

**Educational challenges facing prisoners at Kutama-Sinthumule
Correctional Centre: A case study of grade twelve
(12) young adult learners.**

by

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DEDICATION

This mini-dissertation is dedicated to all grade twelve (12) young adult learners at Kutama- Sinthumule Correctional Centre.

DECLARATION

I, Mathebula Nkarhi Excellent declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters in Adult Education has not previously been submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Nkarhi Excellent Mathebula

Date

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All grade twelve prison learners who participated in this research project.

All Correctional Centre educators who participated in this research project.

SUMMARY OF THE STUDY

This mini-dissertation is about educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre. It is a study of grade twelve (12) learners. The aim of the study is to get an insight into educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. This study has attempted to contribute towards solutions to educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. The management of Kutama-Sinthumule and the Department of Correctional Services were made aware of the problems that young adult prisoners face while doing grade twelve (12) in that prison.

In order to achieve the aims outlined above, I formulated the following main research question:

- What are the educational challenges facing grade twelve (12) young adult Prisoners at Kutama-Sinthumule Correctional Centre?

I tried to answer the question outlined above by undertaking an explorative study which has elements of needs assessment and case study. I have decided to undertake an explorative study because very little is known about educational challenges facing prisoners prior to this research. Since the study has elements of needs assessment, the situation of grade twelve (12) young adult prisoners and values of an education system with desired outcomes was looked against. The needs are stated by grade twelve (12) learners; their educators; their facilitators; and the coordinator of the programme in relation to the system.

I have decided to select grade twelve (12) learners at Kutama-Sinthumule Correctional Centre as my case. There are other educational programmes at Kutama-Sinthumule Correctional Centre, but I have decided to concentrate on a grade twelve programme. I have decided to undertake a case study because a case study promotes a better understanding of a practice or issue and facilitates informed decision making.

Chapter two outlines the theoretical framework of the study. I began chapter two by defining important concepts. The concepts such as Prisoner; Prison; and Young Adult are defined thoroughly. I formulated assumptions about what could be educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. I read documents and conducted exploratory interviews with grade twelve learners, educators and other role players at Kutama-Sinthumule, hence I identified the following educational challenges facing grade twelve (12) learners at the Correctional Centre: lack of access to the internet; lack of resources; lack of motivation; communicating in the medium of instruction;

shortage of better trained staff; overcrowded classrooms; insufficient study time; duration of the programme; shortage of staff; and insufficient time allocated to lessons.

In chapter three, I describe the design of the study. The main focus of this chapter was to discuss the two routes of data collection. The first route had to do with reviewing relevant documents from the Department of Correctional Services and operational policies and procedures at Kutama-Sinthumule Correctional Centre. The second route has to do with the data that has been collected in the field using different data collection instruments. How data has been analyzed using a data matrix is also shown in this chapter. The chapter concludes by presenting ethical considerations.

Chapter four begins by highlighting the setting of the study. It goes on to describe the town of Louis Trichardt where Kutama-Sinthumule Correctional Centre is situated. It further gives a brief history of the town. The Climate, Geography, Demography, Population, Key Statistics, Name change, and Economy are outlined in this chapter.

This chapter also presents the findings of the study. I have also outlined in detail the views of the interviewees in relation to the critical factors of this study. A description of subjects offered for this grade twelve programme is done in this chapter. The chapter concludes by discussing the findings of this study.

Chapter five presents the final recommendations, conclusion, and reflections of this study. This chapter harmonizes information from all the previous chapters in discussing educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre. The chapter also suggests possible solutions to these educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. The chapter concludes by making recommendations for further study, as education and its related challenges in the prisons seems to be under-researched, particularly for grade twelve (12) young adult learners.

ACRONYMS

ADMAX	- Administrative Maximum Security
ANC	- African National Congress
CD's	- Compact Disks
CNE	- Christian National Education
DCS	- Department of Correctional Services
DoE	- Department of Education
FLED	- Full License Eligibility Dates
KSCC	- Kutama-Sinthumule Correctional Centre
LTT	- Louis Trichardt
LP	- Limpopo Province
NP	- National Party
NYC	- National Youth Commission
OBE	- Outcomes Based Education
POW	- Prisoners Of War
ROTL	- Release On Temporary License
SHU	- Special Housing Units
S.A	- South Africa
SACM	- South African Custodial Management
SAGNC	- South African Geographical Names Council
SANYP	- South African National Youth Policy
SCA	- Supreme Court of Appeal
YALSALA	- Young Adult Library Services of the American Library Association

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter focuses on the background of the study that will form the basis of this mini-dissertation. I included the education system in South Africa, history of education in South Africa. I also included issues of imprisonment in Africa, and the origin of prisons in Africa. This chapter also includes the aim of study, objectives of the study and the research questions. The relevance of the study is also outlined in this chapter. This chapter concludes by outlining the limitations of the study.

1.2 Education System in South Africa

South Africa has a system of education which is three-fold, starting with primary school, followed by high school, and tertiary education in the form of universities. Recently, great advances towards better education in South Africa have been made. The introduction of new technology to the formally disadvantaged schools in many areas has been seen as a promising thing of the future. Organizations such as Khanya have worked to provide computer access in state schools. A recent national initiative has been the creation of “focus” schools. These specialize in specific curriculum areas (Business and Commerce; Engineering, Arts and Culture) and are very similar to the UK specialist schools programme <http://en.wikipedia.org/wiki/EducationinSouthAfrica> 8/18/2012.

School life spans 13 years- or grades- although the first year of education, Grade R or reception, and the last three years, grade 10, 11, and 12 are not compulsory. Many primary schools offer Grade R, although this pre-school year may also be completed at nursery <http://www.khanya.co.za> 8/27/2012.

For university entrance, a “matriculation endorsement” is required, although some universities do set their own additional academic requirements. All the universities are autonomous, reporting to their own councils rather than government <http://www.education.gov.za/dynamic.aspx?pageid=10877>.

South Africa has a concept of public and private schools. They vary according to character, size, quality of education, and financial advantages. Most schools are funded by the state. 2.8% of the total school population is private equaling 340.000 students. In 2010, the literacy rate was 88.0% and South Africa is listed joint 107th of 180 countries on the world literacy list <http://en.wikipedia.org/wiki/EducationinSouthAfrica> 8/18/2012.

From this stand point, one can realize that education is taken in a very serious light in South Africa. Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another (Mandela, 1994:97).

1.2.1 Structure and Politics

In January 2011, education is structured as follows: It is represented in parliament by two ministers of education who each heads one department, as follows:

- a. Department of Higher Education and Training, headed by Dr Blade Nzimande and
- b. Department of Basic Education headed by minister Angie Motshekga, deputy minister of Basic Education, Mr. Enver Surty.

Each of these departments is headed by a Director General as follows:

- a. Director General: Higher Education and Training, Ms. Mary Metcalf; and
- b. Director General: Basic Education, Mr. Bobby Soobrayan.

Funding for these departments is derived from central government taxes. Schools have principals and universities have chancellors who head their respective governing bodies. Policies are set by the departments through their ministers. Execution of policies is the responsibility of the heads of the governing bodies of schools and universities. The department pays for teachers' salaries of government schools, while private schools are mostly self funded by parents <http://en.wikipedia.org/wiki/EducationinSouthAfrica> 8/18/2012.

1.2.2 History of Education in South Africa

1.2.2.1 Colonial Education

The earliest European schools in South Africa were established in the Cape Colony in the late seventeenth century by the Dutch Reformed Church elders committed to biblical instruction, which was necessary for church confirmation. In rural areas, itinerant teaching (meesters) taught basic literacy and math skills British mission schools proliferated after 1799, when the 1st members of the London Missionary Society arrived in the Cape Colony. Language soon became a sensitive issue in education. At least two dozen English-language schools operated in rural areas of the Cape Colony

by 1827, but their presence rankled among devout Afrikaners, who considered the English language and curriculum irrelevant to rural life and Afrikaners restricted government policies aimed at the spread of English language and British values, and many educated their children at home or in the churches.

After British colonial officials began encouraging families to emigrate from Britain to the Cape Colony in 1820, the Colonial Office screened applicants for immigration for background qualifications. They selected educated families, for the most part, to establish a British presence in the Cape Colony, and after their arrival, these parents placed a high priority on education.

Higher education was generally reserved for those who could travel to Europe, but in 1829 the government established the multiracial South African College, which later became the University of Cape Town. The government established Grey College-later The University of Orange Free State-in Bloemfontein in 1855. Graaff-Reinet College was founded at the Potchefstroom in 1869 and was later incorporated into the University of South Africa and renamed Potchefstroom University for Higher Education <http://www.southafrica.info/about/education/education.htm> 8/27/2012.

1.2.2.2 Education in the Twentieth Century

The coming to power of the Nationalist Party in 1948 resulted in the disappearance of ‘toleration’ attitudes and placing of black education under strict, unequivocal state control. The then Nationalist Party government enforced its apartheid ideology (or the segregation of black and white people into different areas) in all social institutions as in politics. Nowhere was this more evident than in the notorious Bantu Education Act of 1953 (Kallaway, 1990).

This Act gave wide powers to the then Minister of Native Affairs, Dr H F Verwoerd, to bring into effect the major recommendations of the Eiselen Commission. Bantu education was to be directed to blacks not whites, it was to be centrally controlled and financed under the Minister. Syllabuses were to be adapted to the black way of life and black languages introduced into all black schools.

Most importantly, the control of black schools was to be taken away slowly from the missionary bodies that were running the vast majority of black schools at that time and placed under the Native Affairs Department. According to the Act, all syllabuses were to be those emanating from the government and imbued with the ideas of racial inferiority, and the provisioning of education for blacks had to be minimized. This was further attested by Dr Verwoerd when he said:

“It is abundantly clear that unplanned education creates many problems, disrupting the community life of the Bantu and endangering the community life of the Europeans”(Kallaway, 1990: 173).

This policy of control extended to universities as well. The 1959 Extension of Universities Act effectively closed white universities to black students and began the establishment of separate tertiary institutions for blacks. Those blacks who proceeded to tertiary institutions were to be trained in institutions in which the state could control both administrative structures and curricula.

The disadvantage in the area of education is clearly illustrated by looking at the division of the education budget. In the middle of 1980, four times as much money was spent on a white pupil than on a black pupil (Simeka Management Consulting, 1998).

From 1950 to mid-1990, no other social institution reflected the government’s racial philosophy of apartheid more clearly than the education system. Each ethnic group had its own education system that was meant to serve the educational needs and culture of that particular group. In effect, the state showed itself prepared to reduce schooling provision rather than to allow them to operate outside its control (Kallaway, 1990: 172).

1.2.2.3 Education in South Africa after 1994 to date

In South Africa, education plays a huge role compared to other countries. The government spends 20% of the central budget on education. Black Africans were perceived to have the role of laborers and servants. During the 1980’s the young population was committed to destroying the education system due to apartheid. There were strikes and violence which firmly restricted its ability, the effects of apartheid could still be felt 16 years after its demise. Among the SA population, only 14% of blacks have an education of high school or higher, whereas 40% of Indians and 65% of white have an education of high school or higher.

After 1994 when South Africa became a true constitutional democracy, the government of the day formed by the majority party in parliament (the ANC) instituted their “GEAR” plan and OBE (Outcomes Based Education). These did not produce the results that were hoped for. There was a single department of education represented in parliament by a single minister. In 2006, the same government implemented the current system of two ministers and a new set of policies. Technology

has become an increasingly important lever, especially in the Western Cape and Gauteng. Khanya has led the way in bringing the formally disadvantaged schools into the global classroom, sometimes with the support of the UK based specialist schools and academic Trust <http://www.wolframalpha.com/input/?i=south+education8/27/2012>.

Many African societies placed strong emphasis on traditional forms of education well before the arrival of Europeans. Adults in Khoisan- and Bantu-speaking societies, for example, had extensive responsibilities for transmitting cultural values and skills within kinship-based groups and sometimes within larger organizations, villages, or districts. Education involved oral histories of the group, tales of heroism and treachery, and practice in the skills necessary for the survival in a changing environment <http://lcweb2.loc.gov/frd/cs/zatoc.html8/27/2012>.

1.2.3 Independence to Apartheid

Following the British victory in the South African war, the British High Commissioner for South Africa, Sir Alfred Milner, brought thousands of teachers from Britain, Canada, Australia, and New Zealand to instill the English language and British cultural values, especially in the two former Afrikaner republics. To counter the British influence, a group of Afrikaner churches proposed an education programme, Christian National Education, to serve as the core of the school curriculum. The government initially refused to fund schools adopting this programme, but Jan C. Smuts, the Transvaal leader who then became Prime Minister, was strongly committed to reconciliation between Afrikaners and English speakers, and he favoured local control over many aspects of education.

The National Party (NP) was able to capitalize on the fear of racial integration in the schools to build its support. The NP government reintroduced Christian National Education as the guiding philosophy of education <http://www.sacmeq.org/education-south-africa.htm> 8/27/2012.

1.2.4 Education Under Apartheid

The Bantu Education Act (No. 47) of 1953 widened the gaps in educational opportunities for different groups. Two of the architects of Bantu education, Dr. WM. Eiselen and Dr. Hendrick F. Verwoed, had studied in Germany and had adopted many elements of National Socialist (Nazi)

philosophy. The concept of racial “purity”, in particular, provided a rationalization for keeping black education inferior.

Christian National Education (CNE) supported the National Party (NP) programme of apartheid by calling on educators to reinforce cultural diversity and to rely on “mother- tongue instruction in the first years of primary school. Black education was not supposed to drain government resources away from white education. The number of schools for blacks increased during the 1960’s, but their curriculum was designed to prepare children for menial jobs. Black schools had inferior facilities, teachers, and textbooks <http://www.stanford.edu/depts/ssrg/africa/southafrica/rsaed.html> 8/27/2012.

1.2.5 Soweto and its Aftermath

Tensions over language in education erupted into violence on 16 June 1976, when students took to the streets in Soweto township of Johannesburg. Their action was prompted by the decision of Andries Treumicht, Deputy Minister of education in the white government, to enforce a regulation requiring that one-half of all high-school classes must be taught in Afrikaans. A harsh response by police resulted in the deaths of several children, some young as eight or nine years old. In the violence that followed, more than 575 people died, at least 134 of them under the age of eighteen.

Youthful ANC supporters abandoned school, some vowed to “make South Africa ungovernable to protest against apartheid education. Others left the country for military training camps run by the ANC or other liberation armies, mostly in Angola, Tanzania, or Eastern Europe. “Liberation before education” became their battle cry. The schools suffered further damage as a result of the unrest of 1976. Students who tried to attend school and their teachers were sometimes attacked, and administrators found it increasingly difficult to maintain normal school activities.

The National Policy for general Affairs Act (No.76) of 1984 provided some improvements in black education but maintained the overall separation called for by the Bantu Education System. This act gave the minister of national education authority to determine general policy for syllabuses, examinations in all institutions, and certification qualifications in all institutions of formal and informal education. Education was compulsory for all racial groups, but at different ages and the law was enforced differently. Whites were required to attend school between the ages of seven and sixteen. Black children were required to attend school from age seven until the equivalent of seventh grade or the age of sixteen, but this law was enforced weakly, and not at all areas where schools

were unavailable. For Asians and coloured children, education was compulsory between the ages of seven and fifteen <http://en.wikipedia.org/wiki/EducationinSouthAfrica> 8/18/2012.

The discrepancies in education among racial groups were glaring. Teacher/pupil ratios in primary schools averaged 1:18 in white schools, 1:24 in Asian schools, 1: 27 in coloured schools, and 1:39 in black schools. 96 percent of all teachers in white schools were certificated. Secondary-school pass rates for black pupils in the nationwide, standardized high-school graduation examinations were less than one-half the pass rate for whites. New violence flared up as the government implemented the 1984 legislation, and that was in response to the limited constitutional reforms that continued to exclude blacks. In 1986 President PW Botha (1984-89) had stated that the concept of apartheid was “outdated”, and behind-the-scenes negotiations had begun between government officials and imprisoned ANC leader Nelson Mandela. The gap between government spending on education for different racial groups began to narrow, and penalties for defying rules in education began to ease <http://www.education.gov.za/dynamic/dynamic.aspx> 8/27/2012.

1.2.6 Restructuring

The apartheid regime created universities for different race groups, often in close proximity and offering the same courses, but neglected the development of historically black institutions. Economically, with institutions of uneven capacity, there was an urgent need to cut down on costly duplication and improve quality. The government announced plans to radically restructure higher education through mergers and incorporations after years of investigation and consultation. This was completed by January 2005 and created 22 institutions out of an existing 36 universities and technikons. Out of the 36 institutions: 22 were selected for mergers; 4 major incorporations (or loss of facilities); 1 was being dismantled and its multi-sites slotted into other institutions; and there are 10 new university names.

1.2.7 Limpopo Province

Limpopo is South Africa’s north most province, lying within the great curve of the Limpopo River. It is a region of contrasts, from the true bushveld country to majestic mountains, indigenous forests, wilderness and patchworks of farm land. The province borders the countries of Botswana to the west, Zimbabwe to the north and Mozambique to the east. In the eastern region lies the northern half of the Kruger National Park.

Limpopo is the gateway to the rest of Africa, its borders making it favorably situated for economic cooperation with the other parts of southern Africa. The capital of Limpopo is Polokwane, lying north is Modimolle, Makhado at the foot of the Soutpansberg mountain; and Musina. Other important Limpopo towns include the major mining centres of Phalaborwa and Thabazimbi; and Tzaneen. Through the centre of the province runs the Great North Road, that cuts through Makhado, an important route into Africa, which crosses into Zimbabwe at the major border post of Beit Bridge <http://www.limpopoprovincesouthafrica-SouthAfrica.info> 8/27/2012.

1.2.8 Size and Population

With a total area of 125755 square kilometers, Limpopo is slightly larger than the US state of Pennsylvania. It is the fifth largest of the country's nine provinces, taking up 10.3% of South Africa's land area and with a mid-2010 population of 5.4-million people.

The principal home language is Sesotho, spoken by roughly half the population, followed by Tshivenda and Xitsonga.

1.2.9 Economy and Employment

1.2.9.1 Industry

Limpopo's rich mineral deposits include platinum group metals, iron ore, chromium high and middle grade cooking coal, diamonds, antimony, phosphate and copper, as well as mineral reserves like gold, emeralds, magnetite, vermiculite, silicon and mica. Base commodities such as black granite, corundum and feldspar are also found. Mining contributes a fifth of the provincial economy. The province is a typical developing area, exporting primary products and importing manufactured goods and services. It has a high potential for development, with resources such as tourism, rain-fed agriculture, minerals and abundant labour offering excellent investment opportunities.

1.2.9.2 Agriculture

The bushveld is cattle country, where extensive ranching operations are often supplemented by controlled hunting. About 80% of South Africa's hunting industry is found in Limpopo. Sunflower, cotton, maize, and peanuts are cultivated in the Bela-Bela and Modimolle areas. Tropical fruit such

as bananas, litchis, pineapples, mangoes, and paw paws, as well as a variety of nuts, are grown in the Tzaneen and Makhado areas.

More than 45% of the R2-billion annual turnover of the Johannesburg fresh produce market comes from Limpopo. The province produces about 75% of SA's mangoes, 65% of its bananas, 36% of its citrus, bananas and litchis, 60% of its mangoes and 35% of its oranges. Zz2, the largest tomato farm in South Africa, lies between Tzaneen and Makhado. Extensive forestry plantations are also found in the region, including hardwood for furniture manufacture. In addition to commercial agriculture, subsistence farming is the mainstay of a large section of the rural population <http://www.limpopoprovincsouthafrica-SouthAfrica.info> 8/27/2012.

1.2.10 Employment

The statistics South Africa Quarterly labour force survey indicates Limpopo's economy has created 57000 jobs in quarter four which covers October to December 2010. The survey further indicates that there was a substantial decrease in the unemployment rate in Limpopo, which is down by 10% during the quarter under review unlike 8.2% observed during the previous one.

In terms of the year on year contribution per sector, the survey shows an impressive increase in the following:

- Agriculture has created 8000 more jobs than during the same period last year
- Utility notched up by adding 2000 more to the provincial economy
- Construction increased by 3000 more job opportunities
- Community and social services has employed 17000 more people
- Private household absorbed 18000 more people.

1.2.11 History of prisons in Africa

Until the 1960's, courts refused to set standards for the treatment of prisoners, claiming they lacked the authority and expertise to do so. Courts deferred to experienced prison administrators to avoid interfering with the ability to respond to the varied, complex issues involved in a penal system, such as custody, security, rehabilitation, discipline, punishment, and limited resources.

By the late 1960's, however, prison conditions in many states were clearly intolerable. Courts began to review the claims of prisoners and to intervene regularly on their behalf. Convicted offenders are

deprived of many of their civil rights, both during and after their period of incarceration. A majority of states deprive citizens of the right to vote after release, they ordinarily cannot obtain an absentee ballot or vote while in prison. Conviction and incarceration on serious crimes can also lead to the total or partial loss of the right to start a lawsuit not related to imprisonment or to enter into a contract. Correction officials argue that permitting a prisoner the right to carry on business as usual creates an impossible security burden. Most states, however, permit a prisoner to be sued.

The right of a prisoner to inherit property or receive a pension can be affected by various state laws. Most of the disabilities to which prisoners are subject are upheld because they do not interfere with fundamental human rights <http://legal-dictionary.thefreedictionary.com/Prisoners-Rights> 02/06/2012.

Generally speaking, those incarcerated in African prison face years of confinement in often cramped and dirty quarters, with insufficient food allocations, inadequate hygiene and little and no clothing or other amenities. While these conditions are not uniform throughout the continent, their prevalence raises a concern and need to be addressed through prison reform and attention to human rights.

It is very clear that African prisons face a host of challenges, including deficits of good governance, funding, education and other resources (Sarkins, 2008). It is also very clear that several governments and organizations have committed themselves to improving the lot of Africa's incarcerated by promoting prisoners' rights.

It is first and foremost important to cast an eye towards the past and consider the development of penal institutions in South Africa in particular, and throughout the continent in general.

A prison in South Africa is not an institution of an African origin, it is a handover from colonial times, a European import designed to isolate and punish political opponents, exercise racial superiority, and administer capital and corporal punishment. The idea of correcting and rehabilitating criminals was adopted later in South Africa (Sarkins, 2008).

Incarceration as punishment was unknown to Africa when the first Europeans arrived. While pretrial detention was common, wrong doing was rectified by restitution rather than punishment. Imprisonment and capital punishment were viewed as last resort within the African justice system,

to be used only when perpetrators such as repeat offenders and witches posed discrete risks in the local communities (Higgs and Smith, 2006).

1.3 Aim of the study

The main aim of this study was to get insight into educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre.

1.4 Objectives of the study

- This study will attempt to contribute towards solutions to educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre.
- To make both the management of Kutama-Sinthumule and the Department of Correctional Services (DCS) aware of the problems that young adult prisoners face while doing grade twelve in that prison.

1.5 Research questions

The main research question of this study is

- What are the educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?

From this question, the following sub-questions are asked:

- What are the characteristics of grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?
- What is the educational background of the grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?
- What problems do grade twelve (12) young adult prisoners face as they attempt to obtain education while in prison?
- What are the aims and objectives of the grade twelve (12) programmes for these young adult prisoners?
- What are the prisoners' views on the educational challenges they face?

1.6 Relevance of the study

There is a grade twelve programme offered at Kutama-Sinthumule Correctional Centre. Many young adults who are serving their prison term in that institution find it necessary for them to further their education while in prison.

In the process of furthering their education, grade twelve (12) young adult learners face a host of challenges. These challenges are in a way different from the ones learners face in a normal public school. The educational challenges are: Overcrowded classrooms; lack of access to the internet; lack of resources; shortage of staff; shortage of well trained staff; communicating in the medium of instruction; duration of the programme; insufficient study time; insufficient time allocated for lessons; and lack of motivation.

This study intends to investigate these educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. This will be done in a way that the Department of Correctional Services and the management of Kutama-Sinthumule Correctional Centre will become aware of these educational challenges.

1.7 Limitations of the study

There are obviously other educational programmes offered at Kutama-Sinthumule Correctional Centre. I have specifically decided to focus on grade twelve (12) young adult prisoners since they constitute a large group of prisoners who are involved in educational programmes. The problems facing these grade twelve (12) young adult prisoners could not be different from problems facing any other group within and outside the prison (but this shall be done without over generalizing).

The findings also, may be relevant to other prisons (private or public) which experience the same conditions. The results of the study will serve as an example of other private prisons where a grade twelve programme is offered.

1.8 Conclusion

In this chapter, I have established the following:

- The education system in South Africa

- Limpopo province: its size and its population, together with its economy and its employment statistics.
- Until the 1960's, courts refused to set standards for the treatment of prisoners.
- Courts began to review the claims of prisoners and to intervene regularly on their behalf.
- Convicted prisoners are deprived of many of their civil rights, both during and after their period of incarceration.
- Prisoners in African prisons face years of confinement in cramped and dirty quarters, with insufficient food allocations, inadequate hygiene and little or no clothing or other amenities.
- African prisons face a host of challenges including good governance, funding, education and other resources.

The aim of this study is to get insight into educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre.

This study has contributed towards solutions to educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. The other objective of this study is to make both management of Kutama-Sinthumule and the Department of Correctional Services aware of the problems that young adult prisoners face while doing grade twelve in that prison.

CHAPTER 2: THEORITICAL FRAMEWORK

2.1 Introduction

I formulated my assumptions on what could be educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre (KSCC). I read documents and conducted exploratory interviews with grade twelve (12) learners and other role players for these programme.

2.2 Definition of key concepts

2.2.1 Prisoner

A prisoner is anyone who is deprived of personal liberty against his or her will following conviction of a crime <http://legaldictionary.freedExceptionary.com/prisonerrights.01/06/2012>.

In terms of section 1 of the Prison Security Act 1992, the word “prisoner means any person for the time being in a prison as a result of any requirement imposed by a court or otherwise that he be detained in legal custody <http://en.wikipedia.org/wiki/prisoner> 01/06/2012.

The Free Dictionary defines a prisoner as a person legally committed to prison as a punishment for crimes committed or while awaiting trial <http://legaldictionary.freedExceptionary.com/prisonerrights.01/06/2012>.

2.2.1.1 History of the term “prisoner”

Prisoner was a legal term for a person prosecuted for felony. It was not applicable to a person prosecuted for misdemeanor. The abolition of the distinction between felony and misdemeanor by section 1 of the Criminal Law Act 1 of 1967 has rendered this use of the word obsolete. The earliest evidence of the word “prisoner” dates back to 8,000BC from prehistoric graves in Lower Egypt. This evidence suggests that people from Libya enslaved a San-like tribe <http://en.wikipedia.org/wiki/Prisoner>10/26/2012.

2.2.1.2 Psychological effects of prisoners in solitary confinement

Among the most extreme adverse effects suffered by prisoners, appear to be caused by solitary confinement for long durations. When held in “Special Housing Units” (SHU), prisoners are subject to sensory deprivation and lack of social contact that can have a severe negative impact on their mental health.

Long durations may lead to depression and changes to brain physiology. In the absence of a social context that is needed to validate perceptions of their environment, prisoners become highly malleable, abnormally sensitive, and exhibit increased vulnerability to the influence of those controlling their environment. Social connection and the support provided from social interaction are prerequisite to long-term social adjustment as a prisoner.

Prisoners exhibit the paradoxical effect of social withdrawal after long periods of solitary confinement. A shift takes place from a craving for greater social contact, to a fear of it. They may grow apathetic, and no longer be able to control their own conduct when released from solitary confinement. They can come to depend upon the prison structure to control and limit their conduct (Clemmer, 1958: 123).

Long-term stays in solitary confinement can cause prisoners to develop Clinical Depression, and long-term Impulse Control Disorder. Those with pre-existing mental illnesses are at a higher risk for developing psychiatric symptoms. Some common behaviors are self-mutilation, suicidal tendencies, and psychosis.

A psychopathological condition identified as “SHU” has been observed among such prisoners. Symptoms are characterized as problems with concentration and memory, distortions of perception, and hallucinations. Most convicts suffering from SHU syndrome exhibit extreme generalized anxiety and panic disorder, with some suffering amnesia. There is also on the other hand, where over time, prisoners have positive feelings towards their captors, and this is called “Stockholm” syndrome.

2.2.1.3 Inmate culture

Inmate culture formalizes prisoner values, and they are called “inmate codes”. These codes provided behavioral precepts that unified prisoners and fostered antagonism to prison officers and prison institution as a whole.

2.2.1.4 Convict code

The convict code was theorized as a set of tacit behavioral norms which exercised a pervasive impact on the conduct of prisoners. Competency in following the routines demanded by the code partly determined the inmate's identity as a convict. As a set of values and behavioral guidelines, the convict code referred to the behavior of inmates in antagonizing staff members and to the mutual solidarity between inmates as well as the tendency to the non-disclosure to prison authorities of prisoner activities and to resistance to rehabilitation programmes. Thus, it was seen as providing an expression and form of communal resistance and allowed for the psychological survival of the individual under extremely repressive and regimented systems of carceral control.

Hereunder are the salient points of this code as it applied in the post war-period in the United States:

- Don't interfere with inmate interests
- Never rat on a con
- Don't be nosy
- Keep off a man's back
- Don't put a guy on the spot
- Be loyal to your class
- Be cool
- Do your own time
- Don't bring heat
- Don't exploit inmates
- Don't cop out
- Be tough
- Be wary, and try to be a man
- Never talk to a screw
- Have a connection

2.2.1.5 Types of prisoners

- **Criminals** are prisoners that are incarcerated under the legal system. In the US, a federal inmate is a person convicted of violating a federal law, who is then incarcerated at a prison that exclusively houses such similar criminals. The term most often applies to those convicted of a felony.

- **Detainees.** Certain governments use this term to refer to individuals held in custody. They are referred to detainees as it is a general term, and as such, does not require the subject to be classified and treated as either a prisoner of war or a suspect or convict in criminal cases. It is generally defined with the broad definition: “someone held in custody”.
- **Prisoners of war (POW) are** individuals incarcerated in relation to wars. He or she can be a member of the civilian population, or a captured soldier.
- **Political prisoners** are those imprisoned for participation or connection to political activity. Such inmates challenge the legitimacy of the detention.
- **Hostages** are prisoners held as security for the fulfillment of an agreement, or as a deterrent against an act of war. In modern times, it refers to someone who is seized by a criminal abductor.
- **Slaves** are prisoners that are held captive for their use as laborers. Various methods have been used throughout history to deprive slaves of their liberty, including forcible restraint (Sykes, 1958:101).

2.2.2 Prison

The word prison can be tracked back to the Latin word “prensio”, “the action or power of making an arrest”. This in turn is derived from the verb prehendere or prendere, which means to take hold of, take into custody, arrest. Prensio then surfaces in the Old French of the 12th century with the form prison and the senses “capture” and place of imprisonment”

<http://www.thefreedictionary.com/correctionalfacility> 02/06/2012.

A prison (from Old French prisoun) 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, correctional 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 and vocational programmes as well as in paid industries programmes or a work release programme <http://definitions.uslegal.com/c/correctional-facility> 5/26/2011.

2.2.2.1 History of the term “prison”

For most history, imprisoning has not been a punishment in itself, but rather a way to confine criminals until corporal or capital punishment was administered. There were prisons used for

detention in Jerusalem in Old Testament times, and the bible details the imprisonment of Joseph in Egypt. Dungeons were used to hold prisoners; those who were not killed or left to die often became slaves or faced penal transportations. In other cases debtors were often thrown into debtor's prison, until they paid their jailers enough money in exchange for a limited degree of freedom.

Only in the 19th century, beginning in Britain, did prisons as known today become commonplace. The modern prison system was born in London, influenced by the utilitarianism of Jeremy Bentham. The notion of prisoners being incarcerated as part of their punishment and not simply as a holding state until trial or hanging, was at the time revolutionary. This is when prisons had begun to be used as criminal rehabilitation centers (Sykes, 1958: 122).

Britain practiced penal transportation of convicted criminals to penal colonies in the British Empire, in the Americas from the 1610s through the American Revolution in the 1770s and in Australia between 1788 and 1868. France sent criminals to tropical penal colonies including Louisiana in the early 18th century. Penal colonies in French Guiana operated until 1951. Katorga prisons were established in the 17th century in Tsardom of Russia in under populated areas of Siberia and the Russian FAR east had few towns or food sources. Since these times, Siberia gained its fearful connotation of punishment <http://en.wikipedia.org/wiki/Prisoner> 10/26/2012.

2.2.2.2 Design and facilities

Male and female prisoners are typically kept in separate locations or separate prisons altogether. The prison accommodation, especially in the developed world, are often divided into wings. A building holding more than one is known as a "hall". Many prisons are divided into two sections, one containing prisoners before trial and the other containing convicted prisoners.

Amongst the facilities that prisons may have are:

- Main entrance, which may be known as the 'sally port' or gate lodge.
- A religious facility, which will often house chaplaincy offices and facilities for counseling of individuals or groups.
- An education facility, often holding a library, providing adult education and continuing education opportunities.
- A gym or an exercise yard, a fenced, usually open-air-area which prisoners may use for recreational purposes.
- Health care facility or hospital.

- A segregation unit (also called a ‘isolation cell’), used to separate unruly, dangerous, or vulnerable prisoners from the general population, also sometimes used as punishment.
- A section of safe cells, used to keep prisoners under constant visual observation, for example, when considered at risk of suicide.
- A visiting area, where prisoners may be allowed restricted contact with relatives, friends, lawyers, or other people.
- A service/facilities area housing support facilities like kitchens.
- Industrial or agricultural plants operated with convict labour.
- A recreational area containing items such as TV and pool table.

2.2.2.3 Prison design

Prisons are normally surrounded by fencing, walls, earthworks, geographical features, or other barriers to prevent escape. Multiple barriers, concertina wire, electrified fencing, secured and defensible main gates, armed guard towers, lighting, motion sensors, dogs and roving patrols may also be present depending on the level of security. Remotely controlled doors, CCTV monitoring, alarms, cages, restraints, nonlethal weapons, riot control gear and physical segregation of units and prison officers may also be present within a prison to monitor and control the movement and activity of the prisoners within the facility.

Modern prison designs have sought to increasingly restrict and control the movement of prisoners throughout the facility while permitting a maximal degree of direct monitoring by a smaller prison staff. As compared to traditional large landing-cellblock designs which were inherited from the 19th century and which permitted only intermittent observation of prisoners, many prisons are designed in a decentralized layout <http://en.wikipedia.org/wiki/Prison> 10/26/2012.

Smaller, separate and self-contained housing units known as “pods” are designed to hold between sixteen and hundred prisoners each and are arranged around exercise yards or support facilities in a decentralized pattern. A small number of prison officers, sometimes a single officer, is assigned to supervise each pod. The pods contain cells arranged around a central control station which a single officer can monitor all of the cells and the entire pod, control cell doors and communicate with the rest of the prison.

2.2.2.4 Security levels

The levels of security within a prison system are categorized differently around the world, but tend to follow a distinct pattern. Most developed countries divide prisons into separate classes depending on the inmate population and the security needed to keep them under control. Accordingly, most developed countries have classes ranging from the most secure, which typically hold violent prisoners and those judged most likely to escape, to the least, which are most often used to house non-violent offenders or those for whom more stringent security is deemed unnecessary. Below are some different classifications from around the world.

(a) England and Wales

- **Category A:** prisoners are those whose escape would be highly dangerous to the public and national security.
- **Category B:** prisoners are those who do not require maximum security, but for whom escape needs to be made very difficult.
- **Category C:** prisoners are those who cannot be trusted in open conditions but who are unlikely to try to escape.
- **Category D:** prisoners are those who can be reasonably trusted not to try to escape, and are given the privilege of an open prison. These prisoners are subject to approval given ROTL (Release On Temporary License) to work in the community or to go on home leave once they have passed their FLED (Full License Eligibility Dates), which is usually a quarter of the way through the sentence.

The British prison system is also divided into “Open” and Closed prisons. Categories A-C are considered “closed” prisons as prisoners cannot be trusted to interact with society, while category D are generally “Open”, meaning that prisoners can be allowed limited function in society such as home leave or nominal employment.

(b) United states

Some common types of prisons in the United States include:

- **Supermax:** As the name implies, the custody level goes beyond Maximum by segregating “the worst of the worst” in a prison system, such as terrorists deemed a threat to a national security and inmates from other prisons who have a history of violent or other disruptive behavior in prison or are suspected of gang affiliation. This level is also used for non-terrorists who have been deemed too dangerous or too-high profile to ever be in a normal prison. These inmates have individual

cells and are kept in lockdown for 23 hours per day. Meals are served through “chuck holes” in the cell door, and each inmate is permitted out of their cell for one hour of exercise per day, alone. They are usually permitted no contact with other inmates and are under constant surveillance via closed-circuit television cameras.

- **Administrative:** Administrative security is a classification of prisons or detention centers that are for a specific purpose, such as housing mentally ill prisoners. These range in levels of security from Minimum to Administrative Maximum Security (ADMAX).
- **Maximum:** A custody level in which both design and construction as well as inmate classification reflect the need to provide maximum external and internal control and supervision of inmates primarily through the use of high security perimeters and extensive use of internal physical barriers and check points. Inmates accorded this status present serious escape risks or pose serious threats to themselves, to other inmates, to staff, or the orderly running of the institution. Supervision of inmates is direct and constant.
- **High:** The “Middle Ground” for violent crimes, high security institutions has highly-secured perimeters, multiple and single occupant cell housing, the highest staff-to-inmate ratio, and close control of inmate movement.
- **Medium:** A custody level in which design and construction as well as inmate classification reflect the need to provide secure external and internal control and supervision of inmates. Inmates accorded to this status may present a moderate escape risk or may pose a threat to other inmates, staff, or the orderly running of the institution. Supervision remains constant and direct. Through an inmate’s willingness to comply with institutional rules and regulations, increased job and program opportunities exist.
- **Close Security:** These are institutions which house inmates too dangerous for Low Security, but who did not commit a crime worthy of incarceration in a Medium Security Facility. These prisons are rare, as most inmates fall into either “Medium” or Low Security Classifications.
- **Minimum:** The lowest level of security to which an inmate can be assigned directly. This type of prison is typically a “prison farm”, or other work oriented facility, and most often houses petty or “White-collar criminals”.
- **Pre-release:** A custody level in which both design and construction as well as inmate classification reflect the goal of restoring to the inmate responsibility and control of their own behavior and actions prior release. Direct supervision of these inmates is not required, but intermittent observation may be appropriate under certain conditions. Inmates within this level may be permitted to access the community unescorted to participate in programming, including but not limited to work release or educational release <http://en.wikipedia.org/wiki/Prison> 10/26/2012.

2.2.2.5 Special types of prison

- **Juvenile:** Prisons for juvenile (people under 17 or 18) are known as young offender facilities or similar designation and hold minors who have been reminded into custody or serving sentence. Many countries have their own age of criminal responsibility in which children are deemed legally responsible for their actions for a crime.
- **Military:** prisons form part of military systems, and are used variously to house prisoners of war, unlawful combatants, those whose freedom is deemed a national security risk by military or civilian authorities, and members of the military found guilty of a serious crime.
- **Political:** Certain countries maintain or have in the past had a system of political prisons.
- **Psychiatric:** Some psychiatric facilities have characteristics of prisons, particularly when confining patients who have committed a crime and are considered dangerous. In addition, many prisons have psychiatric units dedicated to housing offenders diagnosed with a wide variety of mental disorders.

2.2.2.6 Population statistics

As of 2011, it is estimated that at least 9.25 million people are currently in prison worldwide. It is probable that this number is much higher, in view of general under-reporting and lack of data from various countries, especially authoritarian regimes. The United States has the world's largest prison population. There are over 2 million people in American prisons or jails, up from 744, 000 in 1985 <http://en.wikipedia.org/wiki/Prison> 10/26/2012.

2.2.3 Young Adult

The ideas and definitions of young adult are ambiguous and intangible. The controversy stems from both the resentment and envy of society towards youth. The Young Adult Library Services of the American Association defines a Young Adult as someone between the ages of twelve and eighteen, however, according to Erik Erikson's stages of human development, first enumerated in childhood and society (1968), a young adult is generally a person between the ages 20 and 40, whereas an adolescent is a person aging from 13 to 19, although definitions and opinions vary.

The Young Adult stage in human development precedes middle adulthood. A person in the middle adulthood stage ages from 40 and 60. In maturity, a person is 60 years and older.

2.2.3.1 Time co-ordinates

For variety of reasons, timelessness on young adulthood cannot be exactly defined-producing different results according to the different mix of overlapping indices (legal, maturational, occupational, sexual emotional and the like) employed, or on whether ‘a developmental perspective or the socialization perspective is taken. Sub-phases in this time-table of psychosocial growth patterns are not rigid, and both social change and individual variations must be taken into account- not to mention regional and cultural differences. Arguably indeed, with people living longer, and also reaching puberty earlier, age norms for major life events have become highly elastic by the twenty-first century.

Some have suggested that, after Pre-adulthood in the first 20 years or so, the second era, Early Adulthood, lasts from about age 17 to 45, the adult era of greatest energy and abundance and of greatest contradiction and stress.

2.2.3.2 Early Adulthood

According to Erikson, in the wake of the adolescent emphasis upon identity formation, the young adult, emerging from the search for and insistent on identity, is eager and willing to fuse his identity with that of others. He or she is ready for intimacy, that is, the capacity to commit to concrete affiliations and partnerships. To do so means the ability to face the fear of ego loss in situations which call for self abandon: in the solidarity of close affiliations, in orgasms and sexual unions, in close friendships and in physical combat. Avoidance of such experiences because of a fear of ego loss may lead to a deep sense of isolation and consequent self-absorption.

Where isolation is avoided, the young adult may find instead that satisfactory sex relations in some way take the edge off the hostilities and potential rages caused by the oppositeness of male and female, of fact and fancy, of love and hate, and may grow into the ability to exchange intimacy, love and compassion. In modern societies, young adults in their late teens and early 20’s encounter a number of issues as they finish school and begin to hold full time jobs and take on other responsibilities of adulthood, and the young adult is usually preoccupied with self-growth in the context of society and relationships with others. The danger is that in the second era, early adulthood, we must make crucially important choices regarding marriage, family, work, and lifestyle before we have the maturity or life experience to choose wisely <http://en.wikipedia.org/wiki/youngadult> (psychology) 01/06/2012.

2.2.3.3 Health

Young Adulthood can be considered the healthiest time of life and young adults are generally in good health, subject neither to disease. Biological function and physical performance reach their peak from 20-35 years of age, waning after 35. Strength peaks around 25 years of age, plateaus through 35-40 years of age, and then declines.

In developed countries, mortality rates for the 18-40 age groups are typically very low. Men are more likely to die at this age than women, particularly in the 18-25 groups: reasons include car accidents, suicide and crime or criminal activities. Mortality statistics among men and women level off during the late twenties and thirties, due in part to good health and less risk-taking behavior. Regarding disease, cancer, cervical cancer, and Hodgkin's lymphoma. In sub-Saharan Africa, HIV/AIDS has hit the early adult populations particularly hard. According to a United Nations report AIDS has significantly increased mortality between ages 20 to 55 for African males and 20 to 45 for African females, reducing the life expectancy in SA by 18 years and in Botswana by 34 years <http://en.wikipedia.org/wiki/Youngadult> (psychology)01/06/2012.

2.3 Critical Factors

Through exploratory interviews with grade twelve (12) Learners, Educators, Facilitators, the Coordinator, the following seem to be some of the educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Centre: lack of access to the internet; overcrowded classrooms; lack of motivation; communicating in the medium of instruction; lack of resources; and insufficient study time.

2.3.1 Lack of Access to the Internet

As a new way of processing information, the internet can encourage learners not only view themselves as being in charge of their own learning, but also perceive teachers as facilitators in their learning process. Unlike resources such as textbooks, journals and other materials used in traditional teaching and learning, the internet can stimulate learners to find the most updated information in a shorter amount of time (Yumuk A, 2002:142).

Again, because of lack of access to the internet, grade twelve (12) young adult prisoners seem to be deprived of the following advantages:-

Expanded Resources: Some of the non-internet resources are available in KSCC: libraries, videos, and cd's. because of budgetary and physical restrictions, the centre can only have so many of these, but the internet provides access to an increasing number of constantly updated and expanding resources and an incredible wealth of information.

Dynamic Resources: Many educational resources and technologies are either static or broadcast media- meaning that information is simply delivered to students, without offering an opportunity for them to interact with it. The introduction of the internet makes it possible for students to interact with resources and other students. Students can research information on the web, discuss what they find with classmates, or if they are using email, with students in another class or an expert in the field they are studying, and when they conclude their research they can publish their work on the web [http:// www.Thirteen.Org/org/eduonline.concept2classroominternet/indexsub2.html](http://www.Thirteen.Org/org/eduonline.concept2classroominternet/indexsub2.html) 5/26/2011.

Reduced time and location dependency: The internet eliminates the need to be in the same place at the same time as the person or resource you are interacting with. With internet, the potential to have all the educational resources you need at school, or anywhere you have a computer is now there. Away from the classroom, students can ask questions that come to mind by sending email to friends, teachers, or content experts; they can research materials at anytime. The potential to expand students' learning time is tremendous <http://www.thirteen.org/org/edonline/concept2classroominternet/indexsub2html> 5/26/2011.

2.3.2 Overcrowded Classrooms

Both grade twelve (12) young adult prisoners and their teachers at KSCC suffer the following because of overcrowded classrooms:

Teacher morale: Teaching in a small space is stressful for the teacher, who has to adapt lesson plans to focus more on work that students can complete at their desks instead of group or active projects that require more floor space (Belton T, 2000: 251).

Student behavior: Students who are seated close to one another in a classroom might have a difficulty focusing on the lessons which leads to less learning and lower test scores. Students can be distracted by noises that are in close proximity to them in an overcrowded classroom.

Classroom equipment: Overcrowded classrooms often do not have enough space for supplementary equipment, for example, science and art equipment also require space that an overcrowded classroom does not have (Georghiades, P 2000: 119).

2.3.3 Lack of Motivation

Student motivation naturally has to do with students' desire to participate in the learning process, but it also concerns the reasons or goals that underlie their involvement or noninvolvement in the academic activities. For most grade twelve (12) young adult prisoners at KSCC, they seem to feel not motivated to participate in the learning processes due to the long sentences they are serving (they ask themselves questions like 'after I graduate, how long will it take for me to use my education?'). According to Brophy (1987:17), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations and direct instruction or socialization by significant others (especially teachers and parents)". One will see from this explanation that there is a missing link in prison, that is: parents. Lack of motivation can also result in unacceptable student behavior which is caused by the perception that the curriculum is irrelevant. Unless intrinsic motivation can be maintained by means of a curriculum whose content, level and delivery is perceived by students as appropriate, good behavior will depend on extrinsic motivation (Jordan DW, 1997:5).

2.3.4 Communicating in the Medium of Instruction

Everything that occurs within a school, and especially in the classroom, involves communication, the act of sharing information. Communication is the medium of instruction (every activity in the classroom centers around communication), assessment, interpersonal relationship, group interactions, parent and community relations and counseling. Most behavior problems in schools, and their resolutions, involve some type of communication. In sum, communication permeates education. Communication is culture bound. In KSCC, grade twelve (12) young adult prisoners with different cultural norms are likely to be at risk because teachers have little knowledge, and appreciation of the diversity in communication styles. Such teachers may perceive differences as problems and respond to student's diversity with negative attitudes, low expectations and culturally inappropriate teaching and assessment procedures (Wood E, 1999:11).

2.3.5 Lack of Resources

Material resources in the classroom range from basic things such as paper, pen, furnishings, musical instruments and art supplies. According to Milke (2009:14), being in a classroom with a lack of resources might adversely impact learners' mental health because learners are frustrated or

disheartened by their surroundings. Teachers may be more discouraged or harsh when they can't teach properly due to the fact that they are missing key elements <http://clinicalpsyed.com/classroom.environment-impact-child-mental-health/5/26/2011>.

2.3.6 Insufficient Study Time

The prison has got its own operational times which are controlled by the Department of Correctional Services (DCS). The schedules allocated for opening and closing the prison guide all activities within the centre. The situation puts the grade twelve (12) young adult prisoners in an unfortunate position because when it is time for closing for closing the prison, all cell lights are supposed to be switched off (regardless of who wants to study during the night) <http://www.neb.nih.gov/pmc/articles/pmc/188426/5/28/2011>.

2.3.7 Conclusion

In this chapter I was able to give a historical background of prisons in Africa. I was also able to explain why prisons were brought to Africa from Europe. Important concepts such prisoner, prison, and young adult were also defined extensively in this chapter. The assumptions were also highlighted as educational challenges facing grade (12) young adult prisoners at Kutama-Sinthumule Correctional Centre. The challenges are: lack of access to the internet; overcrowded classrooms; communicating in the medium of instruction; lack of resources; insufficient study time; and lack of motivation.

CHAPTER 3: METHODOLOGY

3.1 Introduction

I will begin by outlining the design of the study in this chapter. I shall also explain the instruments that were used to collect data from different role players in various phases of data collection. I shall further explain how the data that have been collected from various phases were analyzed using qualitative data analysis methods.

3.2 Research design

I have decided to undertake an explorative study which has elements of needs assessment and case study. I have decided to undertake an explorative study because very little is known about educational challenges facing prisoners prior to this research. This study is designed to lead to further inquiry. This is in line with McMillan and Schumacher (2006:318) when they say that an explorative study examines a topic about which there has been little prior research, is designed to lead to further inquiry. The purpose is to elaborate a concept, develop a model with its related subcomponents, or suggest propositions.

3.2.1 Needs assessment

As mentioned earlier, the study has elements of needs assessment, here, the situation of grade twelve (12) young adult prisoners and values of an educational system with desired outcomes was looked at. This is supported by Mitchell; Welman; and Kruger (2006:193) when they maintain that the evaluation identifies the context, provides base-line data on the accomplishment of the site, and identifies unmet needs. In my study, I have identified Kutama-Sinthumule Correctional Centre as my site, the unmet needs are also identified and discussed.

These needs are stated by the grade twelve (12) learners; their educators; their facilitators; and the coordinator of the programme in relation to the system. Assessment of these needs leads to a selection of a programme to achieve specific objectives (McMillan and Schumacher, 2006:444).

3.2.2 Case study

I have decided to select grade twelve (12) learners at Kutama-Sinthumule Correctional Centre as my case. There are other educational programmes at Kutama-Sinthumule Correctional Centre, but I have decided to concentrate on a grade twelve programme, over time. A case can be selected because of its uniqueness or used to illustrate an issue (Stake, 1995:17).

Again, I have decided to undertake a case study because it promotes better understanding of a practice or issue and facilitates informed decision making (McMillan and Schumacher, 2006:333).

3.3 Data collection

I have decided to do data collection using two paths. The first one has to do with reviewing relevant documents from the Department of Correctional Services, particularly the Correctional services Act 111 of 1998, and the operational policies and procedures at Kutama-Sinthumule Correctional Centre. The second route has to do with the data that has been collected in the field using different data collection instruments.

3.3.1 Policy Documents

The first one was to review the correctional services act 111 of 1998 and operational policies and procedures at Kutama-Sinthumule Correctional Centre. This is in line with Peil (1995:126) when she says that documents are often very useful in research, providing a background of what is known and helping in the development of a useful hypothesis. This is also supported by Mitchel; Welman; and Kruger (2006:132) when they hold that documents describe functions and values and how various people define the organization. The information gained from document review provided me with more understanding about education in prison. I grouped the data I gathered from documents into themes, and then analyzed them using the data matrix.

3.3.2 Fieldwork

3.3.2.1 Introductory phase

This phase of data collection is divided into four stages of data collection. The data that was collected formed the basis for further interview questions.

3.3.2.2 Extensive Fieldwork Phase

a. Stage 1: The Coordinator

Here, I had an interview session with the grade twelve coordinator. I used open-ended questions when talking to the interviewee since qualitative interviewing requires asking open ended questions (McMillan and Schumacher, 2006:352).

The reason for interviewing the coordinator was to establish the aims and objectives of the grade twelve (12) programme for these young adult prisoners. The main idea of interviewing the coordinator was to establish the educational challenges facing grade twelve young adult prisoners at Kutama-Sinthumule Correctional Centre. The report was compiled and presented to the coordinator as he has participated in this interview session.

b. Stage 2: Educators

In this phase of data collection, I had interview sessions with two (2) grade twelve (12) educators in the centre. I had two individual sessions. The first idea was to get an insight into the characteristics of grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre. The second idea was to understand the educational background of these grade twelve (12) young adult prisoners. This is supported by Clough and Nutbrown (2002:16) when they say that the idea behind conducting individual interviews is to get an insight into the characteristics of people being interviewed.

c. Stage 3: Facilitators

In this interview session, four (4) facilitators were interviewed. The facilitators are those offenders who have already passed grade twelve. The facilitators are employed to help teach and mark the work of other grade twelve learners. The requirement for facilitation is at least a grade twelve (12) pass. The idea behind this interview was to find out what educational challenges do these grade twelve (12) young adult prisoners face when trying to obtain their grade twelve (12) while in prison.

d. Stage 4: Grade twelve (12) learners

This forms the final phase of data collection. In this phase four (4), grade twelve (12) learners were interviewed. This phase was conducted in order to achieve the following: (1) to understand the educational background of the grade twelve young adult prisoners at Kutama-Sinthumule Correctional Centre. (2) to hear the prisoners views on the educational challenges they face. (3) to verify the data that has been collected from the three phases of data collection (Wisker, 2001:14).

3.3.2.3 Observation phase

All techniques of gathering data involve observation of some kind. The word observation is used to describe the data that are collected, regardless of the technique employed in the study. As a technique of gathering information, the observational method relies on a researcher's seeing and hearing things than relying on subjects' self-report responses to questions or statements.

The first step I took in this phase of data collection was to define in precise terms what is to be observed. This is in line with McMillan and Schumacher (2006:208) when they say that the variables that need to be observed need to be ascertained first.

As I went on to collect data at Kutama-Sinthumule Correctional Centre, the following issues were observed:

- Venue for the interview
- Infrastructure
- Office furniture
- Availability of teaching materials
- Stationery
- Lesson presentation
- Learner participation

3.4 Data Analysis

In doing data analysis, I started off by pulling together the data relevant to each case and then wrote a holistic report. This is so because each case study in a report stands alone, allowing the reader to understand the case holistically (Babbie, 2008:413).

I then organized data collected from document review and interview. The interview was conducted based on the assumptions outlined before. Khipa (2009:33) quoted Rakoma saying that analysis is organizing what one has seen, read or heard. Again, Rampedi (2003:49) quoted Patton saying that analysis means the process of bringing order to the data, organizing what was there into patterns, categories and descriptive units.

I also conducted data analysis focusing on one phenomenon: grade twelve (12) young adult prisoners. This is supported by McMillan and Schumacher (2006:316) when they say that in a case study design, the data analysis focuses on one phenomenon which the researcher selects to understand in depth regardless of the number of sites or participants for the study. This is also in line with Mabasa (2008: 34) when he says that case study researchers hold that to understand a case, to explain why things happen as they do, and to generalize or predict from a single or multiple examples require an in depth investigation of the interdependencies of parts and of the patterns that emerge.

The information that I have gained from the interviews gave me a broader understanding about the kind of educational challenges facing grade twelve young adult prisoners at Kutama-Sinthumule Correctional Centre. This is supported by Babbie (2008:415) when he says that he regards qualitative analysis as the non-numerical examination of observations, for the purpose of discovering underlying meanings and patterns of relationships.

The data collected in the fieldwork was grouped into themes, analyzed using a data matrix.

Table 1: The following is the example of a data matrix used in this study:

Variables	The coordinator	Educators	Facilitators	Grade twelve learners
Inception of the programme				
Term of service				
Objectives of the programme				
Roles and duties				
Subjects offered				
Duration of the programme				
Working/schooling hours				
Feelings about the programme				

Number of educators				
Number of learners				
Number of facilitators				
Views about the programme				
Practical difficulties				
Lack of access to the internet				
Overcrowded classrooms				
Shortage of staff				
Insufficient time allocated to lessons				
Insufficient study time				
Lack of resources				
Communicating in the medium of instruction				
Lack of motivation				
Remuneration				
Shortage of well trained staff				
Other educational challenges facing grade 12 learners at Kutama-Sinthumule Correctional Centre				

3.5 Ethical Considerations

I first sought permission to conduct research at Kutama-Sinthumule Correctional Centre. Getting permission to do so was a very lengthy process since all applications are addressed to the Department of Correctional Services Head Office. I had to follow the process and wait for them to give a go-ahead before I could start (please see the correspondences attached under the appendixes). I was not allowed to bring a camera into the facility, and I respected that due to the principle of anonymity, however, I feel that the quality of my data could have been better had I been allowed to take photos.

The interviews were also not tape-recorded because I was not allowed to bring in the tape recorder into the facility and that I also respected because of the principle of anonymity.

All participants gave informed consent before I could collect data. They all signed the consent form (please see consent form attached).

3.6 Conclusion

The design of the study was outlined in this chapter where it was mentioned that it is an explorative study that has elements of needs assessment and elements of case study. I also explained how data was collected using two paths. How data has been collected and analyzed is also shown in this chapter. A data matrix is also shown here. The chapter concludes by showing ethical considerations.

CHAPTER 4: FINDINGS OF THE STUDY

4.1 Introduction

After interviews were conducted and data collected analyzed, the themes became very clear. Findings from interviews, documents review and observations addressed the research questions formulated in chapter 1.

The main question of the study was:

- What are the educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?

From this question, the following sub-questions were asked:

- What are the characteristics of grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?
- What is the educational background of the grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre?
- What problems do grade twelve (12) young adult prisoners face as they attempt to obtain education while in prison?
- What are the aims and objectives of the grade twelve (12) programmes for these young adult prisoners?
- What are the prisoners' views on the educational challenges they face?

The aim of the study was to get an insight into the educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre.

Before I present my findings from interviews and observations, I would like to share my experiences on the field of research.

4.2 Setting of the study

4.2.1 A visit to Kutama-Sinthumule Correctional Centre

Kutama-Sinthumule Correctional Centre is a private owned prison situated in Louis Trichardt Town of Limpopo Province. The prison houses 3024 male prisoners. The different educational programmes are offered in that prison. The prison started in 2001. 220 prisoners are enrolled for a grade twelve (12) programme.

4.2.1.1 Introduction

Louis Trichardt is a picturesque town at the foot of the Soutpansberg mountain range in the Limpopo province of South Africa. It is the centre of the Makhado Local Municipality, which comprises 16,000 km square with a total population of 270 000. Louis Trichardt is located in a fertile region where litchis, bananas, mangoes and nuts are produced. The national road N1 runs through the town. Louis Trichardt is 437 kilometers from Johannesburg and one hour's drive from the Zimbabwean border, Beitbridge. Louis Trichardt was known as Makhado for a short period. Vleifontein, Elim, Tshikota, Madombizha and Makhado Park surround the town at all directions. The Mayor of the town is Mavhungu Lerule (2009-present).

4.2.1.2 History of Louis Trichardt Town

Like many other towns in South Africa, Louis Trichardt had its origins in Voortrekker settlement of the area. Two groups of Trekkers reached the Soutpansberg mountain range in 1836, one under the leadership of Louis Tregardt (born near Oudtshoorn, South Africa, 10 August 1783 and another under Hans van Rensburg. Van Rensburg decided to lead his group to Sofala (near current Beira), but his entire party was killed along the way.

Tregardt and his group stayed near the mountain, camping near what eventually became the town of Louis Trichardt. They planted crops and started exploring the area northwards in an attempt to locate Van Rensburg and his group. After spending a year in the area, they decided to head for the fort at Delagoa Bay, a journey that took them seven (7) months to complete, during which more than half of the group perished (including Tregardt himself).

Other Trekkers soon settled in the area, clashing with the Venda people who dwelt there. The town of Louis Trichardt was finally founded in February 1899.

The Trekkers settled on the northern part of what would later become a town while the Venda people resided at the southern part, about 800 meters apart. When the Trekkers decided to build a town they moved the Venda people and constructed farms in the exact area. The people moved in different directions but most were moved to the dry lands, west of the town, that would later become known as Madombidzha, and they later stretched further west along the mountain.

Their area grew over the years and was shared amongst two chiefs. The area is well known as Ha-Sinthumule/Kutama. Amongst the youth the name “Western” is fairly popular, as emphasis that the area is far west of the Venda tribe.

Here are villages’ names:

(a) Ha-Sinthumule

1. Magau
2. Rathidili
3. Madombidzha
4. Tshiozwi
5. Gogobole
6. Ha-Ramantsha
7. Ha-Ravele
8. Madabani
9. Muraleni

(b) Ha-Kutama

1. Ha-Madodonga
2. Ha-Manavhela
3. Maibani
4. Tshikhwarani
5. Samukomu
6. Muduluni
7. Ha-Makhitha
8. Midoroni

4.2.1.3 Climate

Louis Trichardt has a sub-tropical climate. The winters are characterized by mild afternoons and cool evenings. Winters usually last from June to August. Summers experience warm and often humid temperatures with the occasional afternoon thunderstorm. Most of Louis Trichardt’s rainfall occurs in the summer months, from November to March. The last few years have seen some water restrictions put in place by the municipality mainly due to drought in the area and lack of maintenance of the town’s water supply system by the municipality.

4.2.1.4 Geography

Louis Trichardt is located in the lowveld. The area consists savannah as well as high rainfall areas. The Soutpansberg has forests where the fauna and flora are abundant. A wide variety of animal as well as bird species can be found in the Soutpansberg area.

4.2.1.5 Demography

According to the 2001 census conducted by statistics South Africa, the population of greater Makhado municipality is 270,428. The municipality incorporates Louis Trichardt and adjoining areas that are principally in former homelands. The population breakdown is 96.7% Black, 2.6% White, 0.3% Asian and 0.3% Coloured. The population of Louis Trichardt, excluding townships is about 10,000.

4.2.1.6 Population of Louis Trichardt today

As of 2012, even though the 2011 statistics are not yet available, the population of Louis Trichardt has changed from a White majority to a Black majority; the White population is estimated at not more than 3,000 for the whole town and the surrounding areas. Low birth rate amongst Whites, lack of employment opportunities for white youth, Land Claims in White owned farms and poor standards of living have contributed to the decline in the White population. In 1994, there were over 7,000 Whites living in Louis Trichardt, but more than two-thirds or over 4,000 Whites have left Louis Trichardt between 1994 and 2012 and settled in larger towns such as Tzaneen, Polokwane, Pretoria, Johannesburg, and Cape Town. By contrast, a large number of Blacks moved to settle in Louis Trichardt: suburbs such as Makhado Park and New Town are occupied by Africans only.

4.2.1.7 Key Statistics (2001)

- Area : 21.18 square kilometers
- Population: 11,014: 519.18 inhabitants per square kilometer
- Households: 2993:141.3 per square kilometer

Table 2.

Gender	Population	Percentage
Female	5372	48.77
Male	5642	51.23

Table 3.

Race	Population	Percentage
Black	4157	37.74
White	5674	51.52
Coloured	84	0.76
Asian	1098	9.97

Table 4.

First language	Population	Percentage
Zulu	63	0.57
Xhosa	30	0.27
Afrikaans	5184	47.07
Pedi	290	2.63
Tswana	36	0.33
English	1851	16.81
Sotho	240	2.18
Tsonga	526	4.78
Swati	18	0.16
Venda	2581	23.43
Ndebele	24	0.22
Other	171	1.55

4.2.1.8 Name change

The name change process in Louis Trichardt was a long and rocky one. Early attempts to rename the town were denied by the South African Geographical Names Council because there was already a township called Makhado in the area. Authorities that wanted the change were not put off, and opted to simply ask the people of the township to change their name to something else. The name Dzanani was chosen, but when they tried to register the new township name the SAGNC informed them that there was another village named Dzanani in the province that had carried the name since 1965 already [http://en.wikipedia.org/wiki/Louis Trichardt](http://en.wikipedia.org/wiki/Louis_Trichardt) 10/22/2012 .

The people of Dzanani were asked again to change the name of their village, so that Makhado could its name to Dzanani, Louis Trichardt could become Makhado. Eventually Dzanani changed its name to Mphephu, and in 2003 the name of the town was changed from Louis Trichardt to Makhado. The name Makhado refers to the western Venda king Makhado wa Ramavhoya who ruled over the area from 1864 until his death in September 1895. Makhado played a role in resisting settlement in the area by the Boers, who labeled him the “Lion of the North”. Not much is known with certainty about the history of the area before the arrival of the Voortrekkers, primarily because of limited fieldwork and incomplete records from the period, but archaeological and oral evidence together suggest that they arrived in the Soutpansberg area from the north by early 18th century. The creation of Louis Trichardt in the immediate aftermath of the Boer military victory dislodging Makhado’s

son Mphephu is however the primary source of consternation over the name: leaving it as Louis Trichardt is an affront to vha Venda who feel it celebrates aggression towards the whole culture, and changing it to Makhado provokes consternation on the opposite side for precisely the same reason [http://en.wikipedia.org/wiki/Louis Trichardt](http://en.wikipedia.org/wiki/Louis_Trichardt) 10/22/2012.

4.2.1.9 Name change reversed

On Thursday, 29 March 2007, the Supreme Court of Appeal (SCA) ruled in favour of an appeal to reverse the name change ordered in 2003. The successful appeal was lodged by the local group, the Chairpersons' Association. The SAGNC met in Louis Trichardt, Limpopo, on Thursday 4 February 2010, to hear presentations on renaming the town to Makhado, again. The Louis Trichardt Chairpersons' Association has again lodged objections to the name change. The department of Arts and Culture announced the renaming of Louis Trichardt to Makhado in SA Government Gazette on 14 October 2011, a move that has also met with significant local opposition. The matter has not, as of the end of November 2011, been resolved <http://www.zoutnet.co.za/details/14-11-2011/thousandssaynotomakhado/9891>.

4.2.1.10 Economy

Most of Louis Trichardt's economy is boosted by farming around the area. The town's economy might experience a further boost if proposed mines open in the area. There has however, been a lot of resistance from nature conservationists against mines opening in the area.

4.3 Findings from interviews

The following themes were captured during interviews, which were also related to educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre. I identified themes in the theoretical framework, but other new and unexpected themes arose from the respondents. The new themes that arose are: shortage of staff; shortage of well trained staff; insufficient time allocated for lessons; and duration of the programme.

The themes that were organized after data analysis are:

- Lack of access to the internet
- Overcrowded classrooms
- Communicating in the medium of instruction
- Shortage of staff
- Insufficient study time

- Lack of resources
- Lack of motivation
- Shortage of well trained staff
- Insufficient time allocated for lessons
- Duration of the programme

4.3.1 Lack of access to the Internet

Data gathered from interviews revealed that lack of access to the internet is a challenge for grade twelve (12) young adult prisoners since internet provides new and recent information. Access to internet can supplement the supply of study materials which they are having a limited supply of.

In my theoretical framework, I indicated that because of lack of access to the internet grade twelve young adult prisoners seem to be deprived of expanded resources; dynamic resources; and reduced time and location dependency.

Grade twelve (12) young adult prisoners indicated during the interview that having access to the internet would solve the existing problem of shortage of books and other resources.

The educators pointed out that learners do not have access to the internet due to the security risk it can pose to the prison.

The coordinator also pointed out that learners are not given access to the internet facilities due to security reasons. For that reason they always advice learners not to register subjects which are related to internet usage.

“We are not trying to overlook the importance of internet in the educational but it becomes unfortunate for our learners who are in prison due to the dangers that access to the internet can pose to the prison security and community at large, we were going to give them access to the internet if it was not for this security threat”.

Facilitators indicated that learners do not have access to the internet. Some said they do not know why learners cannot be given access to the internet, while others indicated that when they asked they were told learners cannot be given access to the internet due to security reasons.

“We feel that learning could be improved should learners be given access to the Internet since internet provides new information that is needed for study purposes. The other advantage is that the internet can supplement study materials which we are having a limited supply of. Our learners should be given access to the internet, the institution should just monitor the utilization”.

4.3.2 Overcrowded Classrooms

In my theoretical framework, I was able to point out that because of overcrowded classrooms, both grade twelve (12) young adult prisoners and their teachers at KSCC suffer:-

Teacher morale: teaching in a small space is stressful for the teacher, who has to adapt lesson plans to focus more on work that students can complete at their desks instead of group or active projects that require more floor space.

Student behavior: students who are seated close to one another in a classroom might have a difficulty focusing on lessons, which leads to less learning and lower test scores.

Classroom equipment: overcrowded classrooms often do not have enough space for supplementary equipment, for example, science and art equipment also require more space that an overcrowded classroom does not have.

Grade twelve learners indicated that the because of overcrowding, the classes are so hot that they cannot have access to fresh air that also affect their learning negatively.

“The fact that it is hot in this province, our classes were supposed to have been equipped with air conditioners and fans and this is aggravated by our numbers, we suffocate in class”.

Educators indicated that overcrowded classrooms affect the learning process in a negative way.

“It takes us two weeks before our learners can receive feedback on tests and assignments that we give them”.

Some facilitators feel that they cannot be able to give individual attention to their learners due to overcrowded classrooms in some classes movement of the facilitator is restricted due to overcrowded classrooms.

The coordinator pointed out during the interview that one factor that is contributing to overcrowded classrooms is shortage of staff.

4.3.3 Communicating in the Medium of Instruction

Everything that occurs within a school, and especially in the classroom, involves communication, the act of sharing information. Communication is the medium for instruction (every activity in the classroom centers around communication), assessment, interpersonal relationship, group interactions, parent and community relations and counseling.

Learners indicated that English is used as a medium of instruction, except for languages.

“The usage of English is so interesting though we do not understand some words. We want to be encouraged to use English more often as a way of learning”.

Educators indicated that English is used as a medium of instruction. They also indicated that learners seem to be interested in the usage of English in the classroom.

“Even though our learners are interested in using English as a medium of instruction, for some it is a challenge because they cannot understand some concepts. Our learners need English language clinics in order to learn how certain English words are pronounced, and what they mean”.

Facilitators indicated during the interviews that using English as a medium of instruction is not a challenge, however, some pointed out that, there is a small percentage of them who do not understand some concepts. They feel English language clinics should be conducted.

The coordinator indicated that English is used as medium of instruction unless the subject is a vernacular. He also pointed out that learners find it very interesting to use English as medium of instruction despite challenges of not understanding some concepts which need explanation.

“I feel that the usage of English language should be mixed with the vernacular so that learners do not get stuck in the learning process”.

4.3.4 Shortage of Staff

The learners interviewed feel that there is a serious shortage of staff and that affects their learning. They even indicated that they find it very difficult to access educators whenever they need to address individual learning problems.

“I feel the institution should employ more staff in order to solve this problem, I again feel that the institution should do away with some learning areas e.g. those offered in standard grade”.

The educators indicated that there is a staff shortage on the grade twelve (12) programme. They also mentioned that the shortage of staff is more on the commercial stream.

The facilitators also mentioned during the interviews that the number of staff is not sufficient for the needs and expectations of grade twelve (12) learners. They also highlighted that the institution should employ more staff in order to overcome this challenge.

The coordinator indicated during the interview that shortage of staff is a serious challenge for the grade twelve (12) learners at KSCC.

Because of shortage of staff, we have decided to phase some learning areas out. The staff is even struggling with the existing learning areas.

The coordinator also added that the problem of staff shortage is more evident when the learners are given tasks/assignments, it takes too long before the learners receive feedback. The coordinator is of the opinion that the institution should employ more staff.

4.3.5 Insufficient study time

Learners indicated that study time is not sufficient due to the fact that the lights are switched off at 22h00.

“I sometimes depend on the light that comes through the window since there is no light inside the cell and I find very difficult for me study during those times. The institution should install study lights in the cells if they take our education seriously”.

Educators indicated that study time is a challenge for grade twelve learners at KSCC. This caused by the noise that comes from other prisoners who are not involved in any educational activities.

“Because of this problem, as an educator you cannot blame your learners if they come to class without having completed the task that you could have given them the previous day”.

The educators added that the study lights are only provided to students at tertiary level. Therefore recommended that lights should be provided to all learners irrespective of what level they are in. During the interviews, facilitators indicated that their learners do not have sufficient study time. They all pointed out to the fact that it is not possible for learners to study during the night since there is no light.

The coordinator indicated that study time is a challenge more especially during the day due to the noise that is caused by prisoners who are not involved in any educational programmes.

The other contributing factor to this problem is that there are no facilities that are specifically meant for studying purposes within the institution, and this forces learners to go and study in their

cells where the high level of noise is unavoidable.

The coordinator also pointed out that study time is not sufficient in the evening because cell lights are switched off at 22h00. He further recommended that grade twelve learners be given access to study lights as much as tertiary students are provided.

4.3.6 Lack of Resources

In my theoretical framework, I indicated that material resources in the classroom range from basic things such as paper, pen furnishings, musical instruments and art supplies. According to Milke (2009:14), being in a classroom with a lack of resources might adversely impact learners' mental health because learners are frustrated or disheartened by their surroundings. Teachers may be more discouraged or harsh when they cannot teach properly due to the fact that they are missing key elements [http:// clinicalpsyed.com/classroom.environmental.impact-child-mental-health /5/26/2011](http://clinicalpsyed.com/classroom.environmental.impact-child-mental-health/5/26/2011). The learners indicated during the interview that because the supply of educational materials is not sufficient, they depend on their families for the supply of these.

“We sometimes have to call our families to ask money so we can buy things such as stationery, and we feel we are over burdening them. Some of our family members do not believe when we tell them we need to buy stationery”.

The educators indicated that the institution supplies textbooks, charts, pens, books, but the supply is not sufficient.

“The institution should provide these resources in advance to learning delays in January”.

The facilitators indicated during the interview that the institution provides for the study materials such as pens, rubbers, pencils, textbooks, however, the textbooks are only obtained from the library in a very limited amount.

“The supply of educational materials does not meet the needs of the learners. They feel the institution should take education more seriously and supply the necessary educational materials”.

The coordinator indicated during the interview that the institution is responsible for the supply of textbooks, pens, books, but the supply is not sufficient.

“This lack of educational resources is also aggravated by the fact that the library is very small. The institution should supply more resources for these learners”.

4.3.7 Lack of motivation

As I have already indicated in my theoretical framework, student motivation naturally has to do with students’ desire to participate in the learning process, but it also concerns the reasons or goals that underlie their involvement or non involvement in the academic activities. For most grade twelve (12) young adult prisoners at KSCC, they seem not motivated to participate in the learning processes due to the long sentences they are serving. According to Brophy (1987:17), motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling, communication of expectations and direct instruction or socialization by significant others (especially teachers and parents)”. Lack of motivation can also result in unacceptable behavior which in itself is caused by perception that the curriculum is irrelevant. Unless intrinsic motivation can be maintained by means of a curriculum whose content, level and delivery is perceived by students as appropriate, good behavior will depend on extrinsic motivation (Jordan 1997: 5).

During the interview, learners indicated that they were motivated by the social workers to enroll for the programme. They also said that studying in the prison is much better than outside since you do not need to worry about necessities like food and medicines, while others indicated that they don’t feel motivated to learn because of the harsh conditions in prison.

Educators indicated that grade twelve (12) learners have opportunities to further their studies with universities and FET colleges after the completion of the programme.

“I can see that most of them feel motivated to enroll for the programme despite having to deal with stress that comes along with the prison term (having to study without knowing when is one going to be released so that

he can use his education). Again, prisoners need to be told about the importance of education inside and outside the prison walls as a way of motivating them”.

Facilitators indicated during the interview that lack of motivation is in the results of grade twelve (12) examinations. Learners are demotivated by the minimal supply of educational materials, among other things.

“High failure rate is discouraging learners to enroll for the grade twelve (12) programme in this institution. Another factor that is discouraging learners is the fact that the science stream has been phased out, so those who would like to pursue a career in engineering and other science related careers feel they are not catered for”.

The coordinator, however, indicated that learners are motivated to enroll for the grade twelve (12) programmes and they are excited to be part of it.

“What excites our learners the most is the fact that they can pursue their careers after completion of this programme since those opportunities are always available for them”.

4.3.8 Shortage of better trained staff

The learners pointed out during the interview that they feel their educators/facilitators do have the necessary qualifications; however, they still need training in the area of mathematics and sciences.

“I know that there are some workshops that are being conducted, but I do not know who conducts them, the same institution that is work shopping our educators should do more in mathematics and sciences because that is where our educators are struggling. The shortage of training amongst staff is disturbing us as learners”.

Educators indicated during the interviews that they are professionals, but they need workshops in order to improve their teaching capabilities.

“We need more relevant training as educators since we were never trained to educate prisoners”.

Facilitators indicated during the interview that the reason they were employed into the programme was that they should bridge the gap that exist on staff shortage. They also mentioned that the minimum requirement for facilitators is grade twelve (12); however, some have bachelors’ degrees and diplomas.

“We do not have any other training other than our educational qualifications hence we need more relevant training to what we are doing”.

The coordinator mentioned that their staff structure is different to the one in a normal school. Their school does not have a school management team like in a normal public school. The programme is centrally managed by Assistant Director of Programmes.

“This call was not meant for teaching and learning, It was meant for self-study, teachers were employed to assist learners with their studies. This whole thing of schooling was not like this in the beginning, it was converted from self-study to teaching and learning”.

The coordinator further indicated that educators are well trained to do their job as they are professionals. Apart from their educational qualifications, the educators also undergo workshops which are organized by the Department of Education (DoE). He also stressed the need to have more workshops in order to increase their level of teaching.

4.3.9 Duration of the programme

Learners indicated during the interview that the fact that they cannot register all subjects in one year

like in a normal school is a challenge for them.

*“I feel like I am are being delayed unnecessarily,
maybe it is because I am Arrested, I do not know!!”*

Educators pointed out that it is the feeling of the learners that the programme is unnecessarily long. They say this problem has affected some learners in a way that they feel discouraged to enroll for the programme.

Facilitators mentioned that the grade twelve programme at KSCC is very long, and that has resulted in their learners losing focus.

The coordinator also pointed out that the learners are being unnecessarily delayed since it takes two years to complete the programme.

4.3.10 Insufficient time allocated for lessons

Learners indicated during the interviews that one (1) hour is allocated per lesson. They all confirmed that the one hour allocated is not enough for them.

*“Some of us are slow learners, before you understand
anything the teacher is teaching, you are told the time is over,
and that makes it difficult for some of us to learn”.*

Educators pointed during the interviews that time allocated for grade twelve (12) lessons is one hour per lesson and it is not sufficient.

*“This problem of time allocations is caused by the
fact that there are a lot of programmes that need
to be accommodated into our daily schedules”.*

Facilitators also shared the same sentiments with the learners and educators that time allocated for grade twelve lessons is not enough. They also added that this problem is caused by the fact that there are a lot of programmes in the institution, which according to them, are not important.

“The congestion of the time table is caused by classes like “marriage and family care”, what is the use of having a class of marriage in prison?”

The coordinator pointed out during the interview that the time allocated for lessons is only one hour.

“I feel the one offered for these grade twelve lessons is sufficient since this programme is done for two years. The only challenge is that some learners cannot attend lessons due to court appearances and having to go to hospitals due to health issues”.

4.4 Findings from documents

I looked at the Department of Correctional Services Act 111 of 1998, and Kutama-Sinthumule Correctional Centre Operational policies and Procedures. The purpose was to find out if Kutama-Sinthumule Correctional Centre is doing anything to address educational challenges that grade twelve (12) young adult prisoners face while trying to obtain education while in prison. I also wanted to know if what is happening there is in line with the relevant legislation. At the end of the day, I was able to establish that there are educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre.

4.5 Findings from observations

As I was doing interviews with all relevant role players for grade twelve at KSCC, I also did some observations in the centre. The intention of doing observations was to enable myself to have an understanding of the environment under which teaching and learning take place. The categories of observation were:

4.5.1 Venue for the interview

Interview sessions with grade twelve (12) learners took place in their classrooms. The interview sessions with the educators and facilitators took place in the staffroom, whereas the interview session with the coordinator took place in the coordinator’s office.

4.5.2 Infrastructure

The grade twelve (12) programme takes place inside the prison and the prison facilities are designed to accommodate the teaching/learning processes. I learnt that the prison is divided into three sub-prisons: Green; Blue; and Yellow prisons. A grade twelve (12) programme is offered in all the three prisons. Each prison has all the necessary infrastructure to accommodate this grade twelve (12) programme.

I also observed that the prison has a library in each sub-prison, however, the library is small since it does not only provide for the grade twelve (12) learners, all the other educational programmes of different grades depend on this library. I also observed that the learning space is not sufficient; learners are congested in some learning areas.

4.5.3 Facilities/equipment

The classrooms are equipped with steel chairs and tables that are mounted to the floor. When I asked I was told the reason these are mounted to the floor is so that offenders cannot use them as weapons during riots. These chairs and tables are not comfortable at all and they seem to be very cold during winter seasons. I also observed that the classrooms are small without air conditioners and this becomes a problem since learners are congested. I also observed that the facility has a computer room, where these learners can type their assignments; however, they do not have access to the internet facility.

4.5.4 Office furniture

Staff at KSCC share an ordinary office which they call staffroom. More than six (6) educators share that office. The office has only one computer and one cabinet where the educators share the shelves. The office also has two tables which the six (6) educators share. The coordinator has an office which is fitted with a table; chairs; cabinet; and a computer. The coordinator does not share the office with anyone.

4.5.5 Availability of teaching materials

The grade twelve (12) learners at KSCC suffer a problem of availability of learning materials, they

have to share textbooks in some instances, while the educator is the only person with a textbook in other instances.

4.5.6 Stationery

I observed that the availability of stationery is a real challenge for these grade (12) learners at KSCC. The institution supplies the stationery such as books, however, this supply is always not sufficient.

4.5.7 Lesson presentations

Lessons are presented with the educator using learner-centered approaches wherein learners are required to work in groups.

4.5.8 Learner participation

Learners participated actively throughout all the activities of the class. They were always willing to give inputs during the learning/teaching processes.

4.6 Conclusion

Young adult prisoners at Kutama-Sinthumule Correctional Centre try to obtain education while serving their term in prison. It seems that they face different educational challenges while trying to do so. They face challenges of lack of access to the internet; overcrowded classrooms; communicating in the medium of instruction; shortage of staff; insufficient study time; lack of resources; lack of motivation; shortage of well trained staff; insufficient time allocated for lessons; and duration of the programme. When interviewed, all role players expected something to be done in order to address these educational challenges.

CHAPTER 5: CONCLUSIONS, RECOMMENDATIONS AND REFLECTIONS

5.1 Introduction

I have tried to provide answers to the research questions of this study in the previous chapters. I have described the situations as they unfolded. From the data collected in the different phases of data collection, it can be concluded that the critical factors suggested in this study contribute to the educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre.

In this chapter, I will present the final conclusion and recommendations of this study. The results of this study could represent the educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre.

The aim of this study was to get insight into educational challenges facing grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. The educational challenges are overcrowded classrooms; lack of access to the internet; lack of motivation; lack of resources; insufficient study time; insufficient time allocated to lessons; shortage of staff; shortage of well trained staff; duration of the programme; and communicating in the medium of instruction.

5.2 Conclusions

5.2.1 Lack of access to the Internet

The invention of computers and other information media such as internet meant that there will be changes in the educational arena, and this kind of changes should result in everybody benefiting from this advantage. Security reasons alone are not sufficient to deny grade twelve (12) learners of this benefit that technology has brought to the world.

I realized that while it is true that prisoners can abuse the usage of the internet facility in the prison to affect security risks such as escapes, it is important for the prison to come with strict measures so as to monitor the usage of the internet facilities by prisoners.

5.2.2 Overcrowded Classrooms

I learnt that classrooms are overcrowded for this grade twelve (12) programme at KSCC. To overcome this overcrowding, learning areas offered in standard grade need to be phased out. Another solution could be to spread the time-table to the weekends and employ more facilitators into the programme.

5.2.3 Communicating in the Medium of Instruction

I have learnt that using English is a challenge generally to students and learners. In instances where learners do not understand some English words, teachers used mother tongue to explain what they mean so that the teaching/learning process does not get stuck.

5.2.4 Shortage of Staff

The problem of shortage of staff in many institutions is caused by a shortage of financial resources. This problem can be best solved by adding more facilitators into the programme (which is far cheaper than hiring professional educators).

5.2.5 Insufficient Study Time

For a person to make it at school, that person must study, for that to happen, there should be time available to do so. It is unfortunate in the prison because every activity is constrained within time schedules.

The centre should provide grade twelve (12) young adult prisoners with study lamps. These study lamps should be fitted in the cells. Another solution to this problem could be to allow grade twelve (12) learners to have study lamps of their own.

5.2.6 Lack of Resources

Lack of resources is another educational challenge facing grade twelve (12) young adult prisoners at KSCC. Instead of the institution depending on its own supply and prisoners sometimes depending

on their families, the institution should seek help from Non Governmental Organizations. This NGO's can help provide stationery and other educational materials.

The institution should also seek the intervention of the Department of Education on the supply of these resources. The prisoners should also be taught to use the limited resources they have sparingly. They should avoid misusing resources such as paper and pens.

5.2.7 Lack of motivation

On motivation, the institution should invite prisoners who graduated through the same programme. When they see that others have made it in the past, they will be encouraged to persevere with their studies. The institution can also invite motivational speakers to motivate them on educational matters. They can also invite other educated people who have made it in life through education. When grade twelve (12) learners see and talk to all these people, they shall be encouraged to continue with their studies.

The institution can also motivate grade twelve (12) learners by rewarding the best performing students at the end of every year. When grade twelve (12) learners see the other learners achieving awards, they shall strive to achieve the same.

5.2.8 Shortage of better trained staff

The gap of shortage of well trained staff can be closed by employing more professionals. This can be done by bringing competitive remunerations for their existing staff as a way of retaining them. The institution should organize more workshops for their staff. The institution should also encourage their staff members to further their education; this can be done by making bursary opportunities available for them.

5.2.9 Duration of the programme

It is said that the grade twelve (12) programme at KSCC takes two years to complete. Grade twelve (12) young adult learners feel that they are being unnecessarily delayed. The institution should try and accommodate all subjects and reduce them to one year since a grade twelve (12) programme takes only one (1) year to complete in a normal public school.

5.2.10 Insufficient time allocated for lessons

It is said the time allocated for lessons is one hour per lesson at KSCC. Grade twelve learners feel this time is not sufficient for them. The institution should do away with unnecessary programmes like marriage and family care since they are not relevant for prisoners. The institution should make a provision for weekend classes for these grade twelve (12) young adult learners.

5.3 Recommendations

5.3.1 Lack of access to the Internet

Lack of internet access can serve as a barrier to effective learning, particularly in this era of technology we are living in. It is recommended that the grade twelve (12) young adult learners be given access to internet since internet provides a wide range of information. It is also recommended that the usage of internet facilities by grade twelve prisoners be monitored since it is said that it can pose a security threat to the prison.

5.3.2 Overcrowded Classrooms

It is recommended that more space be provided to accommodate grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. This is so because teaching in a small space affects teacher morale. Again, it is necessary to provide classrooms which are not congested since overcrowded classrooms negatively affect students' behavior.

5.3.3 Lack of Motivation

It is recommended that the institution organize motivational speakers and other educated people to come and speak to these grade twelve prisoners who seem to have lost hope in life.

5.3.4 Communicating in the medium of instruction

It is recommended that for learning areas which learners find it difficult to understand, a combination of English and mother tongue be used. This will enable the teaching learning process to continue smoothly. Learners should be encouraged to use English even outside the classroom. The institution should conduct English language clinics in order to equip these learners.

5.3.5 Lack of resources

Shortage of educational resources like books has a negative effect on both learning and teaching. It is recommended that the institution supply more educational resources for these grade twelve (12) young adult learners. The institution can also seek aid from the Department of Education for the supply of these educational resources. For this purpose, the institution can organize a mobile library to supplement the small library they have.

5.3.6 Insufficient study time

For a person to pass grade twelve (12), there must be sufficient time available to study. Insufficiency study time is caused by the fact that prisoners have until 22h00 to study since cell lights are switched off at 22h00. It is recommended that the institution provide grade twelve (12) learners with study lights.

5.3.7 Duration of the programme

It takes only a year to complete a grade twelve programme in a normal school, but it takes the whole two years to complete the same programme at Kutama-Sinthumule Correctional Centre. It is recommended that the programme be reduced to only one year in order for these grade twelve (12) young adult prisoners to complete their education in time.

5.3.8 Shortage of better trained staff

The shortage of well trained staff is a challenge for grade twelve (12) young adult learners at Kutama-Sinthumule Correctional Centre. It is recommended that the institution employ better trained staff into the programme. The institution should train the staff they have available.

5.3.9 Shortage of staff

Shortage of staff can negatively affect the learning process among students. The institution should consider employing more teachers into the grade twelve programme. Because finding qualified teachers is costly, the institution can also increase the number of facilitators from among other prisoners within the institution.

5.3.10 Insufficient time allocated for lessons

Time allocation for lessons is a serious challenge at Kutama-Sinthumule Correctional Centre. This is so because there are a number of programmes that need to be accommodated in each day. This causes the time-table to be squeezed to one (1) hour per lesson. For some reasons, learners need more time before they understand what the lesson is all about. It is recommended that subjects that are offered in standard grade be phased out in order to accommodate those “important” subjects.

5.4 Recommendations for further study

Until the late 1960’s courts refused to set standards for the treatment of prisoners, claiming that they lacked the authority and expertise to do so. Courts deferred to experienced prison administrators to avoid interfering with their ability to respond to varied, complex issues involved in a penal system such as custody, security, rehabilitation, discipline, punishment, and limited resources.

It was during the late 1960’s that courts began to review the claims of prisoners and began to intervene regularly on their behalf, and due to these interventions educational programmes were introduced in prisons.

Although I have covered many issues in this study, I still feel there are many critical factors that still need to be investigated. There is a need to conduct more research which will give more insight into the factors that contribute to high failure rate among grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre.

There is also a need to conduct a research on how best can education help in preventing young adult prisoners from returning to prison after they are released. There is also a need to conduct a research on why there is poor funding on the education of prisoners.

5.5 Reflections

This section is about my learning experiences and difficulties I encountered during the process of conducting this research project.

5.5.1 The Research Proposal

When I started with the research proposal I thought the corrections that were always made by my supervisor were a waste of time that was so because I did not know that a good research proposal is like a good building plan, the builder can always refer to his copy of the building plan as he continues to build. Without following a building plan the builder cannot be able to build a good house.

I have also learnt that all the steps in a proposal are so related, and they all driven towards the end of the research project.

5.5.2 Research experiences.

During my research project, I learned that it is important to conduct research in a place where it will be easy for one to find permission to do so. In my case I had to write a letter to The Department of Correctional Services Head Office in Pretoria seeking permission to conduct research at Kutama-Sinthumule Correctional Centre. Their research office is a national one where anyone intending to conduct research at any prison in the country must write to them, because of that and other reasons, it took me six (6) months to get permission to conduct research at Kutama-Sinthumule Correctional Centre. This permission was given with a lot of conditions.

I also learnt that it is important to have leave days available since research needs a lot of concentration. It was so difficult for me to concentrate on research work and having to be productive at my place of employment. I also learnt that it is good to have a family that understands what you are doing, sometimes I needed space alone in the study room where I did not want interruptions for hours.

5.5.3 About the field work

I conducted interviews in the prison; most of my respondents were prisoners. During the interviews, sometimes we would take a break because prisoners were supposed to be counted (muster count), and during those times respondents would go and ask other respondents what questions they were asked. Sometimes we would take a break because it was lunch, and schedules in the prison cannot be interrupted.

Prisoners are people who expect to gain from each and every situation, I had to explain to them from time to time that the research I am conducting will not in any way contribute to their release nor give them any form of personal rewards. I was not allowed to take photos nor to bring in a tape recorder due ethical reasons, however, I feel my data could have been better had I been allowed to take photos and record the interviews with a tape recorder.

The other respondents were staff members, there were instances where a staff member will go off because of illness and I was forced to wait until they recover and come back to work. I found these instances to be so disturbing and time consuming.

5.6 Conclusion

I have tried to answer the research questions and the assumptions I had in the theoretical framework. The situations were outlined as they were. It can be concluded from the information gathered and analyzed that there are educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre.

The challenges are lack of access to the internet; overcrowded classrooms; communicating in the medium of instruction; shortage of staff; insufficient study time; lack of resources; lack of motivation; shortage of well trained staff; the duration of the programme; and insufficient time allocated for lessons. These answered the research questions in chapter one (1) and were presented in chapter four (4).

From my research, I also discovered that grade twelve (12) young adult prisoners face a host of educational challenges as they attempt to obtain education while in prison. These answered the research question four (4) and they were presented in chapter Four (4).

I also learnt that the objective of the grade twelve (12) programme in Kutama-Sinthumule Correctional Centre is that prisoners should be able to pursue their education while in prison. These answered research question five (5) and it was presented in chapter four (4).

There is a need for increasing the supply of educational resources, increasing the number of staff, providing staff training, and reducing the length of the programme. Should these be improved, the level of motivation among grade twelve (12) learners shall also increase.

It should be emphasized that the educational challenges facing grade twelve (12) young adult prisoners at Kutama-Sinthumule Correctional Centre are so real. The prison wall makes the grade twelve (12) programme different to the one offered in a normal public school due to prison circumstances. These educational challenges are, however, avoidable. The institution should begin to realize how important education is in the rehabilitation and reintegration of prisoners. Education plays more than 50 percent in the rehabilitation of prisoners. Many prisoners repeat offences and go back to prison because of lack of education and skills.

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ANNEXURES

ANNEXURE A: INTERVIEW GUIDES FOR LEARNERS

FACTS AND FIGURES

1. How long have you been attending classes for this programme? _____

2. How long is the grade 12 programme in your institution? _____

3. What kind of subjects are offered for this programme? _____

4. Which subjects are you doing? _____

5. At what time do you start with your lessons? _____

6. At what time do you finish with your lessons? _____

7. What are you intending to do after completion of the programme? _____

8. What are your views and feelings about this programme? _____

9. How many educators do you have in this programme? _____

10. Do you think the offered subjects are relevant to you?
Elaborate. _____

11. Do you enjoy attending this
programme? _____

12. What are the difficulties you experience when attending this
programme? _____

13. How do you think these difficulties can be
addressed? _____

LACK OF ACCESS TO THE INTERNET

1. Are there computer/internet facilities in this correctional centre? _____

2. Do you have access to the internet? _____

3. If yes, who monitors the utilization of the internet facilities? _____

4. If no, why? _____

5. What kind of problems do you encounter as a result of lack of access to the internet? _____

6. Do you think your learning could be improved if you can be given access to the internet? _____

7. What do you think can be done to address this problem? _____

OVERCROWDED CLASSROOMS

1. Do you think your classes are overcrowded? _____

2. If yes, do you think overcrowded classes can be seen as a challenge? Explain. _____

3. How many are you in the class? _____

4. How much time does your educator allocate for your individual attention? _____

5. How often do your educators ask questions/ inputs to individual learners in the classroom? _____

6. Do you have enough ventilation in the classroom? _____

7. Are your educators able to move up and down during lessons? _____

8. When writing tests/ assignments, how much time does it take for you to receive feedback? _____

9. What do you think can be done to address this problem? _____

SHORTAGE OF STAFF

1. How many educators do you have? _____

2. How many are you in each class? _____

3. What kind of activities do you do in the absence of an educator? _____

4. What do you think can be done to solve this problem? _____

INSUFFICIENT TIME ALLOCATED FOR LESSONS

1. How much time is allocated for each class? _____

2. Do you think the time allocated is sufficient? _____

3. What do you think can be done to address this problem? _____

INSUFFICIENT STUDY TIME

1. How do you manage your study time? _____

2. How much time do you have available for study during the day? _____

3. How much time do you have available for study in the evening? _____

4. Is it sufficient? Elaborate. _____

LACK OF RESOURCES

1. Who supplies you with educational material like text books and stationery? _____

2. Who is responsible for the funding of these resources? _____

3. Is the supply of these resources sufficient? Elaborate. _____

4. What do you think can be done to solve this problem? _____

LACK OF MOTIVATION

1. What motivated you to enroll for this programme? _____

2. Are you excited to be part of this programme? _____

3. What do you think can be done to increase your level of motivation? _____

4. What opportunities exist for you after completion of this programme? _____

COMMUNICATING IN THE MEDIUM OF INSTRUCTION

1. Which language do you use in the classroom? _____

2. Do you find it interesting to use English in the classroom? Elaborate. _____

3. Do you think using English as medium of instruction is a challenge for you? _____

4. If yes, what problems do you encounter as you use English as a medium of instruction? _____

5. What do you think can be to solve this problem? _____

SHORTAGE OF WELL TRAINED STAFF

1. In your view, do your educators have the necessary qualifications to do their job? _____

2. Do you have any idea as to who conducted such training? _____

3. Where have they been trained? _____

4. What was the duration of such training?_____
- _____
5. Would you say that the staff need more training to be able to perform their duties well?_____
6. Do you think a shortage/insufficient training amongst staff could be seen as a hindrance to the execution of their work?_____
7. What are the other educational challenges you face as learners in the programme?_____

THANK YOU!!

ANNEXURE B: INTERVIEW GUIDES FOR EDUCATORS

FACTS AND FIGURES

1. How long have you been teaching in this programme? _____

2. What kind of subjects are you teaching? _____

3. What subjects are you teaching? _____

4. At what time do you start with your lessons? _____

5. At what time do you finish with your lessons? _____

6. What are your views and feelings about this programme? _____

7. Do you enjoy teaching in this programme? Give reasons. _____

8. How many educators are there for this programme? _____

9. What are the difficulties you experience as you teach in this programme? _____

10. What are the difficulties do your learners experience in this programme? _____

11. How do you think these problems can be solved? _____

LACK OF ACCESS TO THE INTERNET

1. Do your learners have access to the internet? _____

2. What kind of problems do your learners have as a result of lack of access to the internet? _____

3. Do you really think learning can be improved should your learners be given access to the internet? _____

4. How do you think this problem can be solved? _____

OVERCROWDED CLASSROOMS

14. How many learners do you have for this programme? _____

15. How many learners do you have in your class? _____

16. Are you able to move up and down during lessons? _____

17. What time does it take for you to give feedback to the learners after giving them test/assignment? _____

18. How do you think this problem can be solved? _____

SHORTAGE OF STAFF

1. How many educators are you in this programme? _____

2. What is the teacher/learner ratio? _____

3. How do you think this problem can be solved? _____

INSUFFICIENT TIME ALLOCATED FOR LESSONS

1. How much is it allocated for each class? _____

2. Do you think the time allocated for each class is sufficient? _____

3. How do you think this problem can be solved? _____

INSUFFICIENT STUDY TIME

1. How do your learners manage their study time? _____

2. In your view, how much time do your learners have available to study during the day? _____
3. In your view, how much time do your learners have available for study in the evening? _____
4. Is it sufficient? Elaborate? _____

LACK OF RESOURCES

1. Who supplies your learners with education materials like textbooks and stationery?_____

2. Who is responsible for the funding of these resources?_____

3. Is the supply of these resources sufficient? Elaborate._____

4. What do you think can be done to solve this problem?_____

LACK OF MOTIVATION

1. What do your learners intend to do after completion of this programme?_____

2. Do your learners feel motivated to learn?_____

3. What do you think is demotivating them?_____

4. What do you think can be done to solve this problem?_____

COMMUNICATING IN THE MEDIUM OF INSTRUCTION

1. Which language do your learners use in the classroom?_____

2. Do they seem interested in the usage of English in the classroom? _____

3. What problems do your learners encounter as they use English as a medium of instruction? _____
4. What do you think can be done to solve this problem? _____

SHORTAGE OF WELL TRAINED STAFF

1. How are you trained to do your daily work? _____

2. Do you think such training is sufficient? _____

3. Who conducts such training? _____

THANK YOU!!

ANNEXURE C: INTERVIEW GUIDES FOR FACILITATORS

FACTS AND FIGURES

1. How long have you been facilitating in this programme? _____

2. What kind of subjects are you facilitating? _____

3. What subjects are you facilitating? _____

4. At what time do you start with your lessons? _____

5. At what time do you finish with your lessons? _____

6. What are your views and feelings about this programme? _____

7. Do you enjoy teaching in this programme? Give reasons. _____

8. How many educators are there for this programme? _____

9. What are the difficulties you experience as you teach in this programme? _____

10. What are the difficulties do your learners experience in this programme? _____
11. How do you think these problems can be solved? _____

LACK OF ACCESS TO THE INTERNET

1. Are there computer/internet facilities in this correctional centre? _____

2. Do your learners have access to the internet facilities? _____

3. If yes, who monitor the utilization of the internet facilities? _____

4. If not, why? _____

5. What kind of problems do your learners have as a result of lack of access to the internet? _____

6. Do you really think learning can be improved should your learners be given access to the internet? _____
7. How do you think this problem can be solved? _____

OVERCROWDED CLASSROOMS

1. Do you think your classes are overcrowded? _____

2. If yes, do you think overcrowded classes can be seen as a challenge? Please explain.

3. How many learners do you have for this programme? _____

4. How many learners do you have in your class? _____

5. Are you able to move up and down during lessons? _____

6. What time does it take for you to give feedback to the learners after giving them test/assignment? _____

7. How do you think this problem can be solved? _____

SHORTAGE OF STAFF

1. How many facilitators are you in this programme? _____

2. What is the teacher/learner ratio? _____

3. How do you think this problem can be solved? _____

INSUFFICIENT TIME ALLOCATED FOR LESSONS

1. How much is it allocated for each class? _____

2. Do you think the time allocated for each class is sufficient? _____
3. How do you think this problem can be solved? _____

INSUFFICIENT STUDY TIME

1. How do your learners manage their study time? _____
2. In your view, how much time do your learners have available to study during the day? _____

3. In your view, how much time do your learners have available for study in the evening? _____

4. Is it sufficient? Elaborate. _____

LACK OF RESOURCES

1. Who supplies your learners with education materials like textbooks and stationery? _____

2. Who is responsible for the funding of these resources? _____
3. Is the supply of these resources sufficient? Elaborate? _____

4. What do you think can be done to solve this problem? _____

LACK OF MOTIVATION

1. In your view, do you think learners are motivated to enroll for this programme? _____
2. Do you think learners are excited to be part of this programme? _____
3. What do you think can be done to increase the level of motivation amongst grade 12 learners? _____
4. What opportunities exist for the learners after completion of the programme? _____

COMMUNICATING IN THE MEDIUM OF INSTRUCTION

1. Which language do your learners use in the classroom?_____
2. Do they seem interested in the usage of English in the classroom?_____
3. Do you think using English as medium of instruction is a challenge for learners in the programme?_____
4. If yes, what problems do your learners encounter as they use English as a medium of instruction?_____
5. What do you think can be done to solve this problem?_____

SHORTAGE OF WELL TRAINED STAFF

1. Do you have the necessary qualifications to work as a facilitator?_____
2. What educational qualifications do you possess?_____
3. How are you trained to do your daily work?_____
4. Who conducts such training?_____
5. Where have you been trained?_____
6. What was the duration of your training?_____
7. Would you say that you need more training to be able to perform your duties well?_____
8. Do you think a shortage/insufficient training amongst staff could be a challenge/hindrance to the execution of your work?_____
9. What are the other educational challenges facing grade 12 young adult prisoners at KSCC?_____

REMUNERATION

1. Do you think the gratuity you receive is sufficient? Elaborate._____

2. How do you think this problem can be solved? _____

ANNEXURE D: INTERVIEW GUIDE FOR THE COORDINATOR

FACTS AND FIGURES

1. When were you employed in this correctional centre? _____

2. How long have you been coordinating this programme? _____

3. What are your duties as a grade 12 coordinator? _____

4. Why do you think it is necessary to have this programme in the prison? _____

5. What kind of subjects offered in this programme? _____

6. At what time do lessons start? _____

7. At what time do lessons finish? _____

8. What are your views and feelings about this programme? _____

9. How many educators do you have? _____

10. How many learners do you have? _____

11. Do you enjoy coordinating this programme? Give reasons for your answer. _____

12. What are the practical difficulties you experience when coordinating this programme?

13. What difficulties do your educators experience as they teach in this programme? _____

14. What difficulties do your learners experience in this programme? _____

15. How do you think these difficulties can be solved? _____

LACK OF ACCESS TO THE INTERNET

1. Are there computer/internet facilities in this correctional centre? _____

2. Do your learners have access to the internet facilities? _____

3. If yes, who monitors the utilization of the internet facilities? _____

4. If not, why? _____

5. What kind of problems do your learners have as a result of lack of access to the internet? _____
6. Do you think learning can be improved if your learners can get access to the internet? _____

7. How do you think this problem can be solved? _____

OVERCROWDED CLASSROOMS

1. Do your classes are overcrowded? _____

2. If yes, do you think overcrowded classes can be seen as a challenge? Please explain. _____

3. How many learners do you have in this programme? _____

4. How many learners do you have in your class? _____

5. What time does it take for you to give feedback to the learners after giving them test/assignment? _____

6. How many facilitators do you have? _____

7. Are your educators able to move up and down during lessons? _____

8. How long does it take for your learners to receive feedback after writing tests/assignments? _____

9. How do you think this problem can be solved? _____

SHORTAGE OF STAFF

1. How many educators do you have? _____

2. How many facilitators do you have? _____

3. What is the learner/teacher ratio? _____

4. How do you think this problem can be solved? _____

INSUFFICIENT TIME ALLOCATED FOR LESSONS

1. How much time is it allocated for each class? _____

2. Do you think the time allocated classes is sufficient? _____

3. What do you think can be done to solve this problem? _____

INSUFFICIENT STUDY TIME

1. How do your learners manage their study time? _____

2. In your view, how much time do your learners have available for study during the day? _____
3. In your view, how much time do your learners have available for study in the evening? _____

4. Is it sufficient? Elaborate. _____

LACK OF RESOURCES

1. Who supplies your learners with educational materials like textbooks and stationery? _____

2. Who is responsible for funding of these resources? _____

3. Is the supply of these resources sufficient? Elaborate. _____

4. What do you think can be done to solve this problem? _____

LACK OF MOTIVATION

1. In your view, do you think learners are motivated to enroll for this programme? _____

2. If not, why? _____

3. Do you think the learners are excited to be part of this programme? _____

4. What do you think can be done to increase the level of motivation amongst grade 12 learners? _____

5. What opportunities exist for the learners after completion of the programme? _____

COMMUNICATING IN THE MEDIUM OF INSTRUCTION

1. Which language do your learners use in the classroom? _____

2. Do they seem interested in the usage of English in the classroom? _____

3. Do you think using English as medium of instruction is a challenge for learners in this programme? _____
4. If yes, what problems do your learners encounter as they use English in the classroom? _____
5. What do you think can be done to solve this problem? _____

SHORTAGE OF WELL TRAINED STAFF

1. How is the staff component involved with the grade 12 programme? _____

2. What is the level of their qualifications? _____

3. Out of this staff component, how many are educators? _____

4. In your view, do you think the staff/educators are well trained to perform their duties? _____

5. Where has the staff been trained to perform their duties? _____

6. What was the duration of such training? _____

7. Would you say the staff need more training to be able to perform their duties well? _____

8. Do you think the shortage /insufficient training amongst the staff could be a challenge/hindrane to the execution of their work? _____

9. What are other educational challenges facing grade twelve (12) young adult prisoners at KSCC? _____

THANK YOU!!



UNIVERSITY OF LIMPOPO
Turfloop Campus
Community and Continuing
Education

Private Bag X1106, SOVENGA 0727



FROM SOCIAL EXCLUSION
TO LIFELONG LEARNING

Tel: +27 15 268 2633/3371

Fax: +27 15 268 2869

e-mail: hlulanim@ul.ac.za

12 April 2011

TO WHOM IT MAY CONCERN

This is to confirm that Mr NE Mathebula Student Number 9338694 is a registered M.ED student in Community and Continuing Education Department of University of Limpopo. He is currently undertaking a study (research project) entitled: **Educational challenges facing young adult prisoners at Kutama-Sinthumule correctional centre**. The aim of his research project is to get insight into the educational challenges facing young adult prisoners at Kutama-Sinthumule correctional centre, specifically those who are doing grade 12.

Mr Mathebula' research proposal has already been approved by the relevant committees in the University; hence I hereby request that he be allowed to conduct his research in your prison/centre.

For more information do not hesitate to contact my office.

Yours faithfully

Dr HD Mahasa

Head of Department: Community and Continuing Education



DEPARTMENT OF CORRECTIONAL SERVICES

RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES

INSTRUCTIONS:

- 1. This form caters for research carried out by a team or an individual
- 2. Please complete in PRINT-Using blank ink
- 3. * Mark with an X where applicable
- 4. Please attach the following documents to your application: (i) A detailed research proposal and proposed method
(ii) Certified copies of your ID Book(s)/ Passport(s)
(iii) Current proof of registration from the institution where you are studying (Students only)

A. PERSONAL INFORMATION

A1: For research conducted by an individual (Note: If it is a research by a team of individuals details of the team leader should also be included here)

1) Title MR 2) Surname MATHEBULA 3) Initials NE

4) Full Name(s) NKARHI EXCELLENT 5) ID Number

7309225301082

6) Country of Origin SOUTH AFRICA

If not a S.A. Citizen: Passport No []

A2: For research conducted by a team of individuals

7) Details of team members must be completed in the table below (If more than five include others on the separate sheet)

	Surname	Initials	ID/ Passport Number	Highest Qualification Obtained
1.				
2.				
3.				
4.				
5.				

8) Postal Address: BOX 3280 LOUIS TRICHARDT 0920 Code:	12) Residential Address: 16 KGWALE STREET MAKHADO PARK LOUIS TRICHARDT Code:0920
--	--

9) [H] Telephone No: Area Code: Number: N/A	13)[W] Telephone No: Area Code: 015 Number: 519 4500
--	---

10) Fax Number: Area Code: 015	14) Cellular Phone Number: 083 363 9722
--------------------------------	---

Number: 519 4616

11) E-Mail Address: emathebula@sacms.com

nemathebula@yahoo.com

15) Academic Qualifications

Diploma / Degree/Certificate	Institution	Date obtained
BA	UNIVERSITY OF THE NORTH	1996
HIGHER EDUCATION DIPLOMA	UNIVERSITY OF THE NORTH	1997
BACHELOR OF EDUCATION (HONOURS)	UNIVERSITY OF THE NORTH	1998

16) Present Employer SOUTH AFRICAN CUSTODIAL MANAGEMENT (SACM)

17) Position Occupied: UNIT MANAGER

18) If you are a member of the Department of Correctional Services: Persal Number

19) Station _____

B. INDIVIDUAL/GROUP'S PREVIOUS RESEARCH AND/OR PUBLICATIONS

20) Title	21) Publisher	22) Magazine	23) Date

C. PLANNED RESEARCH

24) Title EDUCATIONAL CHALLENGES FACING PRISONERS AT KUTAMA CORRECTIONAL CENTRE: A CASE STUDY OF GRADE TWELVE LEARNERS

25) Is your planned research required to obtain a qualification?

* Yes X No

If yes, specify MASTERS EDUCATION (MED)

If no, stipulate purpose of research _____

26) Does your planned research have any connection with your present field of work? *

27) Subject to the conditions that may be set in this regard, do you intend to publish or orally present the findings of your research/ dissertation/ thesis or parts thereof during lectures/ seminars? *

Yes

If yes, in which way, and at what stage? _____

28) At which Area(s) of Command/ Prison(s) do you plan to do your research?

1. KUTAMA SINTHUMULE CORRECTIONAL CENTRE _____

2. MAKHADO PRISON (DCS) _____

29) Which of the following will be involved in your research?

	Yes	No	Specify
Prisoners	X		
Personnel	X		
Official documents of the Department		X	
Interviews	X		PRISONERS WILL BE INTERVIEWED
Questionnaires	X		
Observations	X		LEARNING PROCESSES WILL BE OBSERVED
Psychometric tests		X	
Technological Devices	X		TAPE RECORDERS
	Yes	No	Specify
Medical Tests including: • Physical Assessment • Laboratory tests (blood, sperm, urine) • X-ray examination • Other		X	

D. SUPPLEMENTARY INFORMATION

30) For which tertiary institution/ Organisation/ Company are you conducting the research? UNIVERSITY OF LIMPOPO
SCHOOL OF EDUCATION Department/ Division/ Section/ Component/ Unit ADULT EDUCATION

_Project or Group Leader/ Promoter/ Lecturer: Title DR

31) Surname MABASA Initials HD

32) What value is your planned research to the Department of Correctional Services? TO CONTRIBUTE TO SOLUT
EDUCATIONAL CHALLENGES FACING GRADE TWELVE (12) YOUNG ADULT PRISONERS AT KOS

AGREEMENT REGARDING CONDITIONS APPLICABLE TO RESEARCH DONE IN
INSTITUTIONS WHICH ARE UNDER THE AUTHORITY OF THE COMMISSIONER OF
CORRECTIONAL SERVICES

1. I NKARHI EXCELLENT MATHEBULA

(name & surname) wish to conduct research titled EDUCATIONAL CHALLENGES
FACING PRISONERS AT KUTAMA SINTHUMULE CORRECTIONAL CENTRE: A CASE
STUDY OF GRADE 12 LEARNERS.

in/at institutions which falls under the authority of the SA Commissioner of Correctional Services. I undertake to use the information that I acquire in a balanced and responsible manner, taking in account the perspectives and practical realities of the Department of Correctional Services (hereafter referred to as "the Department") in my report/treatise. I furthermore take not of and agree to adhere to the following conditions:

INTERNAL GUIDE

The researcher accepts that an Internal Guide, appointed by the Department of Correctional Services will provide guidance on a continual basis, during the research.

His/her duties will be:

To help with the interpretation of policy guidelines. He/she will therefore have to ensure that the researcher is conversant with the policy regarding functional areas of the research.

To help with the interpreting of information/statistics and terminology of the Department which the researcher is unfamiliar with.

To identify issues which could cause embarrassment to the Department, and to make recommendations regarding the utilization and treatment of such information.

To advise Correctional Management regarding the possible implementation of the recommendations made by the researcher.

With regard to the abovementioned the research remains the researchers own work and the internal guide may therefore not be prescriptive. His/her task is assistance and not to dictate a specific train of thought to the researcher.

GENERAL CONDITIONS WHEN DOING RESEARCH IN PRISONS

All external researchers; before conducting research must familiarize themselves with guidelines for the practical execution of research in prisons as contained in the handbook (see par.11 of Policy).

Participation in the research by members/prisoners must be voluntary, and such willingness must be indicated in writing.

Prisoners may not be identified, or be able to be identified in any way.

The Department (Internal Guide) must be kept informed of progress and expected completion dates of the various phases of the research and progress reports/copies of completed chapters furnished for consideration to the Department should this be requested by the Department. The Research Ethics Committee must be provided with an unbound copy of the researcher's report at least two months prior to presentation and publication for evaluation (see par.9 of Policy).

Research findings or any other information gained during the research must not be published or made known in any other manner without the written permission of the Commissioner of Correctional Services.

A copy of the final report/essay/treatise/thesis must be submitted to the Department for further use.

Research will have to be done in the researchers own time and at his own expense unless explicitly stated otherwise at the initial approval of the research.

CONDUCT IN PRISON

Arrangements to visit a prison (s) for research purposes must be made with the Area Manager of that particular prison. Care should be taken that the research be conducted with the least possible disruption of prison routine.

Office space for the conducting of tests and interviews must be determined in consultation with the Area Manager of that particular Prison.

Research instruments/interviews must be used/done within view and hearing of a member (s) of the South African Correctional Services, otherwise of a member (s) within view of a member (s) of the Department.

Documentation may not be removed from files or reproduced without the approval of the Commissioner of Correctional Services.

Any problem experienced during the research must be discussed with the relevant Head of the Prison without delay.

Identification documents must be produced at the prison upon request and must be worn on the person during the visit.

Weapons or other unauthorized articles may not be taken into the prison.

Money and other necessary articles that are worn on the researcher's person are taken into the prison at his own risk. Nothing may be handed over to the prisoners except that which is required for the process of research; e.g. manuals, questionnaires, stationery, etc.

The research must be done in such a manner that prisoners/members cannot subsequently use it to embarrass the Department of Correctional Services.

Researchers must be circumspect when approaching prisoners with regard to their appearance and behavior, and researchers must be careful of manipulation by prisoners. The decision of the Head of Prison in this regard is final.

No prisoner may be given the impression that his/her co-operation could be advantageous to him/her personality.

2. INDEMNITY

The researcher waives any claim which he may have against the Department of Correctional Services and indemnifies the Department against any claims, including legal fees at an attorney and client scale which may be initiated against the latter by any other person, including a prisoner.

3. CANCELLATION

The Commissioner of Correctional Services retains the right to withdraw and cancel authorization or research at any time, should the above conditions not be adhered to or the researcher not keep to stated objectives. In such an event or in event of the researcher deciding to discontinue the research, all information and data from the liaison with the Department must be returned to the Department and such information and data may in no way be published in any other publication without the permission of the Commissioner of Correctional Services. The Commissioner of Correctional Services also retains the right to allocate the research to another researcher.

4. SUGGESTIONS

The researcher acknowledges that no other suggestions except those contained in this agreement; were made which had led him/her to the entering into this agreement.

Signed at UNIVERSITY OF Limpopo on the 4th day of March month
2011 year.

RESEARCHER: N. E. MATHEBULA

WITNESSES

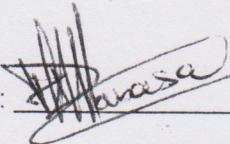
Abovementioned researcher signed this Agreement in my presents.

Name & Surname: DR HD MABASA

Date: 04/03/11

ENDORSEMENT BY PROMOTER OR EMPLOYER OF THE RESEARCHER WHERE APPLICABLE

I have taken cognizance of the contents of this agreement and do not have any problem with the conditions/have the following reservations about the conditions of this agreement.

Signature:  _____

Department
Correctional Services
REPUBLIC OF SOUTH AFRICA

P.O. Box 136, PRETORIA 0001 Poyntons Building, C/O Church and Schubart Street, PRETORIA
Tel: (012) 301 2000 Fax: (012) 328 5111

Mr. NE Mathebula
P.O. Box 2380
Louis Trichardt
0920

Dear Mr. Mathebula

**RE: FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE
DEPARTMENT OF CORRECTIONAL SERVICES ON "EDUCATIONAL
CHALLENGES FACING PRISONERS AT KUTAMA-SINTHUMULE
CORRECTIONAL CENTRE: A CASE STUDY OF GRADE 12 LEARNERS"**

We wish to inform you that your request to conduct research in the Department of Correctional services on the above topic has been *conditionally approved*

The REC would like to draw your attention on the following:

- In your proposal you have indicated Kutama-Sinthumule Private Prison as centre planned for your research. The committee recommends that you add another DCS facility to draw your sample and compare findings on the two centres in your research.
- You are advised to remove objective number two on your research proposal as it not relevant to DCS.

On receipt of the information an approval letter with further details will be issued to you respectively. Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number (012) 307-2359/2770.

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

Yours faithfully

Ms. T.M. MAGORO
DC: POLICY CO- ORDINATION & RESEARCH