

**The Evaluation of Adult and Community Education and Training Programmes for
Offenders in Limpopo Province**

by

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STATEMENT OF DECLARATION

I, Nkarhi Excellent Mathebula, declare that this thesis for the degree of Doctor of Philosophy at the University of Limpopo, hereby submitted, has not previously been submitted by me for a degree at this or any other university. It is my own work in design as well as the execution thereof. All material contained herein has been duly acknowledged.

Mathebula NE

Date

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DEDICATION

This study is dedicated to all learners in correctional facilities in Limpopo Province. To my beautiful and loving wife Tsakani Mathebula, and gorgeous daughter Kuhlula K. J., may the Lord Jesus Christ bless them in all their endeavours.

ABSTRACT

This study was about evaluating Adult and Community Education and Training programmes for offenders in Limpopo Province and its objective was to develop a model for best future practice for offenders. The study used a qualitative approach, which is embedded within the interpretive paradigm. A case study design was employed because of its ability to place a priority on people's lived experience and the meanings they ascribe to their experiences. A total of 15 participants (six Educators, six Learners, and three Centre Managers) were identified through purposeful sampling. These 15 participants were recruited from Polokwane, Makhado, and Thohoyandou Correctional Centres in the Limpopo Province, South Africa. The study used document reviews, observations, semi-structured interviews and focus groups or mini-conference as instruments for data collection. The data collected was analysed using thematic analysis where the flow model of qualitative data analysis was employed. The study came up with two findings: in the first instance, Adult and Community Education and Training programmes for offenders are poorly funded. In the second instance proper need analysis is not conducted prior the implementation of programmes. Before embarking on the study, the researcher was of the view that education programmes for offenders are delivered in ways similar to mainstream education. In the third instance, educators do not receive training necessary for the teaching of offenders. Lastly, the relevant department does not adequately monitor the programme. The study offers turnaround strategies for future implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province. The study has also developed a model to guide the future best practice of Adult and Community Education and Training programmes for offenders in Limpopo Province. The findings of the study have the following implications: firstly for policy makers: policies on funding of the programmes and training of educators should be developed. Secondly for practitioners: practitioners should conduct an effective compelling needs assessment so that relevant programmes can be designed. Furthermore, practitioners should ensure that there is ongoing monitoring of the programme in order to check its effectiveness. Thirdly, researchers should conduct further research into the factors that contribute to the success/failure of Adult and Community Education and Training programmes for offenders is recommended. It should be mentioned in conclusion that the programme can bring about better results should the above findings of the research be addressed by relevant stake holders. It is recommended that a more powerful research tool be used in order to go deeper into factors that contribute to the success or /failure of ACET programmes for offenders.

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CHAPTER ONE

INTRODUCTION AND STUDY ORIENTATION

1.1 INTRODUCTION

Worldwide, offenders have been found to be consistently less educated than the general population. In a survey conducted in 2015, 53% of offenders in Ireland were found to be ranked in the lowest category of literacy on the National Framework of Qualifications, compared to the 23% of the general population (Veeman, 2014: 63). In New Zealand, 66% of offenders were reported to have no secondary or tertiary qualification, compared to 23% of the general population in 2016. In the United Kingdom, 47% of offenders had no formal qualification compared to only 15% of the general population in 2017 (Aitchison, 2011: 51). The reasons for the lack of education among offenders range from lack of relevant education programmes to lack of funding policies. However, these factors vary from country to country (McKenna & Fitzpatrick, 2011: 112). This picture is just a drop in the ocean. The situation is even more extreme in developing countries like Brazil, India, South Africa, and Botswana (Veeman, 2014: 75). There is therefore an urgent need to address this dire situation. Where educational programmes exist, they are not of good quality and are sometimes irrelevant to the needs of these offenders (McKenna & Fitzpatrick, 2011: 76).

Existing research shows that adult learners, including offenders need appropriate and relevant programmes in order to meet their educational needs (Aitchison, 2011: 70). Programmes which can help them acquire skills for employment after they are released back into their communities are required. This vital necessity is manifested in both developed and developing countries, but it is more serious in developing countries like South Africa. A survey was conducted in eight developed countries and four developing countries which have been actively involved in adult education over the years. The countries surveyed were Canada, England, United States of America (U.S.A), New Zealand, Scotland, China, Sweden, and Finland. The developing countries surveyed were Brazil, India, South Africa and Botswana (Aitchison, 2011: 29).

A discussion on each country follows:

According to Veeman in Canada, many offenders dropped out of school because programmes offered were not relevant to their needs (Veeman, 2014: 89). One factor that contributes to the irrelevance of these programmes offered to offenders in Canada is lack of funding. Adult education is provided by sponsors, who depend on user support, and therefore participation

tends to widen rather than close the gap between the most and the least educated. Lack of funding has resulted in the needs of offenders falling between the cracks. Due to lack of funding, community-based organisations recruit, train, and match tutors with adults seeking to improve their skills. Funding for such initiatives tends to be project-based. Tutors happen to be unpaid volunteers due to lack of funding (Veeman, 2014: 101). The allocation of funds to adult education in Canada during the years 1999-2002 equated to approximately one Canadian dollar per Canadian which is far less when it is compared to what is offered by other countries like Sweden in the same period (McKenna & Fitzpatrick, 2011: 90).

Adult education in England is mainly characterised by low literacy. This problem can be attributed to the relevance of the programmes offered hence England launched a programme known as “Skills for Life”, a high profile strategy aimed at improving literacy, language and numeracy skills for adults with low level skills. The focus of the strategy was to enhance the skills of the neediest individuals. These groups were the unemployed, offenders and those other offenders under correctional supervision, public sector employees, low skilled people in employment, and other groups at risk of social exclusion. In 2004, the government scored some success on its Skills for Life project. Between 2001 and 2004, 750,000 adults attained their Skills for Life qualification on Entry level 1, 2 and 3. Three years later, the next stage had also been successfully reached where more than 1.5 million adults had achieved First Skills for Life qualification. One year later, Skills for Life achieved its 2010 targets - two years early (McKenna & Fitzpatrick, 2011: 103). The central government does the funding of adult education; hence it has scored some success on its Skills for Life project. It is estimated that between 2001 and 2007 central government spent e5 million on Skills for Life. The expenditure budgeted for 2007-2010 was e3.9 billion (National Audit Office, 2008: 82). The Skills for Life strategy has placed great emphasis on improving the quality of the teaching workforce, with the primary mechanism for this approach being a focus on teacher qualifications. It is clear from the above that England was able to mitigate its literacy problems primarily because it allocated budgets for adult education.

In Finland, adult education is the responsibility of the ministry of education and culture. The ministry allocates 12% of its budget to the adult education sector (Ministry of Education and Culture, Finland, 2010). Finland introduced a programme known as Nosta which ran from 2003-2009. The programme aimed to improve the general education and skills of the disadvantaged adults. The other aims of the programme were to forestall a projected skilled labour shortage, to raise the employment rate and to further equity in society. The central

government contributed 124 million Euros to local projects over seven years. Studies were free of charge for learners and those wishing to take examinations leading to qualifications were required to pay examination fees (Ministry of Education and Culture, Finland, 2010: 43). From the above it is clear that Finland was able to overcome its adult education challenges due to the availability of funds. While some countries can score some success in adult education due to good funding models, others can implement successful policy strategies.

Countries like New Zealand, Scotland, Sweden, and the USA have been able to address their adult education challenges because of sound policies. For example, New Zealand is considered to be one of the most active countries in the world with regard to the development of adult education policies by improving the quality of the adult education teaching workforce. It further puts its emphasis on enhancing its provision and on increasing the number of opportunities for learners and potential learners. In 2008, New Zealand published the New Zealand Skills Strategy and Literacy, Language and Numeracy Action Plan, 2008-2012. The Action plan had the objective of raising the employees' awareness of the benefits of the improved literacy (Benseman & Sutton, 2012: 61). Good adult education policies have helped New Zealand to invest heavily in improving its teaching workforce which has resulted in the country developing a qualification for vocational tutors whose job is to provide literacy, language or numeracy tuition as part of integrated education (Benseman & Sutton, 2012: 63).

In 2001, Scotland introduced the Adult Literacy and Numeracy strategy. The strategy gave Scotland's 32 local authorities responsibility for development, monitoring and funding of community learning strategies (OECD, 2008: 61). The Scottish policies also allowed partnerships to decide locally and collectively how centrally - provided funds should be used to address literacy and numeracy issues at community level (Scottish Government, 2014: 47). Local community control of adult education provision is encouraged by the Scotland Curriculum Framework. This framework focuses not only on skills that learners should develop but also emphasises the differences that learning can make to people's lives with regard to their confidence, self-esteem, improved capacities for social engagement and civic participation (Scottish government, 2014: 49).

In Sweden, the adult education policies emphasise that most of the provision be made free of charge. The emphasis of adult education in Sweden is on helping adults understand and address structural problems affecting society; this stands in contrast to adult education approaches aimed at helping adults overcome the individual problems they have (Veeman,

2014: 91). Since 1968, Swedish municipalities have had a legal obligation to provide free adult education at primary, secondary and tertiary levels based on policies that central government has developed. Adult education was seen as a necessity if historically disadvantaged Swedes were to develop the skills required for full economic and political participation. In the 1970's the Swedish adult education policy placed increased emphasis on the role of adult education in improving civic understanding and engagement, and in increasing social justice (Veeman, 2014: 92). In Sweden, adult education is viewed as a natural continuation of compulsory schooling, hence it has provided a comprehensive range of benefits to its citizens.

Since 1995, China's, education guaranteed that citizens could receive education in vocational schools or different types of vocational training provided by the government at different levels. Adult education is defined as being for people over the age of fifteen who wish to acquire, expand, renew or upgrade their skills or change their profession. The law makes provision for recognition of prior learning and certification. The Ministry of education is required to create technical assistance centres, which provide free schooling and specialised training, by law (Land & Aitchison, 2018: 67).

In the USA, adult education is funded by block grants which are provided to each state. The states then use the grants to support the programmes. The USA has a history of paying attention to the professionalisation of adult education (Sticht, 2012: 32). Despite this long history, adult education teacher work force in America primarily consists of volunteers. Few full-time jobs are available in the adult education sector, and those which are available offer poor pay and few benefits (McKenna & Fitzpatrick, 2011: 113). In Massachusetts, for example, between 1987 and 2002, total state and federal funding for adult education increased from \$4million to \$44million. The Massachusetts Department of Education administers the state's adult education through the Adult and Community Learning Sources Unit. The department provides most of the funding for adult education in the state, but some towns provide their own financing (Comings & Sorricone, 2015: 71). The funding system is informed by policy which provides guidelines for programme aspects such as teacher-learner ratio limits, instructional duration and intensity, required levels of programme, staff development, and teacher salaries (Comings & Sorricone, 2015: 78). Adult education teachers tend to be highly educated, with 94% having at least a four-year college degree, and just 47% possessing a graduate degree (Comings & Sorricone, 2015: 80). Working conditions have however, continued to be very poor. Only 11% of teaching positions are full-time, and the sector experiences a very high rate of staff turnover. More than 57% of teachers have been with their current programmes for less

than two years, with only 19% having been with their current programme for more than five years. The adult education situation in the USA is a sign that there are more serious problems in developing countries.

In Brazil, there is a variety of policies related to youth and adult education which regulate educational matters. The law indicates that states and municipalities, through collaboration and with the help of the union, should carry out a census of the school-age population eligible for primary education and of the young people and adults who have not had access to it, and asserts that education systems must provide courses and examinations that offer educational opportunities appropriate to the interests and living conditions of young people and adults. Nevertheless, none of these provisions have been translated into action due to lack of funding. Provision of adult education is mainly characterised by lack of relevant programmes in Brazil due to lack of funding (McKenna & Fitzpatrick, 2011: 79).

India's constitution has education is compulsory for both federal union and state governments. The union and the states have the right and obligation to promote formal and non-formal education (Aitchison, 2018: 23). India's constitution includes the right and obligation of every citizen to receive education and the state is obliged to develop educational facilities to provide general, scientific, technical, and professional support for its entire population, including offenders. India has good policies for adult education, however, just like Brazil, they are not fully translated into action due to lack of funding.

Botswana has developed a National Qualifications Framework with the intention of putting in place a system that ensures recognition of equivalency and that will give status and recognition to both formal and non-formal learning. The Botswana Training Authority was formed in 2000. Botswana is in a phase of standardisation of non-formal education and the new adult basic education curriculum has been developed in tandem with the National Qualifications Framework (Ministry of Education, 2015: 34). It seems as if the current direction of adult education is towards a more formalised adult basic education equivalence model that attempts to extend the programme to more marginalised and hard-to-reach communities (Ministry of Education, 2015: 45).

Since 1994, when the South African government became a democratic state, new policies and legislative frameworks were put in place to support and affirm its role in the process of social change and development. The democratic dispensation has thus brought about a number of

changes in the education system of South Africa (White Paper for Post School Education and Training, 2012: 33). South Africa does have some constitutional reference to the right to adult education, but when it comes to policies, it has post-1994 policy documents that refer to lifelong learning and one on Adult Basic Education and Training (ABET) (Department of Education, 1997: 39). There is no substantive policy document on adult education as a whole. The Green Paper for Post School education and Training of 2012 has the beginnings of a comprehensive approach (Aitchison, 2018: 59).

Adult Basic Education and Training is one area that emanated as a means and strategy to address the challenges faced by millions of adults who never attended school and are functionally illiterate. As such doors were opened for people to take part in Adult Basic Education and Training. The implication is that ABET was critical in addressing the basic needs and development imperatives of poor South Africans. This has necessitated accelerating the development of a better ABET system in order to provide people with basic foundation for life-long learning and to equip them with skills and the capacity to participate fully in society (White Paper for Post School Education & Training, 2012: 35). Despite the milestones reached in this regard critical challenges remain. Among other challenges is that the education system perpetuates the divisions of the past (Aitchison, 2018: 63). Adult education institutions continue to suffer due to lack of infrastructure, teaching facilities and staffing. Opportunities in rural areas are more limited than those in urban areas. Furthermore, the majority of disabled students continue to experience discrimination in terms of accessing post-school education and training opportunities and the system does not have adequate facilities and staff to cater for the needs of the disabled. My argument is that with the provision of relevant adult education policy, South Africa could have achieved a lot in this area since the dawn of democracy in 1994. For example, education for adults is still marginalised and has, in rare instances, provided vocational education for those seeking to improve their occupational skills (UNESCO, 2013).

South Africa has a post education and training system that does not offer sufficient places to the many youth and adults seeking education and training (Aitchison, 2018). The education system needs to be expanded with the aim of providing for the educational needs of the many young people and adults who are neither in employment nor training. The education system should also be able to assist those who are outside the formal economy and who need creative and sustainable ways to earn an income. Much of the education offered in South Africa is inadequate in terms of quality (Land & Aitchison, 2018: 81). These quality challenges are

different and they relate to governance, management, teaching, curriculum, infrastructure, and quality assurance (UNESCO, 2013).

In 2012, a new Adult and Community Education and Training system (ACET) was introduced in order to meet the needs of the many adults and youth who are unemployed, uneducated and are not studying. ACET is basically targeted at youths and adults who did not complete their schooling or never attended school. It is estimated that 3.2 million young people between the age 15 and 24 are either unemployed or not engaged in education or training. About 523,000 of these had only achieved a primary school education or less than grade 10 educations (Statistics South Africa, 2018: 73). Additionally, adults who attended the Khari Gude Mass Adult Literacy Initiative and Public Adult Learning Centres (PALC's) were absorbed into community colleges. The community colleges are an expansion of the university and college system (Land & Aitchison, 2018: 72).

The expansion of educational opportunities has led to the introduction of new community colleges (White Paper for Post School Education and Training, 2013: 42). These community colleges were expected to be sensitive to address the needs of the communities. Furthermore, community colleges are building on the current offerings of the PALC's with the aim of expanding vocational skills development programmes and non-formal programmes. Formal programmes include the General Education and Training Certificate (GETC), Senior Certificate programme, the National Senior Certificate for adults (NASCA), and Skills Occupation, funded by Senior Education and Training Authorities (SETA's) or National Skills Fund, Non-formal programmes include community programmes such as community health care, parenting and childcare, Early Childhood Development (ECD), Care for the aged, Care for those with HIV/AIDS, Citizenship Education and Community Education. These programmes are geared towards the needs of the local communities and organisations (White Paper for Post School Education and Training, 2013: 45).

Education is one key aspect of the rehabilitative role of correctional centres. This specific function of correctional centres has a capacity to form a stepping stone in the pathway towards inclusion for offenders who face exclusion before they enter the correctional system and after release therefrom (Aspin, Chapman, Holton & Sawano, 2011: 123). By providing relevant Adult and Community Education and Training programmes, offenders can be supported to make good use of their sentences, address gaps in their learning and skills, improve their employability and change their personal attitudes and perceptions which can help them

understand the reasons for and consequences of their actions (White Paper for Post School Education and Training, 2013: 52).

Existing research shows that the availability of appropriate and relevant programmes is critical in meeting the needs of adult learners in correctional facilities (Aspin et al, 2011: 124). Implementation of such programmes will be successful if appropriate models are developed and better coordination schemes are introduced (Land & Aitchison, 2018: 73). My argument is that South Africa should have a well-articulated, comprehensive adult education policy document which is one of the criteria associated with successful adult education systems. South African policies on adult education have been very narrowly focused on Adult Basic Education and Training Act of 2000. At present, little is known about the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province of South Africa. It is on the basis of this background that this study sought to evaluate the implementation of Adult and Community Education and Training programmes for offenders in Limpopo province in order to develop a set of guidelines for future best practices.

1.2 RESEARCH PROBLEM

Offenders are often less educated than the general population worldwide. As previously discussed, the situation is present even in developed countries, however, this trend is dire in developing countries. As previously explained, the need for appropriate programmes in developing countries like South Africa has been established (Veeman, 2014: 78). As determined and previously noted, the problem is caused mainly by the fact that programmes offered are not relevant to the needs of these offenders. Offenders need programmes that can help them acquire skills for employment which they can use after they are released from correctional facilities, yet in South Africa, this problem has not received sufficient attention, hence the rationale for this study.

1.3 THEORETICAL FRAMEWORK

The main aim of adult education is to ensure that all adults participate in their communities and the work place. Through participation in the process of formal, or non-formal and informal learning, by those regarded as adults in their communities, they may develop and enrich their capacities for living and working, both in their own interests and those of their communities. Adult education involves sustained activities and processes of acquiring knowledge and skills.

This is meant to eradicate exclusion, ignorance, oppression, and poverty (Walters, 1996: 19). These learners, because they are involved in adult education programmes, are regarded as adults even though some of them have not reached adult age chronologically (UNESCO, 2015: 29). To attain this objective, the programmes offered to adults must be relevant so that they are able to address the needs of the said learners (Walters, 1996: 25). Many scholars also argue that educational programmes should be constructed around learners' needs since adults do not have to attend academic courses and only when it is relevant to them will they spend the necessary time on formal learning (Brookfield, 1996: 113). This section provides learning theories in adult education. The following are areas in adult learning: self-directed learning, critical reflection, and experiential learning as well as constructivism. These areas as they relate to adult education will be discussed hereunder.

1.3.1 Self-directed learning.

According to this principle, facilitators of adult education should assist learners to become self-directed (Kidd, 1973: 64). However, this idea of self-directed learning has been criticised by Brookfield (1996: 118), when he said that self-direction as a concept runs a risk of being denuded of context and the likelihood of being viewed as a technique in much the same way as programmed learning is perceived at the moment. However, self-directed learning is not merely learning how to apply techniques of location or instructional design. It is instead, "a matter of learning how to change one's' perspective, shift one's paradigm, and replace one's way of interpreting the world by another" (Linderman, 2014: 53). It is believed that a self-directed adult learner should be able to look for it, collect ideas, concepts, practice skills, and achieve targeted objectives. At the end of the day, the self-directed learner should be able to evaluate all the steps described and evaluate the relevance of the skills he or she has acquired.

Another view maintains that self-directed learning is education that takes place outside formal institutions, not inside them. The skills can be taught and practised in schools, teachers can gradually transfer the authority and responsibility for self-direction to students, and self-education activities can be simulated (Brockett & Hiemstra, 1991: 36). However, another view of self-directed learning by (Mocker & Spear: 1982: 48) is that learning falls into one of the four categories below:

- "Formal - where learners have no control over the objectives or means of their learning
- Non-formal - where learners control the objectives but not the means
- Informal - where learners control the means but not the objectives

- Self-directed - where learners control both the objectives and the means” (Mocker & Spear, 1982: 75).

Self-direction refers to two different but related dimensions. The first is a process in which a learner assumes primary responsibility for planning and evaluating the process of learning. The second aspect centres on a learner’s desire for taking responsibility for their own learning. In other words, self-directed learning refers to the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience.

1.3.2 Critical reflection

Critical reflection is a process of inquiry involving practitioners in which they try to discover, and research the assumptions that frame how they work (Brookfield, 1996: 124). Critically reflective practitioners regularly examine these assumptions by looking at practice through four lenses:

- “The lens of their own autobiographies as learners of reflective practice
- The lens of learners’ eyes
- The lens of colleagues’ perceptions
- The lens of theoretical, philosophical and research literature” (Brookfield, 1996:125).

“Reviewing practice through these lenses makes people aware of these submerged and unacknowledged power dynamics that infuse all practice settings. Furthermore, it helps people see hegemonic assumptions” (Brookfield, 1996: 127). On the same breadth, (Mezirow, 1997: 99) proposes his theory of reflexivity where he describes it as having ten stages that progress from characteristic “disorienting dilemma” that uses an experience of imbalance in one’s life as an opportunity for considering new perspectives. Through reflection, a learner can understand and interact with his or her world. It can also help learners who enter the educational process realise a reawakening of their intellectual side (King, 2005: 76). As learners engage in learning that includes critical reflection, they may question their beliefs, values, assumptions and begin to discover new perspectives. As they carefully contemplate and weigh their purposes and futures from different points, they may also gain confidence in their abilities and from this confidence be empowered to try new philosophies, beliefs, careers, or other ideologies and experiences (Mezirow, 2000: 65).

The main goal of Adult and Community Education is to facilitate these understandings. Critical reflection develops independent thinking. The role of the adult educator is to:

- Help learners focus on the assumptions that underlie their beliefs, feelings and actions.
- Evaluate the consequences of these assumptions.
- Test the validity of assumptions through effective participation in a reflective debate (Mezirow, 2000: 67).

In the same vein, critical reflection is a reasoning process to make meaning of experience. Often, critical reflection is guided by a set of written prompts. An educator can be able to use critical reflection in four steps:

- Identify the student learning outcomes related to the experience.
- Design the reflective activities to best achieve the outcomes.
- Engage students in critical reflection before, during and after the experience.
- Assess student learning. The criteria for evaluation and levels of performance for each benchmark can be useful for grading reflection products and providing detailed feedback to students (Bart, 2011: 39).

The roles of adult learners is that of accepting new ideas; more reflective and critical; and more open to perspectives of others (Mezirow, 1997: 115).

1.3.3 Experiential learning

Experiential learning involves learning from experience. This is a practical kind of education. It can be defined as the process whereby knowledge is created through the transformation of experience. Knowledge is the result of the combinations of grasping and transforming the experience (Kolb, 1984: 203). The experiential approach emphasises how experiences, including cognition, environmental factors, and emotions influence the learning process. This theory is backed by the work of Dewey (1938) who stressed that there is an intimate relationship between the process of actual experience and education (King, 2005: 27). Experiential learning can be conceptualised as a process with several components:

- Students have experience;
- they reflect on observations about that experience;
- analyse responses and formulate new ideas;
- and actively test these new ideas in new situations

The process as mentioned above is a continual cycle with increasing complexity (Kolb, 1984: 33). The previous experiences drive development of a preferred way of grasping and processing experiences. The combination of these preferred methods contributes to specific learning styles such as initiating, experimenting, imagining, reflecting, analysing, thinking, deciding, acting, and balancing (Dewey, 1938: 85). From this standpoint, it is clear that learning will begin with a learner doing certain things and noticing the results followed by the understanding of the effect thereof and then the application in new situations (Kolb, 1984: 204). Kolb's theory of experiential learning is somehow related to the theory of constructivism since it speaks to the issue of experience.

1.3.4 Kolb's experiential learning theory

Kolb (1984) provides a comprehensive theory which offers the foundation for an approach to education and learning as a lifelong process and whose importance of reflection is emphasised by (Boreham, 1987: 86), who notes that the term 'learning experience really means learning from reflection on experience. A similar point is made by (Boud, 1989: 76), who coined a slogan in the title of their book *Reflection: turning experience into learning*.

The core of Kolb's four-stage model is a simple description of the learning cycle which shows experience is translated through reflection into concepts, which in turn are used as guides for experimentation and the choice of new experiences. Kolb refers to these four stages as concrete experience, reflective observation, abstract conceptualization, and active experimentation. The learning cycle provides feedback as the basis for new action and evaluation of the consequences of that action. Kolb conceptualises the process of action research as a spiral of action and research consisting of four major moments: plan, act, observe, and reflect.

The experiential learning theory affirms the importance of experiential learning such as fieldwork and laboratory sessions, however it does not prioritise those forms of learning as important is to systematically take the learner around each stage of the cycle, ensuring that effective links are made between each stage. Kolb (1984) suggests that students develop a preference for learning in a particular way. The style reflects a tendency rather than an absolute and students may adopt different learning styles in different situations, but they tend to favour some learning behaviours in preference to others. Kolb identifies four learning styles, each of which is associated with a different way of solving problems.

1. Divergers- view situations from many perspectives and they rely heavily upon brainstorming in the generation of ideas.
2. Assimilators- use inductive reasoning and have the ability to create theoretical models.
3. Convergers- rely heavily on hypothetical deductive reasoning (Nulty, 1996: 110). According to Kolb, learners learn better when the subject matter is a style consistent with their preferred learning style.

Students tend to do what is easiest for them, which is to use their own learning style. Similarly, individual teachers may teach in ways that reflect their own learning styles and assume that all their students learn that way. However, there is evidence that learning is enhanced as more of the learning stages are used (Stice, 1987: 118). This confirms Kolb's argument that teachers need to encourage students to engage with all four stages of the learning. Kolb suggests that there are potential long term benefits where there is an intended mismatch between learning style and instructional style on the grounds that the aim is to make the student self-renewing and self-directed to focus on integrative development where the person is highly developed in each of the four learning modes: active, reflective, abstract, and concrete. This theory helps educators to understand that learners are different inasmuch as their learning styles are not the same. Once educators understand that, they will be able to render effective teaching and learning in the classroom.

1.3.5 Constructivism

Constructivism is a process whereby people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Mathews, 1998: 40). According to this view, when people encounter something new, they have to reconcile it with their previous ideas and experience. On the same note, knowledge is actively constructed by the learner, not by his environment; again, coming to know is a process of adaptation based on a learner's experience of the world (Glaserfeld, 1995: 116). As for adult education, learning results in increased self-awareness, changed behaviour and the acquisition of new skills that must actively engage the learners in their learning process. It has been established that adults learn more effectively by experiencing. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. Generally, it means encouraging students to use active techniques to create more knowledge than to reflect on the talk about what they are doing and how their understanding is changing. The teacher makes sure that he understands the students' pre-existing conceptions, and guides the activity to address them

and then build on them (Glaserfeld, 1995: 63). For effective learning to take place, there must be an application of what has been learnt. Knowledge has to be transferred to a real life situation like work.

1.4 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

1.4.1 Purpose of the study

The purpose of the study is to evaluate the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province in order to develop a model for best future practice.

1.4.2 Research questions

The study addressed the following research question:

- **How are Adult and Community Education and Training (ACET) programmes for offenders implemented in Limpopo Province?**

The following sub-questions were developed in order to answer the main question stated above:

- What policies are in place to guide the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What is the nature of the curriculum of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What are the characteristics of learners enrolled into Adult and Community Education and Training programmes at correctional centres in Limpopo Province?
- What resources are available in the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What kind of training is provided to educators in implementing Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What are the factors contributing to the success of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What are the factors contributing to the failure of Adult and Community Education and Training programmes for offenders in Limpopo Province?

- What model can be developed to guide best future practice in the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?

1.5 SIGNIFICANCE OF THE STUDY

The researcher is an employee at Kutama Sinthumule Correctional Centre. This centre is one of the correctional facilities in Limpopo offering ACET programmes. The researcher is a Unit Manager who has been engaged with the rehabilitation of offenders for sixteen years. He is responsible for the implementation of ACET programmes at Kutama Sinthumule Correctional Centre.

The improved implementation of ACET programmes for offenders should bring about knowledge and skills among the offender population in Limpopo Province. The study may help ACET educators to teach adult learners in correctional centres effectively. The study may additionally help the centre managers to develop ACET programmes that may attract adult learners' participation in the future. This may reduce the drop-out rate of many offenders. Offenders need programmes that may help them with new skills for immediate use. Such skills may assist them to fit into the labour market once they are released from correctional centres.

Better ACET programmes may result in a cycle of lifelong learning in communities by enabling the development of skills to enhance personal, social, family and employment experiences. This may also contribute to offenders' needs and development, building social agency and social cohesion (White Paper for Post School Education and Training, 2013:38). Again, the community may benefit because once these offenders are empowered with knowledge and skills, they may not re-offend when they are released to their communities. This study may also provide turn-around strategies for future implementation of ACET programmes for offenders. Lastly, this study may develop a model, which will guide the future practice of ACET programmes for offenders in Limpopo Province and add value to the discipline of adult education in general and ACET in particular.

1.6 RESEARCH METHODOLOGY

1.6.1 Research Approach

The nature of this study is qualitative. Qualitative research is embedded within the interpretive paradigm. In terms of this paradigm, the reality is socially constructed. The implication is that the participants are allowed to give responses based on their subjective views (Merriam, 2009: 132). This is a case study inquiry. A qualitative research approach was used in this study because of its ability to place a priority on people's lived experience and the meanings they ascribe to their experiences (Miles & Huberman, 1994: 134). Through the use of a qualitative approach, the researcher collected detailed information to describe and analyse how ACET programmes operate (Patton, 2012: 173). A descriptive case study was employed to enable participants to provide in-depth knowledge of how ACET programmes for offenders in Limpopo Province are implemented. Furthermore, a descriptive case study was allowed for the description of natural phenomena which occur within the data in question (Yin, 1984: 132).

1.6.2 Population

This study was conducted at correctional centres within Limpopo Province in South Africa where ACET programmes are offered. The sample of this study was drawn from the correctional centres located in Limpopo as follows: Thohoyandou Management Area (Thohoyandou and Makhado Correctional Centres) as well as Polokwane Management Area (Polokwane Correctional Centre). There are other correctional centres in the province; however, they do not offer any ACET programmes.

1.6.3 Sampling

Purposeful sampling was used in order to identify participants that were knowledgeable and informed about the subject under study (Creswell, 2011; McMillan & Schumacher, 2014), which in this enquiry is the implementation of ACET programmes for offenders Limpopo Province. The study sample included two ACET learners, two ACET educators, and one centre manager from each centre. The total sample of this study was fifteen participants.

1.6.4 Data collection

Data were collected in three phases as follows:

- **Phase 1: Document analysis**

Regarding the implementation of ACET programmes for offenders in Limpopo Province, relevant documents were analysed. ACET policies that are in place that guide the implementation of ACET programmes for offenders in Limpopo Province were looked into. Lesson plans, time-tables, and assessment activities were used as important tools for document analysis (Creswell, 2011: 121).

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

Centre managers were interviewed in order to establish the challenges they encounter about managing; staffing; funding; qualifications of the educators; learner and teacher support materials; and strategies that are in place to implement ACET programmes for offenders.

Interviews with sampled educators gave room for reflection on their experiences, qualifications, salaries, curriculum, staffing, time allocated for lessons, assessment activities, study strategies for learners, funding of the programmes, training provided to educators, and competence of educators.

The ACET learners were also interviewed to understand the challenges they encounter in the programmes concerning the curriculum offered, assessment activities, the learners' needs, funding of the ACET programmes, learner and teacher support material, availability of staff delivering the programmes, and strategies available for enhancing their studies (Cohen & Crabtree, 2011: 143). The interview sessions held with learners also gave room for them to reflect on their attitude towards the learning environment in general and the programme in particular, since the correctional centre is often not a positive learning environment.

- **Phase 3: Observations**

The following issues were observed:

Activities and interactions: The researcher observed how the educators present the learning content in the classroom and the interactions between the educators and the learners (Sheroz, 2013: 19).

The researcher's own behaviour: The researcher's role was that of an observer as participant because observation activities were known to the participants being studied. The responsibility of the researcher (during observation) is to collect and account for the data collected (Merriam, 2009: 133).

Physical setting: The nature and quality of classrooms which the learners use in the correctional centre were examined in order to see how they influence teaching and learning. The classroom furniture and equipment were monitored to see if the setting met the requirements of a classroom. The standard features of a classroom included desks, table and chairs, overhead projectors, and chalkboard. These features were noted to see if they rendered effective teaching and learning (Merriam, 2009: 118).

- **Phase four: Focus group or mini-conference**

This fourth and final phase of data collection in this study was from a focus group or mini-conference with centre managers and educators. The mini-conference was held at Polokwane Correctional Centre in the centre manager's boardroom. A mini-conference was set up in order to get views from participants on the factors that contribute to success and failure of Adult and Community Education and Training programmes for offenders in Limpopo Province (Wilkinson, 2014: 74).

1.6.5 Data analysis

Inductive data analysis involved the process of interpreting the data collected (Merriam, 2009: 124). This has assisted in the process of making data more manageable by organising it into categories and interpreting it, searching for recurring patterns to determine the importance of relevant information (McMillan & Schumacher, 2014: 312). This process starts by coding each unit into as many categories as possible and as the research continues the data was placed in

existing categories and existing categories were modified for new categories to emerge (Marshall & Rossman, 2013: 92).

The data collected from documents and observations were thematically summarised using content analysis (Miles & Huberman, 2014: 76). Furthermore, the data collected and recorded from semi-structured interviews (in this study collected from centre managers, educators and learners) were then grouped into themes, then analysed using thematic analysis (McMillan & Schumacher, 2014: 314). Data were further analysed in order to allow categories and patterns to emerge, which resulted in having more manageable data. The researcher used cross-case analysis to make differences and similarities of one unit of information with another, looking for patterns that recurred in the data such that they would be able to align the data into categories. Lastly, the researcher “wrote what he has heard, read and observed in order to create harmony to make sense of the phenomenon being studied” (Miles & Huberman, 2014: 78).

1.7 DELIMITATION OF THE STUDY

The study was conducted at correctional centres in Limpopo Province. There are other institutions offering Adult and Community Education and Training programmes in the province, for example community colleges. Furthermore, two districts were selected, that is Vhembe and Capricorn districts. The reason for choosing these two districts was because they have correctional centres which offer ACET programmes. There are other correctional centres in different districts which offer ACET programmes but they could not be visited due to pragmatic reasons.

1.8 DEFINITION OF KEYCONCEPTS

1.6.6 Adult and Community Education and Training

This refers to “all forms of learning that provides education and training programmes that are sensitive to the needs of communities and can respond to the education and training needs of the unemployed adults and youths who are poorly educated, who did not complete school education or missed / were denied the opportunity to do so, who are not studying, who lost their jobs and need re-skilling and who possess skills that are redundant in an economic sector that changes rapidly as a result of new knowledge and new technologies” (Policy on Minimum

Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training, 2015: 79).

It also “refers to education that is about encouraging and engaging people throughout life into learning that is based on what they are interested in. It is the kind of education that is developed to the participating learners and it is responsive to community priorities identified with people rather than for them” (Baatjes & Baatjes, 2012: 37).

In this study, Adult and Community Education and Training refers to all forms of learning that provides education and training programmes to adult offenders. This kind of education is provided in the correctional centre to impart knowledge and skills to offenders so that they can lead better lives after they are released.

1.6.7 Adult learning

Adult learning is “the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since learning initial education and training, and which results in the acquisition of new knowledge and skills” (European Commission, 2006: 28). The European Commission also defines adult learning as “all forms of learning undertaken by adults after having left initial education and training, however for this purpose they may have gone through all stages of education including tertiary” (European Commission, 2006: 33).

In this study, adult learning refers to all forms of education, formal or non-formal, that is geared towards improving the abilities, knowledge, skills and attitudes of offenders. It is aimed at preparing offenders to reintegrate into society more positively.

1.6.8 Adult learner

An adult learner is “a person that has taken on his/her socially significant roles and is apt in accepting the responsibility of his/her own life” (Darkenwald & Merriam, 2014: 42). An adult learner is “a man or a woman, 23 years of age or older who works full time while registered in education course and has dependents” (Baatjes & Baatjes, 2012: 43).

In this study, an adult learner is any offender, male or female, who has not completed the first eight years of formal schooling, serving time in correctional centres for the crimes he/she has committed, and is enrolled for ACET programmes.

1.6.9 Adult education

Adult education is “the whole body of ongoing processes of formal or informal, imbedded within people known as adults by the society to which they belong, develop their abilities, enrich their knowledge, and improve their technical or professional qualifications”. Adult education can either be “formal or informal”. It is provided in different places for different purposes and at different levels from primary to post-doctoral” (Unesco, 2015: 66).

Adult education refers to education that grows out of people’s experiences and the social interests that are generated within communities. This type of education is a different focus from mainstream education both in its curriculum and in its methods (Baatjes & Baatjes, 2012: 76).

In this study, adult education refers to all education and training activities offered to offenders to enrich their knowledge and improve their technical skills with the view of enabling them to fully function in their societies once released.

1.6.10 Learning programme

The term learning programme refers to “an education or training programme, course or set of courses, modules through which learners can achieve established outcomes”. The learning programme is “the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification” (The National Qualifications Framework and Curriculum Development, 2010: 35).

In the context of this study, a learning programme constitutes all of the teaching and learning activities that take place inside the correctional centre. These activities lead to a qualification and they include learning outcomes, content, activities, methods, purpose, and values of the learning strategies, forms of assessment, evaluation of delivery, and moderation.

1.6.11 Prison

The word prison can be traced back to the Latin word *prehensio*, “the action or power or making an arrest. ” This, in turn is derived from the verb *prehendere* or *prendere*, which means “to take hold of, take into custody, arrest”. *Prehensio* then surfaces in the Old French of the 12th century with the form of prison and the senses ‘capture’ and ‘place of imprisonment” (Williams, 2016: 52).

A prison (from Old French prison) is “a place in which people are physically confined, and usually, deprived of a range of personal freedoms. Prison is a term that may be used to refer to a jail, conventional facility, or a place of incarceration by government officials. They serve to confine and rehabilitate prisoners and may be classified as minimum, medium or maximum security facilities, or contain separate divisions for such categories of prisoners. The prisoners may participate in educational’ or vocational programmes; as well as in paid industries programmes; or a work release programme” (Williams, 2016: 67).

For this study, a prison is a place where people who have committed crimes against humanity and state and are confined in order to serve their sentences. These people have already been tried and found guilty by courts of law in South Africa. The main aim of prison is to rehabilitate prisoners so that they do not re-offend after release thereon. The prison system is controlled by the Department of Correctional Services (DCS) in South Africa.

1.6.12 Correctional Facility

A correctional facility is a place where people are kept when they have been convicted and are serving their sentence for a crime they have committed (Forbes, 2015: 36)

For this study, the word ‘Correctional facility’ has replaced the word ‘prison’ in South Africa. In South Africa, the word ‘prison’ was used until February 2005 when the government transformed its Department of Correctional Services with the main aim of demilitarising the correctional system in order to increase its rehabilitation mandate (White Paper on Corrections, 2005: 60). A correctional facility aims to rehabilitate offenders through programmes provision so that they do not re-offend.

1.6.13 Prisoner

A prisoner is “anyone who is deprived of personal liberty against his / her will following conviction of a crime” (Forbes, 2015: 39). Section 1 of the Prison Security Act 1992, defines the word prisoner as: “any person who is in prison as a result of any requirement imposed by a court or otherwise that he/she be detained in legal custody”.

A prisoner is any person, man or woman who is 18 years and older, confined in a state institution (prison) serving time for the crimes he / she committed against fellow humans / state, and he / she has already been found guilty by a court of law.

1.6.14 Offender

An offender is a person who has been convicted and sentenced for a criminal offence. This person is already convicted and sentenced by a court of law and is busy serving his/ her sentence (Williams, 2016: 71).

For this study, an offender is a person who is serving a sentence for the crimes he / she has committed. The person is already detained in a correctional facility and is busy attending programmes to rehabilitate him/her.

1.6.15 Social exclusion

Social exclusion refers to: “a situation where people become excluded from full involvement in a particular social setting on the view that these people lack required skills necessary to do that” (Economic Cooperation and Development, OECD, 1997: 26).

Social exclusion refers to: “situations involving low incomes or poverty; being on the margins or being excluded from the labour market with little or no prospects of securing a job, experiencing housing or community environment which is characterized by poverty and social opportunities” (Levitas, 2012: 19).

Social exclusion involves “the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political awareness. Social

exclusion affects the quality of life of individuals, the quality and cohesion of society as a whole” (Levitas, 2012: 20).

Social exclusion is “the process through which individuals or groups are wholly or partially excluded from society within which they live. Gender or ethnic disadvantage translates into social exclusion when the institutional mechanism through resources are allocated and values assigned to operate in such a way as to systematically deny particular group or people the resources and the recognition which would allow them to participate fully in the life of their society” (Levitas, 2012: 21).

In the context of this study, social exclusion refers to the marginalisation of offenders who are denied access to freedom, which would allow them to participate fully in their society.

1.9 ETHICAL CONSIDERATIONS

The following ethical issues were adhered to:

- **Permission to conduct research:** Permission was asked from the National Department of Correctional Services since this study was conducted in its correctional centre. Approval to conduct research was sought from the Turfloop Research Ethics Committee (TREC).
- **Informed Consent:** The researcher identified voluntary participants who signed consent forms before they could participate in this study. They “were allowed to discontinue any time they decided to do so” (Cohen, Manion, & Morrison, 2011).
- **Confidentiality:** The researcher has ensured that what has been discussed with one participant was not repeated to the other participant. All the information obtained from the participants was treated as confidential. The researcher requested the services of the Research Assistant to be in charge of voice recorder during data collection as well as the transcription of data. The Research Assistant was not allowed to discuss issues coming from the individual interview with others in ways that might make others see who has contributed such data. He was also “not allowed to say what an individual participant has said in the interview” (Cohen, et al, 2011).
- **Anonymity:** It was ensured that the participants’ names and identities were not identifiable in print. The individuals’ confidentiality was protected from other persons in the setting by

“letting them know that their identity shall not be disclosed to anyone else” (McMillan & Schumacher, 2014: 312). This implies that the researcher has anonymised individuals in the dissemination of the study to protect the identity of the participants (Cohen, et al, 2011).

- **Do not harm:** It was ensured that interactions with the participants did not harm others or did not engage in any activities that run the risk of harming others. Furthermore, a debriefing was conducted in order to enable participants to feel comfortable as possible and express their feelings during the interviews, as well as to decide if participants have experienced a high level of discomfort so that they could be referred to professionals for help (Syracuse University, 2018: 44).

1.10 OUTLINE OF THE STUDY

Chapter 1: This chapter provides introduction and study orientation. The research problem; theoretical framework; the purpose of the study; research questions; significance of the study; research methodology; definition of key concepts; and ethical considerations are also outlined here.

Chapter 2: The chapter presents a review of national and international literature related to the implementation of Adult Education programmes.

Chapter3: Research methodology, design of the study, sampling, data collection techniques and how data were analysed are presented in this chapter.

Chapter 4: This chapter presents the findings of this study.

Chapter 5: This final chapter discusses the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

IMPLEMENTATION OF ADULT EDUCATION PROGRAMMES IN POST-SCHOOL EDUCATION AND TRAINING

2.1 INTRODUCTION

This chapter presents the national and international literature related to the implementation of Adult Education programmes in correctional centres (formally known as prisons). The argument advanced in this review is that educational programmes offered to offenders in South Africa are not able to address their employment needs and subsequently, offenders are tempted to return to their old habits as they remain unemployed. The discussion is made up as follows:

Firstly, I present the conceptualisation of what adult education and literacy entails. Secondly, I provide a discussion on the history of correctional centres in South Africa. Thirdly, I discuss adult education policies and factors influencing curriculum implementation. Fourthly, I discuss the characteristics of learners enrolled into these programmes as well as the correctional facilities and resources available in the implementation of the programmes. Fifthly, I provide a discussion on the principles of adult learning. Sixthly, I discuss the experiences of offenders enrolled for Adult and Community Education programmes.

Furthermore, the section provides a discussion on the principles of adult learning and elaborates on the experiences of learners enrolled for adult and community education programmes. These are discussed alongside the experiences of educators offering the ACET programmes in correctional centres. Lastly, the chapter concludes by providing an analysis of models of implementing educational programmes.

2.2 BACKGROUND TO LITERACY

Historically, literacy was understood to mean one's ability to read and write, however, from the 1980s' many researchers have maintained that this kind of definition ignores the complex ways which are in tandem with the values associated with the context (Gee, 2017: 30). In recent years, literacy has turned to be associated with the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials related to different contexts (Moats & Louisa, 2016: 61). The definitions of literacy have been extended to mean

something more than just reading and writing, for example, in other countries, it is defined as the ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems as individuals, communities, workers, and learners. It was important to define literacy since this concept cannot be divorced entirely from adult education.

2.3 BACKGROUND TO ADULT EDUCATION AND LITERACY

2.3.1 International perspectives

Adult education has a very long history. In 1949, the International Conference on Adult Education (CONFINTEA) was established as a series of high level conferences where recommendations on adult education were made (Sarkin, 2017: 59). The 38th UNESCO General conference adopted the recommendations. Throughout the century, many countries established a diverse system of adult education delivery sometimes based on civil society actors, sometimes on initiative of the central government (Herbig, 2017: 53). Adult education was widely recognised as a critical condition for human development, well-being and democracy. Today, adult education is probably the sub-sector of any education system with the highest impact for the lowest input. Although there is a serious contestation as to when and how adult education started, its power is evident in combating illiteracy, providing second-chance knowledge and skills for livelihood or empowering disadvantaged people to demand their rights. Adult education has also given birth to the introduction of adult and community education in South Africa which dates back from the 1920's which was outside the formal schooling system.

2.3.2 South African Perspectives

From the 1920's socialist organisations taught reading, writing, arithmetic and political education. There was a growth in night schools for adults in the 1940s. When the National Party came into power in 1948 and imposed apartheid, it was a crime to teach black people in other than a registered school. For many scholars, this imposition was for political reasons and control. It is often argued that the policy of Bantu education was aimed at directing black youth to the unskilled labour market (William, 2015: 58). This claim is refuted by Hendrik Verwoerd, the then minister of Native Affairs who said that the aim of having separate education system was to solve South Africa's ethnic problems by creating complementary

economic and political units for different ethnic groups (Moore, 2015: 42). This policy then led to the closure of night schools in 1960 (Viljoen, 2015: 64). These night schools were closed because the then government wanted a differentiated system of education which was to ensure that black children received inferior education. With night schools in operation, the government could not perpetuate its plan of providing inadequate education to black youths. With the closure of night schools came literacy groups and community education.

Literacy groups and community education started again in the 1970's despite the repression by the apartheid government. These literacy groups are also called adult literacy night schools by some researchers and their operation was deemed illegal (Kallaway, 2016: 88). The Black Consciousness Movement and organisations linked to progressive faith-based groups and the liberation theology were very involved in adult and community education. They were influenced by the writings such as *The Pedagogy of the Oppressed* written by Paulo Freire. Non-governmental groups such as Learn and Teach and the ACHED TRUST promoted community education. In the 1980's the People's Education Movement and the newly established trade unions also played a role in community and workers' education. These organisations were also fighting apartheid education by ensuring that blacks received quality education because the apartheid government believed that it was useless to teach black child mathematics since he would not use it in real life.

The years 1990 - 1994, also seen as the transition from apartheid to democracy, saw robust debate around adult education in preparation for work facing new government. In 1991, a task team of the National Education Policy Investigation (NEPI) undertook a review of adult education work. Research found strong support for the development of a state-led Adult Basic Education and Training system linked to the development of human resources. ABET replaced the term 'literacy' and it became largely formalised within the National Qualifications Framework (NQF) with its assortment of units standards, outcomes and assessment criteria (Department of Basic Education, 2017: 33). After twenty years into democracy, the state's ABET programme still fails to attract most adults who would be considered 'illiterate' as reflected in the low participation rate of less than 1%. This is the case even though the constitution recognises the right to adult basic education. Millions of South African adults remain illiterate. Since the implementation of ABET, numerous scholars have pointed to the failure of the state to properly deliver in a manner which respects, protects, promotes and fulfils the right to basic education (Viljoen, 2015: 67).

South Africa has low levels of literacy which can be attributed to apartheid policies which were in place before democracy in 1994. Apartheid has caused so much damage because it promoted inequalities and poverty along racial lines (Mckay, 2017: 54). These inequalities affected the delivery of services such as water, sanitation, electricity, and education. About 4.7 million adults have had no schooling and are considered illiterate. Another 9.6 million do not have an education beyond grade 7 and they require basic education (Statistics South Africa, 2015: 35). A larger percentage of these illiterate adults are in rural areas. About 24% of these adults are Africans, 10% are coloureds, 7% are Indians, and 1% is Europeans (Aitchison & Baatjes, 2016: 67). When the statistics of illiteracy is translated, the numbers are also a true reflection of the offender population. The majority of incarcerated blacks are without skills and education which they will need to use after release from correctional facilities. The effects of apartheid education were also felt post-1994. To alleviate this, educational programmes were set in place for offenders after 1994. My argument is that after 26 years of democracy, these programmes still fail to address the employment needs of offenders. This is manifested in the re-offending rate of offenders in South Africa. This has continued to take place because the system of education was inherited from apartheid.

To understand this problem better, we need to review South African education under apartheid. The Nationalist government formulated legislation in the Bantu Education Act of 1953 which gave it powers to provide Africans with inferior education. The legislation provided a low-quality, separate schooling for Africans, who would then be trained to become subordinates (Baatjes, 2016: 62). The system did not only separate provision of basic education, but even universities were also affected with separate provision and this resulted in missionary school closures because government stopped funding them.

In 1959, the system was extended to non-white universities and colleges with the extension of University Education Act (Moore, 2015: 54). Many black South African children did not attend school between 1976 and 1994 due to lack of compulsory education thus contributing to the massive need for adult education within the country at present. After 1994, the literacy situation was still unacceptable in South Africa. Statistics show that 96% of adults had no schooling at all and that 41% of the adult population had some primary school education in 1996 (Statistics South Africa, 2017: 50), and by 2002, only 54% of the population had completed some primary school education (Presidency, 2018: 24). The drop-out rate has led to an increased number of out-of-school youth.

The country still has a large number of out-of-school-youth which need adult education (Statistics South Africa, 2017: 44). Apartheid was designed to enforce obedience, communal loyalty, ethnic divisions, acceptance of allocated social roles, and identification with rural culture. The main aim of apartheid education was to keep Africans in a position of ignorance in an attempt to prepare the African child for a future which was described as “hewers of wood and drawers of water” (Vervoed, cited in Troup, 1976). The apartheid master-plans controlled the education and future of Black South Africans – economically, socially, psychologically and spiritually. This left African parents with limited options of either exposing their children to inferior Bantu Education or giving them no education at all (Troup, 1976: 22).

Because of the inferior education provided by apartheid legislation, the country is still faced with a challenge of out-of-school youth who have nowhere to go but ultimately find themselves incarcerated due to crimes they commit because they need to survive economically (Presidency, 2017: 26). The issue of skills shortage among ex-offenders remains because the problem inherited from the apartheid system has been carried over to affect those behind bars.

2.4 HISTORY OF CORRECTIONAL SERVICES IN SOUTH AFRICA

2.4.1 Correctional services in the years between 1960-1970

It is first and foremost important to give a brief outline of the history of prisons in South Africa order to understand the current situation. This section deals with the history of prisons in South Africa under apartheid from 1960 until its transformation in 1993 when education for offenders was introduced. Even after the transformation of prisons in South Africa, the educational programmes offered to offenders are still unable to address their employment needs, hence they continue to re-offend.

In 1959, the South African government promulgated the prison act, and it was meant to support the national policy of differential development. The problem with the act was that it further promoted racial segregation. Some argue that the main purpose of the act was the safe custody of offenders as opposed to providing essential services to offenders (Institute for Security Studies, 2016: 31). Furthermore, this new act perpetuated racial segregation within prisons; it also did nothing to transform the prison system. The act further entrenched the military character of the prison environment, and made provision for commissioned and non-commissioned officers (Van Zyl Smith, 2017: 104). The act did not give essence to the

internationally accepted meaning of the word 'parole' since it still required of paroled prisoners to enter into employment agreements with employers at low remuneration or to refuse parole. The new act further promoted corporal punishment for prison offences (Troup, 1976: 28). It is clear from the above statements that the act did not give any consideration for the rehabilitation of offenders except to further perpetuate violence on them and that had an impact on overcrowding.

Prisons were not used to keep prisoners in large numbers as a means of controlling political unrest before 1960. This changed in the process of time and incarceration of political prisoners became an important feature of the prison regime (South African Human Rights Commission, 2016: 46). Some scholars believe that this changed mainly due to prisoner's writings and legal challenges to the authorities on the outcry against prison conditions. Despite international pressure, the South African leaders maintained that the most basic necessities for survival were privileges, the granting of which was at the discretion of the system (Van Zyl Smith, 2017: 108). The incarceration of political prisoners resulted in the attack on the legitimacy of the prison system. The South African prison system further received international pressure and condemnation. The then government continued to be criticised for keeping political prisoners and for practising prisoner labour system (Troup, 1976). The issue of holding political prisoners inside prison changed with the unbanning of the political parties in 1990 (Van Zyl Smith, 2017: 111). During this time, the issue of prison labour was then the talk of the day.

The issue of prison labour has a debatable history in South Africa. Since time immemorial, South Africa operated on the understanding that prisons were places of punishment meted out through forced labour (Marshall, 2013: 18). Some scholars hold the notion that prison was made to be a place where prisoners could be rehabilitated through prison labour (Ngubane, 2015: 63). Some researchers believe that the use of prisoner labour was John Vorster's justification that it enabled the government to develop self-discipline and positive approach to work in general (Isaacks, 2017: 32). The fact of the matter is that prison labour was only meant to exploit and perpetuate violence against black prisoners.

2.4.2 Correctional services during 1980-1989

The judicial inquiry in South Africa reported that the incarceration of prisoners as a result of influx control measures was a major cause of overcrowding in prisons and it was not happy with these measures (Neser, 2016: 79). Changes started to take place with the closing down of prison out-stations and a general decline in the use of prison labour. The system of parole offenders underpaid contracts was also phased out. Despite these changes prisons remained overcrowded (Neser, 2016: 83). The State of Emergency declared in July 1985, overshadowed the few improvements that were taking place in the prison system. The mass detention of political prisoners during this period further increased the prison population. In 1988, significant amendments were made to prison legislation. This was done by removing racial segregation in the prison population (Aitchison, 2000: 87). With the phasing out of the prison labour system, being incarcerated still meant nothing more than sleeping, and eating because there were no educational activities taking place inside the prison. My argument is that the lack of skills encountered today by black masses is a handover of the apartheid system of imprisonment which did not take care of the educational needs of black prisoners.

2.4.3 Reforms in the early 1990's

The government made an announcement that it planned to introduce reforms in the prison system. The prison service was then separated from the Department of Justice and renamed the Department of Correctional Services. This caused important changes to prison legislation. A concept of dealing with specific categories of offenders within the community instead of inside prison was introduced (Van Zyl Smith, 2017: 113). However, it is the transition of the 1990s that gave South Africans a chance to reshape their perceptions of crime and punishment. Many attempts were made to bring about prison reform in South Africa, but this change was affected by the increase in the number of people being imprisoned and in resistance to change coming from the then prison administration (Muntingh, 2016: 65). Some researchers hold the view that the features of South African prisons have a close relationship with the conditions in the whole society (Diesel & Ellis, 2018: 34), while other researchers are of the view that prison life remains dominated by the existence of gangs that can wield a considerable degree of control over daily life in prisons (Pete, 2017: 72). Present prison conditions, characterised by the lack of essential services such as water, sanitation, hygiene, and lack of good educational programmes were inherited from apartheid. This state of affairs remains to this day.

This period was also marked by political figures developing a highly political view of crime during the course of the struggle against apartheid. It was assumed that crime among blacks would go down after the eradication of apartheid and as a result they advocated for enhanced

legitimacy of the state and its various organs and of the expected improvement in living conditions (Muntingh, 2016:127). However, the emergence of violent crimes as an important and worrying feature of South Africa has become significant as new high levels of crime have created tremendous political pressure for the government to be seen to be tough on criminals by encouraging judges to give longer sentences and by increasing the security of prisons (Diesel & Ellis, 2018: 39). While it is true that prisons do not form a perfect mirror of the wider society, they do reflect conditions in society at large in many ways, starting from the efficiency of their administration and the treatment offered to those convicted and incarcerated as the enemies of society.

2.4.4 Transformation of correctional services in democratic South Africa

This section discusses the changes that took place in the Department of Correctional Services from 1993 until 1998 when the Correctional Services Act was passed.

In 1993, the interim constitution was introduced. This constitution protected the rights of all citizens, including those of offenders. The interim constitution resulted in the introduction of a human rights culture into the correctional system of South Africa (Diesel & Ellis, 2018: 43). This has prompted the department always to ensure that incarceration entailed safe and secure custody under humane conditions. The court accepted the principle that a prisoner retains all his rights except those abridged by law, and the extent and content of such rights should be determined by reference not only to the legislation, but also to the common-law rights of prisoners (Handmaker & Parsley, 2016: 71). The White Paper on Policy in the Department of Correctional Services (1994) recognised that the legislative framework of the department should provide the foundation for a correctional system appropriate to a constitutional state, based on the principles of equality and freedom (Steinberg, 2016: 51). However, after many years since the promulgation of this progressive piece of legislation, some sections have not yet been implemented. Providing offenders with better education is still a paper provision. The ruling party also made commitments to transform South African society in all spheres. The Reconstruction and Development Programme (RDP), introduced in 1994, was a policy on which such transformation would be based (Van Zyl Smith, 2017: 117). In itself, the policy also focused on human rights and the rehabilitation of offenders. Education is regarded as a critical tool of rehabilitation of offenders, and as such, it is a human right, denying offenders a good education is equally denying them their fundamental human right.

Despite the human rights culture brought about by the new dispensation, the post-1994 transformation of the department continued to focus its attention mainly on safe custody. In 1996, the cabinet approved the National Crime Prevention Strategy which aimed at making the justice system more efficient and effective (Van Zyl Smith, 2017: 121). It aimed to provide a clear deterrent for criminals and reduce risks for re-offending (Dixon, 2016: 83). All these have not been achieved since re-offending rates remain high. When people do not have any means to sustain themselves, they find themselves committing crimes.

The liberal and humane legislative approach to prisons, a policy aimed at demilitarising the Department of Correctional Services has been in place since 1996 in the hope that it will aid a strategy of rehabilitation. This involved changing the structure, ranks systems and mode of address of prison officers and putting an end to militarised daily parades (Dixon, 2016: 86). The demilitarisation of the prison system together with all that it implies for the treatment of prisoners and the respect given to their rights has not been successful (Steinberg, 2016: 54). The prison administration remains marked by a military approach and culture. Although members are no longer assigned ranks, members and prisoners still refer to warders by their military rank. The brown uniform and boots still bear strong resemblance to army uniforms (Dissel & Ellis, 2018: 49). To a certain extent resistance to the more humane policy introduced by law is because the process of demilitarisation has been conceptualised in a narrow and mechanistic manner (Stapleton, 2018: 28). It was received with some suspicion and criticism by prison staff who had grown to appreciate the former order and who now saw the reforms as a threat to their security (Mckenzie, 2015: 136). If liberal intentions have not fundamentally changed the character of a harsh prison system, then one of the reasons is resistance on the part of a section of the state bureaucracy that perceives change as a threat to its own status.

When the constitution was passed in 1996, it provided the overall framework for governance in democratic South Africa, and all government departments were forced to align their core business with the constitution and other procedures within the framework of governance. The department undertook massive legislative reform in the period leading up to the passing of the Correctional Services Act (Act No. 111 of 1998) by parliament. The legislation represented a total departure from the 1959 Act and embarked on a modern, internationally acceptable correctional system, designed within the framework of the constitution of the Republic (Baatjes & Mathe, 2018: 67). My argument is that the departure itself was only on paper; it was not translated into action from the Department of Correctional Services. It seems as if there would have been more progress had the changes in policy been translated into reality.

2.4.5 The realignment of the Department of Correctional Services

This section deals with the realignment of the Department of Correctional Services. During this time, the department's strategic goal was revisited, unit management was introduced and this whole process was consolidated into an understanding of corrections as a holistic phenomenon encouraging social responsibility, social justice, active participation in democratic activities and a contribution towards making South Africa a better place to live in.

The period 2000-2003 was marked by consistent engagement with the strategic direction of the department, as role players have striven to interpret the purpose of the correctional system and unpack the policy direction necessary for successful delivery on rehabilitation and the prevention of repeat offending. The department hosted a National Symposium on Correctional Services in August 2000. The National Symposium was attended by 160 participants representing 70 stakeholder organisations, which recognised the need to promote a collective social responsibility for the rehabilitation and reintegration of offenders (Sarkin, 2017: 63). The objectives of the National Symposium were to develop a clearly articulated national strategy to attain the desired fundamental transformation of correctional services; create a shared understanding of the purpose of the penitentiary system; make a firm foundation for coherent and cohesive role-playing by all sectors of society; and achieve national consensus on the human development and rehabilitation of all offenders and their integration as productive and law-abiding citizens (Dissel & Ellis, 2018: 54).

As a result of revisiting of the Department's strategic role in the fight against crime, the department committed itself to step up its campaign to put rehabilitation at the centre of all its activities, by identifying the enhancement of rehabilitation services as a crucial departmental objective for the Medium Term Expenditure Framework (MTEF) period. The government acknowledged the critical role played by the Department of Correctional Services in the long-term strategy of crime prevention through the reduction of repeat offending through the provisioning of effective rehabilitation services to offenders (Sarkin, 2017: 66). The department identified the enhancement of rehabilitation services as a critical starting point in contributing towards a crime-free society. A white Paper in 1994 stated the government's belief that prisoners have the potential to change their behaviour and to be reintegrated as law-abiding members of society. The Correctional Services Act recognises the importance of rehabilitating prisoners and to promoting the social responsibility and human development of all prisoners

and persons subject to community corrections (Dissel & Ellis, 2018: 56). The Act also provides guidelines on how to implement this. The Act further states that the Department of Correctional Services must give access to as full a range of programmes and activities as is possible to meet the educational and training needs of a prisoner. A prisoner may also be forced to attend educational programmes (Vandala, 2018: 60). My argument is that this beautiful piece of legislation has not been translated into action because the Department of Correctional Services claims lack of human resources which highly constrains it. Many prisons have serious space problems to run educational programmes. The prison conditions do not allow effective teaching and learning to take place. However, the past years have seen a growth in the number of community services offered within prisons, and an increase in partnership projects between the department and private companies (Viljoen, 2015: 52).

The intended change from a punishment system to the rehabilitation of prisoners in a demilitarised system was a concept of unit management, borrowed from USA (Mckenzie, 2015: 89). The essence of this approach was to create smaller units of prisons to facilitate direct supervision, custody and control, and to contribute towards rehabilitation. The system began in 2001 and it is working well in the two private prisons (Kutama Sinthumule in Makhado and Mangaung prisons in Bloemfontein) (Dissel & Ellis, 2018: 58). The question that remains is whether the projects can be easily translated to older overcrowded prisons or not. Unit management, by design, is supposed to allow warders to play a role in the development of prisoners, but because of overcrowding in state prisons, it might not be feasible.

Among other new initiatives introduced was the establishment of the Judicial Inspectorate who is charged with the appointment of independent prison visitors. The role of these independent prison visitors is to deal with complaints of prisoners by reporting them to the Head of Prison and monitoring the way that they are dealt with (Viljoen, 2015: 55). One of the shortcomings of the independent visitors is that they have no means of ensuring that the recommendations they make are implemented (Dissel & Ellis, 2018: 59). Many of the complaints they receive relate to conditions in prison, which are systemic and they cannot be resolved by the Independent Visitor (IPV). This function needs to build credibility if it is going to be accepted by prisoners and to ensure its long-term sustainability.

Further development in the treatment of prisoners was the introduction of the concept of super-maximum security prisons. The facility was introduced to accommodate both sentenced and unsentenced high-risk prisoners. C-Max prisoners are held in 23-hour day isolation. They are

permitted to exercise in a small cage. There is a high emphasis on security and prisoners are cuffed to a stun belt whenever they leave prison and whenever they leave their cells (Dissel & Ellis, 2018: 61). The South African Human Rights Commission highly criticised the development of these prisons for not having clear objectives for creating super-maximum security prisons. The requirements for admitting prisoners into C-Max prisons are not clear and so are the criteria for release thereof (Dixon, 2016: 32). The feeling was that the concept of C-Max defeated the objectives of rehabilitation and was most likely to create more behavioural problems that might result in reoffending.

2.5 POLICIES AND STATE OF ADULT EDUCATION IN SOUTH AFRICA

This section deals with the policy frameworks, guidelines and legislative frameworks and current state of adult education. It discusses what lack of policy has done to the provision of adult education in South Africa. The chapter closes by discussing social development and social justice theories.

The provision of relevant educational programmes for young adults in correctional facilities cannot be fully grasped without an understanding of legislative and policy frameworks that are set to advance adult education for this sector. Since 1994 a series of legislations, policies and guidelines have been developed and enacted. The scope of this thesis will not permit an expanded discussion on these. I will only limit myself to three legislative frameworks, two policies, and two guidelines. These are the South African Qualifications Authority (SAQA) Act (1995); National Commission on Higher Education (NCHE) (1996); Higher Education Act of 1997; the National Plan for Higher Education (2001); and the National Qualifications Framework (NQF) Act 67 of 2008); the Report of the Minister on Articulation Policy (2013); National Articulation Baseline Report (2017); (PSET) (2013); Articulation Policy for PSET in South Africa (2017) and the guidelines that enable, promote and improve articulation initiatives (2018).

The Department of Education created policies which were aimed at enabling delivery of Adult Basic Education and Training which is developmental, flexible and targeted at the specific needs of particular people, and provides access to recognised certificates. Qualifications and units standards in eight sub-fields of the National Qualifications Framework were developed and registered between 1998 and 1999, in 1999, the first certification of adult learners took place (Baatjes & Mathe, 2018: 61). In 2001, the Department of Labour launched the National

Skills Development strategy, which aimed at raising the basic educational levels of all workers, with a specific target that 70% of workers would have a General Education and Training (GET) certificate by the end of 2005. However, there are challenges for the centralisation of adult education through the National Qualifications Framework. The challenges are that the institutionalisation of adult education through the Public Adult Learning Centres; the employment of school teachers on a part-time basis as adult educators; the development of unit standards based on qualifications; the delivery of a national learning programme consisting of combinations of learning areas; and the assessment system, through Umalusi, imitates the school system. This was criticised based on the fact that Public Adult Learning Centres have become 'schools' for adults, assuming that adults needs are similar to those of children, and that the 'pre-packaged' curriculum being taught in Public Adult Learning Centres reflects the categories of formal schooling (Muller, 2017: 45).

The state provides adult education in collaboration with the Departments of Correctional Services, Labour, Health, and Water and Sanitation (Walters, 2018: 83). For the state of adult education to improve budgets should be increased. According to the Social Development theory, development is governed by many factors that influence the results of social development efforts. There must be a motive that drives the social change and essential preconditions for that change to take place must be so powerful, enough to overcome obstacles that impede the shift from occurring (Jacobs, 2016: 33). The motive must be so powerful to overcome the barriers like lack of funding, and availability of educators.

With the dawn of democracy in South Africa and the introduction of outcomes-based education together with the National Qualifications Framework, whose main objectives were to enhance the quality of education and training, and accelerate the redress of past unfair discrimination in education and employment opportunities (National Qualifications Framework Act 67 of 2008). This was done with the idea of bringing social change. The aim of bringing the concept of social change was that it would offer better outcomes in the system of adult education. My argument is that the envisaged social change was supposed to be line with social development theory which maintains that social change is increasing awareness leading to better organisation. According to this theory, when society senses new and better opportunities for progress, it develops new forms of organisation to exploit these new openings successfully (Akosan, 2009: 109). The new forms of organisation are better able to harness the available social energies, skills and resources to use the opportunities to achieve the intended outcomes. Though physical resources are limited, social, mental and human resources are not subject to

inherent limits (Jacobs, 2016: 115). Even if these appear limited, there is no fixity about their limitation, and these resources continue to expand over time and such expansion can be accelerated by the use of appropriate strategies (Cleveland, 2015: 53). In my view, development is a process of social change, not merely a set of policies and programmes instituted for some specific results. Community colleges were introduced to serve the purpose of redressing the past inequalities. These were also intended to equip adults with skills for the labour market.

Instead, adult education has suffered a high drop-out rate of learners. In 2009, about 60. 000 learners registered for ABET courses at Public Adult Learning Centres, of these learners, only 50% enrolled for examinations (Rule, 2015: 99). The pass rate for indigenous languages was relatively high, the pass rate for other subjects was far lower in the same year (2009), about 21 000 adults enrolled for ABET examination for communication and numeracy (Independent Examination Board, 2015: 46). The pass rate for communication varied between 53% and 60% over the years 2008-2010, and for numeracy between 40% and 56% over the same period (Independent Examination Board, 2015: 52). It is evident that there are serious problems with provision, uptake, and achievement. Sector Education and Training Authorities (SETAs) have created obstacles to education and training because of their bureaucratic regulatory systems. The unrealistically broad and complicated mandate and growth faced by SETAs is not matched by capacity within these institutions. Many Setas have not been able to implement some crucial institutional mechanisms, many have not developed the ability to facilitate the allocation of skills development funds effectively, and have struggled to fulfill their quality assurance functions (Rule, 2015: 43). The education system's failure to implement its policies can also be attributed to a high drop-out rate of offenders in educational programmes.

It is 26 years since South Africa eradicated the apartheid regime. A lot has been achieved but much still needs to be done to solve the problem of injustices inherited from the past. South Africa still experiences the apartheid system mainly caused by the massive gap between the rich and the poor, and the issues of health, wealth, and access to education and attainment are still based on race. The majority of South Africans have yet to attain a decent living standard. Most black people are still poor; they are still receiving poor public services and institutions than the rich. People living in poor rural areas have fewer opportunities than urban residents. The main victims of the growth in unemployment are the youth and ex-offenders. The needs of the historically disadvantaged people must be addressed if we are to move forward as a nation.

For a very long time, education has been seen as a tool to provide a way out of poverty for individuals and also as a way of promoting equality of opportunity. The achievement of a greater social justice is closely dependent on equitable access by all sections of the population (including its offenders) to equal education (Rule, 2015: 47). Widespread and good quality education and training will allow more rapid economic, social, and cultural development of society as a whole. Although education does not guarantee economic growth, without it economic growth will not be possible (White Paper for Post School Education and Training, 2013: 38). There is a need to expand access to adult education opportunities far beyond what they are now in order to fulfill the nation's potential in social and cultural development.

The failure of the educational system to implement its policies has resulted in many offenders dropping out of the educational programme offered inside correctional facilities and this has resulted in social injustices. Among other objectives of the Higher Education Act (1997) are to promote tolerance and develop the potential of every student and employee, and to provide for national and local community needs. It is clear that all these issues have remained legislative ideals and their failure stood to defeat social justice. According to Social justice theories, the value of social justice is inherent in how many individuals derive pleasure from it (Apple, 2017: 74). These thinkers are of the view that things which are not useful cannot be just and ethically justifiable. In this case, providing educational programmes which are not able to address the needs of offenders cannot be justified. The maximum good of the most significant number of individuals was regarded as the basis of justice (Freire, 2015: 176). The limited number of educated adults against the number of illiterate adults who still need education defies the principles of social justice. The amount of money earmarked for mainstream education against the small budgets allocated for adult education is unjust. According to this theory of social justice, utility ought to be the measure of good, right, morality, progress and justice. It is stressed that justice must be demonstrated, and the welfare of the needy and the oppressed be protected (Freire, 2015: 179). For these thinkers, whatever is useless, evil and unjust, must be reformed or changed in the interest of the greatest number of individuals (Apple, 2017: 77). All questions of distribution are to be resolved by reference to their consequences; a socially just allocation is the ultimate allocation that produces the most significant sum of happiness.

2.6 FACTORS INFLUENCING CURRICULUM IMPLEMENTATION OF ADULT AND COMMUNITY EDUCATION PROGRAMMES

The following section presents factors that influence the curriculum implementation of Adult and Community Education programmes. The section begins by outlining what curriculum entails since there are different shades of meaning to it. The factors are economic growth, technological development, and educational growth. It is understood that these factors are the ones essential to the making of a curriculum for Adult and Community Education, and without them no adequately functioning curriculum is possible.

2.6.1 What curriculum entails

There are many disagreements on the meaning of curriculum. Here, a helpful point of departure might be the definition provided by John Kerr: 'all the learning which is planned and guided by the school' (Smith, 2015: 30). On the other hand, it is important to consider context when defining curriculum. The concept of curriculum cannot be taken out of context, and the context in which it was formed was the school. This definition only makes sense when considered alongside notions like class, teacher, course, lesson, and content (Smith, 2015: 31). Furthermore, the curriculum is not an independent concept; it has instead developed around teaching and within particular organisational relationships and expectations. It therefore goes on to mean that if the context is changed, the process also varies. The words 'curriculum' and 'programmes' can be used interchangeably since they share the same meaning. When informal educators take on the language of curriculum, they are crossing the boundary between their chosen domain of informal education formal education. It is clear from these definitions that curriculum is not only limited activities that take place in a school, since education is something more than schooling (Foreman, 2016: 32).

This section will attempt to give a discussion on what ought to be, because at present the curriculum of adult and community education programmes offered to offenders does not advance economic growth, political growth, technological development, or educational growth. My argument is that the situation could be turned around should all these factors be taken into consideration when planning the curriculum for offenders.

2.6.2 Economic growth

Work forms an integral part in the life of an adult, hence Adult and Community Education provides the space for the development of technical vocational knowledge and skills that could make employment possible. While technical skills are essential for every country, the

economic purpose of education should never be elevated above the personal, social and political goals. There is a narrative that technical skills lead one directly into employment, however, it is important to remember that human beings are much more than mere workers, instead, they are family members, community members, activists and much more. Therefore, education must be all of a human being and not just focus on the work part of one's life. By the same token, in order for adults to provide for food, clothing, and shelter, they should have employment. For them to be employed they must possess certain skills. As such work takes up much time for many adults, Adult and Community Education should be more concerned with preparing people for work, helping adults who wish to acquire or improve their work skills. There are two essential purposes of education in relation to work, namely: to educate people to see their lives as a whole and to educate those who are in position to effect or exercise leadership in order to engineer the world of work (Apps, 1979: 57). The implication is that adults have to see work as an integral part of their daily living. Those who are in positions of leadership ought to create work opportunities that will make people sense fulfillment after they have completed it (Saya, 2017: 154). The curriculum of Adult and Community Education programmes should therefore be designed to equip learners with work skills, which will in turn help grow the economy.

Another economic benefit of adult and community education is to sustain individual and societal improvement. Social progress brings with itself a general development in the community with regard to economic, social and cultural aspects. Economic and social conditions determine the role and function of education. Society and education complement each other with the sole aim of bringing better economic conditions for the community (Sabates, 2015: 106). Education affects the person being educated together with his family and the whole community. Raising more efficient people for a prosperous society is the duty of education institutions (Turkkehraman, 2015: 64). Society cannot carry on without education, and the opposite is also true. Development in every field within the social structure is a part of a general community development and change, and is closely related to other institutions in the community (Turkkehraman, 2015: 67). The education system and the economy are two closely related social institutions. School provides instruction and personality formation which enables economic progress and community development. Alongside economic growth as one of the factors influencing the implementation of adult and community education is political growth which will be discussed hereunder.

2.6.3 Political growth

Through Adult and Community Education, countries can effect changes towards levels of voter participation. Adult learning can inspire change in attitude and as a result a change in behaviour. It can also support the development of greater trust in shared norms, other individuals and the government, and more civic cooperation (Field, 2015: 29). Participants in Adult and Community Education have a reduced risk of adopting extremist attitudes and they have greater chances of developing a more tolerant behaviour (Prenston & Feinstein, 2016: 156). Adult and Community Education teaches people to become politically active, and as a result participate in politics. A study in Sweden has also shown that participation in Adult and Community Education can also lead to a generally positive attitude in life (Tuijaman, 2016: 59). It is therefore important for adults to enroll in adult education programmes so that they can become politically active citizens.

How people live together and lead their lives is less often dictated by convention and can take on a more individualised form. This results in a greater risk of exclusion in all sectors of the population. People become socially excluded in employment, social relationships, and from their civil rights (Kil, 2016: 36). Through Adult and Community Education, a wide range of activities can be addressed. Many studies confirm that Adult and Community Education can help in bringing social inclusion (Field, 2015: 35). It is therefore important for adults to engage in Adult and Community Education programmes in order to address challenges in their lives.

People can develop social networks through political connections (Feinstein, 2016: 32). There is a relationship between Adult and Community Education and democracy. The gap that exists between the economy and adult education is not wide since investment in Adult and Community Education has to extend across people's entire lifespan and also be considered as a civil right (Field, 2015: 56). Most education is about teaching children or adults how to fit in, to conform, and not to ask questions. It is about serving the interests of those in power. Instead, education should be about getting people to understand their situation more fully and why things are the way they are (Saya, 2017: 90). Education should also teach people to think deeply and act to change what is wrong and unjust. It is through Adult and Community Education that those marginalised and excluded from the benefits and privileges of mainstream society can play a vital role in shaping, improving active citizenship (Field, 2015: 58).

One major cause of development failure in many African countries is the lack of recognition of civil society by not giving them a voice in decision-making and means to participate effectively in society. This is manifested in abuse of human rights, social injustice leading to the exclusion of important segments of society which also have constitutional barriers to social progress and have paved the way to violent conflicts (Field, 2015: 62). Adult and Community Education is an indispensable tool for social economic and political progress in any society. It is therefore, necessary for curriculum planners of Adult and Community Education to cater for political growth when designing curriculum.

Adult and Community education plays a vital role in helping people understand their community, society and the world in which they live. People increase their knowledge through Adult and Community Education, and in so doing make informed decisions as well as judgments about everyday living circumstances. It also plays a role in encouraging participation in community life and the broader society including identifying with others in similar situations in different parts of the world (Candler, 2017: 31). While Adult and Community Education should deal with local issues, concerns and struggles facing communities, it should also be able to deal with both national and international issues too (Saya, 2017: 93). People often think of community development as a local approach to problem-solving with the globalisation of the economy and the emergence of international organisations concerned with social and/or economic issues. Community developers need to rethink their approach to incorporate a global dimension. Poor communities throughout the world share many things in common, for example, access to housing, jobs, water, sanitation, health facilities, and infrastructure. While community members do not view community education as the solution for resolving social issues and concerns, they see it as a means that can play a role in addressing them (Saya, 2017).

2.6.4 Technological development

In this present age of technology, two out of four employees usually spend most of their time processing information, hence self-directed, self-motivated lifelong learning has become a vital necessity for citizens of all ages, if they are to keep abreast of the political, economic and social changes going on around them. However, poorly qualified adults are finding themselves marginalised by the impact of the media and are unable to benefit from new learning opportunities. They find themselves being gradually excluded from society. Many studies have shown that Information Technology is a valuable tool for extending learning opportunities to

broader sectors of the community (Foreman, 2016). Not only can it stimulate new learning attitudes but it is also a powerful medium for developing formal and informal learning environments which empower, liberate, transform and create new roles, relationships and processes, particularly for those who encounter difficulties in traditional learning situations. Information Technology can overcome learners' fears of being judged, heighten motivation and raise self-esteem when implemented effectively. Access to modern technology conveys messages about being valued members of society, thereby opening up opportunities for equality (Smith, 2015: 78).

Not much has been done to assess the value of Information Technology in adult learning. Few educators of Adult and Community Education programmes have been allowed to discover Information technology training approaches. The most incredible advances in this area come from company training sectors where the many resources invested in updating employees' skills are even further increasing the gap between members of the workforce and the socially excluded. In France alone an annual budget of 45 billion is spent on in-service training (Smith, 2015: 80). Given its objective to develop lifelong learning, the European Union predicts that significant ongoing developments will continue in this sector over the next decade, in particular through the contribution of the multimedia product (Nora, 2016: 39). Technology has transformed society throughout history. Computers and the internet have changed how people interact in society, and the way educators interact with learners. Both educators and learners prepare themselves for the real world of technology. Technology has changed the way society looks. The growth of the internet has forced a shift in society that will never look backwards. Developments have taken place to make life easier for human beings. Computers help people perform tasks effectively and efficiently so that human error can be minimized (Smith, 2015: 83). Computers have had an incredible impact on society due to their advancement, space exploration took place, vehicles and airplanes were designed differently, the entertainment world has become more entertaining, and medical science has discovered more cures for diseases. Furthermore, computers have also caused social change due to the uses of them as well as acceptance into society by people (Candler, 2017: 43). Relationships among people have changed since the introduction of the personal computer. Interpersonal relationships are uniquely different than ever before. Human interaction is very different today from what it was in the 20th century because of the development of computers (Candler, 2017: 47). It is through technological developments that inter-personal relationships have changed and are uniquely different since the introduction of the personal computer.

The change in interpersonal relationships has also changed the way in which people do business. The use of electronic mail has increased the way both people and businesses communicate. It is more convenient to send an email than make a phone call or visit an office, thus a sense of personal relationship is lost and in some cases never learnt (Hussen, 2017: 67). The curriculum of Adult and Community should take into consideration the issues surrounding the use of technology in this era so that adults are not left out. Adults should be able to know what is happening in their country and the whole world. Adult and Community Education classrooms must be equipped with technology so that adults are not excluded (Candler, 2017: 52).

2.6.5 Educational growth

The aim of education is to sustain individual and societal improvement. Educational programmes and policies play a very important role in bringing social and individual improvements. Social progress brings with itself a general development in the community with regard to economic, social and cultural aspects. Both social and natural conditions determine the role and the function of education. Education and society complement each other hence society cannot carry on without education; education cannot take place without society. Education affects the person being educated together with his family and the whole community. It is the duty of education and educational institutions to raise more efficient people for a more prosperous society (Turkkahman, 2015: 86).

Development and progress can change the structure of a community by following the socio-economic policies to improve the prosperity levels of community members. Development is a social and economic process. Social development is a concept that indicates the increasing level of communities in terms of knowledge, mentality and life. Development in every field within the social structure is a part of general community development and social change and is closely related to other institutional arrangements in the community (Smith, 2015: 84).

2.7 CHARACTERISTICS OF LEARNERS ENROLLED IN ADULT AND COMMUNITY EDUCATION PROGRAMMES IN CORRECTIONAL FACILITIES

This section presents the characteristics of learners enrolled in Adult and Community Education programmes in correctional facilities. It is through a discussion of these characteristics that one will be made to see that adult learners enrolled in academic

programmes while incarcerated are by far different from learners in other educational programmes outside correctional centres and in the mainstream education. A discussion is made on psychological, physical, and educational characteristics. My argument is that those responsible for the education of offenders, for example educators, were only trained to teach learners in the mainstream education, they do not have any understanding of characteristics of learners who are adults, neither do they have any training on the specific teaching of offenders.

Offenders differ in backgrounds, thus ranging from the functionally illiterate to university or post graduate students (Hall, 2018: 60). In the U. S, many offenders have not completed high school education (Woolard & Daglis, 2015: 37). Offenders are generally an uneducated class compared to the community and have lower literacy skills to handle everyday tasks they may confront. Offenders who are engaged in educational activities are less likely to immerse themselves in violence, drugs and other unlawful activities while in correctional centres (Ripley, 2016: 53). Research reveals that many correctional facilities are filled with offenders who belong to the most uneducated class of society. In South Africa, about 20% of all adult offenders are illiterate and another 41% are functionally illiterate (Department of Correctional Services 2017: 96). About 39% of the prison population in South Africa have below grade 10 education, and have difficulty in reading and writing (Department of Correctional Services, 2017: 113). However, offenders enrolled in Adult and Community Education programmes share the following characteristics.

2.7.1 Psychological characteristics

Many offenders are behind their age group when it comes to educational achievement. The majority of these offenders have severe academic problems (Conrad & Cavros, 2017: 54). Many offenders were incarcerated before they could receive a second chance in education. They cannot cope with education because of their family backgrounds. Offenders lack adequate skills and have a wide range of problems. Many offenders experience high rates of mental disorders. Studies reveal that offenders are more likely than the general population to have illnesses like personality disorders and depression (Butler & Cain, 2015: 57).

It has been discovered that a tiny percentage of offenders obtain high-quality treatment while in correctional facilities due to mental health and substance abuse problems (Mears & Travis, 2015: 33). Offenders are more likely than the general population to have psychological illness

and as a result very few of them receive high-quality treatment while in correctional facilities due to mental health and substance abuse problems. It is therefore clear that studying becomes a problem to many offenders due to the prevalence of psychological illness (Mears & Travis, 2015: 36).

It is true that offenders cannot achieve academic success because of mental problems. Over and above that, in a correctional centre, mental disorders will go undiagnosed and untreated, which results in the chance of participating in education to diminish (Woolard & Daglis, 2015: 52). Studies reveal that low literacy is high in correctional facilities and the number of offenders with learning problems is higher than in the general adult population (Tolbert, 2009: 48). Studies also reveal that female offenders had significantly higher rates of mental disorders when compared with other women in the community. Also, females come to the correctional centre with high levels of multiple mental disorders as compared to the general community (Tyle & Muller, 2009: 49).

2.7.2 Physical characteristics

Offenders are reported to have higher rates of physical illness (Heng, Tam & Rose, 2007: 117). Studies reveal that many offenders have a history of failure and need strong positive reinforcement. Some offenders have particular problems, or physical problems which need special training and properly trained educators. Young adult offenders go through the process of psychosocial development that is very crucial in defining the road to maturity. Young adult offenders experience unique effects of incarceration such as emotional problems which staff may see as hostility (Woolard & Daglis, 2015: 104).

2.7.3 Educational characteristics

Low literacy is prevalent in correctional centres and the percentage of offenders with learning disabilities is higher than in the general population. Studies reveal that educational needs of adolescents and other developmental issues with regards to programmes for young offenders have also been ignored (Tolbert, 2009: 72). Many countries fail to provide education to offenders with learning disabilities due to lack of funding, staff and equipment problems (Tolbert, 2012: 54). It has been reported that learner discipline is not a problem because the majority of offenders prefer to be in class than to be assigned to other jobs within the

correctional centre, however, young offenders tend to exhibit behaviour patterns which are not conducive towards an ideal educational setting (Ripley, 1993: 50). Research has revealed that young offenders have the potential of changing their behaviour and development by achieving high-grade levels during adolescence (Woolard & Daglis, 2015: 56). Educators need to understand these educational characteristics since young offenders require more support to develop skills that can help them progress in education in preparation for future employment.

2.8 PRINCIPLES OF ADULT LEARNING

The section below provides a discussion on the andragogic principles and their implications for teaching and learning. The principles are the self-concept; prior learner's experience, readiness to learn, orientation to learning, capacity of adults to learn, and learning as an internal process. These principles are important because they are there to give guidance and understanding to adult education teacher. Once one understands these principles one will realise that the teaching of adults is very different from that of teaching young children.

2.8.1 The self-concept

According to this principle, a child enters the world in a state of complete dependency at birth and comes to accept as normal the will of the imposed adult world. The child is regarded as a full-time learner and the concept of dependency is encouraged and reinforced until the last possible moment (Knowles, 1970: 131). Knowles contrasts the situation of a child with that of an adult who possesses a new and different self-concept and no longer has a typical role as a full-time learner. The adult enjoys a new status as a worker, spouse, parent, and citizen. These roles involve non-educational responsibility; they reflect the adult's ability to make independent decisions and to be self-managing and self-directing.

The individual who had developed the perception of being self-directing reached the point of becoming an adult. At that point the individual experienced a deep need to be perceived by others as being self-directing. A significant result of this shift in self-perception was that adults tended to avoid and resent being in situations that treated them like children. On the other hand, there were some of the obstacles that adults had to overcome if they were to succeed in their learning and these are called emotional blockings and negative associations with childhood learning (Knowles, 1970: 133). This implies that some adults retained a memory of being treated with disrespect in the classroom. This memory led to anticipated pain and

reluctance to engage in further learning (Knowles, 1970: 136). The expectation of some adults that teachers would regard them as children was so strong that they would exert pressure on the teacher to behave accordingly, where a teacher succumbed, resistance and resentment were seen as outcomes. The difference between children and adults as learners is the difference in assumptions people make about their self-concepts. The implication for teaching is that teachers should design instruction around a learner's needs and goals. Teachers should ask why they need to learn because adult learners learn best when there is a specific motive for learning.

2.8.2 Prior learner's experience

According to this assumption, as people grow, they accumulate a growing reservoir of experience that becomes an increasing resource for learning. Adults have a greater volume and different kinds of experience from children. Adults are a rich resource for learning; and they tend to be less open-minded because of fixed habits and patterns of thought (Knowles, 1965: 73). According to this principle, an adult's identification of self is based mainly on experience. Experiences for children are things that happen to them, and they are external events that are not integrally related to self-identity. The situation for adults is different from that of children; their experience is them. An adult establishes his self-identity based on the accumulation of a unique set of experiences (Knowles, 1970: 137).

Adults can learn better when they bring life experiences and knowledge to the learning environment. This experience and knowledge include work-related, family and community events and circumstances. Adults learn more effectively when they can relate new knowledge and information with previously learned knowledge and experience (Knowles, 1998: 65). The implication for teaching is that teachers should provide opportunities for learners to reflect upon and share their already acquired knowledge and experience. Teachers should create learning activities that involve the use of past experience or knowledge. Teachers should ask learners to identify similarities and differences between what they are learning and what they already know (Knowles, 1998: 69).

2.8.3 Readiness to learn

This principle holds the view that as a person matures, his/her readiness to learn becomes increasingly oriented to the developmental tasks of his/her social roles. The adult's social

development is of the same order of importance as the child's physiological and mental maturation. Adults tend to be more motivated to learning something that helps them solve real-life problems. The internal needs of learners become compelling motivators. Individual differences are seen as variables. Variables are grouped into categories of individual learner differences. Purposes and goals for learning are seen as developmental in relation to individual, institutional and societal growth (Knowles, 1998: 61).

Teachers should ask learners about the reasons why they are interested in learning. Learners should be able to identify the connection between understanding and satisfaction of a personal need. Again, learners should be able to make a connection between the learning content and each learner's long term objectives. Teachers should ask learners to discuss in groups the short-term and long-term benefits of learning a particular content (Holton, 2010: 59). Adults have preferences for the way in which they learn. Some prefer learning by doing; others prefer learning by observing, while others prefer learning by listening (Swanson, 2012: 115). This, by implication, means that not all learners will respond to a given teaching method. Teachers should use a wide variety of techniques to accommodate all learners. Learners should be at liberty to learn using methods that suit them (Swanson, 2012: 118).

2.8.4 Orientation to learning

This assumption is of the view that as a person matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application and accordingly his/her orientation toward learning shifts from one of subject-centered to one of problem-centeredness (Knowles, 1970: 142). Adults generally prefer a problem-solving orientation as opposed to subject-centered learning. Furthermore, adults learn better when information is presented in real life contexts. Adults will not be motivated to learn if the context does not relate to any of their life experiences (Knowles, 1969: 76). This implies that teachers should ask learners to identify what they would like to learn about. Teachers should establish clear learning objectives that make the connection between the learner's needs and learning content. They should also share examples and stories that relate learning content to the learner's current challenges. They should also engage learners in identifying the challenges they face and the importance of learning in addressing these challenges. Furthermore, teachers should also follow theories with practical examples and applications to demonstrate the relevance of learning (Knowles, 1998; Holton, 2010; Swanson, 2012).

2.8.5 The capacity of adults to learn

According to this assumption, adults can learn throughout life. Lack of practice is an inhibiting factor in adult learning. The basic ability to learn remains unimpaired throughout the lifespan of adults. If individuals do not perform well in learning situations it could be because adults who have been away from systematic education for some time may underestimate their ability to learn, and this lack of confidence may prevent them from applying themselves wholly. Another reason is that the methods of teaching have changed since most adults were in school so that most of them have to go through a period of adjustment to new conditions. Furthermore, various physiological changes occur in the process of aging, such as decline visual acuity, reduction in speed of reaction, and lowering of energy levels, which operate as barriers to learning unless compensated for such devices such as loud sound, more extensive printing, and slower pace. Again, adults tend to respond to external sanctions for learning than to internal motivation (Knowles, 1970: 144). Teaching implies that teachers should take into consideration the rate at which adults learn and be patient with them since they learn differently from the way children do.

2.8.6 Learning as an internal process

This principle is of the view that learning is an internal process. The notion of a teacher transmitting knowledge can no longer be regarded as useful for understanding the learning process of adults. Where the teacher functioned as transmitter of information, the focus tended to be on the subject matter not on the students. The methods that most directly involved students in self-directed study would produce the most outstanding learning. The implication is that learning is an internal process (Lindeman, 1976: 36). As an internal process, learning is controlled by the learner and engages the entire person intellectually, emotionally and physiologically.

The central dynamic of learning has the experience of the learner, which is the interaction between an individual and his environment. Experience has a significant impact on learning. Faith in the ability of individuals is also crucial in how adults learn. It requires that educators should suppress their compulsions to teach what they believed students learn in favour of helping students to learn for themselves what they wanted to learn. An adult educator's failure to possess such faith could hinder learning. Learning should be identified with self-inquiry and

it should deny the educator any real ability to teach another person. An adult educator should be defined as one who has some responsibility for helping adults to learn (Knowles, 1970: 148). The adult educator has the responsibility for facilitating the planning by suggesting procedures and coordinating the process of learning. The adult educator is to serve as a procedural technician - suggesting the most effective ways the students can use in executing their own decisions to learn and serve as a resource coach who provides substantive information (Knowles, 1970: 151).

2.9 EXPERIENCES OF OFFENDERS ENROLLED IN ADULT AND COMMUNITY EDUCATION PROGRAMMES

It is very important in this section to give a presentation on the experiences of offenders enrolled in Adult and Community Education programmes. Offenders have different understandings of those in systematic education. Among others is the correctional facility environment, the admission process in the correctional centre, substance abuse, offender transfers, infrastructure, funding, and staffing.

2.9.1 The correctional facility environment

The correctional centre environment is not always favourable for academic success. There is much noise in correctional centres. This unfavourable environment is caused mainly by overcrowding. Offenders sing and talk as they walk throughout the day. Correctional centres lack a quiet place for studying after school hours and lack of space for group work (Tam, et al, 2011: 75). Overcrowding has exceeded 100% in South African correctional centres, which means there is a great need for infrastructure. Overcrowding continues to undermine the development of adult education programmes for offenders. The challenge of shortage of classrooms hampers the quality of adult education programmes provided in correctional centres (O'Brian, 2015: 62). Overcrowding is so high in South Africa's correctional centres such that it creates difficulty for the Department of Correctional Services to provide meaningful Adult and Community Education programmes for offenders (Ntsobi, 2015: 23). Overcrowding does not only pose a threat to physical and human resources, but also sacrifices the fundamental processes of health provision and education within the correctional facilities (Sithole, 2009: 61). Correctional facilities should have a designated area for study after hours. This area would enable offenders to study and have group discussions; however, this is not possible due to the problem of overcrowding which continues to undermine the development

of adult education programmes for offenders. The challenge of shortage of classrooms hampers the quality of adult education programmes provided in correctional facilities (O'Brian, 2015: 65).

There is a relationship between offender population and the ability of correctional centre management to perform its primary constitutional duties (which is managing programmes aimed at the rehabilitation of offenders). Learning sometimes takes place in areas, which are not initially designed for learning because of overcrowding (Heng, et al, 2011:78). The oversight of learning environment issues in offender education is, for political reasons, like refusing to face managers with the reality that the correctional centre environment is not conducive to teaching and learning (Watts, 2011: 42). Overcrowding results in declining correctional centre conditions, and it is therefore evident that young offenders are more likely to return to crime than they would have, had they been incarcerated in humane correctional facilities. This is evident from the fact that although there are educational programmes available for offenders, the re-offending rate remains high (Harr, 2006: 57).

2.9.2 The Admission process in the correctional centre

The admission process in the correctional centre is not an easy transition for offenders. The nature of this situation is related to an accurate assessment of the offender population. The stress and depression associated with this challenging life interferes with cognitive functioning (Piccone, 2009: 94). When an offender is admitted into a correctional centre, an interview takes place between him/her and an educator in order to determine the learning needs of such an individual offender.

After this interview, an offender's education plan is developed. To develop an appropriate curriculum for the offender, considerations are given to prior knowledge, abilities, and needs of learners together with the availability of resources (Noad, 1998: 56). Age and risk levels of offenders, operational issues of the correctional system are also given consideration when developing the curriculum for offenders. Educators make everyday decisions about which offenders may be taught and which may not be taught. The system is faced with a problem of the inability to admit more learners. Although many offenders are interested in attending classes, not all of them can be accommodated in the Adult and Community Education programmes due to shortage of resources (Liebowitz, Robins & Rubin, 2010: 134). Because

of the challenges offenders face, they tend to push education to the bottom of the list of their priorities.

Participation in Adult and Community Education programmes is not an immediate priority for offenders who have to go through some traumatic effects of being incarcerated such as separation from family and friends, bullying and court appearances. These offenders have a difficulty in attending classes and they also have disobedient school behaviour (Zan, 2008: 70). Another factor that results in non-attendance of classes is that some are attending behaviour management courses to deal with frustrations of not being able to control anger issues (Bhatti, 2010: 33). To have an effective delivery of educational programmes inside correctional facilities, all factors leading to non-attendance of classes should be addressed by the management of correctional institutions.

2.9.3 Substance Abuse

Most adult learners in correctional centres begin to exhibit a number of learning deficiencies including addictions to cocaine as soon as they begin to attend classes. Others show they have significant criminal histories, unbalanced or severe problems forming relationships and may have been on substance abuse (Jones, 2007: 31). People who abuse substances often experience problems including academic difficulties, health, poor social relationships, and crime. Absenteeism from school and increased dropping out of school are among problems associated with substance abuse among young adults. Low level of commitment to education appears to be related to substance abuse among adult learners (Hawkins, Calatons, & Miler, 2009: 117). Drugs affect the brain and these result in a major decline in its functioning (Abot, 2010: 36).

Drugs also affect the concentration levels among learners. The low concentration levels will result in learners losing interest in schoolwork. Most of the psychoactive drugs affect the decision-making process of learners, creative thinking and the development of the necessary life and social skills are also negatively affected. Substance abuse also interferes with the awareness of an individual's unique potential, and as a result affects their career development (Kivuvi, 2009: 35). Alcohol and use of substances may interfere with academic performance and may also present obstacles to classmates (United Nations, 2008: 73). There are substance abuse programmes available in correctional facilities, and they however, need to be strengthened in order for them to become more effective.

2.9.4 Offender transfers

Offenders are often transferred from one correctional facility to the other without their permission and that usually happens without notice. Studies have shown that one out of eight offenders enrolled in Adult and Community Education programmes leave the correctional facility before obtaining a qualification (Flanegan, 2006: 42). An offender transfer is one common reason for offenders not participating in educational activities because they somehow know they will be transferred before they complete their studies. In a study of offenders in the United Kingdom, it was found that the main reason for offenders failing to complete a course was the fact that they had been moved from one correctional facility to the other. Almost 50% of those who responded to the survey gave this reason. It was claimed that positive steps made through vocational courses and skills training were reversed due to mass movement of offenders in the United Kingdom during 2008 (United Kingdom Centre for Social Justice, 2008: 120). Again, the transfer of offenders is often undertaken at short notice and this has adverse effects on the offender's learning (United Kingdom Centre for Social Justice, 2008: 122). Offender transfers pose a serious threat to the education of offenders, management of correctional institutions should put necessary measures in place so that whenever offenders are transferred, their education is not affected.

2.9.5 Infrastructure

It is challenging to implement educational programmes in many African countries due to lack of infrastructure. Lack of infrastructure is critical obstacle to adults' ability to access education while serving their sentences. The available infrastructure is usually not sufficient for learners in the correctional centres. This problem affects the effective implementation of educational programmes (Sarkins, 2017: 65). Those who run correctional centres acknowledge that their priority is to maintain control of the environment by maximizing security. They further agree that education is not the top priority of the penitentiary system around the world (Lawrence, 2014: 56). Adults committed crimes for different reasons such as economic problems, peer group pressure, psychological problems and behavioral problems. Lack of infrastructure is the most common barrier to the success of Adult and Community Education programmes in most correctional centres around the world (O'Brian, 2015: 72).

Libraries are a very important aspect of offenders' education. In a correctional centre, all offenders are allowed to get learning materials from the library at certain times; however, these necessary facilities that are common to customary educational institutions, such as comprehensive libraries and computer laboratories, usually are not available in a correctional centre environment (Allen, 2011: 15). Libraries are becoming increasingly multi-information media centres with computers, magazines, newspapers, audio tapes and electronic mail systems available to support teaching and learning (Ripley, 2003: 51). Offenders cannot work without access to modern technology (Watts, 2010: 82). They attend classes without chalkboards and desks and this is primarily caused by a lack of infrastructure (Hawley, 2014: 37). It is clear from the above that educational programmes in correctional centres suffer a severe problem of infrastructure and this can be attributed to a lack of funding (Laird & Chovez, 2013).

2.9.6 Funding

While education is a constitutional right for all South Africans, a tiny percentage of the education budget has been allocated to adult learning in the form of ABET by Provincial Education Departments. Over 90% of the provincial allocation has gone to Public Adult Learning Centres (Pillay, 2009: 53). Despite the norms and standards policy of the National Education Department and the recommendations of Programme Based Funding, there is little evidence of this in practice. Funding of adult learning, through the skills levy and a new injection of funding into a National Literacy Campaign has increased substantially. There is however, some concern about quality relating to efficiencies and effectiveness (Pillay, 2009: 55). This problem of ineffectiveness is mainly due to inadequate funding and monitoring by the departments.

Many offenders leave correctional centres having not participated in Adult and Community Education programmes due to lack of funding. Although Adult and Community Education programmes have scored some success, the budget for them has not been equivalent to the increasing offender population (Tolbert, 2012: 60). Funding needs to be restructured to increase Adult and Community Education programmes participation by offenders since it is possible to rehabilitate them through educational programmes (Burton, 2009: 37). The unavailability of funds affects the stability of Adult and Community Education programmes, and the availability of the resources offered to offenders. State financial support is crucial to ensure offenders' access to educational programmes. Funding affects the availability of resources

such as books, desks, chairs, computers, and an increasing lack of funding causes the decline in participation rates of offenders in Adult and Community Education. It is evident therefore that to provide offenders with the necessary foundation to become productive members of society, adequate funding is required (Harr, 2006: 28).

2.9.7 Staffing

Many countries use educator volunteers, university students, professors and educators from the mainstream education in the communities and universities to address the shortage of educators (Semmens, 1998: 92). The need for suitably qualified educators affects the delivery of Adult and Community Education programmes offered to offenders. In many instances, educators who are teaching in such programmes only possess the qualifications necessary to teach in the mainstream education. Teaching adults requires some form of specialised training. Offenders too, need people who are trained in this area (Coley & Burton, 2010: 36).

Lack of qualified specialised trainers to carryout Adult and Community Education programmes in correctional centres poses a severe challenge to many correctional facilities around the world. In European countries, the provision of Adult and Community Education is a legal requirement for offenders, hence teachers and trainers in correctional centres are required to have specialised qualifications related to teaching in correctional facilities (Coley & Burton, 2010: 38). Shortage of well-trained staff has an impact on all areas of service delivery. Some correctional centres experience the lack of officers to accompany offenders from their cell to their classrooms and the educators are not allowed to escort offenders to the classes. This also affects teaching and learning because if there are no officers to escort offenders, it means no classes will take place that day (Howard, 2012: 72). Inadequate staffing hampers the planning and delivery of Adult and Community Education programmes in correctional centres and consequently reduces the effectiveness of Adult and Community Education programmes for offenders. Lack of knowledge and experience by educators entails loss of confidence and sense of helplessness (Tolbert, 2012: 64).

Many correctional centres in South Africa experience a shortage of qualified educators. Offenders leave correctional centres without achieving this means of rehabilitation (Education) because of a shortage of staff (Department of Correctional Services, 2015: 42). Educators of Adult and Community Education are expected to be fully qualified and professional. Educators need generic teaching and computation, which are supplemented by additional skills and

capacity related to the correctional environment. The work of educators in correctional centres bring with it additional set of challenges requiring psychological, pedagogical preparation, social, and on-going support in the framework of continuing teacher training (Syncliar, 2015: 32). The shortage of educators can also be addressed by giving correctional centre educators the same remuneration and benefits similar to other schools in mainstream education. Furthermore, it can also be addressed by utilising peer tutors. These are offenders who are qualified and trained to help in teaching educational programmes.

2.10 EXPERIENCES OF EDUCATORS OFFERING ADULT AND COMMUNITY EDUCATION PROGRAMMES FOR OFFENDERS

The capacity to deliver compressive Adult and Community Education programmes inside correctional centres depends mainly on available resources. Sufficient resources are not available to provide the necessary education to offenders. Learners studying inside correctional centres, having no access to resources, will have limited learning experience (Watts, 2010: 73). Furthermore, educators in a correctional facility environment struggle to provide the required care within the institutionally prescribed prohibition on relationship with offenders. Educators aspire to create a humane environment where honest conversations with learners are possible. However, this is not possible because educators are not even allowed to exchange personal information with learners, give rewards to learners and have any discussion with them other than learning/teaching (Bhatti, 2010: 67).

It is believed that educators in correctional centres must learn to care, but they should also know that caring relations have boundaries. The uniqueness of the correctional facility culture and the need for security presents challenges for educators. Correctional centres comply with strict programmes that may not be conducive to learning (Wright & Gehring, 2011: 41). Difficult cultural circumstances may make it impossible for educators to practice democracy. Despite the challenging environment, communication between educators and correctional centre management may bring opportunities for different forms of democracy to take place (Wright & Gehring, 2011: 107).

Educators are not allowed to give information which may have security implications. Educators are also not allowed to have special friendships with their learners. They have to remain as professional as possible (Bhatti, 2010: 69). In correctional centres, learners are labeled as inmates to belittle them as human beings due to the authority given to staff by the correctional

centre, with the communication styles that turn offenders from subjects into objects. However, many educators do not comply with this. To attend learners' needs, educators compliment, show concern, and use respectful forms of address by calling their learners by their first names. In most cases, some educators protect learners' self-esteem by not marking scripts with a red pen, since this color stigmatizes and reminds learners of their failures in the mainstream education (Wright & Gehring, 2011: 109). Educators are cautioned about manipulation during induction and informed not to talk too much about themselves. Most topics are prohibited and discussions should only be about learning (Bhatti, 2010: 71). Health-related reports including mental health are not given to educators, so they have to learn about their learners on their own (Bhatti, 2010: 78).

Another factor that makes it challenging to address the educational needs of the offenders is a shortage of qualified educators and other educational professionals in a correctional centre environment which results in many offenders facing challenges in achieving educationally. Offender-educator preparation programmes focus only on content, equipping educators with little information about the reality of teaching in correctional environment (Jovanic, 2011: 63). More in-service opportunities are required for educators in a correctional facility. Academic or professional courses in teacher education should be offered at the university, which could provide in-service training for educators who work with learners with diverse abilities. In addition, mentoring should be put in place for new educators. Educators with experience working in a correctional environment could also help new colleagues understand the correctional education system (Tam, et al, 2011: 174).

Educators work with learners who may be illiterate or innumerate and have more severe learning problems than learners studying with tertiary institutions. The nature of programmes initially focuses on those offenders without educational and social skills. Offender education provides help for offenders who have difficulty in reading and writing. It allows offenders to develop their artistic and other skills. Basic education skills that contribute to life skills are prioritised (Watts, 2010: 72). In correctional centres, furthering studies at tertiary institutions is a challenge because it is seen by management as a luxury. However, the tertiary education programme content is not aimed at helping offenders after release, except for the claim to enable them to find employment. Information Technology should be made available to offenders since they can use it when they return to their communities (Greenberg, 2011: 64).

2.11 MODELS OF IMPLEMENTING ABET PROGRAMMES

This section discusses models of implementing Adult and Community Education Programmes. They are the humanistic model, Programmed Approach, Adoptive Evolutionary Approach, the Project Approach, Concerns based Adoption Model. In this section a brief essence of each model, the advantages and disadvantages of the models will be discussed. The section will also provide a figure for every model that is concerned. An understanding of various implementation models is vital in order to guide future practice.

2.11.1 The Humanistic Model of Weinstein, G & Fantini, M. D (1970)

The Essence of the Humanistic Model

Socio-psychological factors and cognition are linked together so that learners can address their problems and concerns. This model is also called a “curriculum of effect”. The Humanistic Model moves from a deductive organisation of curriculum to an inductive one.

According to this model, learners are identified according to various characteristics such as their age, grade level, common cultural and ethnic group. The focus is on the group as opposed to individuals. Group lessons are arranged for most students. Knowledge of shared characteristics and interests is considered as a prerequisite to differentiating and diagnosing individual problems. The institution determines the learners’ concerns and assesses the reasons for these concerns. The learners’ concerns include the needs and interests of the learner’s self-concept and self-image. The teacher attempts to develop strategies for instruction through diagnosis to meet learners’ problems. Emphasis is placed on how learners can gain control over their lives and feel more at ease with themselves. For this model, the learning content is organised around three major principles: life experiences, attitudes and feelings of the learners, and the learners’ social context (Weinstein & Fantini, 1970: 28).

Learning includes the basic skills of learning how to learn. They assist learners to deal with the content vehicles and problem-solving in different subject areas. Self-awareness skills and personal skills help learners deal with their own feelings and how they relate to others (Beaucamp & Taylor, 1981: 31).

FIGURE 1: The Humanistic Model

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				Content vehicle			
				Content vehicle			

Advantages Humanistic Model

The model emphasises autonomy and free will when choosing behaviour. The model aims at finding an alternative approach to scientific psychology by concentrating on objective experiences of individuals, and its meaning which cannot be studied in experiments. Furthermore, it is the only model in psychology which places the individual's subjective experience and meaning. This model places focus on the whole individual. Client-centered therapy is supportive of individuals with problems and treats them with respect. It is seen as a non-directive form of treatment. The model also views the person as an active agent. Again, the model promotes the idea of personal responsibility.

Disadvantages of Humanistic Model

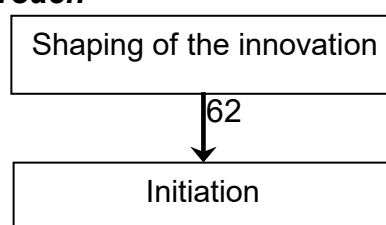
The disadvantages are: It is too optimistic with regard to human behaviour. This means that it assumes individuals are born good and will choose positive paths for their lives, however, freewill and choice are limited for some individuals. This kind of assumption is too general and can be misleading. There is too much emphasis on subjective experience such that it is challenging to study. Furthermore, the approach is not scientific, and it does not use any rigorous, objective methods and does not make predictions that can be proved or disproved. The approach also places emphasis on conscious awareness. This limits the scope of humanistic approach as it ignores things that are out of conscious awareness. Client therapy cannot help individuals with complex problems. Lastly, the approach lacks empirical support.

2.11.2 Programmed Approach of Leithwood, K. A and Montgomery, D. J (1980)

The essence of Programmed Approach

The Programmed Approach aims to solve the implementation problem by concentrating on weaknesses in the specification of the product, for example, gaps in the specification of innovations practices; failure to articulate the innovations implication for teachers' behaviour; theoretical inadequacies concerning intended objectives of an innovation (Leithwood & Montgomery, 1980).

FIGURE 2: Programmed Approach



Advantages of Programmed Approach

By using Programmed Approach, learners will work individually. Students can proceed at their own pace and at a time convenient to them, to avoid embarrassing the slow learner. Again, this approach provides a method of teaching project leaders in local communities. Those who setup Programmed Instruction units may be motivated to plan their efforts more thoroughly than with traditional teaching. Furthermore, programmed materials can be prepared for and adapted to fit almost any local situation related to nationality, economic or cultural variations in a community. Materials can be exchanged from country to country and from state to state, giving flexibility and variety to extension offering (Leithwood & Montgomery, 1980: 52).

Disadvantages of Programmed Approach

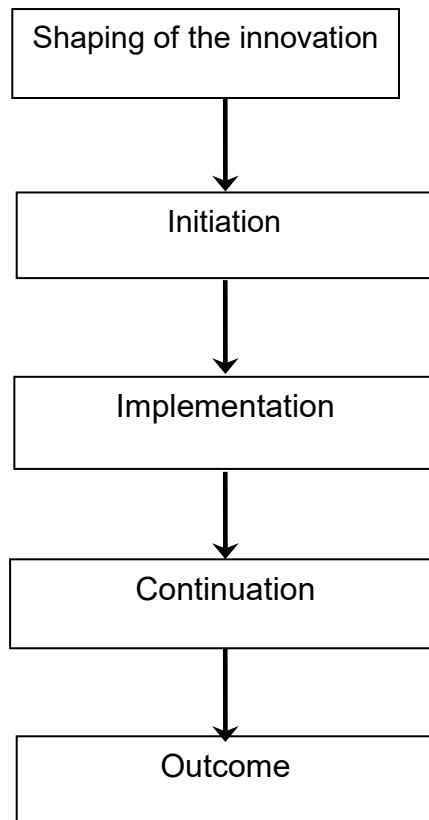
The preparation of Programmed Instruction material is time-consuming. Motivation is necessary for students, whether they are staff members or laymen. The extension teacher must keep in touch with their students working on units and let them know he is interested in progress and keeping in touch. This may be difficult to do in the case of a high level of competition. The technique may be new to particular students and they may not complete units satisfactorily because they don't adequately understand Programmed Instruction. Programmed Instruction that is done on an individual basis at a student's home or offices would likely have to be limited to the linear type. While this could be effective, it may not have the potential that more sophisticated computers would have. Special attention must be given to the problem of teacher motivation in order for this method to succeed.

2.11.3 Adoptive-Evolutionary Approach of Mulder, M. B (1987)

The essence of Adoptive-Evolutionary Approach

The approach accepts that the innovation will be modified during its implementation. This approach is of the view that it is empirically impossible, conceptually unsound, and socially unacceptable, to solve the implementation problem by programming the persons concerned by putting the innovation into reality through detailed elaborations of the desired practice; and step-by-step specifications for the process of implementation. The approach aims to stimulate practitioners to use their practical situational knowledge for implementation and to modify the original models according to the demands and resources of the specific locality.

FIGURE 3: Adoptive-Evolutionary Approach



Advantages of Adaptive-Evolutionary Approach

The approach is useful in adapting an innovation to situational characteristics and it necessitates relearning and reflection on practice. It calls practitioners to engage in the process of implementation actively.

Disadvantages of Adaptive-Evolutionary Approach

It is complicated to evaluate success when this model is used since it does not provide standard criteria from the beginning. The new curricula fail to be implemented because those in charge of the efforts had a distorted understanding of the culture of schools.

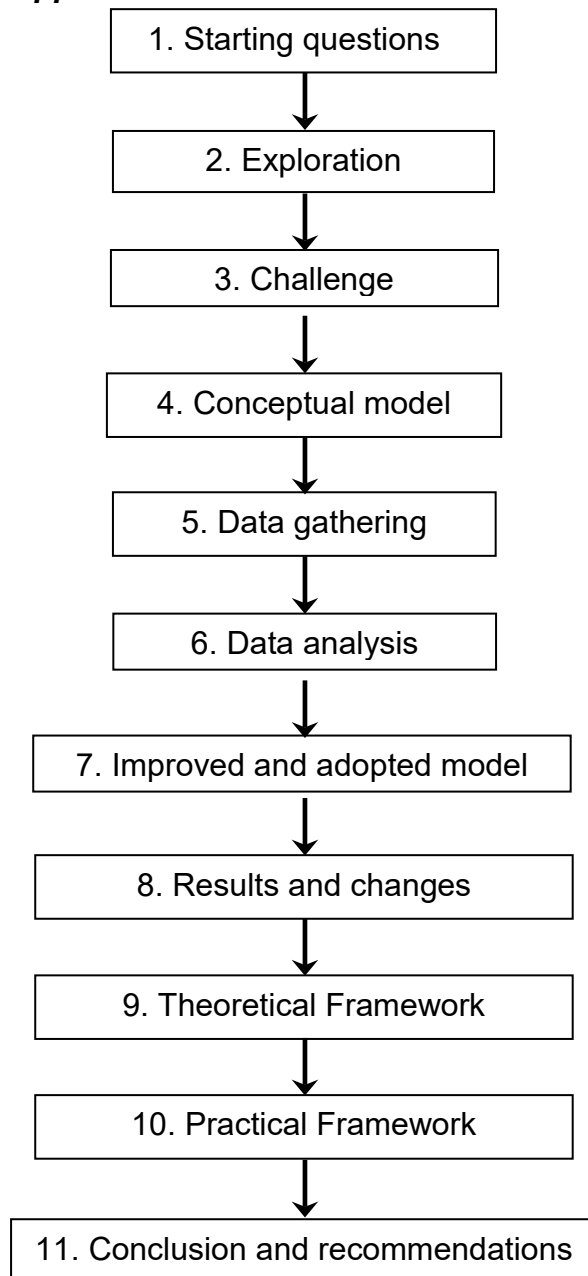
2.11.4 The Project Approach of, L. G & Chard, S (1993)

The essence of the Project Approach

The study of local everyday topics becomes attractive to learners when teachers encourage children’s curiosity and help them ask questions. Young children’s learning is energised as they become part of the community of investigators and share in the findings of their inquiry. Children become practitioners in the pursuit of knowledge alongside their teachers. Teachers coordinate different interests, and support small groups as well as individual queries as these

emerge. The approach encourages learners to participate actively. This type of learning differs from the preplanned lessons of a published curriculum. The emphasis of this approach is on the context in which learning is intrinsically motivated and engaging to young children. Curriculum goals can be integrated into project work through careful observation and skillful planning on the part of the teacher.

FIGURE 4: The Project Approach



Advantages of Project Approach

Project Approach is suitable for Teachers who wish to offer children opportunities to apply skills and knowledge they acquire through direct instruction. It can serve as a useful and meaningful compliment to a more typical, systematic form of instruction. The Project Approach is also suitable for children with the right conditions under which to develop desirable dispositions (Marcon, 1992: 13).

Disadvantages of the Project Approach

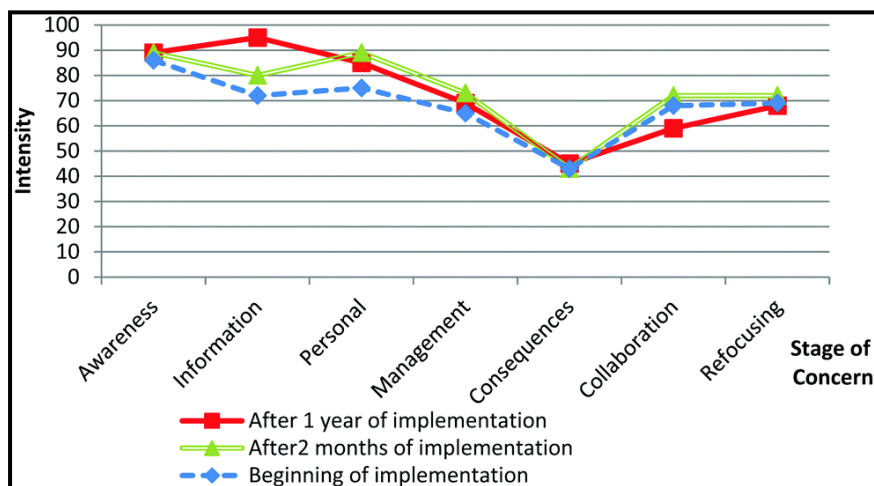
There are many ways to incorporate project work into curriculum or teaching style (Kate & Chard, 2000: 4). The Project Approach seems very complicated for many teachers to apply. There are no specific directions to use such as a teacher's manual or a guide for writing lesson plans. Thinking how to plan for a project to unfold may seem difficult for teachers who are new to the Project Approach. Learning how to conduct a project work is a developmental process for both the teacher and children. This approach only speaks to children, and it does not say anything about adults, the approach is irrelevant to the correctional centre context where adults are taught.

2.11.5 Concerns- Based Adoption Model of Straub E. T (2009)

The essence of Concerns-based Adoption Model

The Concerns Based Adoption Model provides a different view on facilitating adoption of change. It is about the process of change that teachers go through every time they engage in something new (Sweeney, 2011: 23). According to this model, teachers have concerns that need to be attended to in order to proceed to higher levels of curriculum implementation (Horsely, 2012: 27). The model is concerned with describing, measuring, explaining and understanding the process of change experienced by teachers trying to implement the curriculum material and teaching practices (Anderson, 2011: 36). The model describes how people develop as they learn about innovation in curriculum change and implementation. The Concerns Based Adoption Model sees the teacher as the focal point in curriculum change. Teachers are characterised as change agents in the education system. Concerns Based Adoption Model treats curriculum change and implementation as a process while other models treat curriculum change as an event.

FIGURE 5: Concerns-Based Adoption Model



Advantages and of Concerns-Based Adoption Model

The Model focuses on innovations. It is a powerful tool for diagnosing teachers' implementation efforts by tracking the progression of adopters' concerns and their behaviors related to the use of innovation. The model seems too efficient since it uses fewer resources in the implementation and monitoring of change (Bellar & Dyer, 2012: 42). The Concerns Based Adoption Model eases the problems as well as diagnoses group and individual needs during policy and curriculum adoption process. The model can facilitate the change process by addressing the practical and cognitive concerns of teachers (Straub, 2009: 56).

Disadvantages of Concerns-based Adoption Approach

The disadvantages of the Concerns Based Model are: it will take more time in effecting change, and this will mean more resources will be needed. Growth is dependent on an individual other than the institution. It therefore means that change will not occur within the institution if its members do not change. The model assumes that the individual is more important than the institution. This model spells out how new programmes will look like when it is in operation. This predictive nature of the model can run the risk of misleading curriculum planners. Once teachers' practice becomes routine, they do not progress to higher levels which is a result of lack of time, and thus limiting them to reflect whether their teaching practice is consistent with policy expectation (Hope, 2009: 84). Again, teachers face the situation of having to implement innovations with limited usage instruction, and without a clear understanding of the innovation's purpose or their role in what they are asked to do. Consequently, teachers are motivated to move from an awareness stage of concern and orientation level may return to the classroom and implement the innovation in a manner which is not in line with what the developers of the change initially intended (Hall & Hord, 2011: 132).

According to this model, if resources for introduction, implementation and sustained adoption of such innovations are inadequate, teacher implementation challenges may increase. In the absence of adequate resources, teachers find themselves struggling to understand and use newly introduced educational innovations (Hall & Hord, 2011: 136).

2.12 CONCLUSION

This chapter dealt with national and international literature review on the implementation of Adult and Community Education programmes. A conceptualisation of Adult Education and Literacy was provided and a discussion on the origins of Adult and Community Education was reviewed in this chapter. focus was placed on the policies and state of Adult and Community Education in South Africa, the characteristics of adult learners were also explored here. Experiences of learners enrolled in Adult and Community Education programmes in correctional centres were discussed alongside the experiences of educators offering Adult Education programmes for offenders. These experiences were found to be very different to those of educators in main stream education. The chapter closes by discussing models of implementing Adult and Community Education programmes. The Humanistic Model, Programmed Approach, Adoptive-Evolutionary Approach, The Project Approach, and Concerns-Based Adoption Model were examined as models that guide programme implementation. Though these models are very fundamental in driving curriculum planners to ensure that the institution implements the correct programmes that are suitable to its learners, it is important to indicate that the models discussed above, like many other models, are not relevant to learners in a South African context. This is because those who formulated these models had no idea of an African student when they did so. This is so because these models were shipped from Europe and it thus becomes challenging to contextualise them for a South African learner who also happens to be an offender.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study was aimed at evaluating Adult and Community Education and Training programmes for offenders in Limpopo Province. Scientific research involves the application of different methods and procedures to create scientific knowledge. This section discusses research methods that were used during the empirical stages of the study. The chapter also gives a presentation of the research design. A research design is important because it connects the data to a study's research questions and to its conclusions. The chapter also provides a discussion on population and sampling. Furthermore, the chapter provides a discussion on data collection and analysis and closes by providing a discussion on ethical issues.

3.2 RESEARCH APPROACH

To understand the types of challenges which affect the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province, the researcher decided to undertake an implementation study (Creswell, 2011: 133). The knowledge gained from this undertaking was used to draw a model which will guide the best future practices. It is hoped that the design will help create a sequence that connects the empirical data to a study's research questions and to its conclusions (Yin, 2002: 102).

This study is qualitative in nature in the sense that it produces descriptions of how and why people do certain things. It is closely connected to the critical research paradigm and a humanist approach to the people being researched (Winberg, 2017: 79). Because of its qualitative nature, the study was able to allow participants to give responses based on their subjective views with regard to how they perceive the implementation of Adult and Community Education and Training programmes (Merriam, 2009: 67). This is also supported by Creswell (2011: 136), when he asserts that qualitative research is an inquiry that explores social or human problems. In other words, qualitative research is a naturalistic and interpretative approach that is concerned with understanding the meanings that people attach to phenomena in their social setting and it involves those phenomena in all their complexity (Stake, 1995: 139).

The aim of employing a qualitative approach was to provide an in-depth understanding of the meaning that participants attach to the Adult and Community Education and Training programmes for offenders in Limpopo Province. The researcher also understood that the programmes being studied have many dimensions, so he wanted to portray the issue in its multifaceted forms (Lincoln, 1998: 108). Through the use of a qualitative approach, the researcher collected detailed information to describe and analyse how ACET programmes operate (Patton, 2009: 63).

A descriptive case study was employed to enable participants to provide an in-depth knowledge of how ACET programmes for offenders in Limpopo are implemented. Furthermore, a descriptive case study was used in order to describe natural phenomena which occur within the data in question (Yin, 1984: 115). A descriptive case study is used to better address how and why questions (Yin, 2002: 79) regarding the implementation of the Adult and Community Education and Training programmes for offenders in Limpopo Province. This is so because a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Creswell, 2011: 139).

This study has a developmental element because it intends to develop a model that will guide future best practices of Adult and Community Education and Training programmes. An implementation design is used because it seeks to investigate the extent to which the programmes are being implemented and the challenges that are being encountered. The study also has an evaluation element because it intended to evaluate the success of the programme in terms of its aims and objectives (Patton, 1987: 56).

Human beings, because of their social nature, can interpret their surroundings and can carry out actions that are important to them. Furthermore, human beings can modify their actions and then contribute to the enactment of a new reality which is meaningful to them. Evaluations are undertaken to influence the actions and activities of individuals and groups who have, an opportunity to shape actions based on the results of the evaluation effort (Yin, 1994: 103). The essence of a case study is to illuminate a decision or a set of conclusions: why they are taken, how they were implemented, and with what results (Yin, 1994: 107).

3.3 POPULATION AND SAMPLING

3.3.1 Population

Sampling deals with deciding from where the interview data will be generated. It is important because it will help answer the research questions. Sampling is always drawn from the population. Population refers to phenomena, events, or people who share similar characteristics. The sample must be able to reflect the image of the population. The main objective of sampling was to obtain generalisations about the implementation of the Adult Community Education and Training programmes for offenders in Limpopo Province (Yin, 2002: 50).

3.3.2 Sampling

The study was conducted within Correctional Centres in Limpopo Province in South Africa where Adult and Community Education and Training programmes for offenders are offered. Limpopo Province had a population of 10,000 offenders by the year 2015 (National offender population profile in the Department of Correctional Services, 2017: 39). The sample of this study was drawn from Correctional Centres located in the two Management Areas as follows: Thohoyandou Management Area (Thohoyandou and Makhado Correctional Centres) and Polokwane Management Area (Polokwane Correctional Centre). The study sample included two ACET learners, two ACET educators, and one centre manager from each correctional centre. The total sample for this study was fifteen participants.

Purposeful sampling was drawn before the data collection process (Merriam, 1998: 141). The participants were chosen because they were more likely to have more knowledge and information about the implementation of ACET programmes the researcher was evaluating (McMillan & Schumacher, 2014: 318). Purposeful sampling was used in order to select participants who would provide information-rich data for this study, for example, centre managers were chosen because the researcher somehow knew that they would provide rich data regarding the training of the educators and their experience, which would not come from the learners (Patton, 2017: 127). Participants were also selected based on their knowledge and verbal eloquence to describe a group which they belong to. The learners (who are offenders) were able to give specific information peculiar to their experiences, for example, how it is difficult for them to study in the cells. Offenders could best provide this information.

This is also supported by Yin (2011) when he says that purposeful sampling is the selection of participants to be used in a study, based on their anticipated richness and relevance of information to the study's research questions.

3.4 DATA COLLECTION

Data collection is a circle of interrelated activities aimed at gathering information, which is necessary for answering research questions. It involves proposing participants, gaining access and establishing rapport so that participants will be suitable for data collection approaches (Patton, 2017: 129). The techniques used are document analysis, observation and interviews.

The study seeks to evaluate Adult and Community Education and Training programmes for offenders in Limpopo Province. In a qualitative study, the exploration and description of the case take place through detailed, in-depth data collection methods (Creswell, 2011: 121).

The study used documents, observations, semi-structured interviews and mini-conferences as instruments for collecting data. The use of these instruments is discussed hereunder. It is important to mention that before the researcher could gain entry into the correctional centre, he had to write an application requesting permission to conduct research in correctional centres. The request was submitted to the Department of Correctional Services Head Office. The Head Office is the only body that grants permission to any member of the public or institutions who want to conduct research in any of their correctional centres in the country.

After a month the researcher was approved to conduct research in the correctional centres. Arriving at the correctional centres the researcher found that the people on the ground were not aware of his visit. The visit had only been communicated to the Regional and Area Commissioners. The Heads of Correctional Centres and Heads of Education in the centres were not informed as such and it became difficult to start with the research. The researcher had to wait for the Heads of Education to communicate with their principals in the Area Office. The researcher was then allowed to commence with the research after two weeks of waiting.

Before the data collection process could start, the researcher had to sit down with the Heads of Education explaining in detail the research objectives. The Heads of Education helped secure meetings with all the other participants.

Phase 1: Document analysis

Information from documents is important in a case study because it supports evidence from other sources of information. Data from documents include policies, assessment tasks, announcements, administration documents and many more (Yin, 1994: 115). It was important for the researcher to go through the policy document on Adult and Community Education and Training programmes for offenders. The reason for going through the documents was to understand the preparations that were made for the ACET programmes. The other reason was to support and strengthen research (Corbin & Strauss, 2008: 171).

Data were collected from existing documents about ACET programmes for offenders. The focus was the type of programmes offered, learning areas, time allocated for lessons, teaching and learning materials, and assessment.

Phase 2: Observation

The reason for doing observation was to work towards a greater understanding of the case being studied (Stake, 1995: 63). The following issues were observed:

Activities and interactions: The researcher observed how the educators presented the learning content in the classroom as well as the interactions between the educators and the learners. These observations provided rich data with regard to how the objectives are met (Sheroz, 2013: 68).

Physical setting: The nature and quality of classrooms which learners use in the correctional centres were observed in order to determine the degree to which they affect teaching and learning. The classroom furniture and other equipment were also noted to see if the setting met the requirements of a classroom. The standard classroom should have desks, tables and chairs, an overhead projector, and a board. The objective of observing these features was to see if they could render effective teaching and learning.

Phase 3: Semi-structured interviews

A qualitative interview is an interaction, a conversation between an interviewer and a participant in which the interviewer has a general plan of inquiry but not a specific set of questions that

need to be asked in a particular order (Stake, 1995: 64). In qualitative interviews, the researcher can follow detailed information, or may decide to explore the many dimensions of the unknown angle. Furthermore, the researcher wanders along with the participants and asks questions that provoke them to tell their own stories of their lived world (Babbie & Mouton, 2001: 132).

This study used semi-structured interviews in which participants provided facts about the case (programmes) as well as their views and perceptions. Participants were identified based on purposeful sampling. A practical interview was arranged in order to produce the most useful data to answer the research question. Lastly, a place of conducting interviews was chosen (Yin, 1994: 106).

Semi-structured interviews are regarded as the most regular source of data in qualitative case studies (Yin, 2013: 99). It is argued that though interviews are time-consuming, the researcher can make follow-up questions where necessary. This study utilised semi-structured interviews for learners, educators and centre managers and they were about programme planning, implementation and their relevance in the lives of the learners. The information derived from these interviews was verified through observation and document reviews (Yin, 2009: 108).

The learners were interviewed through semi-structured interviews to obtain their views about the ACET programmes offered to them inside the correctional facilities. The learners gave their own opinions and feelings about the programmes. They further gave their own recommendations as a way of coming up with ideas that can help improve the programmes.

The educators of the ACET programmes were also interviewed. This allowed them to give insight into their experiences, qualifications, training, salaries, staffing, time allocated to lessons assessment activities, curriculum, study strategies for learners, funding and other challenges they encounter in the teaching of the programmes.

The centre managers were also interviewed in order to establish the following: challenges in managing the implementation of the programmes such as funding, staffing, learner and teacher support materials, qualifications and training of educators, infrastructure, and strategies that are in place to manage the implementation of ACET programmes for offenders.

Phase 4: Mini-conference

The fourth phase of the data collection of this study is from a focus group or mini-conference. I had a mini-conference with the centre managers and educators. The mini-conference was held at Polokwane Correctional Centre inside the centre manager's boardroom. The session was scheduled to take place at 10h00.

Traditionally, focus group or mini-conferences is a way of collecting qualitative data, which involves engaging a small number of people in an informal group discussion focused around a particular topic or set of issues (Wilkinson, 2014: 56). This is a small structured group with selected participants who typically consist of between six and 10 participants, however, the size ranges from a minimum of four to a maximum of 12, depending on the purpose of research (Krueger & Casey, 2015: 113). I have decided to use mini-conference because I realised that they are economical, fast, efficient methods for obtaining data from many participants (Krueger & Casey, 2015: 114).

I called upon three participants per correctional centre which were two educators and one centre manager to discuss together with me what in their view are factors contributing to the success and failure of Adult and Community Education and Training programmes for offenders in Limpopo Province. This is so because mini-conferences are set up to explore specific topics, and individuals' views and experiences, through group interaction (Wilkinson, 2014: 59). All nine participants from three correctional facilities managed to attend the mini-conference. Three participants were from Thohoyandou Correctional centre, three were from Makhado Correctional centre, whereas the other three were from Polokwane Correctional centre.

The nine participants were divided into two groups, and five had to discuss and make presentations to answer the question: what are the factors that contribute to the success of Adult and Community Education and Training programmes for offenders in Limpopo Province? The remaining four had to discuss and make presentations to answer the question: what are the factors contributing to the failure of Adult and Community Education and Training programmes for offenders in Limpopo Province?

The mini-conference was necessary in the sense that it was a way of listening to people and learning something from them. It enabled access to participants who may find one-on-one interaction intimidating. This is so because mini-conferences are naturally less threatening for many research participants, and this environment is helpful for the participants to discuss

perceptions, ideas, opinions and even thoughts (Krueger & Casey, 2015: 116). By creating multiple lines of communication, the mini-conference offers participants a safe environment where they can share their ideas, beliefs, and attitudes in the company of people from same socio-economic, ethnic and gender backgrounds (Denzin & Lincoln, 2016: 161).

The mini-conference was also used as a first step towards developing a model which could be used as the guide for the best future practice of Adult and Community Education and Training programmes for offenders in Limpopo Province. Since the participants in the mini-conference came from three correctional facilities which are cases of this study, meeting them in one room provided me with an opportunity also to validate the data which was collected from the individuals.

This phase of data collection was also used as a learning process for the participants to improve their own work situations. This is so because mini-conferences can create the possibility for a more spontaneous response, and can provide a setting where the participants can discuss personal problems and provide possible solutions (Duggleby, 2016: 37). During the session, I made sure that individuals could express their personal views and experiences. The use of mini-conference helped me to obtain a detailed account of strategies which were useful when implementing adult and community education and training programmes for offenders (Patton, 2012: 72).

3.5 DATA ANALYSIS

Data analysis involved the process of interpreting the data collected through all the stages of data collection (Merriam, 2009: 123). The data were made to be more manageable by means of organising them into categories and interpreting it, searching for recurring patterns to determine the importance of relevant information (McMillan & Schumacher, 2014: 315). The researcher began by coding each unit into as many categories as possible and in the process of research the data were put into existing categories or existing categories were improved, if not then new categories emerged (Marshall & Rossman, 2013: 134).

The data collected from documents and observations were thematically summarised through of the following steps:

3.5.1 Familiarising oneself with data

This first step is crucial since it provides the foundation for subsequent analysis. The initial ideas were written down and recorded since it was important for the researcher to have an understanding of the content of the interaction and to familiarise himself with all aspects of the data (Miles & Huberman, 2014: 133).

3.5.2 Generating initial codes

Once familiar with the data, the researcher then started to identify preliminary codes, which were the features of the data that appear exciting and meaningful. These codes are more specific than themes, but indicate the context of the conversations.

3.5.3 Searching for themes

The researcher at this stage decided whether to put together, separate, refine, or discard initial themes. Data within articles should cohere meaningfully, while a clear and identifiable distinction between themes was made. This was done over two phases, where the themes needed to be checked concerning the coded extracts (Phase 1), and then for the overall data set (phase 2). A thematic map was drawn from this step.

3.5.4 Defining and naming themes

This step involves refining and defining the themes and the potential sub-themes within the data. The ongoing analysis was required to enhance the identified themes. The researcher provided names and clear working definitions and these definitions captured the essence of each theme in a concise manner. A unified story of the data emerged from the themes at this point.

3.5.5 Producing the report

The researcher transformed his analysis into an interpretable piece of writing by using vivid examples that relate to the themes, research question, and literature. The report relayed the results of the analysis in a way that convinces the reader of the merit and validity of the analysis. The researcher ensured that the report does more than offer a description of the themes and

portrays an analysis supported with empirical evidence that addresses the research question (Braun & Clarke, 2013: 39).

Furthermore, the data collected and recorded from semi-structured interviews and mini-conference with participants were grouped into themes, then analysed using thematic analysis. Data were further analysed to allow categories and patterns to emerge, and it has resulted in having more manageable data. The researcher used cross-case analysis to make differences and similarities of one unit of information with another looking for recurring patterns in the data such that they would be able to align the data into categories.

3.6 ETHICS AND TRUSTWORTHINESS

Ethics and trustworthiness are important, because they provide the basis for assessing the objectivity and credibility of the research. Increasing credibility involves efforts to assure the accuracy and inclusiveness of recordings that the research is based on as well as efforts to test the truthfulness of the claims that are being made about those recordings (Mitchell, 1998: 71).

3.6.1 Ethics

Research ethics refers to the application of moral standards to decisions made in conducting and reporting the results of research studies. The basic ethical standards involved are those that focus on what is right and is wrong. There are four principles of ethics which are: objectivity, relevance, thoroughness, and truthfulness. The study has been able to maintain all the ethical principles.

3.6.2 Trustworthiness

It refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Mouton, 2001: 145). It concerns the interpretation of observations: whether the researcher is calling what is measured by the right name (Kirk & Miller, 1986; Silverman, 2001). It also refers to the degree to which the finding is independent

of accidental circumstances of the research. The objective of the trustworthiness of research findings is to make sure that if another researcher follows the same procedures and conducts the same study he should arrive at the same findings and conclusions (Yin, 1994: 41). The types of instruments used to collect data are important in ensuring whether there was maximum inclusiveness of recorded data. To increase the trustworthiness of this study, a well-detailed research design was developed at the initial stages of the study, which contains research questions and procedures followed in collecting and analysing data.

3.7 CONCLUSION

The chapter discussed various methods and techniques to qualitative research. A case study design was used to get an in-depth understanding of Adult and Community Education and Training Programmes for offenders in Limpopo Province. Data were collected by means of four data sources which are observation, document analysis, semi-structured interviews, and focus group or mini-conferences. The data were analysed using thematic analysis. The research methodology employed was able to help the study answer the research questions, and it also enabled the researcher to make important recommendations relevant to guide the future practice of Adult and Community Education for offenders.

CHAPTER FOUR FINDINGS OF THE STUDY

4.1 INTRODUCTION

This chapter provides a presentation of data collected in order to evaluate Adult and Community Education and Training programmes for offenders in Limpopo Province. The

findings of the study have helped in answering the main research question: How are Adult and Community Education and Training programmes for offenders implemented in Limpopo Province?

A brief outline of the characteristics of offenders enrolled in adult education programmes and the findings of the study are presented in this section. Data were collected from learners, educators, and centre managers. The responses from participants covered the following themes: planning of the programmes; needs assessment; learners' motivation to enroll in ACET; recruitment of learners into the programmes; implementation of the programmes; availability of staff; availability of resources; teaching and learning materials; funding; infrastructure; remuneration of educators; time allocated for lessons; shortage of water; the admission process in the correctional centre; substance abuse; offender transfers; and other factors will be presented and discussed hereunder. The chapter closes by presenting a summary of findings.

4.2 DESCRIPTION OF PARTICIPANTS

Participants in this study are mainly offenders. Persons imprisoned often show common characteristics across countries and regions. Offenders in Limpopo Province are no exception. These characteristics are closely interrelated with a previous educational experience and present needs, and have implications for educational programmes. The majority of offenders in this study are male and disproportionately young, black and unmarried. They have some history of failure in schools and other institutions and have low levels of self-esteem. About 70 percent of them are high school drop-outs, and 10 percent have had no schooling beyond grade 1. This minority, which almost lacks instruction, has a likelihood of imprisonment more than three times as high as that of the later drop-outs. All display hostility towards education.

Many offenders lack social skills, depend on drugs and suffer some emotional disturbance. Most of them come from broken families. Violent offenders are likely to have symptoms of paranoia, to exhibit serious verbal deficiencies and to have regularly shown interpersonal difficulties and behavioural problems in school and employment. Despite these typical characteristics, they offer great diversity in learning ability, social maturity and levels of functional competence.

Offenders are more likely to be poorer than the general population. Before going to prison, most of them were unemployed and those employed tended to earn a wage below the poverty

level. About 10 percent of them worked on a part-time basis. Female offenders are single mothers under 30 years of age, troubled by physical and/or mental health, dependent on drugs and/or alcohol, and convicted for offences for which the motive was the acquisition of money.

Offenders in this study are generally young. About 70 percent of these offenders were under 30 years of age. Only 20 percent were above 40 years old. The offenders in this study were generally male. Females accounted for less than 10 percent of the offenders who participated in this study. This is likely because the number of male offenders is usually higher than the number of female offenders worldwide (Semmens, 1998: 57).

With regard to race, the most disadvantaged group is always over-represented in correctional facilities. Correctional facilities in Limpopo Province are dominated by black offenders who are historically disadvantaged. The type of crime committed by an offender determines the length of stay in correctional facilities and this has a significant bearing on education. In South Africa, education is provisioned within a given period before release. It is sometimes impossible for offenders to continue with educational programmes once they are released from correctional facilities. This consideration clearly affects those on remand, awaiting trial or sentencing. These offenders represent a significant proportion of the total number held in correctional facilities.

It must be emphasised that the characteristics of offenders are to some extent self-defining. The attributes of offenders do not necessarily correspond to those of the totality of convicted offenders, and there is always speculation that there are many offenders with high levels of education and social skills who escape the criminal justice system altogether. An inference can be drawn that illegal activity may not be as disproportionately present among persons of low educational attainment as it is undoubtedly more detectable. There is no universal agreement on what constitutes criminal behaviour and it is also possible to surmise that a proportion of those who cannot express their frustration verbally or through civil redress, do so through an act of violence and in so doing commit an offence. It is however, more likely that their verbal expression is perfectly understood but socially unacceptable.

4.3 FINDINGS OF THE STUDY

Data were collected by means of four data collection instruments: Observations, document analysis, semi-structured interviews, and mini-conferences. The data collected from observations will be presented first, followed by data collected through document analysis. The

section will close by presenting data collected through interviews. The discussions on the data collected from mini-conferences will be made in chapter five. The following were categories for observation:

4.3.1 Venue for the interview

Interview sessions with educators, learners and centre managers took place in the offices of centre managers. It is important to note that in some centres, the interview venue was not far from the classes such that one could see what was happening in the classes.

4.3.2 Infrastructure

The infrastructure for the programmes happens to be the correctional centre. Classes take place in what has been converted from a prison building into a school. One can see that some classrooms were once a laundry. The offices of the centre managers are well built and furnished, equipped with computers and printers. Educators share a staff room which was not initially intended for that purpose. The learners still use old school desks meant for school children. The building structure is dilapidated. It is important to note that there is nothing to write home about the design of the classrooms inside correctional facilities in Limpopo Province. In one centre, there is a classroom which consists of a roof structure without walls, which makes it impossible to have classes during winter when it is cold.

4.3.3 Teaching and learning materials

The facilities did not have sufficient learning materials. In most instances learning would take place by sharing a text book. At times, four learners could be found sitting around one textbook. The institutions still utilise the old-fashioned green chalk board. One could observe an educator struggling to write with a very small piece of chalk because of the limited supply. Learners do not have enough stationary. The institutions do not supply learners with pens. Learners can only get access to the internet through the centre manager's office. They may not operate a computer on their own, and they have to ask the centre manager to search the internet on their behalf.

4.3.4 Lesson presentations

At all the facilities I was able to sit and observe how lessons are presented, and I was pleased to see how educators were teaching their lessons. The educators were using learner-centred approaches which were found to be very interesting. In some instances learners were required to work in groups.

4.3.5 Learner participation

Learners participated actively during teaching and learning. They seemed to like the lessons. Most of them were contributing to answering questions which the educator was asking. The lesson presentations always challenged learners to participate, and the interaction was lively.

4.3.6 Availability of staff

The number of available teaching staff is always a challenge. I could see that some classes could not take place due to the shortage of educators. Each centre has 9 educators and 56 learners. The centre managers indicated that there are educators who are employed by the Department of Basic Education who only come on certain days of the week, so they were off duty at the time of my visit. It is under those circumstances that I found a shortage of the teaching staff. Effective teaching of offenders does not need instruction alone, and there has to be a security officer who escorts these learners from their cells to the class and back for security reasons, they say. When the time came, I could see the security officer arriving with offenders from their cells. This has its own challenges because when these officials are off duty, teaching and learning cannot take.

4.4 FINDINGS FROM DOCUMENT ANALYSIS

Document analysis was conducted at Polokwane Correctional Centre. Information from documents included adult education policies, minutes of meetings, assessment, tasks, and administration documents. The focus of document analysis was on curriculum leadership, time allocated for lessons and training of educators.

4.4.1 Policy formulation and implementation

The constitution of the Republic of South Africa as the most supreme law of the land contains the South African Schools Act and other legislations needed to guide education authorities in the formulation of policies for educational institutions. Likewise, the provision of relevant educational programmes for offenders cannot be wholly understood without a proper understanding of legislative and policy frameworks that are set to advance adult education for this sector.

During my visit at Polokwane Correctional Centre, I requested to see available policies that guide the execution of the programmes. My findings were that policies are in place, but what is lacking is the implementation of those policies in some areas. The Department of Correctional Services runs the Adult and Community Education and Training programmes in collaboration with the Departments of Education, Labour, Health, Water and Sanitation. The Department of Correctional Services created policies to enable the delivery of adult education among its offenders. As I was going through the policy documents, I learnt that for the state of Adult and Community education to improve, budgets need to be increased. Many offenders have dropped out of the programme due to this problem of poor funding.

4.4.2 Curriculum leadership

What curriculum is and what it entails has been discussed in Chapter 2. The promotion of a culture of learning is a core responsibility of educational leaders who are responsible for ensuring effective curriculum application and learning in educational institutions. It is expected that where there is effective curriculum leadership, heads of schools should always have minutes of meetings, reports on department curriculum activities and these could include assessment reports, moderation reports, and written work reports. This study has revealed that all records were available and centre managers accounted for them, organised staff meetings where they discuss progress and challenges pertaining to the functioning of the institution. The minutes of all the meetings held were available in the centre manager's office. During the interview with the centre manager, she called in one of the educators to come and address specific aspects. The educator was able to address those issues which were put before her. From this experience I learnt that the type of leadership portrayed by the centre manager in Polokwane Correctional Centre is suitable because it involves other colleagues.

The other important thing is that I learnt is that the educator knew how to deal with those aspects because they always engage with one another in the form of meetings in that facility.

The delivery of good curriculum requires competent centre managers and educators who can formulate policies and action plans. These policies should not only be developed but implemented. The role of school leaders is to provide professional leadership and management of the curriculum and to ensure that schools offer effective teaching and learning (Department of Education, 2014: 68). This outcome was achieved because I found that the centre managers were indeed professional leaders in all the correctional facilities I visited. School leaders have the challenge to create both the climate and practices for academic success of all learners (Villareal, 2015: 97).

4.4.3 Training of educators

Educational institutions and persons should be developed and capacitated so that they can in turn, supplement others. Education institutions that aim at curricula improvement need not leave their educators behind. Institutions should be able to empower their educators through training. Staff development is crucial to ensure that both its educational and curricula improvement. Whereas the area of staff development is in line with Organisational Development Theory, Integrated Quality Management Systems (IQMS) through school Improvement Plan (SIP) and the school Development Plan (SDP), correctional centres do not have a stand-alone staff development policy that will guide their plan in this area.

Staff development plans and reports were not available in all correctional facilities. There was a tendency to assume that Staff Improvement Plan as part of Integrated Quality Management Systems would be able to identify areas in which educators needed development and educators on their own would engage themselves in personal development. There was a narrative that staff members would undertake part-time studies through private funding or bursaries. When educators were allowed to start their personal studies, the fact that they might not be in line with the goals and objectives of the centre was ignored.

The training of educators should be guided by staff development policies (Department of Basic Education, 2015: 38). This policy guides Staff Development Plans wherein funding can be sourced to provide appropriate training for educators. Some studies revealed that South African educators were not adequately trained and that pre-service training and qualifications for new educators cannot guarantee educators who can provide quality education service without being taken through in-service training in preparation of a new job (Bush & Glover, 2016: 136). This comes as a result of higher educational institutions that provide generic and

high level academically oriented programmes with minimal apprenticeship or work in practice (Public Service Commission, 2016: 31). Furthermore, the South African Council for Educators which was given a mandate to promote the professional development of educators was not active in this area (South African Council for Educators, 2015: 28). The role of SACE is not beneficial to South African educators, except attending to disciplinary measures. SACE was blamed for its non-visibility in provinces in terms of delivering services to the educators, lack of communication with professions, not performing its role and seen as the wing of the Department of Basic Education, inadequate provisioning of the professional programme to the educators, and too much emphasis on disciplining educators (South African Council for Educators, 2015: 34).

4.5 FINDINGS FROM INTERVIEWS

Data were collected from learners, educators, and centre managers by means of interviews and presented in the form of narratives as derived from these interviews with participants. These narratives present perceptions and views of the participants.

A presentation of data collected from learners is made first, and followed by that of data collected from educators, which is then followed by data collected from centre managers.

4.5.1 Planning of the programmes

Much preparation is done before programmes are developed and implemented. The following section will present data with regard to planning, design, and organisation of ACET programmes for offenders in Limpopo Province. Needs assessment, recruitment of learners, and learners' motivation to enroll in the programmes is discussed in this section.

- **Needs assessment**

Before data is presented on needs assessment, it is important to share some characteristics of learners enrolled in the ACET programmes:

Sentenced offenders mainly characterise the ACET programme. Most of these offenders are doing heavy sentences for the crimes they have committed; however, some are about to be released. Young and mature adults also characterise the programme. These adults know what they want in life. This is what one learner said during the interviews:

"I cannot say the problems in the programmes affect me, I am just pushing, with the one set of uniform just change with my private clothes. All I want is to see myself going home with my ACET Certificate".

One can see from the above extract that some learners are so determined to succeed against all the odds.

Adults enroll in an educational programme because they want to satisfy a certain need. Many adults, including offenders, enroll in Adult and Community Education and Training programmes because they want to acquire some skill that can help them gain income. Offenders need to gain a skill for employment so that they do not re-offend once they are released from correctional centres. When asked whether they conduct any needs assessment of offenders before they register them into the programmes, educators indicated that they do. They further showed that although they understand the whole process of needs assessment, it becomes a wasteful exercise because it limits the needs of learners. The following is an excerpt from one educator during the interviews:

"When doing needs assessment, you will discover that some learners fit well into motor mechanics, but what will you do because there is no such learning area".

The educators indicated that the prevailing circumstances do not encourage them to conduct needs assessment because the programmes are packaged and as a result learners are forced to do the prescribed programmes. They further indicated that without effective needs assessment it is difficult to see good results at the end of the day.

When learners were asked whether needs assessment is done they indicated that it is true that educators do conduct a needs assessment, but they do not see the need for such since they are doing what the programmes offer. This is what one learner said during the interviews:

"When I joined the programmes, I wanted to do something which will help me to become self-employed, practical job not theory they are teaching us".

It is clear from the above excerpt that some learners do not see the value of conducting needs assessment for the programmes. Learners indicated that they do not see the importance of the educational programmes. This kind of situation could have been avoided if an effective needs assessment was conducted. With effective needs assessment, one is able to sift relevant programme from the ones that are least relevant, in doing so, learners will be motivated to learn what they need to learn.

- **Learners' motivation to enrol in ACET**

During the interviews with learners, they were asked reasons why they decided to enroll in the programmes. This was done because adult learners can only enroll in a programme if there is a need to fulfill (Rogers, 1986: 118). During the interviews, learners shared their many motives to attend the programmes:

- To learn to communicate in English
- To read and write
- Employability
- Need to start own business
- To get a second chance in the community

Learners indicated that though they are willing to continue with the programmes, the criminal record always works against them when they are to seek employment. This is what one learner said:

"I get discouraged by the fact that the a criminal record will work against me when I apply for jobs outside".

The issue of a criminal record is something that law makers should look at because if we rehabilitate these offenders it should be known for a fact that their behaviour and view of life has changed. What learners meant was that law makers are somehow contradicting themselves when they allow offenders to study yet when they complete their studies still faced with a criminal record which hinders them from securing employment. Learners further indicated that there was supposed to be an exemption for those offenders with qualifications in order for them to gain employment after release from correctional facilities. This is on the basis that the aim of educational programmes is to rehabilitate offenders. If an ex-offender presents a qualification which he/she obtained while serving his/her sentence, it should serve as proof that somehow the offender has changed from his criminal past.

During the interviews with educators they indicated that there is a perception among many offenders that it is difficult to get employment if one has a criminal record. This is what one educator said:

“We always remind our learners, as a way of motivating them, that if you are qualified, when you apply for a job, always declare that you have a criminal record, they will employ you”.

Educators shared the same sentiments when they said that they always motivate their learners to declare their criminal record when they are seeking for employment. For educators, employers were supposed to employ all ex-offenders who declare their criminal records.

The educators play an important role in motivating the learners to enroll in the programmes. One learner indicated that education is important because without it one can become victim of circumstances. This is what one learner said:

“I want to know how to read English because if you cannot read you can find yourself entering restricted areas and as a result get arrested”

While it is true that most learners enroll in ACET because they want to gain skills for employment, there are others who just want to read and write using the English language. The issue of offenders just wanting to read usually happens among the older offenders who are aware that they will not have any prospects of employment by the time they are released since they will be very old at the time. They need to learn for social reasons. They want to learn English in order to communicate with others in a social space.

- **Recruitment of learners into the programmes**

During the interview session with educators, they were asked how they attract learners into joining the programmes. Educators indicated that they conduct campaigns at the beginning of every year. The campaigns aim to make offenders aware of the availability of the programmes and to make sure that they come and register. They further indicated that these campaigns are not effective because of the lack of security staff since they need to be accompanied by warders into the cells.

The situation is further worsened by the attitude they receive from security staff when they have to escort educators to the campaigns. These campaigns are done in the housing blocks where offenders stay. Educators are procedurally not allowed to go to those housing units unless they are in the company of security officers. One educator cited a remark coming from one security staff member as follows: (The remark was directly translated from Venda to English):

“These offenders must not forget that this is prison, they failed to attend school while they were outside, this is prison, they have come here to serve their sentences, they have not come to school”.

It is quite clear from the above excerpt that the attitude of security staff towards the education of offenders is very harmful. Security personnel need to change their attitude towards the education of offenders. They need to do more than just change attitude and lead by example since they are the custodians of these offenders. They need also need to study in order to improve their academic qualifications.

Educators also indicated that learners who are interested in the programmes are foreign nationals from either Zimbabwe or Mozambique. This is a problem because of the new policy of the Department of Education that learners without identity documents cannot enroll in the programmes. This is a challenge since most of these foreign offenders do not have identity documents.

During the interviews with learners, when asked how they came to know about the availability of the programmes, they confirmed that they learnt through back-to-school campaigns which are conducted by educators at the beginning of the year.

4.5.2 Implementation of the programmes

This section gives aspects that should be taken into consideration when developing ACET programmes.

- **Availability of staff**

It is important to know how many educators will be needed to teach a certain number of learners. It has been established in the three correctional centres visited in Limpopo that each has approximately fifty-six learners and seven staff members. Of the seven staff members two

educators were attached to the Department of Education. Again, of the seven, one is a principal (centre manager) who is responsible for managing and administrating the school.

Because two educators belong to the Department of Education, when schools close the centre remains with five educators who must ensure that teaching and learning of offenders continues. This is what one educator said during the interviews:

“Since we do not rest like the educators from the Department of Education, we find ourselves working throughout the year and we are getting tired. We are only allowed to take annual leave during December. ”

The educators further indicated that the number of escorting officers is not sufficient. Every time offenders come to class, they need to be accompanied by security staff. Sometimes classes do not take place because of lack of security staff. This is what one educator said during the interviews:

“It seems as if the education of offenders is not the top priority of the correctional centre. Management should take education seriously if they want to see rehabilitation of offenders taking place. ”

When asked about the availability of staff, learners indicated that the number of educators is not enough, nor is the number of escorting officers sufficient. This is what one learner said:

“The shortage of educators manifests itself during school holidays, when we go to school we find that those teachers coming from the Department of Education are not present. This pains us because we want to learn and the year is too short for our syllabus”.

The Department of Correctional Services will need to hire more educators of their own (who will be controlled from within the department), by doing so the problem of staff shortages during normal school holidays shall be solved. Since offenders are inside correctional facilities everyday, they need to be kept busy with learning programmes. With all the time they have inside the facilities, the availability of staff was going to make greater impact of the results of the programme at the end of the year.

- **Availability of resources**

Availability of resources is critical in the implementation of Adult and Community Education and Training programmes for offenders. Teaching and learning materials, funding, infrastructure, remuneration of educators, time allocated for lessons, and shortage of water.

- **Teaching and learning materials**

For effective teaching and learning to take place, there must be sufficient resources. Relevant textbooks supplied to the centres are always not enough. One learner indicated during the interviews that textbooks are not available. This is what he said:

“We always have stationery, like writing pads, pens and pencils, but no textbooks. Textbooks are a problem. We always depend on the notes we take in class”.

Another learner indicated that:

“We need textbooks because of the stress of our sentences, we sometimes cannot concentrate when the educator is teaching, at least with textbooks we can study in our cells when the stress levels come down”.

It is true from the interviews that the supply of textbooks is a problem. During my visit to the correctional facilities I could see learners sharing textbooks as a way of trying to solve the issue of shortages. This is happening as a result of lack of funding. The Department of Correctional Services largely depends upon the Department of Basic Education and this was not supposed to be so. Learners cannot meet deadlines of their tasks due to this problem of study materials and it is so discouraging on the part of learners. The government should inject more money into the programme if they want to see it succeed. The educators confirmed during the interviews that the textbooks available are outdated and do not have relevant information which learners need. They further indicated that they teach with pamphlets they get from the Department of Education.

Learners were also asked about who supplies them with teaching and learning materials and they said they do not know. This is what one learner said:

“We always see our educators giving us books and

stationery at the beginning of the year, but we do not know where they get them from”.

The educators indicated that stationery comes from the Department of Correctional Services, but the Department of Education supplies textbooks. The supply of books and stationery is not enough.

The other factor that contributes to the lack of learning resources is the disruptive nature of searches that are conducted within the centres. Officials would come and vandalise their books and stationery during searches that are undertaken randomly in the correctional facilities. This is what one learner said during the interviews:

“One day EST came and searched my cell and they took all my pens while they know that I am student”.

Educators confirmed to have received such complaints coming from learners. They further highlighted that the problems of insufficient learning resources are caused by lack of funding. It is also not very clear as to who should be responsible for the supply of learning materials between the two departments.

- **Funding**

Funding for Adult Education is poor in general and very poor for the education of offenders in particular. This study has revealed that the inadequate supply of many resources needed for the programmes is affected by insufficient funding. The poor supply ranges from learning materials, textbooks, stationery, payment of salaries for educators, and infrastructure. It is also interesting to note that learners do not know where the money for the programmes comes from. This is what learner said during the interviews:

“This is our money, is our tax, people up there are misusing our money that is why we do not have textbooks and other resources”.

It was clear that when people do not have information, and it is easy for them to blame everyone for whatever happens around their lives, but that is besides the point, if there was sufficient

funding learners could know it because they could see the programme running smoothly. The fact that remains is that the programme is staggering due to lack of funding

The educators indicated during the interviews that funding for the programmes is a result of the collaborations between the Departments of Correctional Services and Education. They further indicated that money comes from The Department of Correctional Services and complained it is not sufficient. This is what one educator said:

“Sometimes we are given R8. 000. 00 for books and stationery, and we are told to improvise if we complain about the amount”.

Without sufficient funding and adequate budgets, no effective education of offenders can ever take place. The Department of Correctional Services should seek more funds from state, if needs be, they can also seed funding from private institutions.

- **Infrastructure**

According to the proposal, the infrastructure did not fall among issues which were supposed to be observed, but because of the dilapidated structures and very old furniture, the researcher thus felt the need to ask participants so that he could know how they felt about the conditions. There are no actual classrooms in the correctional centres in Limpopo Province. Buildings which were not initially intended for classrooms were somehow converted to suit the purpose thereof. The researcher was shown some passage which has been converted into a classroom. In another centre, a roof structure without walls has been converted into a school. This roof structure only consists of four classrooms. It becomes impossible for learning to take place during winter and other harsh weather days. One learner said:

“These people must build a better school if they see education as a tool for rehabilitation”.

During harsh weather conditions offenders have to miss school, and these have implications given the number of days allocated for classes. The situation for learners is quite unbearable for learners because in some instances they have lessons under an open roof structure. Learners shiver a lot in classes during winter and are as a result find themselves exposed to colds and flus.

The educators explained that the problem of lack of classrooms affects them negatively as well. One educator said the following during interviews:

“Sometimes we force ourselves to teach these learners in the open structure when it is cold and we end up catching ‘flu’.”

The problem of classroom has negative health implications on both learners and educators because one can easily be affected by flu due to exposure to bad weather conditions. It looks like the person who planned the school for offenders was not having winter and rainy days in their minds. This by implication means that there is no effective teaching and learning during those days.

- **Remuneration of educators**

Because the Department of Correctional Services employed some educators while the Department of Education hired others, their salaries become an issue. These educators from the Department of Education are better paid than those from the Department of Correctional Services and they are granted annual leave. The following is an excerpt from one educator from the Department of Correctional Services:

“Sometimes I ask myself what I have done to deserve this? The educators from the Department of Education are given rural allowance, we also work in a rural area. We do not know whom to ask since we are represented by POPCRU which knows nothing about the education sector. We were forced to join POPCRU and it is only focusing on the problems of officers”.

One educator said the Department of Correctional Services pays them thus she is not bothered by salaries. We were not convinced by this response given the background of that area. People in that area are known to be very secretive, particularly on issues of personal nature. It is clear that there are no budgets allocated to pay adult educators accordingly.

- **Time allocated for lessons**

Time allocated for classes is 15 hours per week comprising 3 hours per day. Learners complained that time allocated for lessons is too little for the seven learning areas. The situation is also worsened by the fact that there are no lessons on Mondays and Fridays because escorting officers are off on those specific days. Sometimes teaching and learning does not take place due to emergency searches. The following is an excerpt from one learner during the interviews:

“Sometimes we wake up and get ready for school and we are told we need to wait immediately in the cells because EST is coming to conduct searches”.

It is clear from the above excerpt that it is difficult for learners to plan their day in school since time in a correctional centre cannot be predicted. The disruptive nature of correctional facilities makes learning difficult for offenders who are serious about learning. This situation is so bad that it sometimes results in some learners not going back to school even when things are back to normal.

Educators complained that teaching offenders need time because sometimes they cannot concentrate due to stress that is caused by their sentences. This is what one educator said:

“The Department should allocate more time so that effective teaching and learning can take place within the correctional centres”.

The other factor that steals time for learning is that sometimes the learners need to go and appear before the courts. When they return, educators have to repeat lessons in order to accommodate those who were not in.

- **Shortage of water**

When dealing with challenges that learners face in their education, the problem of water shortage emerged. Water is one natural resource which is so important for daily living. For effective teaching and learning to take place, the institution must have water. Learners highlighted that in some days classes do not take place because there is no water. Learners complained that they could not attend classes without having taken a bath. This is what one learner said:

“You find that the whole centre does not

not have water, meaning that even the toilets are not flushing”.

This was further confirmed by educators during the interviews. One educator said:

“We sometimes wait for learners to come to class only to be told they cannot attend class due to lack of water in the cells”.

The problem of water is a serious one in correctional centres in Limpopo Province. Water is very important for use in ones daily life. Learners cannot be expected to attend classes without having bathed, again, they cannot be expected to concentrate in class without having eaten.

- **The admission process in the correctional centre**

It was indicated in the literature review that the admission process into the correctional facility is quite a difficult transition for offenders. The stress and depression associated with this challenging life tend to disrupt cognitive functioning. Participation in Adult and Community Education is not a priority for offenders who have to go through some traumatic effects of incarceration. The traumatic effects include such things as having to be separated from family and friends, bullying and court appearances. For many offenders, the above mentioned frustrations result in anger issues. Because of anger management problems, these offenders cannot attend classes; they first have to attend anger management courses which help them deal with the problem.

The study has revealed that offenders have problems in their schooling due to the transition issues. The following are excerpts from learners:

“I want to attend class, but when I am attending, many problems come to my mind. I have left my wife and a young baby, and this thing is bothering me because I do not know who is looking after them”.

“When I am busy attending, I feel this education will not help me because I still have to do another 20 years of my sentence, I have not even completed one year from my huge sentence”.

"I have been sentenced for the crime I did not commit, when I am in class, whenever I think of this issue, I lose my mind".

During the interviews with educators, they confirmed that their learners have many problems during their first year of the programme. They indicated that their problems range from low concentration, poor class attendance, and even drop-out. The following is what the educators said during the interviews:

"Some offenders have serious family problems, because of these problems, they do not concentrate in class".

"Some learners even sleep while the lessons are taking place, when we ask them they often tell us it is because of the problems of families they have left outside".

"Some offenders are able to better concentrate in class after spending a year in the programme".

"Some offenders report to us that they are bullied by other inmates inside the cells as they are still new".

One other problem that causes bullying is the issue of gangs. Gangs want to control other inmates inside the correctional facilities. Most gang victims are those that are still new in the system. Correctional system needs to strengthen its induction process so that they don't give room for bullying by fellow inmates. They should also strengthen their anti-bullying programmes which are already in place.

- **Substance abuse**

It has been reported earlier that most learners start to exhibit several learning deficiencies including addiction to cocaine as soon as they begin to attend classes. People who abuse substances often experience academic difficulties. Absenteeism from class and increased

dropping out are among the challenges related to substance abuse among offenders. Drugs affect the brain and these results in a severe decline in its functioning (Abot, 2010: 63).

The study has revealed that most learners have severe learning problems due to the history of substance abuse. This is what one learner said during the interviews:

"I used many kinds of drugs while I was outside, including cocaine and dagga, I cannot cope, it is a big challenge now since I cannot find them here. Sometimes I cannot sleep at night".

While correctional centres provide offenders with substance abuse programmes, offenders have ways and means of bringing drugs like dagga into the facilities, offenders with a history of using these drugs are tempted to use these drugs, and this results in relapse. The following is an excerpt from the interviews with learners:

"I was sure I am done with dagga, but one day I found my friends smoking inside the cell, and I smoked, I am now gone back to smoking again".

The substance abuse programmes which are already available should concentrate much on offenders who are willing to study. Offenders who have used substances like dagga have a problem concentrating during lessons. They also have problems of memory, so much resources should be directed on offenders who are learning.

The educators confirmed what the learners said by saying the following during the interviews:

"When some learners laugh non-stop during the lessons, we know for sure they have used dagga and other substances".

"Some learners perform very poorly due substance abuse".

"Some learners come and confess that they really want to quit drugs but

they cannot due to serious addictions”.

“Some learners do not come to class because of illnesses caused by drug abuse”.

Educators have raised many concerns on the issue of substance abuse since many offenders have a history of such. Many offenders continue to use substance while in the programme and this is largely caused by lack of intervention.

- **Offender transfers**

In the review of literature, it was mentioned that offenders are often transferred from one correctional centre to the other without their permission and knowledge. Studies have revealed that one out of eight offenders enrolled in Adult Education leave the penitentiary facility before obtaining a qualification (Flanegan, 2006:111).

The following are excerpts from interviews with learners:

“I have registered in the programmes, wishing that I will complete before I get transferred I know that if I get transferred, I might not get the opportunity to continue in another facility”.

Offender transfers are a common reason for offenders not participating in educational activities because they know they will be transferred before they complete their studies.

During interviews with educators, they indicated that the reason of transfer is often heard from offenders when they recruit them to enroll in the programmes. This is what educators said:

“Offenders know that their education will be disrupted by transfers anytime, and is difficult to continue with the same programmes in another facility”.

“These transfers also mean that we have to start something knowing that we might not finish and it is quite frustrating for us”.

Transfers, on their own have a tendency to disrupt programmes. There was supposed to be a system in place that monitors the academic progress of those offenders who are taken out for transfers so that they can continue with their education.

4.5.3 Other factors

- **Qualifications and Training of Educators**

The minimum entry requirement for teaching in a correctional centre is matric + 4 years of tertiary qualification. During the interviews, the educators indicated that they met the minimum requirements. They further highlighted that the qualifications they have are relevant to what they are doing. Concerning training they said they are not given workshops to update them on the new curriculum. The following is an excerpt from one educator:

“The minimum requirements were M+4, SACE registration, Drivers’ license, and Computer Literacy. We are not allowed to attend workshops with the Department of Education, the only training we receive is about security in the correctional centre. The only option we have is to approach educators from outside so that we can get new information”.

The correctional centre gives educators transport so that they can go and get information from the schools. When asked about the qualifications and training of educators, learners indicated that they do not know about the qualifications and training of their educators, however, from what they see, it seems as if they are highly qualified because they know their job. The following is an excerpt from one learner:

“My teacher is my source of information and knowledge, she does not struggle to teach us, she is our library”.

Learners can see if the educator knows the content or not. The level of preparedness can also be seen by the learners when the educator is presenting his lessons in class.

- **Assessment**

To check whether learning objectives are met, the assessment needs to be done. For these programmes, learners are assessed through classwork, homework, projects, tests, and examinations. The following is an excerpt from learner during the interviews:

“We are given classwork, and homework every day to see if we have understood the lesson”.

Another learner said:

“We are given projects that we must do and submit once every week and it is helping us”.

The responses given by learners give a clear picture that assessment is indeed done by educators. Assessment is the only tool that an educator can use to see if the programmes outcomes are being achieved. The programme is doing very well in this area.

During the interview session with educators, they confirmed that they assess in the form of tasks, projects, classwork, homework and examinations. This what one educator said:

“We give them assessment tasks, but during October/November they write examinations from the Department of Education”.

It is clear from this evidence that education is really taking place in correctional centres, for without assessment tasks there are no ways of predicting learning outcomes. Learners are assessed in the form homeworks, assignments, tests, projects, examinations. These assessment tasks are a true reflection of what happens during teaching and learning.

- **Study time**

Learners were asked what strategies they have in order to use their study time effectively. It was established that studying in a correctional facility is rather difficult because of the circumstances in which offenders find themselves. Learners explained that finding time for study is very difficult mainly because of noise and other disturbances in a cell. They further indicated that they live in communal cells which house thirty-six offenders each. Communal cells are often overcrowded and that in itself causes it to be more difficult to study there.

The other factor that makes it challenging to study in the cell is that learners are mixed with offenders who are not learning. These offenders always call them names in order to deliberately disturb them. This is what one learner said during the interviews:

“When they see you take books and they can see that you are preparing to study, it is during that time you will see them increasing the volume of their music”.

Offenders who are enrolled into educational programmes were not supposed to be housed in same cells with offenders who are not studying. It seems as if those who are not studying envy those who are studying hence the kind of disturbance that we see taking place.

Learners face a range of disturbances of being called names by those who use drugs and cigarettes inside the cells. This is what one learner said:

“Imagine you are a non-smoker and you want to study and immediately someone stands up and says ‘these girls do not want to join us as we relax, instead they want to study so that they can become nurses’”.

The correctional services regime should come up with ways in order to discourage smoking since it does not contribute to the welfare of offenders. Instead, one can see from the above extract that offenders use smoking in order to bully others.

Learners indicated that those of them who are schooling and are non-smokers are referred to as ladies by ‘gang’ members. This is what one learner said during the interviews:

“If you are not part of them it is even worse, they will try by all means to disturb you”.

Learners indicated that they use the little time to study during the day in the classroom. This is what one learner said:

"I try and stay behind after class so that I can prepare for test or examination because I know I cannot study inside the cells".

Those dedicated learners try to improvise study time because they know it is very difficult to study inside the cells. The little time they have they use it effectively because they want to make best of their studies.

When asked what they think could be the solution, this what one learner said:

"There are those who stay in single cells, for them is better. It was better if they grouped learners together in communal cells and leave those others in separate cells".

The suggestion made above can work if resources are made available. It will need more cells will need to be built. It also means that those studying should not be overcrowded in their cells. A lot still need to be done to address the problem of overcrowding in correctional facilities in Limpopo Province.

Learners further highlighted that it is not easy for them to study in the cells because cell lights are switched off at a particular time. When that time comes they are forced to sleep even if they still want to study. This is what one learner said:

"It would be better for the management to consider us who study and give us study lamps like they used to do in the past".

It is clear from the responses given by learners that it is difficult to study when you are incarcerated; however, the situation is worsened by those offenders who are not studying.

Educators confirmed the problem of study time for learners in the programmes. They indicated that they always advise learners to stay behind for group discussions after class. The learners also stay back for self-study after class and this works for them. The educators further

confirmed that learners do not have time to study in the cells due to noise. They said they often receive complaints that learners are often disturbed by gang members in the cells. This is manifested when learners cannot complete homework and tasks that they give them to do. This is what one educator said during the interviews:

“My learners always complain that they could not complete the tasks due to noise and smoking of cigarettes in the cells”.

Educators are also of the view that learners should be housed separately from those offenders who are not studying. The more these offenders are separated, the lessor the problems. There are a lot of lessons that policy makers can learn should they listen to educators who are always with the learners. Educators have first hand experience of what learners go through while they are in the cells.

- **Gangsterism**

The issue of gangs emerged during the interviews when questions of study time were being asked. Gangs are sub-cultures within the correctional facilities. Those who seem powerful want to control and oppress the weak, in so doing, the weak find themselves affiliating with the strong. Those who do not belong to any gangs find themselves becoming victims of strong gangs within the correctional facilities. These gangs usually find themselves having access to dagga, drugs, firearms, knives, and with these, they are able to control the other inmates without staff realising. This is what one learner said during the interviews:

“When gang wars start we are afraid to go to class because we can be beaten”.

Sometimes lessons cannot take place because staff tries to control gang activities by conducting searches in the correctional facilities. Because of this gang problem, other offenders are stabbed, or even killed in the process of gang violence.

Educators confirmed this problem of gangs as a serious one affecting education in correctional facilities. This is what one educator said:

“We sometimes wait for learners to come

*to class only to find that they cannot
because that warders are
busy searching offenders in the cells
because they were warned of gang wars”.*

Teaching and learning in a correctional centre environment is not always normal because of the existence of gangs therein. Security personnel always need to conduct searches in order to control these gangs, which are good thing, but it has a very negative bearing on the teaching of offenders because of the time that it steals.

- **The relevance of the programmes**

The ACET programmes for offenders should aim at addressing the needs of the targeted offenders. The programmes offer learning areas like: Mathematics, Literacy, English, Life Orientation, Languages, Travel and Tourism, and ICT (Computer Literacy). When asked whether the programme is relevant in addressing the needs of learners, educators affirmed this. This is what one educator noted during the interviews:

*“The programme is relevant because
most learners may find employment
once they are released from the
correctional Centre”.*

The educators further explained that the correctional centres are a market for educators of Adult Education. This is because many people outside do not want to teach in the Adult education centres, so when offenders are released after completing the ACET certificate, they get opportunities of teaching in Adult education centres. This is what one educator said during the interviews:

*“There is an offender who started
Level 1 with us and completed the
programme. The offender is now teaching
at an Adult Education Centre at Botlokwa”.*

The researcher had wished to go and interview this ex-offender but could not manage due to time and financial constraints.

This response was then confirmed by learners when they said that the programme is relevant in addressing the needs; however, they feel that it would be better if the department added two more learning areas like Motor Mechanics and Hospitality Studies.

One learner said the following during the interviews:

“We know starting a learning area like hospitality is expensive because it needs much equipment, but with it, one can have many opportunities outside”.

It is clear that these learners know what they want to achieve. Most offenders who are studying are adults, adults because of their nature, they always want to study something that they will use in future. In this case, they want to do educational programmes that will help them find employment or make an income after they are released from correctional facilities.

4.6 RESPONSES FROM CENTRE MANAGERS

The previous section dealt with responses coming from educators and learners. The interviews with centre managers were conducted to verify answers by both learners and educators.

4.6.1 Qualifications of centre managers

Many centre managers had many years of experience in the management of Adult Education and in correctional centres, some have formal training in Adult Education. They also confirmed that their educators are well qualified to teach the programmes.

4.6.2 Training in Adult Education

Many centre managers have received training in Adult Education. The centre managers indicated that the training they have received is not sufficient because of the new developments in Adult Education. The training was supposed to be done on an ongoing basis. There are, however, some centre managers who indicated that they never received any training at all. They rely on their own educational experience. They further showed that in correctional centres, the kind of training is about security, which come in the form of workshops, and this training is not relevant to Adult Education. This is what one centre manager said during the interview:

“We get training so that we can know the correctional environment, and be able to take care of ourselves when we are around offenders, and this is not in anyway helpful in the provision of Adult Education”.

Both educators and centre managers feel they were supposed to be given training that is relevant to what they are offering in the correctional centre. They acknowledge the need for the security training being provided to them, but feel it would be better if they were provided with training for Adult and Community Education programmes for offenders.

4.6.3 Recruitment of learners

The centre managers indicated that the centres conduct back-to-school campaigns at the beginning of the year as a way of reminding offenders that the programme is on and running. They indicated that the back-to-school campaigns are done by educators who are accompanied by security officers, that these campaigns are not always successful due to shortage of security staff, and many offenders who want to enroll in the programmes are frustrated by the new rule that ‘no identity document, no registration. Most of these interested offenders are foreign nationals who do not have identity documents. This what one centre manager said during the interview:

“It is quite frustrating because our centre is is next to the border of Zimbabwe, many of these interested offenders are from Zimbabwe and they are interested in education”.

The situation is so paradoxical, the programmes are available, and learners are interested in the programmes, but those with identity documents do not want to register. Those interested cannot register due to lack of identity documents.

4.6.4 The relevance of the programmes

The centre managers indicated that the learning areas are relevant and they are able to address the needs of learners. The aim of rehabilitation is to ensure that offenders do not re-offend when they are released from correctional facilities. When asked about relevance, this is what one centre manager said:

“This programme is relevant in addressing the needs of learners because most of the learners do not come to the facilities once they are released. Some come to ask for testimonials so that they can apply for employment”.

The centre managers further highlighted that though the programme is relevant in addressing the needs of learners, it would be better if learning areas were added because most learners want to do Motor Mechanics and Hospitality Studies.

4.6.5 Time allocated for lessons

Time allocated for classes has been a problem for both offenders and educators because time allocated for lessons is not sufficient and this is manifested when learners approach examination times. Learners always complain that they are not ready with examinations and this has always been attributed to the insufficient time allocated for lessons. The following is an excerpt from a centre manager:

“With the limited time we have, the learners always come late to class due to escort officials”.

The number of hours allocated to lessons is the same in all correctional facilities in the province. This is what one centre manager said:

“I think school should be brought next to the cells so that the distance of coming to the school is shortened”.

This will only mean that learners waste a lot of time moving to the classroom area and this has a negative impact on their learning. The learning hours should be extended so that learners can have more time in the classroom.

4.6.6 Availability of resources

Centre managers know about the challenge of resources and that it has been a serious issue affecting the implementation of ACET programmes for offenders. Centre managers confirmed that funding is not sufficient for the programmes which also affect the supply of books, infrastructure, and payment of salaries for educators. Most of the responses given by centre managers confirm what has been provided by both learners and educators. This is what one centre manager said:

“The lessons take place under a roof structure which is without walls”.

Effective teaching and learning of adults can only take place in a suitable environment and with needed resources available. The centre managers further highlighted that members from the Department of Education do not visit the correctional centres in order to see what is happening. Offenders too feel their education is neglected by officials who do not even want to come and hear their complaints.

The centre managers also raised the issue of salaries for educators. They indicated that it is very difficult to manage people who are always complaining about salary disparities. This is what one centre manager said:

“The issue of managing staff working for two different departments is a problem. Educators from the Department of Correctional Services always cry that their counterparts from the Department of Education are better paid than them”.

The collaboration of the departments was supposed to have been done fairly and equitably, particularly when it concerns salaries. Staff salaries should be paid by one department.

The other critical issue that centre managers confirmed is water shortage. They indicated that water is a vital natural resource without which teaching and learning cannot take place. Classes are always disrupted because offenders do not have water.

4.6.7 Study time

Centre managers confirmed this problem of study time for learners. They indicated that it is a struggle for learners to study in the cells, particularly in the evenings. This is what one centre manager said:

“Offenders were given study lamps in the past, they were taken away from them as a result of bad behaviour”.

It is clear from the above evidence that studying in a correctional facility is a struggle. The centre managers indicated that they would look into giving offenders the privilege of using study lamps as it used to happen in the past.

4.6.8 Gangsterism

Centre managers shared the same views with the educators that Gangsterism is a problem that negatively affects teaching and learning in correctional facilities. This is what one centre manager said:

“These gangsters have turned the facility into their home, and they always come back after they are released. They enjoy causing problems to fellow inmates”.

It is clear from the above evidence that gangsterism is a serious problem, which negatively affects teaching and learning in correctional facilities. Without the presence of gangs which rule correctional facilities, education of offenders would be better than it is at the moment. The regime should come up with ways to eradicate the gangs that are terrorising other offenders inside the correctional facilities.

4.6.9 Programmes Monitoring

Co-ordinators from the Department of Education do the monitoring. Monitoring is critical in the implementation of ACET programmes for offenders. Without monitoring it means a lot can go wrong for a long time without rectification. The learners have complained that they often see

visitors from a distance, when they ask they are told they come from the Department of Education, but these visitors never come close to them to listen to their complaints.

Centre managers have also confirmed that co-ordinators do not visit correctional centres regularly. They do not visit learners at all when they come. Programmes cannot run effectively without the monitoring of activities. With effective monitoring, programme providers can be given feedback concerning their weakness and strengths. Monitoring should be regarded as necessary in the implementation of Adult and Community Education and Training programmes for offenders.

4.6.10 The admission process in the correctional centre

Centre managers indicated that when offenders are received into the centre, an assessment on the offender is done. Centre managers confirmed that many offenders do not attend the programmes due to negative effects of incarceration. Those who come to school do it with a burden of having to worry about their sentences and family back home. The following is what some centre managers said during the interviews:

“Offenders attend school with a lot of problems, and these problems result in some of them dropping out of the programmes”.

“Some cannot cope with their sentence, for them to concentrate in class is really difficult”.

This is largely caused by a weak induction programme available in correctional facilities. The Department of Correctional Services should work on improving its induction process so that offenders can easily cope with the transition from home.

4.6.11 Substance abuse

Centre Managers confirmed that many learners show several learning deficiencies due to addictions to drugs. This happens as soon as they start attending classes. The following is an excerpt from one Centre manager:

“The poor health of many learners

can be attributed to history of substance abuse”.

Many learners indeed perform very poorly due to substance abuse. The Department should strengthen its substance abuse programme which is already in place. Many offenders want to study but they cannot due to serious substance abuse problems they are having.

4.6.12 Offender transfers

Centre Managers confirmed during the interviews that offenders are transferred from one correctional centre to the other at any given time. They further indicated that these transfers usually happen without prior notice. These transfers are a reason offenders are not interested in the programmes. The following is an excerpt from one centre manager:

“The disruptions caused by transfers are a big challenge for education of offenders. Most of the learners who were in the programme the previous year are now transferred and they did not complete their courses”.

The transfer of offenders should be done in a way that is not so disruptive to the education of offenders. This can be achieved by finding a monitoring tool for those offenders who are enrolled into certain courses so that they can continue even if they are transferred to another facility.

4.6.13 Summary of findings

This study has revealed that Adult and Community Education and Training programmes for offenders in Limpopo Province are facing severe problems, and this has a negative impact on the type of programmes provided to offenders. Learners and educators have raised their concerns regarding the implementation of the programmes. Centre managers later confirmed these concerns. Hereunder is the summary of the findings of this study. These findings were able to answer the research questions formulated in chapter one.

- **Needs assessment:** Needs assessment is done for learners but it does not seem to work because the programmes are packaged. Educators are not involved in programme planning.
- **Learners' motivation to enroll in the programmes:** Learners are motivated to register because they need skills that they can use after release from custody.
- **Recruitment of learners into the programmes:** Learners are recruited into the programmes through back-to-school campaigns.
- **Availability of staff:** The programmes suffer a severe staff shortage. The staff shortage includes security personnel to escort offenders to class.
- **Availability of resources:** The programmes lack enough learning and teaching materials, infrastructure, furniture, better salaries for educators adequate funding and water.
- **Time allocated for lessons:** The time allotted for classes is too little. Learners go for examinations complaining that they are not ready.
- **Training and qualifications of Educators:** Educators are well qualified but are not receiving proper and ongoing training for ACET.
- **Study time:** Learners do not have enough study time available for them particularly inside the cells. The situation is caused by noise and worsened by gangs who deliberately disturb them. Learners are only able to study in class after school and the time is not enough.
- **Gangsterism:** gangs typically interfere with studying particularly in the cells. Because of gangs, lessons cannot take place due to staff conducting searches as a way of controlling these disturbing gangs.
- **Admission process into the correctional facility:** The study has revealed that many offenders suffer stress which is related to the transition from the outside world into the correctional environment and these stresses have adverse effects on education.
- **Substance abuse:** The study has revealed that many learners were using drugs before and after they were incarcerated. The effect of these drugs is manifested during teaching and learning. It affects learning by exhibiting low levels of concentration and poor academic performance.

- **Offender transfers:** The study has established that offenders are transferred from one facility to the other without notice. These transfers are found to be disruptive to their education. Many offenders gave this reason for transfer as a causal factor in their non-attendance and drop-out from the programme.

4.7 CONCLUSION

The study aimed to evaluate the existing Adult and Community Education and Training programmes for offenders in Limpopo Province, in order to create a model which will guide best future practices. The findings were sought from four data sources which are document analysis, observations, semi-structured interviews (responses were sought from learners, educators and centre managers), and focus groups or mini-conferences in order to establish the concerns and challenges in Adult and Community Education and Training programmes for offenders in Limpopo Province. However, this chapter is only limited to answering the main research question together with the first five sub-questions, hence the remaining three sub-questions will be answered in Chapter 5. The main research question and its five sub-questions are as follows:

- How are Adult and Community Education and Training programmes for offenders implemented in Limpopo Province?
- What policies are in place to guide the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What is the nature of the curriculum of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What are the characteristics of learners enrolled in Adult and Community Education and Training programmes at correctional centres in Limpopo Province?
- What resources are available in the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What kind of training is provided to educators in implementing Adult and Community Education and Training programmes for offenders in Limpopo Province?

The chapter closes by providing a summary of findings as obtained from interviews with learners, educators, and centre managers.

CHAPTER FIVE

DISCUSSION

5.1 INTRODUCTION

This chapter provides a discussion on the study's four findings and their implications. It also provides an account on the factors that determine the success and failure to implement the Adult and Community Education and Training programmes for offenders in Limpopo Province. This chapter also serves as a first step towards developing a model which could be used to guide best practices of Adult and Community Education and Training programmes for offenders. It also provides answers to the last two research questions of this study, which are as follows:

- What are the factors that contribute to the success or failure of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What model can be developed to guide best future practice in the implementation of the ACET programmes for offenders in Limpopo Province?

As mentioned earlier, the chapter also provides an account on the factors that contribute to the success or failure of Adult and Community Education and Training programmes which was based on the mini-conference I held with both centre managers and educators. These participants have been working in correctional facilities for a very long period. Most of them were school principals before joining the educational programmes in correctional institutions. They have extensive knowledge about factors that determine the success and failure of adult and community education and training programmes. I have divided these participants into two groups; one group discussed and presented factors that contribute to the success of adult and community education and training programmes for offenders. The second group discussed and presented factors that contribute to the failure of adult and community education and training programmes for offenders.

5.2 DISCUSSION OF FINDINGS

This study intended to answer the research question: How are Adult and Community Education and Training programmes for offenders implemented in Limpopo Province The study was able

to come up with four findings. Namely: needs analysis; funding, lack of proper training; and monitoring.

The findings of this study are in line with other research (Aggarwal, 2004; World Bank, 2011; Martin, 2018; Neaimi, 2005; Moyle, 2007; Russel, 2008, Omar, 2014; Gilmore, 1976) who found that for effective implementation of Adult and Community Education and Training programmes for offenders there has to be needs analysis conducted. They are also of the view that sufficient funding has to be provided in order for the programmes to run smoothly. Lastly, these researchers concluded that the training and monitoring of the programmes should be conducted on an ongoing basis. I agree with others (Aggarwal, 2004; World Bank, 2011; 2014; Martin, 2018; Neaimi, 2005; Moyle, 2007; Russel, 2008; Omar, 2014; Gilmore, 1976) who found that for effective implementation of Adult and Community Education and Training programmes for offenders there must be effective needs analysis conducted. It is also my strong view that lack of effective needs assessment results in the provision of irrelevant educational programmes to offenders.

Finding 1: Needs analysis

Participants in this study indicated that needs analysis is not done before the commencement of the programme. They further suggested that whenever needs analysis is conducted, it does not serve a purpose because the programme continues to offer learners what they do not really need. It is important to conduct need analysis before the commencement of any educational programme because it helps in creating a level of competence in the relationship between content and learners (Sava, 2012: 74). Needs assessment can also be used as a bridge to address the gaps that exist between the syllabus and the learner's needs (Richards, 2012: 116).

I agree with others (Basher & Smalkowski, 2002; Chaudron, Doughty, Kim, Kong, Lee, Long, Lurano, 2005) who say that the outcome of a needs analysis should be a list of goals and objectives for the parties involved, which should serve as the basis for developing tests, materials, teaching activities, and evaluation strategies as well as for re-evaluating the accuracy of the original needs assessment.

I used Maslow's Hierarchy of Needs as a method to make meaning of this finding on needs analysis. According to this theory, people become aware of their needs in a prescribed

manner, from the lowest to the highest ones, and only when the more basic needs have been satisfied can higher ones be attended to. Based on this general classification of needs, I refer to more specific adult offenders' learning needs to what is described by Kidd (1959). He classified adult needs into (1) Health, (2) Family and friendship relations, (3) Socio-civic relations, (4) Consumer aspects of life, (5) Occupation, (6) Recreation, and (7) Religious and Philosophical needs. This classification is also useful to distinguish between the different dimensions of adult education.

Finding 2: Funding

The second finding is that the Adult and Community Education and Training programme for offenders in Limpopo Province is not adequately funded. In terms of section 34(1) of the schools' Act 84 of 1996, the state must fund schools from public revenue on an equitable basis to ensure the proper exercise of the rights of the learners to education and redress of past inequalities in education provision (Constitution of the Republic of South Africa, 1996). This is in line with the view that education is one of the most powerful instruments for reducing poverty and inequality (World Bank, 2011: 32). Education is therefore central to improving a country's level of competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor, the rural population, and the offenders are central to the economic and social development of a country (United Nations Millennium Development Goals, 2015: 46).

While I agree that funding is essential for ensuring quality education, (Kumar, 2016: 76) warns that merely allocating more funding for the provision of quality education may not necessarily lead to desirable outcomes especially if budget formulation execution and monitoring are malfunctioning. However, recent studies have shown that the possible role of governance on the efficacy of public spending on education yields good results (Taylor, 2015: 53). Furthermore, there is evidence that government spending on education significantly boosts educational attainment. My argument is that the Adult and Community Education and Training programme for offenders would produce better results if funding were increased.

Finding 3: Lack of proper training

On the third finding, participants indicated that educators are not receiving adequate training necessary for the teaching of offenders. This lack of training continues despite the essential

role it plays in successful education reform (Johnston, 2010: 64). Training also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding learners towards higher standards of learning and self-development. Educators play a critical role in their classrooms hence their professional competence and continuous development are unavoidable (Richards & Renendya, 2009: 125). Educators are the primary source of knowledge and guidance to their learners; their continuous professional development and learning are important for their continuous contribution to the education and development of their learners (Caltenco, 2014: 43).

Another important reason for training educators is to increase their 'understanding'. Many educators face different situations in their classrooms and need to understand them without necessarily having a wish to change them (Johnston, 2010: 69). This desire for understanding is essential for educators to do a better job. Understanding current pedagogical practices can be achieved through professional development (Walters, 2005: 17). In-service training has, for many years, been the driving force behind many changes that have occurred in the area of teaching and learning. Teachers must keep up-to-date on the most current concepts, thinking and research in their field (Omar, 2014: 73). This is in line with Naftaly (1999) when he says that one of the most important components to improve the quality of education is through in-service training of educators. Participants in this study indicated that it is very infrequent for educators to be taken for training. The reasons that are given are always related to the lack of funding and resources.

Nick & Thacker (1999) warn that the provision of training alone cannot produce good results. They indicate that training positive attitudes of educators should back training. Educators with high positive attitudes towards their job are more interested in trying new techniques and strategies, including those that they have learnt from training conducted within their institutions (Nick & Thacker, 1999: 84). However, it needs to be indicated that apart from training, other factors affect how educators fulfill their responsibility. The factors include pay, working conditions, class size, and work load. These factors can interfere with the sharing of knowledge even after professional development and skill acquisition. The impact of educators' training on learners' performances cannot be discussed in isolation of other factors (Neaimi, 2005: 60). However, there is evidence that training educators is the key to imparting knowledge, values, and culture from one generation to the next. The quality of learners strongly depends upon the quality of educators.

Finding 4: Monitoring

The last finding of the study is monitoring. Adequate, rigorous and continuous monitoring and supervision are the most important keys to the successful implementation of any education programme. Whenever any educational programme comes into operation there arises the need for some kind of mechanism through which the progress of implementation can be readily assessed. Such a mechanism is referred to as monitoring. In education, monitoring covers activities of inspection and supervision (Khawaja, 2011: 81). Monitoring is an assumption of responsibility for bringing about specified results in the field. It is the continuous assessment of project implementation in relation to agreed schedules and use of inputs, infrastructure and services by project beneficiaries (Mertens, 2015: 134). Participants in this study reported that this important function is not being carried out in the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province. They further indicated that members of the Department of Education visit the centres on very infrequent occasions, and when they do, they do not come near the classes where teaching and learning is taking place.

When monitoring the outcomes of adult learning programmes, it is crucial to understand what type of programme works, and for which learners. Evidence on the impact of adult education may benefit all actors in the education sectors. Another advantage of monitoring an educational programme is that training providers can use the information to improve quality, rethink course curriculum, and enhance teaching methods. Again, policy-makers and the whole society will benefit from better data, as it may not only increase knowledge and quality of the adult education sector, but it will help to respond to growing demands for public funds accountability (Maninen, 2014: 87). Despite these advantages, monitoring the outcomes poses several challenges (Schumann, 2016: 95).

On the one hand, the decentralisation of the sector makes data collection complicated. While adult education presents various benefits affecting different spheres of learner's life, not all these benefits are known or easy to measure (Krueger & Rouse, 2018: 129). There is a bias towards collecting information only on the easily identifiable services which may provide an incomplete picture. Learning is a long-term activity whose outcomes will strongly depend on past and future actions and may materialise in the long-run only. This may hamper the ability to detect changes in the short term (Feinstein & Hammond, 2014: 143). In conclusion, there

is evidence to support the relation between monitoring and the effective delivery of adult education programmes (OECD, 2019: 92)

5.3 IMPLICATIONS OF THE STUDY

Although the findings of this study are not applicable to a broader population in South Africa, they nevertheless have some implications for policy makers, practitioners, and researchers.

1. Policies on the funding of the programmes should be developed. Policies on training and professional development of educators should also be developed since there is a gap in this area. Policy makers should also make available policies on monitoring since the programme is not being monitored at present. For example, participants were of the view that when planning programmes, it is crucial to find out for whom the programme is intended and to establish the characteristics of the target group before a programme is started. The participants felt that educators need to be involved in the planning of the programmes for such to succeed.
2. Practitioners should conduct a thorough needs assessment so that relevant programmes can be designed. It is worth noting that the present needs assessment does not serve a purpose since the programme continues despite failing to address the actual educational needs of the offenders. The participants felt that learners need to be motivated to enroll in the programmes since adults can only engage in learning if there is a motive to do so. By motivating learners, the participants felt that would be a way of marketing the programme to these prospective learners, for example, they need to be told that enrolling in the programmes will equip them with skills which will, in turn allow them gain employment or become self-employed. They need to be told that education will help them to get a second chance from the community.

The participants indicated that learners are recruited into the programmes through back-to-school campaigns. Educators conduct these campaigns at the beginning of every year. The participants were of the view that these campaigns are driven to make offenders aware of the availability of the programmes. The participants also felt that security should be offered to accompany educators into cell areas during campaigns. This is so because educators do not feel safe around offenders in the absence of security staff. The participants

felt that security staff displays some negative attitude towards the education of offenders. They felt that something needs to be done to address these negative attitudes since it is impacting negatively on the success of the programmes.

The availability of staff is critical in determining the effectiveness of ACET programmes. The participants felt that more staff needs to be employed if the programme is to succeed. This aspect needs serious attention from the Department of Correctional Services. Funding plays an important role in ensuring that educational programmes succeed. Every programme needs money to meet its obligations of paying its staff, for example in order to motivate them to do their job.

Any educational programme needs to have excellent infrastructure for the provision of education. Classrooms are necessary for the provision of ACET programmes for offenders in Limpopo Province; Officials require offices in order for them to do their job effectively. The shortage of infrastructure has a negative bearing on both learners and educators. The participants felt that educators are not being paid well enough for the job they are doing. In order for this programme to succeed, educators should be paid accordingly; otherwise many educators will leave the sector for greener pastures, elsewhere.

3. Researchers are essential for the design and implementation of Adult and Community Education and Training programmes for offenders. Further research into the factors that contribute to the success of Adult and Community Education and Training programmes for offenders is recommended and researchers should bear in mind the factors that contribute to the failure of Adult and Community Education and Training programmes for offenders. Future research should look into other possible factors that may hinder the successful implementation of Adult and Community Education and Training programmes for offenders. It is also recommended that future research should use a more robust research tool to go deeper into the factors that contribute to both the success and failure of ACET. A larger population of offenders and staff should also be used for the study sample to be more representative.

5.4 FACTORS THAT CONTRIBUTE TO THE SUCCESS OF ADULT AND COMMUNITY EDUCATION AND TRAINING PROGRAMMES FOR OFFENDERS

5.4.1 Needs assessment

Participants were of the view that when planning programmes, it is important to find out whom the programmes is intended to. It was further highlighted that it is important to establish the characteristics of the target group before a programme is started. The participants felt that educators need to be involved in the planning of the programmes in order for such to succeed.

5.4.2 Learners' motivation to enroll into the programmes

The participants felt that learners need to be motivated to enroll into the programmes since adults can only engage in learning if there is motive to do so. By motivating learners, the participants felt that it will be a way of marketing the programmes to these prospective learners, for example, they need to be told that enrolling into the programmes will equip them with skills which will in turn help them gain employment or become self-employed. They need to be told that education will help them to get second chance from their community.

5.4.3 Recruitment of learners into the programmes

The participants indicated that learners are recruited into the programmes through back-to-back campaigns. These campaigns are conducted by educators at the beginning of every year. The participants were of the view that these campaigns are conducted in order to make offenders aware of the availability of the programmes. The participants also felt that security should be made to accompany educators into the cell areas during campaigns. This is so because educators do not feel safe around offenders in the absence of security staff. The participants felt that security staff displays some negative attitudes towards the education of offenders. They felt that something needs to be done to address these negative attitudes since it is impacting negatively on the success of the programmes.

5.4.4 Availability of staff

The availability of staff is very important in determining the effectiveness of ACET programmes. The participants felt that more staff needs to be employed if the programme is to succeed. The problem of shortage of staff needs serious attention from the Department of Correctional Services.

5.4.5 Funding

Funding plays an important role towards ensuring that educational programmes succeed. Every programme needs money in order to meet its obligations. The programmes obviously need money to pay its staff, for example. There is no way this programmes can succeed without proper funding. When staff is paid accordingly, it will motivate them to do their job.

5.4.6 Infrastructure

It is quite important for any programme to have good and sufficient infrastructure necessary for the provision of education. The programme needs classrooms necessary for the provision of ACET programmes for offenders in Limpopo Province. The participants also felt that officials need offices in order for them to do their job effectively. The shortage of infrastructure has a negative bearing on both learners and educators.

5.4.7 Salaries for educators

The participants felt that educators are not being paid well for the job they are doing. In order for this programmes to succeed, educators should be paid accordingly, otherwise many educators will leave the sector for greener pastures, elsewhere.

5.4.8 Time allocated for lessons

The participants felt that time allocated for lessons is too little for the learning areas. They also felt that lessons should take place on all the five days of the week unlike what is happening at the moment. At present, there are no classes on Mondays and Fridays due to the fact that escorting officers are off on these days. In order for this programmes to succeed, notional hours should be increased.

5.4.9 Water and sanitation

Availability of water and sanitation is crucial in the successful implementation of any programme. The unavailability of water and sanitation can impact negatively on the effectiveness of educational programmes. For learners to attend classes they need to take bath and enough water for toilets and bathrooms.

5.4.10 Qualifications and training of educators

For any educational programmes to succeed, its educators must possess relevant qualifications and must receive training in order to improve their skills. It is important to provide educators with training so that they can cope with the new knowledge. Educators should also upgrade their teaching qualifications as way of empowering themselves. Participants felt that educators need continuous professional development and they need to be given support in the form of training.

5.4.11 Assessment

In order to see the effectiveness of a programme, assessment needs to take place. Learners are assessed through classworks, homeworks, projects, and examinations. Assessment should always be at the centre of all educational activities in the classroom.

5.4.12 Relevance of the programmes

Participants felt that more learning areas should be added to the programmes. They further suggested motor mechanics and hospitality should be added to learning areas as offenders might need them to gain employment/self-employment after release from correctional facilities.

5.4.13 Strategies available to use study time

Participants indicated that learners have a difficulty finding study time inside correctional facilities. They further indicated that learners cannot study because other offenders disturb them with loud music. Participants also felt that lights should be kept on in the cell as long as learners need them for study during the night.

5.4 FACTORS THAT CONTRIBUTE TO THE FAILURE OF ADULT AND COMMUNITY EDUCATION AND TRAINING PROGRAMMES FOR OFFENDERS LIMPOPO PROVINCE.

Participants in the second group mentioned and discussed the following as factors that contribute to the failure of Adult and Community Education and Training programmes for offenders in Limpopo Province:

5.5.1 The admission process into the correctional centre

Offenders find hard to accept during the first year that they are incarcerated. This reality of incarceration results in a lot of stress and depression among them. The kind of stress they exhibit can hinder them from concentrating during lessons. Participants felt that offenders need to be given much counselling during the admission process.

5.5.2 Substance abuse

Many offenders were using drugs prior and during their incarceration. The history of substance abuse has a tendency of interfering with their educational success. Many offenders get sick due to drug usage and as a result fail to attend classes for many days.

5.5.3 Offender transfers

Offenders are transferred from one facility to the other without prior notice. These transfers have a tendency to disrupt the offender's education because it is difficult for them to continue with their education once they are moved to another facility.

5.5.4 Gangsterism

Gang members have a tendency to disrupt offenders who are studying while inside the cells. The main aim of gangs is to destabilise correctional facilities and to control other offenders. Gangsterism is one issue that needs to be addressed in order for the programmes to run smoothly and effectively.

5.5.5 Lack of study time strategies

Without good study time strategy, it is difficult for offenders to succeed with their education. The correctional facility environment is disruptive in its nature. Offenders struggle to do so because they lack effective study time strategies.

5.5.6 Shortage of water

Correctional facilities in Limpopo are often presented with serious water crisis. Sometimes teaching does not take place due to water shortages. Participants felt this problem of water needs to be urgently addressed so that effective teaching and learning can take place within the correctional facilities.

5.5.7 Lack of proper assessment

Classworks, homeworks, projects, tests and assignments that offenders receive as part of assessment are not always sufficient hence it renders the programmes ineffective. Participants indicated that offenders need to be given more tasks.

5.5.8 Lack of training for educators

Educators need training as a means to empower them. They also need training so that they can cope with new knowledge. Without training educators can always fail to do their job effectively. Participants indicated that educators are not given sufficient training necessary to render this function of educating offenders.

5.5.9 Shortage of time allocated for lessons

There are only 15 notional hours allocated per week. These 15 hours is too little for the 7 learning areas. Sufficient time needs to be allocated in order for effective teaching and learning to take place.

5.5.10 Poor salaries of educators

When educators are not paid accordingly, it lowers their morale. Shortage of funding can be attributed to this problem of educators not being paid well. Participants felt something needs to be done to address this problem of salaries for educators.

5.5.11 Lack of funding

Lack of funding often makes it difficult for adult and community programmes for offenders to run smoothly. Without funding it becomes impossible to sustain any educational programme. All staff working for this programme depend upon the institution for salaries hence without funds the programme cannot succeed.

5.5.12 Lack of teaching and learning materials

In order to render teaching and learning effective, there must be sufficient teaching and learning materials. The participants felt that the Department of Correctional Services should increase the supply of teaching and learning materials.

5.5.13 Lack of resources

The availability of resources is critical in the implementation of adult and community programmes for offenders. Effective implementation needs teaching and learning materials, funding, infrastructure, salaries of educators, and time allocated for lessons. Shortage or lack of these resources would render the programme unsuccessful.

5.5.14 Shortage of staff

The programmes cannot run smoothly without adequate number of staff available. Sufficient number of staff is necessary if the programme is to succeed. To this effect, the participants felt the Department should employ more educators into the programmes.

5.5.15 Lack of infrastructure

Lack of infrastructure makes the success of adult and community education and training programmes impossible. Without good infrastructure like classrooms and offices, education

cannot take place. Infrastructure plays a central role in the implementation of adult and community education and training programmes for offenders.

5.6 CONCLUSION

This chapter was based on the mini-conference, which I held with the centre managers and educators who initially participated in this study. The chapter has been able answer the last three research questions which are as follows:

- What are the factors contributing to the success of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What are the factors contributing to the failure of Adult and Community Education and Training programmes for offenders in Limpopo Province?
- What model can be developed to guide best future practice in the implementation of Adult and Community Education and Training programmes for offenders in Limpopo Province?

The chapter was also used as a first step towards a model which could be used to guide best practices of Adult and Community Education and Training programmes for offenders in Limpopo Province.

The factors contributing to the success of the programmes are identified as needs assessment; learner motivation to enroll in the programmes on offer; availability of staff; funding; infrastructure; salaries for educators; time allocated for lessons; water and sanitation; qualifications of educators; assessment; relevance of the programme; and strategies available to use study time.

In contrast to these factors are those that contribute to the failure of Adult and Community Education and Training programmes for offenders in Limpopo Province, and they are: the admission process into the correctional centre; substance abuse; offender transfers; gangsterism; lack of study time strategies; shortage of water; lack of training for educators; shortage of time allocated for lessons; poor salaries of educators; lack of funding; lack of teaching and learning materials; lack of resources; shortage of staff; and lack of infrastructure. It should be noted that by vigorously addressing these factors a better Adult and Community Education and Training programme for offenders in Limpopo Province may be brought about.

Based on the findings, firstly, it is recommended that policy makers should develop policies on funding of the programmes and the training of educators. Secondly, practitioners should conduct an effective compelling needs assessment so that relevant programmes can be designed. Practitioners should also ensure that there is ongoing monitoring of the programme in order to check its effectiveness. Thirdly, researchers should conduct further research into the factors that contribute to the success or failure of ACET programmes for offenders.

5. 7 SUGGESTIONS FOR FURTHER RESEARCH

The following strategies are suggested for further research as informed by the findings of this study:

Removing youth from crime; addressing the educational needs of offenders; providing programmes that focus on the development of practical skills that can be offered to offenders in Limpopo Province; which will lead to their being able to take up job opportunities as ex-offenders successfully.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR THE CENTRE MANAGERS

1. Which ACET programmes are offered in this correctional centre?

2. What challenges do you encounter as you implement these ACET programmes?

3. How many educators do you have in the programmes?

4. How many learners do you have in the programmes?

5. What are the difficulties experienced by your educators in implementing ACET programmes?

6. How much time is allocated for each programme?

7. Who funds the ACET programmes in your institution?

8. How relevant are the lecturer's qualifications in offering the ACET programme?

9. How relevant is the training that educators receive for the implementation of the programmes?

10. Who supplies learner and teacher support materials?

11. What motivates the learners to enrol for these programmes?

12. How are learners assessed in these programmes?

13. What strategies are in place to enhance the implementation of the ACET programmes?

APPENDIX 2: INTERVIEW GUIDE FOR THE EDUCATORS

1. Which programme are you teaching? _____

2. How many educators are offering these programmes?

3. How many learners do you have in class?

4. Who funds these ACET programmes?

5. What difficulties do you experience in implementing these programmes?

6. How much time is allocated to offer each ACET programme?

7. What qualifications were required for your appointment as an educator of these programmes? _____

8. How relevant are your qualifications in offering these programmes?

9. What strategies are in place to assist learners to use their study time effectively?

10. How are learners assessed in these ACET programmes?

11. What strategies are in place to improve the implementation of these ACET programmes?

APPENDIX 3: INTERVIEW GUIDE FOR THE LEARNERS

1. How many educators are offering these ACET programmes? _____

2. How relevant is the programme to your learning needs?

3. What are the difficulties you encounter during the implementation of these programmes?

4. Who funds these programmes?

5. What strategies are in place for enhancing your learning in these programmes?

6. Who supplies learner and teacher support materials?

7. How are you assessed in these programmes? _____

8. What strategies are in place to improve the implementation of these programmes?



correctional services

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Tel (012) 307 2770

Mr NE Mathebula
16 Kgwele Street
Makhado Park
Loius Trichardt
0920

Dear Mr Mathebula

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: "THE EVALUATION OF ADULT AND COMMUNITY EDUCATION AND TRAINING PROGRAMMES FOR PRISONERS IN LIMPOPO PROVINCE"

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:

- This ethical approval is valid from **15 April 2019 to 14 April 2021**.
- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Ms R Naidoo: Acting Director Formal Education, Head Office**.
- You are requested to contact her at telephone number (012) 305 8778 before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting the correctional centres.
- 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 DCS REC Administration for assistance at telephone number (012) 307 2770.

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

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH

DATE: 15/04/2019

LIST OF ABBREVIATIONS AND ACRONYMS

ABET	:	Adult Basic Education and Training
ACET	:	Adult and Community Education and Training
AE	:	Adult Education
DCS	:	Department of Correctional Services
DoE	:	Department of Education
EC	:	European Commission
ECD	:	Early Childhood Development
EST	:	Emergency Support Team
GETC	:	General Education and Training Certificate
ICT	:	Information and Communications Technology
IEB	:	Independent Examinations Board
IQMS	:	Integrated Quality Management Systems
ISDRS	:	Integrated Sustainable Rural Development Strategy
L. P	:	Limpopo Province
MTEF	:	Medium Term Expenditure Framework
NASCA	:	National Senior Certificate for Adults
NEPI	:	National Education Policy Investigation
NLC	:	National Literacy Campaign
NQF	:	National Qualifications Framework
NSF	:	National Skills Fund
OECD	:	Organization for Economic Cooperation and Development
PALCs	:	Public Adult Learning Centres
POPCRU	:	Police and Prisons Civil Rights Union
RPL	:	Recognition of Prior Learning
SA	:	South Africa
SACE	:	South African Council for Educators
SAQA	:	South African Qualifications Authority
SASA	:	South African Schools Act
SDP	:	Staff Development Plan
SETAs	:	Sector Education and Training Authorities
SIP	:	School Improvement Plan
TREC	:	Turfloop Ethics Research Committee
Umalusi	:	Nguni word meaning Shepherd. It is quality control council for education
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization