programmes this was a stepping stone towards further criminality. Polokwane Correctional Services Centres should offer vocational rehabilitation programmes that suit and benefit all young adult offenders regardless of length of sentence. This may be done by drawing up a plan that could also motivate offenders to continue with their programme when released.

#### **5.4.3 Attendance register**

In order to address the issue of attendance of young adult offenders the Department of Correctional Services should see to it that young adult offenders are always busy with their activities in their classes. They are always in class being taught with qualified teachers and doing practicals.

#### **5.4.4 Lesson preparation**

It is recommended that in order to overcome the issue of lack of lesson preparations the Department of Correctional Services should develop its teaching materials so that it may be easily used by educators, tutors or volunteers.

#### **5.4.5 Assessment**

Sufficient and quality assessment of tasks should be provided to the young adult offenders in order to equip offenders with knowledge and skills. Vocational rehabilitation programme should have a section head that is able to monitor and also offer support to the educators.

#### **5.4.6 Recording marks**

Although the findings revealed that recording is done well, it is recommended that quality teaching should be provided to the young adult offenders in order to improve their performance.

#### **5.4.7 Curriculum**

It is evident that the curriculum of vocational rehabilitation programme is seen as a means to acquire skills and knowledge that may assist young adult offenders to build better lives for themselves after their release (Gus, 2003). Furthermore, research regarding the vocational rehabilitation programmes suggests that a carefully designed and administered can reduce recidivism and promote involvement in pro-social activities after release (Lawrence et al, 2009). The curriculum structure of vocational rehabilitation programme should be designed according to a national unified structure. It should meet the needs of all offenders. It may also address the issue of offenders who are transferred and their individual training plans, skills assessment and progress plans are lost because of the lack of national unified structure.

For the vocational rehabilitation programme to be implemented effectively the curriculum specialists on vocational rehabilitation programme should conduct thorough supervision, monitoring and support to educators (Howard, 2009).

#### **5.4.8 Training**

Without proper and adequate teaching, young adult offenders will not be able to acquire the skills required by employers. Therefore, when released young adult offenders would face a significant challenge of unemployment and more than half of them would end up re-offending and returning to prison (Hawley, 2011). It is recommended that the Department of Correctional Services should conduct intensive training of the educators for the vocational rehabilitation programme. Teaching and training should be balanced between the theory and practice.

In order for young adult offenders to have a reasonable chance of going out and securing employment, the correctional services should provide the type of education and training that will enable them to be competent outside the prisons (Cantardo & Tolbert, 2007).

Since some offenders had negative experiences of formal education that affect their learning, the vocational rehabilitation programme should be provided by trained vocational teaching staff with the certified subject area competency. It is further recommended that teaching staff working in a prison context should have access to relevant teaching related to specific challenges. The Department of Correctional Services should also use the services of offenders with academic or technical qualifications as tutors. It is clear that those personnel and material constraints are the major challenges presented to the Department of Correctional Services (Howard, 2009).

This study identified incompetence in teaching as one of the hindering factors in the effective implementation of vocational rehabilitation programme. Teaching should be carried out regularly and effectively for the offenders to acquire expected skills. According to Spycher et al (2012) in some correctional services centres, implementing of vocational rehabilitation programmes presents many challenges with regard to incompetency. This challenge can influence not only whether the programme is provided well but also whether it is effective. Therefore, vocational rehabilitation programme requires considerable and sufficient training of educators that may implement the programme appropriately.

#### **5.4.9 Staffing**

Effective implementation of the vocational rehabilitation programme is determined by the quality of specialised teaching staff (Howard, 2009). This is not the case in the vocational rehabilitation section of Polokwane Correctional Services because it relies on an inexperienced tutor. In order to address this, the Department of Correctional Services should employ qualified educators. Furthermore, prison educators should be fully qualified, professionally, systematically supported and should attend workshops on a continuous basis to keep them updated with the new development regarding curriculum. According to Coley & Barton (2006) prison educators need generic teaching skills and competencies which are supplemented by additional skills and capacity in the prison context.

#### **5.4.10 Resources**

It is difficult for vocational rehabilitation training to take place without the physical resources. For example, skills development cannot operate at all without materials such as tiles and cement; hair dressing needs hair products; plumbing needs pipes, tools and hammers. The technical studies programme needs textbooks and facilities for doing practical training. For vocational rehabilitation programme to function properly there should be enough physical resources for both programmes that fall within the vocational rehabilitation programme. Insufficient access to physical resources dedicated to vocational rehabilitation programmes exacerbates low levels of self-esteem and motivation on the part of young adult offenders (Steurer, 2010).

#### **5.4.11 Motivation and support**

For vocational rehabilitation training to become a desirable environment that enhances the willingness of young adult offenders to participate, the physical facilities and social environment should be attractive in such a way that it strengthens motivation of young adult offenders. According to Hawley (2011) many offenders have negative feelings regarding vocational rehabilitation programmes because of the lack of motivation and appropriate support from staff members.

In order to encourage “mass participation” on the part of the young adult offenders the correctional services should:

- Invite motivational speakers to address young adult offenders; and
- Conduct an awareness campaign about the importance of participating in a vocational rehabilitation programme.
- Guide and support young adult offenders in order to develop their self-identity and self-esteem.
- Prison educators should be key players in encouragement of young adult offenders to participate in vocational rehabilitation programme.

## 5.5 INTERVENTION STRATEGY

THEME : ADULT EDUCATION		PROJECT : VOCATIONAL REHABILITATION PROGRAMMES			
Area for Development	Strategies/activities for improvement	Target area/group	Time frame	Person Responsible	Outcomes
Curriculum	Introduce policy curriculum that covers all forms of sentences.	Young adult offenders.	01.04.2015 – 31.12.2015	Management and administration and Policy makers	Majority of young adult offenders should be able to participate in vocational rehabilitation programme of their choices.
Training	Improvement of delivery training, improvement monitoring and support of curriculum delivery, and sufficient assessment	Trainers, young adult offenders, tutors	01.04.2015 - 31.12.2015	Section heads, trainers and tutors	Effectively delivery of vocational rehabilitation training empowers young adult offenders with knowledge and skills.
Staffing	Appointment of section heads and training of trainers and recruitment of former educators and conducting workshops	Prison officers, new educators and volunteers	01.04.2015 - 31.12.2015	Department of Correctional services	They will be having enough staff that will implement curriculum effectively.
Resources	Allocation of enough budget for physical and human resources	Young adult offenders	01.04.2015	Department of Correctional services	Acquisition of Skills and Knowledge needed In labour market by Young adults

Motivation	Conducting Adult education campaign and education awareness, Invitation of motivational speakers, prison officers become role models.	Successful former offenders, Prison trainers,	From 31.04.2015, then every quarter	Management , Section heads and trainers	Encourage mass participation of young adult offenders to vocational rehabilitation programme
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**Table 5.1: Intervention strategy**

## 5.6 SUGGESTIONS FOR FURTHER RESEARCH

Adult education offered in correctional services comprises of different programmes such as formal education, vocational rehabilitation programmes, sporting activities and others. After conducting this study and considering the previous research conducted at Polokwane Correctional Services, I am aware that there are some aspects that have been left out. Therefore, I suggest further research in the following areas:

- Shortcomings and weakness of formal education such as teaching and learning of ABET Level 1-4 offered to young adult offenders offered at Polokwane Correctional Services.
- Challenges facing management and administration of adult education at Polokwane Correctional Services.
- Examining the role of adult education for ex-offenders of Polokwane Correctional Services.

## 5.7 LIMITATIONS AND DELIMITATIONS

Before collecting the data at Polokwane Correctional Services Centre the following limitations and delimitations were outlined:

- The study was delimited to Polokwane Correctional Services Centre only.
- The study was delimited to young adult offenders, educators, section heads and managers because they are the only stakeholders participating in

vocational rehabilitation programme at Polokwane Correctional Services Centre.

- I was restricted to use certain terminologies used in the White Paper on Corrections in South Africa, for example offenders, and not prisoners.
- I was not allowed to use photographic or video equipment during visits.
- The use of cell phones was prohibited in the centre.
- I was allowed to conduct interviews under the supervision of a guard.
- Data collection was limited to document analysis, semi-structured interviews and focus groups.

## **6. CONCLUSION**

The issue of improving vocational rehabilitation programme at Polokwane Correctional Services Centre lies with its all the relevant, stake-holders to address their critical vocational rehabilitation training problems. The availability of the human resources and physical resources such as qualified educators and infrastructure at Polokwane Correctional Services Centre determines whether the implementation of vocational rehabilitation curricula succeeds. The success of the vocational rehabilitation programme depends on the good quality and sufficiency of the physical resources and human resources such as qualified specialist educators. Effective teaching combined with proper motivation and support to young adult offenders may yield good results in the implementation of vocational rehabilitation programme.

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**APPENDIX A: LETTER OF INFORMED CONSENT**

**I declare that I have been informed about this research study. I have also read about the nature and the aim of this study.**

**I therefore, agree to participate in this study and understand that my foster child can withdraw participation in the study if he or she so wishes.**

**Participant's name:.....**

**Signature: .....**

**Date:.....**

## APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Enquiries: Ngobeni S. C  
Cell number 083 403 7356  
E-mail:sandlanangobeni@webmail.co.za

P.O.BOX 507  
LETSITELE  
0885  
12.04.2013

The National Commissioner  
Department of Correctional Services  
Private Bag X 136  
PRETORIA  
0100

Dear Sir / Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT POLOKWANE CORRECTIONAL SERVICES CENTRE**

1. The above matter refers.
2. I'm an educator at Manchimudi Primary School around Polokwane and I'm a Master's student in Community and Continuing Education at the University of Limpopo.
3. With due respect and humbleness, I the undersigned Ngobeni Sandlana Clemance hereby request the permission to conduct research at Polokwane correctional services centre.
4. I'm requesting the permission to conduct research at Polokwane Correctional Services centre. **"Intervention strategies for improving vocational rehabilitation programme for young adult offenders: A case study"**.
6. The copy of research and information will remain confidential to me and the University.
7. Attached is the proof of registration from the University of Limpopo.

Yours faithfully

---

Ngobeni S,C

## APPENDIX C: LETTER GRANTING PERMISSION TO CONDUCT RESEARCH



### correctional services

Department:  
Correctional Services  
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O Church and Schubarf Street, PRETORIA  
Tel (012) 307 2000, Fax (012) 328-6111

Mr. SC Ngobeni  
PO Box 507  
Letsitele  
0885

Dear Mr. SC Ngobeni

#### APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: INTERVENTION STRATEGIES FOR IMPROVING VOCATIONAL REHABILITATION PROGRAMME FOR YOUNG ADULT OFFENDERS: A CASE STUDY

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 **Regional Coordinator: Formal education, LMN**. You are requested to contact her at telephone number (012) 306 2010 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. offenders 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 SIMLEZANA  
DC: POLICY CO-ORDINATION & RESEARCH

DATE: 19/09/2013

## **APPENDIX D: SEMI-STRUCTURED INTERVIEW WITH OFFENDERS (LEARNERS)**

### **FACTS AND FIGURES**

1. What are the primary goals of this programme?
2. When did you start participating in vocational rehabilitation programme?
3. What are your duties and responsibilities as young adult learner?
4. Tell about your experience as a learner?
5. How many participants in this programme?
6. Which part of training do you like the most? Why?
7. In which part of your training do you need improvement? Why?
8. Which challenges do you come across as young adult learners?
9. How do you overcome the challenges?
10. What factors contribute to the failure of Vocational training programme?
11. What can be done to improve your Vocational training programme?
12. Which knowledge and skills do you need to improve the standard of this project?
13. What is your dream about the programme in the year 2014?
14. What strategies need to be place in order to achieve your dream for the project?
15. Whose support do you need in order to achieve your dream for this programme?

### **CURRICULUM**

1. What is the state of participation in Vocational training programme (number of participants comparing to non-participants)?
2. Why have you decided to participate in the Vocational training programme?
3. What goals do you want to achieve by participating the Vocational training programme to the young adult offenders?
4. What encourages the you to participate in the Vocational training programme?
5. How relevant is the Vocational training programmes curriculum in addressing of the needs of young adult offenders?
6. How programme offered to these young adult offenders?

7. What is the attitude of learners towards participating in Vocational training programme?
8. What form of trainings provided to the young adult offenders?
9. How effective Vocational training programme in providing the young adult offenders with knowledge and skills?

## **TRAINING**

1. When did you start participating in Vocational training programme?
2. What is the state of participation activities during teaching and learning?
3. The young adult offenders are admitted throughout the year. How are they those offenders into their if they want to participate in programmes?
4. How does the programme offered to these young adult offenders who are throughout the year?
5. The young adult offenders are serving the different terms some short term some long term. How vocational training programme offered to them?
6. There are young adult offenders who are released before completing the programme. How they deal with this issue?
7. There are also the young adult prisoners who are transferred before the completion of term what the department do to see to it that there is continuity?
8. How many days per week do you attend the classes?
9. How long are the periods?
10. How do you maintain discipline to the young Adult offenders during teaching?
11. How do maximum participation encouraged during learning activities?
12. How do you deal with young adult offenders who decide to absent from class?
13. Which strategies are used for assessing the young adult offenders?
14. What challenges to you experiences regarding teaching and learning?
15. What sort of action department take to see to it that the young adult offenders who are released before completion of the programmes continue with the programme?

## **STAFFING**

1. How many educators are responsible for vocational training programme?
2. What are the duties of each staff member?
3. How many permanent members that are offering vocational training programme?
4. How many qualified Educators offering vocational training programmes?
5. How many under qualified trainers offering vocational training?
6. What is the Department of Correctional Services doing to empower the under qualified educators?
7. What kind of in-services training offered to the educators?
8. How does the management deal with this challenge of the shortage of well trained educators?
9. Which are important vocational rehabilitation programmes that are not offered because of the shortage of educators?
10. How does the shortage of well-trained staff affect the progress of vocational training programme?
11. What can be done to improve the condition of vocational training?

## **RESOURCES**

1. What type of resources the centre used for implementation of vocational training programmes?
2. What is the Department of correctional Services doing to make sure that Centre has enough resource?
3. To what extent is the lack of resources impact on provisioning of vocational training programme?
4. What can be the negative impact of the lack of resources?
5. What can be the positive impact of the sufficient resources?
6. What are the barriers of lack of resources?
7. What resources do the centre is running short of?
8. What do think the challenges of the lack of resources can be solved?
9. If you don't have sufficient resources what are they doing to provide vocational training programmes?



## **MOTIVATION AND SUPPORT**

1. What encouraged you to participate in vocational training programme?
2. What ways does the Skills development and training programmes is supported?
3. What measures are taken to encourage compulsory participation in vocational training programme by the young adult offenders?
4. How supportive is the Department of Correctional management to the vocational training programme?
5. What effort is the department of correction services make to promote quality of vocational training programme?
6. How often the management meet the young adult offenders for guidance?
7. How is the vocational training programme?
8. What is done to make sure that educators and learners are motivated?
9. What are the others source income the Department of Correctional services receive to promote vocational training programme?
10. Which staff members are paid to advance to vocational training programme?
11. Which incentives used to support educators and young adult offenders?
12. What is done to arouse interest to the prisoners to actively participate in Vocational training programme?
13. What follow ups is the Department of Correctional Services make to encourage the released prisoners to continue studying after release?
14. What supports or encouragements are given to young adult before released?

## **APPENDIX E: SEMI-STRUCTURED INTERVIEW WITH COORDINATOR**

### **FACTS AND FIGURES**

1. What are the primary goals of this programme?
2. Why should offenders participate in vocational rehabilitation programme?
3. What are your duties and responsibilities as co-ordinator?
4. Tell about your experience as an educator co-ordinating in vocational rehabilitation programme?
5. How many programmes failing within the vocational rehabilitation programme?

6. What are those programmes?
7. How many offenders you participating in this programme?
8. Which part of training offenders like the most? Why?
9. Which part of training needs improvement? Why?
10. Which challenges do you come across as co-ordinator of vocational rehabilitation programme?
11. How do you overcome the challenges?
12. What factors contribute to the success of vocational training programme?
13. What factors contribute to the failure of vocational training programme?
14. What can be done to improve vocational training programme?
15. Which knowledge and skills need to improve the standard of this project?
16. What strategies need to be place in order to achieve your dream for the project?

## **CURRICULUM**

1. What is the state of participation in vocational training programmes (number of participants comparing to non-participants)?
2. If the participants are few or more than non-participants. What are the factors influence poor participation or more participation?
3. Why offenders should decided to participate in the vocational training programmes?
4. What encourages the young adult offenders to participate in the vocational training programme?
5. How relevant is the vocational training programmes curriculum in addressing of the needs of young adult offenders?
6. How programme offered to the young adult offenders?
7. What is the attitude of offenders towards participating in vocational training programme?
8. What form of encouragement that is provided to the young adult offenders?

## **TRAINING**

1. Which programmes that are given more attention and why?
2. What is the state of participation activities during teaching and learning?

3. Which training strategies applied during teaching and learning?
4. The young adult offenders are admitted throughout the year. How are they those offenders into their if they want to participate in programme?
5. How does the programme offered to these young adult offenders who are admitted throughout the year?.
6. The young adult offenders are serving the different terms some short term some long term. How vocational training programme offered to them?
7. There are young adult offenders who are released before completing the programme. How they deal with this issue?
8. There are also the young adult prisoners who are transferred before the completion of term what the department do to see to it that there is continuity?
9. How many days per week young adult offenders attend the classes?
10. How long are the periods?
11. How do you maintain discipline to the young Adult offenders during teaching and learning?
12. How do maximum participation encouraged during teaching and learning?
13. How do you deal with young adult prisoners who decide to absent from class?
14. Which strategies are used for assessing the young adult offenders?
15. What challenges to you experiences regarding teaching?
16. What sort of action department take to see to it that the young adult offenders who are released before completion of the programmes continue with the programme?

## **STAFFING**

1. How many educators responsible for vocational training programmes?
2. What are the duties of each staff member?
3. How many permanent members that are offering vocational training programmes?
4. What criteria are used to appoint vocational training programmes staff-members?
5. How many qualified Educators offering vocational training programmes
6. How many under qualified educators offering vocational training programme?
7. What is the Department of Correctional Services doing to empower the under qualified educators?

8. Which are the in-services training offered to the educators?
9. How does the management deal with this challenge of the shortage of well trained educators?
10. How does the shortage of well-trained staff affect the progress of vocational training programmes?
11. What can be done to improve the condition of vocational training?

## **RESOURCES**

1. Which resources the centre used for implementation of vocational training programme?
2. What is the Department of correctional Services doing to make sure that centre there is as enough resource?
4. To what extent is the lack of resources impact on provisioning of vocational training programme?
5. How does lack of resources negatively on vocational rehabilitation programme?
6. What can be the positive impact of the sufficient resources?
7. What are the barriers caused by the lack of resources?
8. Which resources are lacking in this centre?
9. How can they solve the problem of lack of resources?
10. If you don't have sufficient resources, what are doing to make sure that vocational training programme is provided?
11. What strategies do the department do to ensure the centre have the resources?

## **MOTIVATION AND SUPPORT**

1. Why should the offenders participate in vocational training programme?
2. What ways does the Vocational training programmes is supported?
3. What measures are taken to encourage compulsory participation vocational training programme by the young adult offenders?
4. How supportive is the Department of Correctional management to the vocational training programme?
6. What effort is the department of correction services make to promote quality of vocational training programme?
7. How is the vocational training programme?

8. What is done to make sure that educators and learners are motivated?
9. What are the other source income the Department of Correctional services receive to promote vocational training programme?
10. Which staff members are paid to advance to vocational training programme?
11. Which incentives that are used to support educators and young adult offenders?
12. What is done to arouse interest to the prisoners to actively participate in vocational training programme?
13. What follow ups is the Department of Correctional Services make to encourage the released prisoners to continue studying after release?
14. What supports or encouragements are given to young adult before released?
15. What can be the negative impact of the lack of resources?
16. What can be the positive impact of the sufficient resources?
17. What are the barriers of lack of resources?
18. What resources do the centre is running short of?
19. What do think the challenges of the lack of resources can be solved?
20. If you don't have sufficient resources what are doing to provide vocational training programme?
21. What strategies do the department do to ensure the centre have enough resources?

## **APPENDIX F: SEMI-STRUCTURED INTERVIEW WITH SECTION HEAD**

### **FACTS AND FIGURES**

1. What are the primary goals of this programme?
2. Why should offenders participate in vocational rehabilitation programme?
3. What are your duties and responsibilities as section head?
4. Can you tell us about your experience as a section head?
5. How many programmes that are failing within the vocational rehabilitation programmes?
6. What are those programmes?
7. How many offenders participating in this programme?
8. Which part of training does offenders like the most? Why?

9. In which part of your training need improvement? Why?
10. Which challenges do you come across as section head?
11. How do you overcome the challenges?
12. What factors contribute to the success of vocational training programme?
13. What factors contribute to the failure of vocational training programme?
14. What can be done to improve vocational training programme?
15. Which knowledge and skills do you need to improve the standard of this project?
16. What is your dream about the programmes in the year 2014?
17. What strategies need to be place in order to achieve dream for the project?
18. Whose support do you need in order to achieve your dream for these programmes?

## **CURRICULUM**

1. What is the state of participation in vocational training programmes (number of participants comparing to non-participants)?
2. If the participants are few or more than non-participants. What can be reason?
3. What goals should be achieved by providing the vocational training programme to the young adult offenders?
4. What encourages the young adult participate in the vocational training programme?
5. How relevant is the Vocational training programmes curriculum in addressing of the needs of young adult offenders?
6. How programme offered to these young adult offenders?
7. What is the attitude of learners towards participating in vocational training programme?
8. What form of trainings provided to the young adult offenders?
9. How effective Vocational training programmes in providing the young adult offenders with knowledge and skills?

## **TRAINING**

- 1 Which programmes that are given more attention and why?
2. What is the state of participation activities during teaching and learning?
3. Which training strategies applied during teaching and learning?

4. The young adult offenders are admitted throughout the year. How are they those offenders into their if they want to participate in programmes?
5. How does the programme offered to these young adult offenders who are admitted late throughout the year?
6. The young adult offenders are serving the different terms some short term some long term. How vocational training programmes offered to them?
7. There are young adult offenders who are released before completing the programmes. How they deal with this issue?
8. There are also the young adult prisoners who are transferred before the completion of term what the department do to see to it that there is continuity?
9. How many days per week young adult offenders attend the classes?
10. How long are the periods?
11. How do you maintain discipline to the young Adult offenders during teaching and learning?
12. How do maximum participation encouraged during teaching and learning?
13. How do you deal with young adult offenders who decide to absent from class?
14. Which strategies are used for assessing the young adult offenders?
15. What challenges to you experiences regarding teaching- learning?
16. What sort of action department take to see to it that the young adult offenders who are released before completion of the programmes continue with the programme?

## **STAFFING**

1. How many educators responsible for vocational training programme?
2. What are the duties of each staff member?
3. How many permanent members that are offering vocational training programmes?
4. What criteria are used to appoint vocational training programmes staff-members?
5. How many qualified Educators offering vocational training programme?
6. How many under qualified educators offering vocational training programme?
7. What is the Department of Correctional Services doing to empower the under qualified educators?
8. What king of in-services training offered to the educators?
9. How does the management deal with this challenge of the shortage of well

trained educators?

10. How does the shortage of well-trained staff affect the progress of vocational training programme?
11. What can be done to improve the condition of vocational training?

## **RESOURCES**

1. What type of resources the centre used for implementation of vocational training programme?
2. What is the Department of correctional Services doing to make sure that Centre has enough resource?
3. To what extent is the lack of resources impact on provisioning of vocational training programme?
4. What can be the negative impact of the lack of resources?
5. What can be the positive impact of the sufficient resources?
6. What are the barriers of lack of resources?
7. What resources do the centre is running short of?
8. What do think the challenges of the lack of resources can be solved?
9. If you don't have sufficient resources what are doing to provide vocational training programmes?
10. What strategies do the department do to ensure the centre have the resources?

## **MOTIVATION AND SUPPORT**

1. What encouraged you to participate in vocational training programme?
2. What ways does the Skills development and training programmes is supported?
3. What measures are taken to encourage compulsory participation in vocational training programme by the young adult offenders?
4. How supportive is the Department of Correctional management to the vocational training programme?
5. What effort is the department of correction services make to promote quality of vocational training programme?
6. How often the management meet the young adult offenders for guidance?
7. How is the vocational training programme?



8. What is done to make sure that educators and learners are motivated?
9. What are the other source income the Department of Correctional services receive to promote adult education programme?
10. Which staff members of staff paid to advance to vocational training programme?
11. Which incentives used to support educators and young adult offenders?
12. What is done to arouse interest to the prisoners to actively participate in vocational training programme?
13. What follow ups is the Department of Correctional Services make to encourage the released prisoners to continue studying after release?
14. What supports or encouragements are given to young adult before released?

## **APPENDIX G: SEMI-STRUCTURED INTERVIEWS WITH MANGER EDUCATION AND TRAINING**

### **FACTS AND FIGURES**

1. What are the primary goals of these programmes?
2. What are your duties and responsibilities as young adult trainees?
3. Tell about your experience as an educator?
4. How many programmes failing within the vocational rehabilitation programme?
5. What are those programmes?
6. How many are you participating in this programme?
7. Which part of training does offenders like the most? Why?
8. In which part of training need improvement? Why?
9. Which challenges do you come across as manager regarding vocational rehabilitation programme
10. How do you overcome the challenges?
11. What factors contribute to the success of vocational training programme?
12. What factors contribute to the failure of vocational training programme?
13. What can be done to improve vocational training programmes?
14. Which knowledge and skills do you need to improve the standard of this project?
15. What strategies need to be place in order to achieve your dream for the project?
16. Whose support do you need in order to achieve your dream for these programmes?

## **CURRICULUM**

1. What is the state of participation in vocational training programmes (number of participants comparing to non-participants)?
2. If the participants are few or more than non-participants. What can be reason?
3. What goals do you want to achieve by offering vocational training programme to the young adult offenders?
4. How relevant is the Vocational training programmes curriculum in addressing of the needs of young adult offenders?
5. How programme offered to these young adult offenders?
6. What is the attitude of offenders towards participating in vocational training programme?
7. What form of trainings provided to the young adult offenders?
8. How effective Vocational training programmes in providing the young adult offenders with knowledge and skills?

## **TRAINING**

1. Which programmes that are given more attention and why?
2. What is the state of participation activities during teaching and learning?
3. Which training strategies applied during teaching and learning?
4. The young adult offenders are admitted throughout the year. How are they those offenders into their if they want to participate in programmes?
5. How does the programme offered to these young adult offenders who are admitted throughout the year?.
6. The young adult offenders are serving the different terms some short term some long term. How vocational training programmes offered to them?
7. There are young adult offenders who are released before completing the programmes. How they deal with this issue?
8. There are also the young adult offenders who are transferred before the completion of term what the department do to see to it that there is continuity?
9. How many days per week young adult offenders attend the classes?
10. How long are the periods?
11. How do you maintain discipline to the young Adult offenders during teaching and

learning?

12. How do maximum participation encouraged during learning activities?
13. How do you deal with young adult offenders who decide to absent from class?
14. Which strategies are used for assessing the young adult offenders?
15. What challenges to you experiences regarding training?
16. What sort of action department take to see to it that the young adult offenders who are released before completion of the programmes continue with the programme?

## **STAFFING**

1. How many educators responsible for vocational training programme?
2. What are the duties of each staff member?
3. How many permanent members that are offering vocational training programmes?
4. What criteria are used to appoint vocational training programme staff-members?
5. Which requirements used of appointing the vocational training programme educators?
6. How many qualified Educators or trainers offering vocational training programme?
7. How many under qualified educators or trainers offering vocational training Programme?
8. What is the Department of Correctional Services doing to empower the under qualified educator?
9. What king of in-services training offered to the educators?
10. How does the management deal with this challenge of the shortage of well trained educators?
11. How does the shortage of well-trained staff affect the progress of Vocational training programmes?
12. What can be done to improve the condition of vocational training?

## **RESOURCES**

1. What type of resources the centre used for implementation of Vocational training programmes?
2. What is the Department of correctional Services doing to make sure that Centre

has enough resource?

3. To what extent is the lack of resources impact on provisioning of Vocational training programmes?
4. What can be the negative impact of the lack of resources?
5. What can be the positive impact of the sufficient resources?
6. What resources do the centre is running short of?
7. What do think the challenges of the lack of resources can be solved?
8. If you don't have sufficient resources what are doing to provide Vocational training programmes?
9. What strategies do the department do to ensure the centre have the resources?

## **MOTIVATION AND MOTIVATION**

1. What encouraged young adult offenders to participate in vocational training programme?
2. What ways does the Skills development and training programmes is supported?
3. What measures are taken to encourage compulsory participation in vocational training programme by the young adult offenders?
4. How supportive is the Department of Correctional management to the vocational training programme?
5. What effort is the department of correction services make to promote quality of vocational training programme?
6. How often the management meet the young adult offenders for guidance?
7. How is the vocational training programme?
8. What is done to make sure that educators and learners are motivated?
9. What are the others source income the Department of Correctional services receive to promote vocational training programme?
10. Which staff members of staff paid to advance to vocational training programme?
11. Which incentives used to support educators and young adult offenders?
12. What is done to arouse interest to the prisoners to actively participate in vocational training programme?
13. What follow ups is the Department of Correctional Services make to encourage the released prisoners to continue studying after release?

14. What supports or encouragements are given to young adult before released?

## **APPENDIX H: FOCUS GROUP WITH OFFENDERS, COORDINATOR AND MANAGER EDUCATION AND TRAINING.**

Focus group meeting was held at the centre in attempt to answer the research question of this study. The group will include the offenders, coordinators and manager education and training.

Focus group

Research question: Intervention strategies for improving vocational rehabilitation programme for young adult offenders: A case study.

## APPENDIX I: LETTER FROM THE EDITOR

**From:** joen [\[mailto:jhettema@sbsamail.co.za\]](mailto:jhettema@sbsamail.co.za)  
**Sent:** 23 May 2014 10:33 AM  
**To:** The Supervisor  
**Subject:** Clemance's dissertation proof of editing

TO WHOM IT MAY CONCERN

Date: 23 May 2014

This is to state that I have duly edited Clemance Ngobeni's Masters Dissertation:  
*Intervention strategies for improving vocational rehabilitation programme for young adult offenders: A case study.*

Sincerely,  
Joan Hetteema  
250 Troy Street  
Muckleneuk  
Pretoria  
0002  
Tel: (012) 440-4753/cell: 072-126-5174