# AN EVALUATION OF EFFECTIVENESS OF PRISON EDUCATION IN LAGOS STATE

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## *CERTIFICATION*

**This is to certify that the Thesis:**

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**School of Postgraduate Studies**
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**DOCTOR OF PHILOSOPHY (Ph. D)**

**is a record of original research carried out**

**By**

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## Dedication

This work is dedicated to Almighty God, the omnipotent and omnipresent, whose name shall remain glorified for ever.

It is also dedicated to my parents, Late Amos Adedeji Ajayi and Mrs. Victoria Olufunke Ajayi, as well as to my children, Samuel and Shewa, for their patience, love, understanding and support, particularly when I had to return home late to meet them already in bed, thereby missing the usual cuddle and "cot-song" with which mothers lull their children every night to pleasant sweet dreams.

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# Abstract

The study evaluated prison education in Lagos State, examining the factors, appropriateness and adequacy of the curricula with regard to motivating the inmates to learn the use of appropriate methods, adequacy of learning and teaching materials, effects of funding on the advancement of prison education goals and the types of prison education available, and proposed measures for making the prison education system in Lagos State more goal-oriented.

The study population consisted of inmates, welfare officers, supervisors and instructors in the prison in Lagos State. Prison records revealed that the total population of inmates was four thousand, four hundred and twenty-one (4421) and that of officials, seven hundred and fifty (750).

In all, six hundred and fifty-four (654) inmates and officials were selected using the stratified sampling techniques. Subjects were those who had spent at least two years in jail and had not less than three years more to stay in prison to complete their terms and were attending at least one of the prison educational programmes. With this sampling criterion, two samples of four hundred and fifty (450) officials and two hundred and four (204) were selected for the study, using the tables of random numbers.

Seven hypotheses were tested and the results show that: Types of prison education in the State were found to satisfy the learning interests of the inmates ($\chi^2 = 44.194$, $p \leq 0.05$) and that Officials' relationship with inmates has influence on inmates learning ($\chi^2 = 281.284$, $p \leq 0.05$). Also, the curricula of prison education in Lagos State prisons was found to make positive impact on the needs of prisoners ($\chi^2 = 41.967$, $p \leq 0.05$) while no significant relationship was found between methods of teaching and inmates' perception of teaching requirements for learning effectiveness ($\chi^2 = 100.706$, $p \leq 0.05$).

Quality of teaching and learning materials were found not to significantly affect the success of the prison education programme ($\chi^2 = 6.737$, $p > 0.05$) while inmates were being motivated to learn through the stated policy on education ($\chi^2 = 41.623$, $p \leq 0.05$). Moreover, funding of education was found to be inadequate to impact sufficiently on the achievement of prison education objectives and measures applied to remedy the defects and limitations of prison education seemed not to have significant effect on the achievement of projected goals and objectives of prison education($r=0.070$, $p>0.05$).

The findings of this research work suggest that the inmates tend to experience some strain in their lifestyle after from prison owing to inadequacies in the rehabilitation programme.

# CHAPTER ONE.

## INTRODUCTION

### Background to the Study

The beginning of the Nigerian Prisons Service can be traced to the pre-independence period. First, there was a system which consisted of a tripartite arrangement, involving the community, the victim and offender in the negotiating of justice and its administration. Prisons were non- existent then. The community (and, in the chiefless clans, the community age grades) were actively involved in ensuring peace and security and law enforcement. (Prisoners Rehabilitation and Welfare Action PRAWA, 2000).

According to Adeyemi and associates (2001), the objectives for which the Nigerian Prisons Service was established are, among others, the need to:

1 reform and rehabilitate persons legally interned according to internationally accepted practices ;

2 keep safe custody of persons legally interned;

3 identify their anti-social behaviour and treat and reform them to become law abiding citizens of a free society;

4 train them towards their rehabilitation or discharge, and generate revenue for government through prison farms and industries;

5 ensure their recruitment and development, through the Directorate of Administration, Personal management and Training of the right caliber of persons into the service;

6 improve service standards, efficiency and productivity, and enhancing better coordinated health and welfare programmes in the prisons, and

7 planning, executing and monitoring projects and maintaining the existing structures of the Nigerian Prisons Service through the Works and Logistic Directorate of the prisons .

The Nigerian Prisons Service has 148 prisons and 83 satellite prisons or lock-ups, ten prison farms and nine cottage industries for the training of inmates. (Federal Ministry of Internal Affairs, 1997).

In many parts of the world prisons are conceived of, as correctives, and not as punitive institutions. They are structured to identify the peculiar problems of each inmate and to device means of guiding them on their problems. This is in contrast with the Nigerian situation where prisons are regarded as establishment built to deprive offenders of freedom and to facilitate order and control. But rather than reformation and rehabilitation, the Nigerian prisons system is punitive, degrading and dehumanizing. The system gives the prisoners very little opportunity for proper reintegration into the society. Those who are lucky to come out alive find it difficult to re-adjust to normal life and, so, eventually end up in crime again.

Studies have shown that to treat prisoners with humanity and fairness and to prepare them for the return to the community in a way that will make it less likely that they will offend again is to give them appropriate education. Education is offered to tackle prisoners' offending behaviour for the purpose of reforming them and giving them realistic rehabilitation and resettlement.

Prison education was introduced as part of the Nigerian Prisons Service in 1968. Like education in the community, prison education provides an opportunity for individuals to become more informed about themselves and the world, to learn new skills and to achieve a greater sense of responsibility both towards themselves and their families.

Education in the prison, according to Ejiofor (1995) is an integral part of prison management, administration and mission. Education was identified in the prison, as a key factor that can be used to counteract deterioration of prisoners and provide them with interesting activities for leisure hours, stimulate their thoughts and build up materials for them to reflect on.

Prison Rehabilitation and Welfare Action (PRAWA) (2000a;3), observed that prison education in Nigeria has no clear-cut policy for those kept under its care. According to them, the Nigerian prisons have not been structured to give prime consideration to the role which education cay in the reformation of offenders. The education programmes are on paper and not visible because most of them are not functioning effectively anymore. They merely provided skeletal service for the inmates. This is attributed to lack of manpower, poor funding of the prison education because there is little money available to run correctional education. Often times, the Nigerian prisons depend largely on voluntary organizations to provide basic reading and writing materials for the inmates.

The purposes of prison education are many. Apart from enabling prisoners to learn effectively, it improves their job chances, help them to make a successful transition from prison to community, provide qualifications and increase the sense of achievement and prestige while helping them in developing social contacts, thereby instilling confidence in them.

Education in the prison aims at the reformation and development of individual prisoners, intellectually and effectively and rehabilitating and resettling the ex-convicts. These aforementioned rest on three principles of prison education. Fox, 1946 (in Flynn and Price 1995:4), listed them as follows:

1 the message is always more important than the means, that is, the values and critical thinking and responsible behaviour should be at the root of the curriculum;

2 Education must be engaging, challenging, stretching and devoid of controversies. It must get to issues of the causes and effects of the relationship between feelings and actions and the nature of linkage between self and society

3 Rehabilitation must be done via education and not therapy.

In 1969, the view of the Nigerian Prisons Service regarding education changed considerably contrary to what Fox (1946) stated as the purpose of prison education; to "counteract mental deterioration, to provide interesting activity for leisure hours, to stimulate thought and to give material for reflection. It regarded education as a tool for a job, an aid to living" (Prison Service, 1969:4). It was discovered that all programmes to rehabilitate offenders were ineffective.

In 1983, the British House of Commons of Education, Science and Arts Committee described prison education as "fragmentary", claiming that there was "an unnecessary degree of complexity, variation in the level of service and ultimately no little confusion as to the status of education in prison regimes." (Flynn and Price 1995:4) explained that the committee observed that the last policy statement regarding prison education had been made in 1969 and that guidance issued since then had been confusing and contradictory. The Committee then reported that it was now time to state clearly and publicly, the set out role of education in prison and introduce minimum standard of delivery. In particular, the act was intended to guarantee the right of prisoners to education, ensure payment to prisoners of allowances at a re-numeration rate equivalent to that earned in prison industries, and guarantee that assessment of prisoners' education needs take place at induction and at regular intervals throughout sentence (Flynn and Price, 1995).

However, on three occasions the Government dismissed the recommendation for a new primary legislation as "neither necessary nor desirable". In particular, granting prisoners a right to education has often been rejected as a "right" which is not available to law abiding members of the community.

Thus, Prison rule 29 was left to define the place of education in prison regimes as follows:

1. Every prisoner able to profit from the education facilities provided at a prison shall be encouraged to do so.
2. Programmes of evening education classes shall be arranged at every prison and, subject to any directions of the Secretary of State, reasonable facilities shall be afforded to prisoners who wish to improve their education by correspondence courses or private study, or to practice handicrafts in their spare time.
3. Special attention shall be paid to education of illiterate prisoners, and if necessary, they shall be taught within the hours normally allotted to work.

The Nigeria legal system is based on the English model. Prior to colonization, the societies in the region known as Nigeria, administered a justice system that was primarily based on a tripartite model involving the community, the victim and offender in the negotiation of justice and its administration. At that time, formal prison system was non-existent. The community (and in the Chiefless societies, the community age grades) were actively involved in ensuring Peace and Security, as well as law enforcement (Adeyemi, Agomoh and Ogbebo, 2001). Although, the year, 1823, marked the formal introduction of a modern prison service in Nigeria under the colonial dispensation, prisons and their administrative and physical structures were not established until much later.

According to Adeyemi, Agomoh and Ogbebor (2001), the first prison in Nigeria was established on Broad Street, Lagos, in 1872. By 1910, there were prisons at Ibadan, Degema,

Onitsha, Calabar and other places; all administered under the colonial prison administration regulations. However, as a result of indirect rule, there were Native Authority Prison Systems in the North and to some extent; in the western part of the country and the colonial authorities were content to allow the prisons in these areas to function merely under the supervision of the central colonial administration.

The Native Authority (NA) prisons (as these were referred to) were allowed to function alongside the colonial prisons with, some measure of supervision by the latter. This was the dual state of the prison system until 1968 when the prison services in Nigeria were unified under one administration.

With the amalgamation of the Northern and Southern Protectorates by Lord Lugard in 1914, the Prison Ordinance of 1916 and Prison Regulations of 1917 were promulgated. The ordinance gave extensive powers to the Governor to establish and regulate prison administration throughout Nigeria. It also gave powers to the Governor to appoint a Director of Prisons and other officers to manage prisons.

Adeyemi, Agomoh and Ogbebor (2001) have pointed out that there was no uniformity in prison administration because of the difference in the mode of governance in the then Northern and Southern Nigeria. In the North, the Native Authorities, under the supervision of the Chief Warder (*Yari*) managed prisons, while, in the South, there were, on the basis of type of offence, three categories of prisons, i.e., Provincial Prisons, Divisional Prisons and Convict Prisons. Although many ordinances and orders were made by the government to regulate prison administration between 1920 and 1960, it was in 1966 that the Federal Government made a move to strengthen prisons, throughout the federation.

The Gobir report of 1968 (precisely April, 1968) on "Unification of Prisons" (*Prisoners Rehabilitation and Welfare Action* PRAWA 2000:2), unified the Federal and Native Authority prisons. Subsequent re-organization of prison activities led to the promulgation of the prison Decree No. 9 of 1972. In 1992, the government removed prisons from the Civil Service Structure in order to ensure a more functional delivery system and in keeping with the status of prisons as an important security agency.

According to Adeyemi, Agomoh and Ogbebor (2001:3), the main functions of the prison are:

1 to keep safe custody of persons legally interned;

2 identify the causes of their anti-social behaviour and treat and reform them to become law-abiding citizens of a free society;

3 train them towards their rehabilitation or discharge, and

4 generate revenue for government through prison farms and industries

In 1977, the Prison Service described its functions as those of "confinement, reformation and rehabilitation of persons legally interned under internationally accepted standards" (Adeyemi, Agomoh and Agbebor 2001:4) It stated that its other functions were:

1 ensuring the recruitment, training and proper deployment of the right caliber of persons into the service to improve service standards, efficiency, and productivity through the Directorate of Administration, Personnel Management and Training, and

2 enhancing better coordinated health and welfare programmes in the prisons; planning, executing and monitoring projects, and maintaining the existing structures of the Nigerian Prisons Service through the Works and Logistics Directorate of the prisons.

The prison service has six Directorates, namely;

1 Operations;

2 Administrative, Personnel Management and Training;

3 Finance and Supplies;

4 Inmate Training and Productivity;

5 Medical and Welfare Services, and

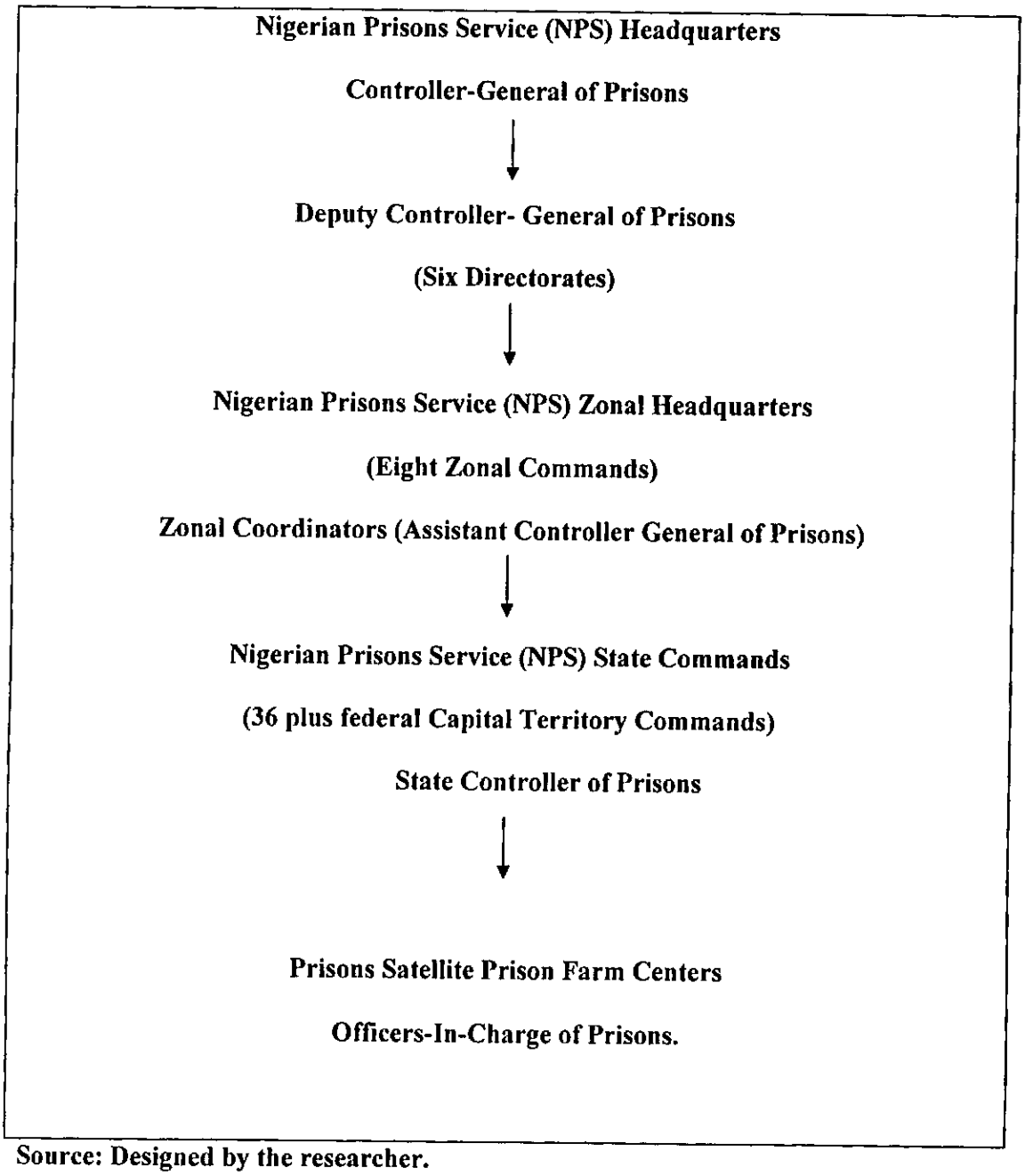
6 Works and Logistics.

As shown in Fig 1, a Deputy Controller-General of Prisons (DCG) heads each of these Directorates. At the apex of the prisons organizational structure is the Controller-General of Prisons (CGP). He is the Chief Executive of the service and responsible for the formation and the implementation of approved penal policies. He is answerable to the President of Nigeria through the Minister of Internal Affairs. There are eight administrative zones into which the Prisons and the States are grouped for proper co-ordination and supervision. Each Zonal command is headed by an Assistant Controller-General of Prisons (ACG) whose responsibility is to coordinate and supervise the activities of the State commands in the zone.

There are 36 State prison commands in the 36 States of the Federation. The Federal Capital Territory is also treated as a command. The Controllers of Prisons (CP) head all these commands. The Controllers of Prisons supervise the activities of the prison formations in their respective States and are answerable to the Controller-General of Prisons through the Zonal Coordinators. Below the State Controllers are the individual prison formations that must report to their State Controllers and are supervised by the latter (*Ministry of Internal Affairs 1997 Annual Report,* page 26).

**Figure 1:**

**Prisons Administrative Structure**




**Source: Designed by the researcher.**

As Adeyemi and associates (2001) had affirmed, Nigeria has 148 prisons and 83 Satellite prisons or lock-ups, ten prison farms and nine cottage industries for the training of inmates. The total capacity of the Nigerian prisons is about 25,000, but the prison currently holds 44,797 inmates. In May 1999, there being no newer statistics, the prison population was

40,899. Of this number, 21,579 (52.8%) were "awaiting-trial" prisoners. In recent statistics submitted by the Nigerian Prison Headquarters, the inmate population was put at 42,298, with 24,953 "awaiting trials". This is 59% of the total population. Table 1.1 shows prison populations for 1995 to 1999.

**Table 1.1 Prison Populations for 1995 to 1999.**

| **Year** | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|
| **Population** | 56,700 | 44,000 | **** | 54,637 | 44,797 |

**Source: Prison Service Headquarters Official Statistics (Nov, 2001)**

****** Not Available**

**Table 1.2: Prison population for January, May and October 1999 in some selected states.**

| States | Prison Population (As at 31/1/99) | Prison Population (As at 31/5/99) | Prison Population (As at 31/10/99) |
|---|---|---|---|
| Kaduna | 2,691 | 2,440 | 6,268 |
| Federal Capital Territory | 388 | 425 | 521 |
| Ondo | 669 | 726 | 844 |
| Abia | 1,460 | 1,155 | 1,067 |
| Niger | 896 | 982 | 1,098 |
| Zamfara | 842 | 692 | 591 |
| Lagos | 5,852 | 5,586 | 5,640 |
| Ebonyi | 570 | 674 | 744 |
| Imo | 1,475 | 1,419 | 1,284 |
| Ekiti | 291 | 276 | 336 |
| Benue | 592 | 596 | 626 |
| Jigawa | 691 | 663 | 712 |

Source: ***Annual Abstract of Statistics-2000 ( PRAWA, 2000)***

**Table 1.2:** Prison components and Population (as at 31st October, 1999) according to Zones

Although the table does not show that there is congestion is mainly evident in some prisons, e.g., Lagos, Anambra, Delta, Edo and Rivers States, our common knowledge is that Nigerian prisons are highly crowded. The table shows that about 30 prisons in the country account for 50% of the country's total prison population.

Studies show that facilities for young offenders are grossly inadequate. This does not suggest that there are no efforts on the part of the government to improve the system. In 1999, the Federal Government of Nigeria (FGN) approved the construction of a training school for young offenders in each of the six geographical zones, but no concrete action has been taken to implement the decision;

Adeyemi (2001), reported that there are inadequate facilities for young offenders in the Nigeria prison systems. According to him only two training facilities, one at Kaduna and the other at Abeokuta, are available, while the third one located in Ilorin is yet to become functional. He explained that, though, there is a wing that holds young offenders in the Ikoyi prison, most States do not have any "Approved Schools" or "Remand Homes" for young offenders.

The most functional institution in this regard is the Borstal Training Institution in Kaduna which was established in 1962 under the Borstal Remand Centre Ordinance Act of 1960. This act empowers High Courts and Chief Magistrate Courts to pass a three-year sentence on a person found guilty of an offence punishable by imprisonment and who, on the day of conviction, is not less than 16 years and not more than 21 years of age. The institution accommodates only male wards and it is the only one of its kind in the whole federation. Though its capacity is 120, it currently accommodates about 262 wards.

The functions of the institution includes Reformation, Rehabilitation and Educational Programmes. All these are achieved through Counselling, Vocational Training and

Academic Training that are put in place by professionals in the institution. It has 10 vocational workshops which trains and prepares inmates for trade test examinations ranging from Grade III to Grade I Certificate which are obtained from the Federal Ministry of Labour and Productivity. The vocational workshops include; Carpentry and Joinery, Electrical Installations, Welding and Sheet Metal Workshops, Tailoring, Barbing, Painting and Sign Writing, Building Plumbing, Photography and lastly Refrigeration and Air Condition Workshop.

Also, it prepares wards for First School Leaving Certificate (FSLC) Junior Secondary School Certificate (JSSC), Senior Secondary School Certificate (SSSC) and the Joint Admission and Matriculation Examination (JAMB). More than 4187 students have graduated from the school since its inception. Most of them that have gone through these training are now found in Public and private sectors contributing their various quota in nation building.

There are nine prison farms located in different parts of the country. The farms are mainly used for rehabilitating prisoners who are about to complete their sentences. The farms are located in the eastern and northern parts of Nigeria are:

1. Adim, Cross River State;
2. Elele, River State;
3. Ibito-Olo, Enugu State;
4. Ozalla, Edo State;
5. Lakushi, Plateau State;
6. Kujama, Kaduna State;
7. Birnin-Kudu, Jigiwa State;
8. Bislam, Sokoto State, and
9. Maiduguri, Borno States

Adeyemi (2001) explained that there is only one prison exclusively for female located in Lagos and over 100 mixed prisons in Nigeria. There are no separate facilities for remand prisoners as they are often held in the same buildings with convicted prisoners. Although, there are attempts to keep these remand prisoners in separate blocks, their continuously increasing number hampers segregation.

According to PRAWA (2000), there are no secure units for mentally ill prisoners. In 1999, the government approved that all mentally ill prisoners should be transferred to the psychiatric hospitals nearest to them, but the directive has not been adhered to owing to logistical reasons.

There is one "Open prison" located in Kaduna. This facility (which is used for low-risk prisoners) is at present only used for prisoners with less than 12 months to stay in the prison. Thus, the description of "low risk" is very restrictively applied.

There are five prison staff training institutions in the country, two in Kaduna (one for the Senior staff and the other for Junior staff), and one each in Lagos, Enugu and Owerri.

PRAWA (1999) posit that an ideal prison should serve as a rehabilitation Centre, a model which is absent in the Nigerian Prisons system. Rather than reformatory and rehabilitative, the Nigerian Prisons System is punitive, degrading and dehumanizing and it gives the prisoner hardly any opportunity for re-entry into the society. Those who are fortunate to come out alive find it exceedingly difficult to re-adjust to normal life and eventually end up in crime or more crime.

This is why prison life has become somewhat cyclic for several ex-prisoners. Statistics show that the number of those who commit crimes repeatedly and have been unable to stop even after being punished is on the increase, with some being convicted as many as six or more times.

**Table 1:3 shows the extent of recidivism (return to prison) in Nigerian Prisons.**

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---|---|---|---|---|---|
| First Offender | | | | | |
| M | 14,545 | 10,713 | 17,262 | 10,227 | 6,164 |
| F | 373 | 297 | 380 | 390 | 119 |
| Convicted | | | | | |
| Once M | 8,969 | 4,216 | 7,797 | 5,600 | 2,572 |
| F | 201 | 84 | 85 | 96 | 26 |
| Convicted | | | | | |
| Twice M | 3,043 | 2,640 | 3,300 | 2,562 | 1,237 |
| F | 49 | 49 | 25 | 39 | 15 |
| Convicted | | | | | |
| Thrice M | 1,736 | 1,496 | 1,525 | 1,360 | 641 |
| F | 13 | 26 | 6 | 7 | 2 |
| Convicted M | 1,176 | 888 | 1,145 | 973 | 1,017 |
| Four Time F | 12 | 4 | - | 4 | - |
| Convicted M | 880 | 397 | 529 | 549 | 758 |
| Five Times F | 7 | 4 | - | 1 | - |
| Convicted M | 1,027 | 620 | 463 | 463 | 482 |
| Six Times F | 19 | 1 | - | - | - |
| **TOTAL** | 31,376/674 | 20,970/465 | 32,103/496 | 22,114/337 | 12,871/165 |

*Source: "Annual Abstract of statistics 1998"* ***Prisons Rehabilitation and Welfare Action PRAWA, (1999:3).***

Nigerian Prisons lack basic facilities for effective correctional and training purposes. They lack adequate workshops and the available ones are ill equipped for educating and training

inmates in vocational trades that can bring about and sustain effective resettlement of ex-prisoners in the community. The prisons also lack the right type and caliber of personnel needed for attitudinal and behavioural change in the offenders. There are no prison psychiatrists and allied professionals to undertake the counseling and training of the inmates. Although there are a few instances of assistance being given to prisoners on discharge, such assistance is limited to such kinds of support as provision of clothes to wear, upon discharge, money for transport to prisoners' homes upon discharge and some tools for self-employment. As examples of such assistance, Adeyemi and Associates. (2001). The prison services reported that, in 1977, about 1,971 discharged prisoners were supplied with clothes, 460 were granted transport fares to their various destinations and 121 were provided with varying trade tools. All follow-up support to ex-prisoners is provided by Non-governmental Organizations (NGOs) and religious bodies, such support is grossly inadequate.

**Statement of the Problem**

In spite of the existence of research pointing to a possible link between effectiveness of education and inmates performance, there is a paucity of prison education research focused on examining the role of education in the Nigerian Prisons Service and its overall impact on the modification of the behavior of inmates.

In Nigeria, prison education was introduced as far back as 1968.Since that time; government has continued to commit human and material resources to the promotion of prison education. If government investment in prison education in Nigeria is not to be a wasted effort, the education given in the Lagos State prison should be yielding positive result by now.

This then brings to the fore the need to determine the effectiveness of prison education given in Lagos State.

## Theoretical Framework

**The study was couched on the insight provided by the evaluation models summarized in the table below:**

**Table 1.4 The Models**

| S/N | MODELS | EMPHASIS | AUTHOR & YEAR |
|---|---|---|---|
| 1. | Discrepancy Evaluation | Evaluation should assess participants performance against pre-established standards for the effectiveness of a training programme. | Provus, M., 1971 |
| 2. | Systems Approach | Evaluation should assess the "need" of the educational programme. | Kaufman,1972 |
| 3. | The Behavioural Approach. | Evaluation determine the extent to which the intervention programme produces appreciable behavioural change in the client. | Cannice, 2002. |
| 4 | Participatory Approach to Programme Effectiveness | Evaluation focuses attention on learners control over their learning process: adults are capable of learning, changing, acting and of transforming the world | Tandon, 1981 |
| 5 | Planning-Evaluation Cycle | Evaluation focuses on evolution on students outcome. | On-line www Prison education in Britain @ Google, March, 2008 |

*Source: The Researcher*

**Relevance of the Evaluation Models to the Study**

The Systems Approach to educational programming is synthesized with the IPO (Input – Process – Outcome) of programme effectiveness to produce the most reliable result. The assumption is that the vital decisions about a programme can only emanate from an assessment of its need. This is the focus of the Systems Approach which leads to a decision either to go on to the next stage after necessary changes in the standards of operations have been made or to terminate the project.

The IPO evaluation model also emphasizes this approach. These models thus present the criteria that can be used universally in any educational programme, such as Prison Education. They are very relevant to this study for the following reasons:

1 They provide the framework by which the information gathered during the course of this study can be processed or itemized.

2 They enable isolated bits of empirical data to be organized into a broader conceptual scheme, visualized, studied and comprehended

These theoretical models will not only guide this work and stimulate further research, but will give this study its focus by pinpointing crucial aspects to be investigated and the relevant questions that require answers. The systems are described in greater detail below.

To evaluate an educational programme, one has to identify the ''need''. This is called the ''Systems Approach'' to education. The tool for planning includes "Needs Assessment" and "Systems Analysis". Needs Assessment is a type of discrepancy analysis which helps to tell one where one is and where one should be going. Systems Analysis builds from that base and identifies the requirements for whatever action is indicated For this study, therefore, the following models will be adopted:

1 Systems Approach to educational programme effectiveness (Kaufman,1972), and

2 Input, Process, and Outcome (IPO) models of evaluation (Provus, 1971).

## The Systems Approach

According to Kaufman (1972), the Systems Approach is a process by which needs are identified: problems selected; requirements for problem solution identified; solutions chosen from alternatives; methods and means obtained and implemented; results evaluated, and required revisions to all or parts of the system made, so that the needs are met.

The Systems Approach, as used here, is a type of logical problem-solving process which is applied to identifying and resolving important educational problems. It is central to systematic educational planning, which is perhaps better termed educational success planning. Systems Approach is both a process or tool for more effective and efficient achieving the required educational outcomes and a mode of thinking that emphasizes problem identification and problem resolution.

It utilizes a formulation of logical problem solving techniques that have become familiar and useful, particularly, but not exclusively, in the physical and behavioural sciences and in human communication. The outcomes (or products) of the process depend on:

1. the validity of the data that are used to identify and resolve educational problems, and
2. the objectivity of the personnel using a Systems Approach and its associated tools in planning.

For the success of the educational programme, in the designing and application of any functional educational process, each person must be considered and preserved. Planning and the tools of a Systems Approach focus on the learner and ensures that each one's ambitions, capabilities, fears, hopes and aspirations are considered and maintained.

Kaufman said further that, a Systems Approach however, is only a process for identifying and resolving educational problems and it can be only as functional and valid as the people using it allow, and it is limited by their requirement.

For programme effectiveness, planning is viewed as a substitute for "good luck", a tool for change and problem-solving (from a current condition to a required condition). Planning best starts with the identification of needs. An educational need is defined as a measurable discrepancy (or gap) between current outcomes and desired or required outcomes, that is, the measurable discrepancy between "what is" and "what should be" or the measurable gap between "what is" and "what is required".

The important notion is that to have a need, we must identify and document a gap between two outcomes, that which is currently resulting and that which should be resulting: this calls for "need assessment" (Kaufman1972:15). A need assessment provides data for identifying and subsequently eliminating (meeting) high-priority needs in our world of concern. For effectiveness of a programme, we need to identify a need and also to plan. A plan is a projection of what is to be accomplished to reach valid and value goals. It includes the following elements of:

1 Identifying and documenting needs

2 Selecting among the documented needs those of sufficient priority for action.

3 Detailed specification of outcomes or accomplishments to be achieved for each selected need.

4 Identification of requirements for meeting each selected need, including specifications for eliminating the need by problem-solving.

5 A sequence of outcomes required to meet the identified needs.

6 Identification of possible alternative strategies and tools for accomplishing each requirement for meeting each need, including listing the advantages and disadvantages of each set of strategies and tools (or methods and means).

Planning, then, is only concerned with determining what is to be done ( i. e .where to go), and identifying the requirements for getting there in the most effective and efficient manner possible.

In planning, we must identify all elements and requirements for achieving valid change, utilizing the following six steps in the management process:

1. Identify problem (based upon documented needs)
2. Determine solution requirement and solution alternatives.
3. Select solution strategies (from among the alternatives)
4. Implement selected strategies (to achieve the required outcomes).
5. Determine performance effectiveness
6. Revise as required at any step in the process.

The Systems Approach construct is described in greater detail in Chapter Two.

**The IPO (Input, Process and Outcome) Evaluation Model**

This model of programme evaluation was developed by Provus (1971). The model's core concept called "Discrepancy Evaluation" model is denoted by the acronym IPO, which stands for evaluation of an entity's inputs, process and outcome. In general, these three parts of an evaluation respectively ask what needs to be done? Is it being done? How is it to be done? The model also describes programme evaluation as the process of:

(1) defining programme standards;

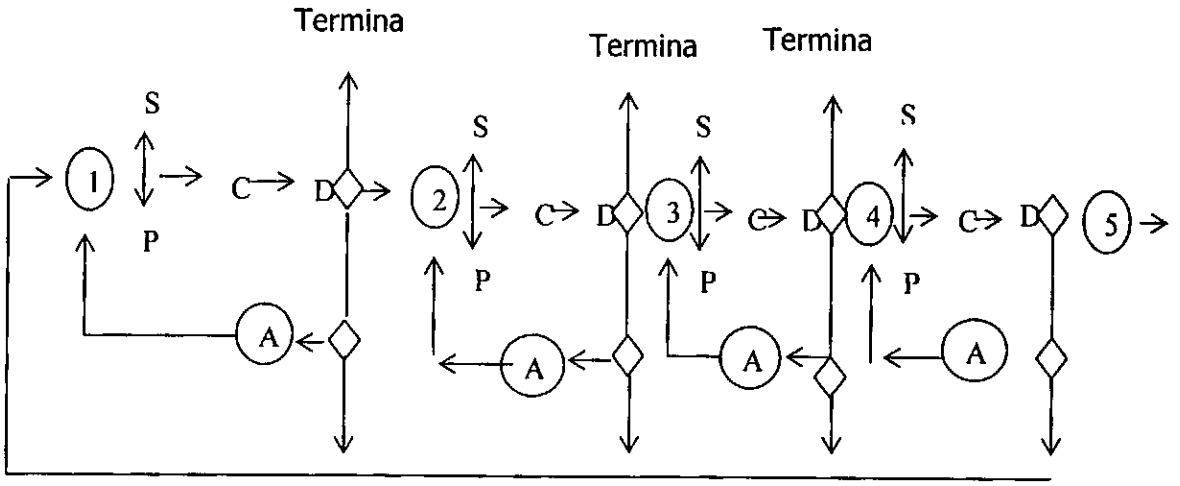
(2) determining whether a discrepancy exists between some aspect of programme performance and the standards governing that aspect of the programme, and

3) using discrepancy information either to change performance or to change programme standards.

In other words, the purpose of evaluation is to determine whether to improve, maintain or terminate the programme. The focus of emphasis is not on "judgement" but on the identification of "discrepancy" between programme "standards" and programme "performance'.

Provus (1971) "Discrepancy Evaluation" model indicates four stages of programme development, namely: the "definition", ''installation'' "process" and "product" stages. During any programme evaluation, these stages are evaluated. The evaluator starts with an ongoing programme in which standards have been established as part of the process of initiating the programme. Appropriate evidence is then obtained on performance and compared with the standard, thus revealing any discrepancy. Consequently, discrepancy information will lead to a decision either to go on to the next stage, recycle the stage after there has been a change in standards or operations or terminate the project. In effect, the model necessitates the evaluation of the goals and objectives. (See fig.2 below)

**Fig. 2 : The IPO Model**




**Source: Afe (2001)**

**From the diagram, S = Standard, P = Programme performance, C = Compare, D = Discrepancy information, and A =Change in programme performance or standard.**

**Where there is discrepancy (D) between (S) and (P), four alternative decisions involving five steps are possible under each stage of development.**

(1) - (5) are stages of achieving solution.

The (A) in the model is to ensure modification following a discrepancy. Each directional arrow represents a relationship between a particular focus and a type of evaluation. The goal-setting task raises questions for an input evaluation, which in turn, provides information for validating or improving goals.

Process evaluation assesses the implementation of plans to help staff carry out activities and later to help the broad group of the users to judge programme performance and interprete outcomes. Outcome evaluations identify and assess outcomes/intended and unintended, short-term and long term both to help keep decision makers focused on achieved important outcomes and ultimately to help the broader group of users to gauge the effort's success in meeting targeted needs.

S – Standard of the programme, which is the goals and the objectives. This is the input into the programme in the process stages of the programme,

P – Programme performance, that is, the performance expected from the learner is a continuous assessment on the bases of the standard laid down for the programme.

C - The outcome stage of the programme is to compare the performance to the standard, which reveals the discrepancy/ difference through measurement.

D - Decision-making. The discrepancy information leads to the working of a decision whether to continue with the programme or go back to the starting point in order to resolve the discrepancy, that is , to revise or terminate.

A - After the decision-making, one decides whether to change the programme or standards where there is a discrepancy.

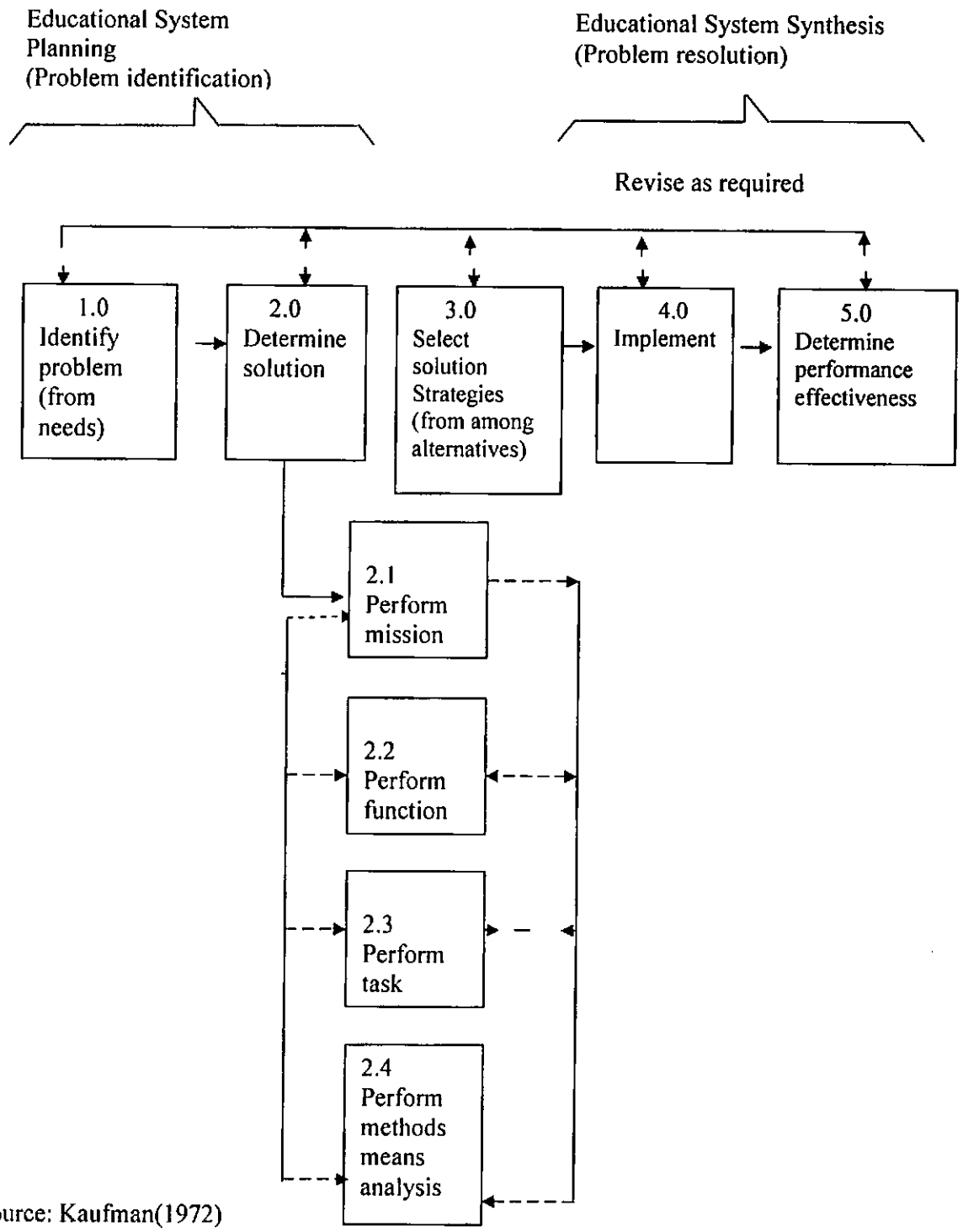
At the nodes 1,2,3,4,5. one will terminate or continue to revise the programme, until one is able to discover the discrepancy and make the alternative. It is believed that before one terminates the programme the $5^{th}$ time one will discover the discrepancy and correct the differences in order to achieve the laid down standard of the programme.

For this study, therefore, the systems approach model to programme effectiveness was synthesized with the Provus IPO model of evaluation to arrive at a conceptual framework for the effectiveness of prison education. (See Fig.3 below)

**Researcher Proposed Conceptual Framework for Programme Evaluation**

Integrating the various evaluation models the researcher has produced the following model for evaluating the effectiveness of prison education in Lagos State.

**Fig 3 – PROPOSED CONCEPTUAL FRAMEWORK (Using Kaufman, 1971)**




Source: Kaufman(1972)

According to this model, the measurement of programme effectiveness should spotlight the areas of input, process and product which can be perceived as in mission analysis, function analysis, task analysis and method-means analysis (Provus, (1979). To check the input, the programme purpose, planning and design (in terms of how the objectives are formulated and assessed) will assess the clarity and soundness of the programme's purpose, planning and design as analyzed in mission analysis.

The measurement of the process has to do with the assessment of the programme management patterns, of the structures of control (including financial oversight) and of programme improvement efforts, as described in function, task, and method-means analysis. Product evaluation assesses the programme performance on measures and targets etc. Thereafter, the resulting evaluation of these variables can be used to determine the level of effectiveness of the programme under review to know if the programme is effective, moderately effective, or ineffective.

**Purpose of the Study**

This study set out to:

1. Identify various types of education available in Lagos State prisons and inmates' learning interest.
2. Examine the appropriateness and adequacy of the curricula of prison education in Lagos State vis-à-vis the inmates learning interest and statutory stipulations on prison education.
3. Assess efficiency in the use of appropriate teaching methods for facilitating learning for the inmates.
4. Find out the appropriateness and adequacy of teaching/learning materials in prison education as a form of non-formal adult education.

5. Scrutinize the policy on prison education for appropriateness and adequacy of motivation.
6. Assess the adequacy of the funding of prison education and the effects of funding on the achievement of the prison education goals.
7. Propose measures for making the prison education system in Lagos State to become more goal-achievement oriented

**Research Questions**

Flowing from the central problem and the purpose stated above are the following questions which were investigated in the study:

1. Do the types of prison education available in Lagos State prisons meet inmates' interest in learning?
2. How appropriate and adequate are the curricula offered in prison education programmes as measured against statutory prescriptions?
3. Do the methods applied in prison education comply with andragogical (non-formal education) approaches for facilitating learning?
4. (a) What kinds of teaching materials are used.

   (b) How appropriate are they as measured against the literature in non-formal education?,

   (c) How adequate are they as measured against the literature in non-formal education?
5. Is the policy on prison education adequate and appropriate for motivating practical action in the field?
6. (a) From what source is prison education funded?

   (b) Is it funded adequately?.

   (c) What effect does funding have on the achievement of prison education goals?

7. What measures may be applied to remedy defects in prison education and improve its effectiveness in achieving projected goals and objectives?

**Hypotheses**

The following hypotheses were formulated for testing:

1. The types of prison education in Lagos State prisons are not significantly related to the inmates' interest in learning.
2. The curricula of prison education in Lagos State do not significantly meet the needs of inmates.
3. There is no significant relationship between methods of teaching in prison education and inmates' perception of teaching requirements for learning effectiveness.
4. The quantity and quality of teaching/learning materials are not significantly affect the success of the programmes.
5. The content of the policy on prison education in Lagos State is not significantly related to prison education.
6. The funding of prison education in Lagos State do not significantly determine the achievement of prison education objectives as measured against the view of the tutors.
7. Measures applied to remedy the defects in prison education do not have a significant effect on the achievement of projected goals and objectives of prison education.

**Significance of the Study**

This study is significant for a number of reasons. It will encourage the prison inmates to receive training in correctional and rehabilitation skills which will help them to fit back into the society after release. The findings will give useful guidance to the government, the NGO'S, the National Human Rights Commission, the Civil Liberty Organization and religious bodies in their work of promoting all forms of non-formal education in prisons and

make it possible for the inmates who go through the required education in prison to become employed when released. The findings will help the prison instructors to understand the psychology and behaviour of inmates and, therefore, to organize the inmates for achievement of career potentials. It will help the organizations in charge of prisons to provide adequate and appropriate curricula equivalent to appropriate standards outside the prison, which will provide continuous remedial education for inmates. The recommendations that emanate from this study, if implemented by planners, professional adult educators and administrators, will remedy the defects in inmates' earlier education and improve their life style and living standards after release. Also, the bulk of literature reviewed in the study will provide research data for future researchers in the area of the effectiveness of education programmes in the prison system of Lagos State.

**Scope of the Study**

The study covers the five security prisons in Lagos State and involve the instructors who carry out the teaching function.

The prisons are:-

1. Ikoyi Prison;
2. Kirikiri Maximum Prison;
3. Kirikiri Medium Prison;
4. Kirikiri Female Prison, and
5. Badagry Prison.

Ikoyi Prison is the newest prison in Lagos State, established in 1976. The Kirikiri Maximum Prison was established in 1965. This is where the political and socio-economic offenders and treason and felony offenders are housed. The medium prison was established in 1957. It is where those with relatively minor criminal offenses are housed.

Prisoners Rehabilitation and Welfare Action (PRAWA, 1999) states that the medium security prison with a population of over 2,000, has the largest correctional facilities in Nigerian Prisons. It is the only female prison in Nigeria and has a population of 92 inmates as at May 1999. Badagry prison is the oldest of the prisons, established in 1822.

**Operational Definitions of Terms**

In the context of this study, the meaning and interpretations of some of the important terms used are given below:

**Trust Fund:** Money that is controlled for somebody by an organization or a group of people.

**Recidivism:** A Person who continues to commit crimes and seems unable to stop even after being punished.

**Discharge:** To allow somebody to leave prison or a court of law.

**Cottage:** A small house especially in the country, a charming country cottage with roses around the door.

**Low risk :** Involving only a small amount of charge and little risk of injury, death, damage.

**Lock-up**: A small prison where prisoners are kept for a short time.

**Mission:** An important official job that person or group of people is given to do especially when they are send to another country.

**Gap:** A space between two things or in the middle of something especially because there is a part missing.

**Appropriate**: Suitable and acceptable or correct for the particular circumstances.

**Adequate:** Enough in quality, or good enough in quality, for a particular purpose or need.

**Evaluation:** Forming an opinion about value or quality of something.

**Effectiveness:** Producing the result that is intended.

# CHAPTER TWO

# REVIEW OF RELEVANT LITERATURE

## Education in the Prison

For as long as prisons are regarded as training establishments, education will continues to be an important part of prison regimes. Since Gladstone's Report in 1895 (Price and Flynn,1995) which called for education to be provided for all prisoners likely to benefit from it, there has been a gradual improvement in teaching standards and a greater understanding of the contribution which education makes to constructive prison regimes. However, there have been, and there remains, inherent difficulties in providing education in prisons.

Like education in the community, prison education provides an opportunity for individuals to become more informed about themselves and the world, to learn new skills and to achieve a greater sense of responsibility both towards themselves and their families. Ejiofor (1995) observed that prison education does not take place in schools, colleges of further education or universities; it takes place in prisons institutions which have been built to deprive offenders of freedom and to facilitate order and control.

PRAWA, (1999) reports that the Nigerian prison system has not fully accepted the rehabilitation principle as an ideal system and that this continues to give a lot of concern to policy formulation.

Education is offered to tackle prisoners' offending behaviour for the purpose of reforming them and giving them realistic rehabilitation and re-settlement.

The view of the Prison Service regarding education has changed considerably over time. In 1946 the prison commissioner, Lionel Fox, stated that purpose of prison education was to "counteract mental deterioration, to provide interesting activity for leisure hours, to stimulate thought and to give material for reflection". But gradually, this view of education as merely an interesting activity for prisoners to while away the hours has been abandoned. In 1969, the Prison Department acknowledged the role of education in preparing prisoners for release, reporting that:

> ...the purpose of an education service in prisons which relates simply to the counteracting of mental deterioration, the provision of interesting activity for leisure hours, the stimulation of thought and the accumulation of material for reflection seems hardly adequate....More to the point, perhaps, are connections which link education, vocational training and employment, and the relationship of education with the quality of an individual's personal and social behaviour. Essentially, education is a tool for a job, an aid to living [Prison Service, 1969:4].

Shortly after, the purpose of education as an "aid to living" was challenged. Between 1970s and 1980s, the view that "Nothing Works" (Flynn and Price, 1995:4) encouraged a belief that all programmes to rehabilitate offenders were ineffective and that no activity was better than doing nothing at all. Today, along with a renewed commitment to rehabilitation generally, there has been a re-affirmation of the purpose of education and its contribution to the Prison Service's aim of helping prisoners 'lead law-abiding and useful lives in custody and after release.'

Despite there being general agreement about the purpose of prison education, there remains considerable uncertainty about its place in prison regimes. In 1944, the prison commissioner Fox called for education to be "more purposeful and fully integrated into prisoners' training,

not left as an optional and spasmodic side issue." Similarly, forty years later in 1983, the House of Commons of Education, Science and Arts Committee describe prison education as "fragmentary", claiming that there was "an unnecessary degree of complexity, variation in the level of service and ultimately no little confusion as to the status of education in prison regimes."

This Committee (Flynn and Price 1995) observed that the last policy statement regarding prison education had been made in 1969 and that guidance issued since then had been confusing and contradictory. The Committee then reported that it was now time to state clearly and publicly, the set out role of education in prison and introduce minimum standard of delivery. In particular, the act was intended to guarantee the right of prisoners to education, ensure payment to prisoners of allowances at a re-numeration rate equivalent to that earned in prison industries, and guarantee that assessment of prisoners' education needs take place at induction and at regular intervals throughout sentence (Flynn and Price, 1995).

However, on three occasions the Government had dismissed the recommendation for a new primary legislation as "neither necessary nor desirable". In particular, granting prisoners a right to education has often been rejected as a "right" which is not available to law abiding members of the community.

Thus, prison rule 29 was left to define the place of education in prison regimes as follows:

1. Every prisoner able profit from the education facilities provided at a prison shall be encouraged to do so.
2. Programmes of evening education classes shall be arranged at every prison and, subject to any directions of the Secretary of State, reasonable facilities shall be afforded to prisoners who wish to improve their education by correspondence courses or private study, or to practice handicrafts in their spare time.

3. Special attention shall be paid to education of illiterate prisoners, and if necessary, they shall be taught within the hours normally allotted to work.

Although, this rules affirmed the commitment of the Prison Service to provide education in prisons. It left out some crucial details. It said that education "shall" be provided, but one is inclined to ask "to what extent; which subject shall be provided; for which prisoners and, more specifically, what is the role of education in changing offending behaviour? Also, which teaching methods are the most appropriate?" How important is the development of vocational skills?

In order to tackle this problem, education services in prison were contracted out in 1992 through the Further and Higher Education Act. Before contracting out, education in prisons was in the hands of Local Education Authorities who had managed and delivered education contracts since 1948. Initially, it was intended that the contracting our process, would take eight months to complete: eight months for the policy to be launched; the intricacies of the process to be explained, advertisement to be placed; the change-over to take place, and for new working practices and changes in the curriculum to be introduced. The speed of the change provoked enormous criticism from teaching staff and their representatives. It also resulted in significant difficulties regarding the change-over of contracts, particularly the transfer of employment rights.

The bulk of the contracts, which were eventually introduced on 31st August, 1993, were marks by controversy and resentment. The Chief Inspector of Prisons highlighted the lack of morale and uncertainty that had been caused by the changes. The inspectorate's Annual Report for 1992-1993 found that "the management of the change was conducted without sufficient consultation and with unseemly haste. Teaching staff faced months of uncertainty and anxiety about their future employment.

In 1994, the National Association of Teachers in Further and Higher Education (NATFHE) published "Prison Education after Competitive Tendering", which presented the views of teaching staff who had undergone the tendering process. The National Association of Teachers in Further and Higher Education (NATFHE) concluded that "since the transfer of undertaking in 1993....conditions have deteriorated" in a number of significant areas conditions of service had worsened; posts had been redefined and de-skilled; contracts had been shortened, and a commitment to staff development had not been observed.

Prison Education in Britain was reported to be one of the best approach to reform the prisoners. Therefore, for this study, Prison Education in Britain shall be discussed and adapted.(House of Commons, 2005 )

That assumption of the Prison education in Britain is that the most vital decisions about a programme can only emanate from an assessment of the objectives which the British focused on analyzing, the programme purpose and design, strategic planning techniques, the functioning and performance of the various units and programme outcome. This educational structure thus presents the criteria that can be used universally to evaluate the effectiveness of any prison education.

**Prison Education in Britain**

According to House of Commons (2005) education in Britain is reported to be handled by the Prisoners' Education Trust. The Trust believes that Education can significantly contribute to the rehabilitation of prisoners and to reduction in the rate of re-offending after release. The Trust aims are:-

1 to extend that range of academic and vocational education available to people through distance learning, and

2 to promote education in prisons.

To achieve those aims, the Trust pays for:

1 distance learning course;

2 college courses for those nearing he end of their sentence, and

3 provides arts and effects material for use in classrooms and cells.

The Trust works in close co-operation with the prison education department to ensure that courses are suitable. Distance learning in a prison environment takes hard work, self discipline and commitment to achieve success. The Prisoners' Education Trust believes that it is especially suited to people in prison because: -

1 they can study when locked up in their cells;

2 they can take their courses when they are transferred between prisons, and

3 study can be undertaken by those who, for security reasons, cannot attend classes.

In Britain, grants are available in selected prisons for men and women so long as:-

1 their application is supported by the Prison Education department, and

2 they have a reasonable chance of completing the course before they complete their sentence.

The Prisoners' Education Trust works closely with the Prison Education Departments and only accept applications that have these Departments support. Prisons are required to contribute 10% to the total cost of every course for which the Trust makes a grant.

The prisoner complete a simple application form and write a short letter giving reasons for wanting to take a particular course. The application form is endorsed by the Education Department and sent to the Trust. Trustees meet monthly to consider applications. The Trust

orders the courses and invoices prison for their contribution once quarterly. Prisoners may apply for vocational and academic courses and for art materials.

**History of the British Prisoners Education Trust**

The Prisoners' Education Trust was founded in 1989 by a Prison Education Manager and others who saw a need to extend education opportunities beyond what could be provided by the Education Service.

Starting from Juss prison in 1989, the Trust's scheme at present extends to 75 prisons. In 2000, the trust made 737 grants to prisoners wanting to make a fresh start. Distance learning is especially suited to people in prison because the packs can travel with prisoners during frequent transfers and can be used by those who for reasons of security cannot attend education.

**Types of Prison Education in Britain**

1. **Basic Skill:** A section on basic skills offers advice on where to seek basic skills training. One in seven people in the UK has serious problems with reading, writing, spelling and basic mathematics.

   **Courses Offered**

   Courses offered in the basic skills section includes:-

   1 Adult Education and Community education;

   2 citizenship education (English for speakers of other languages;

   3 family literacy and numeracy programmes, and

   4 monitoring (official language other than English in the U.K)

2. **College (Open University) Programmes**

   The courses offered here are on: -

Art;

Business Studies;

Design and Technology;

Drama;

English;

Geography;

History;

Media Studies;

Mathematics;

Modern languages;

Music;

Physical Education (P.E.) and Sport, and

Social Science.

**The Prison Curriculum**

Unsentenced or remand prisoners who attend classes and all who are later sentenced are asked to complete education assessment tests on reception into prison. They are also interviewed to find out their educational or training history and to agree on a formal learning plan in curriculum areas for delivery during their time in prison.

Since 1996, there has been a core curriculum within prisons. It was devised by the Education Policy Director of the Prisons Service. Prison Governors are instructed to ensure that this curriculum is delivered in all established prisons.

The core curriculum consists of:-

1 Literacy B7: Social and Life Skills;

2 Numeracy B7: Key Skills;

3 Information Technology (ii) B7: Generic Preparation for work

**Prison Education Information**

The prison establishments attend to more than 4,000 prisoners in all their education courses. In the prisons, a wide variety of programmes is offered at all levels. However, in the forefront of all the curriculum academic programmes is principle of raising the levels of basic skills and providing courses which assist prisoners in gaining employment when released. The goal is recognized as being essential for successful rehabilitation.

The Open University in Britain was in charge of this programme. The College employs over 200 full and part-time qualified teachers in the prisons to deliver quality programmes during the year. Over 100,000 teaching hours' teaching was delivered in 1999. The courses are externally accredited by awarding bodies. In 2000, 5,000 accreditations were achieved by prisoners at levels between literacy and numeracy. Teaching and teaching support staffs are supported through comprehensive staff instruction training and development programmes, which are carefully tailored to meet their needs. These courses are delivered by a combination of internal and external providers. The College also provides training courses on site for prison service staff in some of the prison education courses.

The College has been instrumental in designing and implementing innovative and ground-breaking education courses within prisons.

With effect form April, 2001, the Department For Education and Skills (DFES) has held the budget for prison education courses. Funds are allocated by Prisoners Learning and Skills Unit [PLSU] of DFES to a Prison Service Area Management [PSAM] which allocates them to Prison Governors. The funds are ring-fenced and can only be used for education purposes.

The Governor of each establishment, usually through the Head of Inmate Activities (HIA), orders inmates to attend classes in some core curricula and to meet the needs of prisoners.

The College is paid on agreed hourly rate for each teacher-hour delivered. The hourly rate is renegotiated annually with the Prison Service Procurement Unit (PSPU)

**Awarding bodies**

From 1st August, 1999, the Prison Service has required that the courses which are offered in Prisons should be accredited by a recognized awarding body. A wide range of awarding bodies are used in prisons, including the City and Guilds and Open University.

**Staff Review and Development**

All staff working in the prisons are included in the college staff review and development process. Full-time staff, who are team leaders, conduct staff reviews and as part of this process, conduct lesson observance to identify strengths and weaknesses in staff, review previous targets and set new targets for the year and identify staff development needs.

**Quality Assurance (Q.A.)**

The College's Quality Assurance [Q.A.] system is fully applied to all aspects of the courses. The College QA manager and the Head of Prison Teams (HOPT) ensure that the procedures are operating and they provide appropriate training for relevant staff. The process includes reviews of students' courses, students on programmes survey a full programme review and self assessment reports on each Head of Department.

In this College, prison service directly provides all the materials and equipment for all curriculum areas. The quality of equipment, facilities and software varies a great deal from one establishment to another.

The social and life skills courses are accredited nationally. Prisons are expected to deliver a minimum of three (3) of the following courses to comply with the curriculum requirement. In

practice, Prisons deliver the larger number courses at different times of the year according to student demands.

Courses include: -

1 Health Education;

2 Art and Design;

3 Assertiveness and Decision Making;

4 Business studies;

5 Citizenship

6 Cookery;

7 Drug and Alcohol Awareness;

8 Family Relationships;

9 Geography;

10 Healthy Living;

11 Money Management;

12 Personal Development;

13 Preparation for work;

14 Reading Together;

15 Sex and Relationship Education;

16 Sociology;

17 Welfare at work;

18 Woodcraft;

19 Yoga;

**Assessment of Prison Education**

The assessment of the performance of prison education departments is carried out by a number of individuals and organisations.

*Internal Assessment*

The College Prison Team make regular visit to each establishment and work closely with Education Managers and the Prison Service Head of Inmate Activities to maintain a continuous improvement process in the delivery and development of the curriculum.

The College self-assessment process is applied to all prisons. The process has recently been revised to comply with the DFES common Assessment framework. It includes lesson observations, course and programmes reviews and students' surveys. The Self-Assessment Report (SAR) is considered by the College Academic Board and Governing Body and sent to the PLSU. This report will be sent to Her Majesty Chief Inspector of Prisons [HMCIP] and Adult Learning Inspectorate [ALI] before inspection.

**External Assessment**

Her Majesty's Chief inspector of Prisons (HMCIP) carries formal inspections every five years. In addition unannounced inspections are carried out by HMCIP. Since April, 2002, the Adult Leading Inspectorate (ALI) for Prisons has accompanied the inspectorate and report directly to the Home Secretary and the Director General of the Prison Service.

The Prison Service Standard Audit is under-taken to check that prisoners are treated in accordance with prison rules, standing order and instructions to Governors. Educational provision is included in this audit.

The contract which the College has entered into with the Prison Service requires that the Prison Governor set up an Education Contract Monitoring Committee (ECMC) at least twice each year. The ECMC enables the Prison Governor and Head of Learning and skills, College Principal and the Prison Education Manager and a representative from the Prisoner Learners' Performance of the contract, to agree on future development.

So, from theoretical standpoint, the full study meets the following objectives:

1. It presents what is known about the educational, training and life skills needs of prisoners.
2. It discusses the theoretical basis of prison education, its history, philosophy and practice.
3. It discusses non-formal education (Basic Literacy, Vocational Skills, Remedial and Continuing Education) and their relevance to the prison population.
4. It assesses the ability of prison education to confront offending behaviour and reduce recidivism (return to prison after discharge).
5. It assesses the inclusion of education in the sentence planning process, particular with regard to the assessment of educational needs, the assignment of prisoner to education activities and the recording of educational achievements on personal files.
6. It recommends ways to increase the motivation of prisoners to take part in education, including the use of payments and other incentives.

This theoretical education structure would not only guide and stimulate further research, but shall give this study its focus by pin-pointing crucial aspects to be investigated and the relevant question that require answer.

**Purpose of Prison Education**

Education in the prisons originated from the Gladtone's Report of 1895 (Flynn, 1995), which called for education to be provided for all prisoners who were likely to benefit from it. Since then, there has been a gradual improvement in teaching standards and a greater understanding of the contribution which education makes to the development of construction prison regimes.

Like education in the general society, prison education provides an opportunity for individuals to become more informed about themselves and the world to learn new skills and to achieve a greater sense of responsibility towards both for themselves and their families. The views of the Prison Service regarding education have changed considerably over time. In 1946, the Prisons Commissioner Lionel Fox (fly on, 1995), stated that the purpose of prison education was to:

1 counteract mental deterioration;

2 provide interesting activities for leisure hours; stimulate thought, and

3 give material for reflection.

In 1969, the Prison Department (Price, 1995) acknowledged the role of education in preparing prisoners for release, reporting that:

> ... the purpose of an education service in prisons, which relates simply to the counteracting of mental deterioration, the provision of interesting activity for leisure hours, the stimulation of thought and the accumulation of material for reflection, seems hardly adequate. Move to the point, perhaps, are connections which link education to vocational training and employment, and the relationship of education with the quality of an individual's personal and social behaviour. Essentially, education is a tool for a job, an aid to living.

Shortly, after this report, the purpose of education, as an "aid to living" was challenged. Martinson (1974; Flynn and Price, 1995) advanced the belief that all programmes to rehabilitate offenders were ineffective and that no activity was better than doing nothing at all.

In 1983, the British House of Commons Education, Science and Arts Committee (Flynn and Price,1995) observed that the last policy statement regarding prison education had been made in 1969 and that guidance issued since then had been confusing and contradictory. The committee then reported that it was now time to state clearly and publicly set out the role of

education in prisons. On three occasions when the Education Committee had recommended a Prison Regimes Act, which would more precisely define the role of education and introduce minimum standards of delivery, the recommendation was dismissed by the government. In particular, the act was intended to guarantee the right of prisoners to education, ensure payment to prisoners of allowances at a remuneration rate equivalent to that earned in prison industries and guarantee that assessment of prisoners education needs take place at induction and at regular intervals throughout sentence (Flynn and Price, 1995).

However, the recommendation for a new primary legislation was always rejected by the government as "neither necessary nor desirable". In particular, granting prisoners a right to education has often been rejected as a "right which is not available to law abiding members of the community".

Thus, Prison Rule 29 was left to define the place of education in prison regimes as follows:-

1. Every prisoner able to profit from the education facilities provided at a prison shall be encourage to do so.
2. Programmes of evening education classes shall be arranged at every prison and, subject to any directions of the Secretary of State, reasonable facilities shall be afforded to prisoners who wish to improve their education by correspondence courses or private study, or to practise handicrafts in their spare time.
3. Special attention shall be paid to the education of illiterate prisoners, and, if necessary, they shall be taught within the hours normally allotted to work.

Although this rule affirmed the commitment of the Prison Service to provide education in prisons, it left out some crucial details. It said that education "shall" be provided, but one is inclined to ask "to what extent, which subjects shall be provided, for which prisoners and, more specifically, what is the role of education in changing offending behaviour?" Also,

"which teaching methods are the most appropriate?" "How important is the development of vocational skills?"

**Appropriate and Adequate Prison Education**

Prisoner's Rehabilitation and Welfare (PRAWA, 2002,) states that the appropriate and adequate education in the prison is the reformation of prisoners, and also to:

1. provide opportunity for the prisoners to become more informed about themselves and the world;
2. learn new skills and achieve a greater sense of responsibility both for themselves and their families;
3. more particularly to improve job chances, teach particular skill and provide qualifications in an enjoyable and interesting environment, and
4. increase a sense of achievement and prestige, provide pastime, develop social contract and instill confidence.

**Education in Nigerian Prisons**

The Prison Rehabilitation welfare Action (PRAWA 2000) states that the Nigerian Prison Service has no clear-cut education policy for those kept under its care. Although the prisons have been regarded as training establishments, and education is considered to be an important part of the prison regime all over the world. The Nigerian prisons have not been structured to give prime consideration to the role which education can play in the reformation of offenders.

The role of education in the reformation of prisoners is to provide opportunities for them to become more informed about themselves and the world, to learn new skills and to achieve a greater sense of responsibility both for themselves and their families. More than ever before, education is increasingly being seem as a veritable contribution to the Prison Service's aim of

helping prisoners to lead law-abiding and useful lives in custody and after release. Education, in this sense is intended to:

> Enable prisoners to learn effective education, vocational training and libraries are resources provided for this purpose and should be managed effectively and efficiently to meet the identified needs of as many individuals as possible...
> The needs will include vocational, personal, social and general elements and the resultant changes should be observable and capable of being evaluated. (Prisons Rehabilitation and Welfare Acton, PRAWA, 2000)

To prepare prisoners for release, education has been identified as a key factor which can be used to counteract mental deterioration of prisoners and provide them with interesting activities for leisure hours, stimulate their thoughts and build up materials for them to reflect on.

Education has also been linked to the quality of an individual's personal and social behaviour which, in the first place, must have contributed to his sojourn in prison.

Adewale (1998) says that in Nigerian Cultures, ex-convicts are regarded, especially by the illiterate people in the rural areas as perpetual criminals who must be permanently ex-communicated. This attitude has made it extremely difficult to resettle ex-convicts. Beside, most of these ex-convicts had no opportunity of learning any thing that they could lean upon when they are released. As a result, many of them come out from prison to perfect their crimes, and within a few months after their release, they are sent back to prison.

Thus, education of prisoner should be accorded paramount importance because of the multifarious advantages derived from education. According to PRAWA (2000), there have

been few records of inmates who have sat for external examinations and perform wonderfully well, but some have achieved success through personal initiatives and determination, as opposed to a deliberate official policy and/ or support by the prison.

The education received in the Nigerian Prisons in based on the length of time spent by an inmate. This dictates his/her participation in any programme. Anybody with less than two years of imprisonment is not allowed to participate in any educational programme. Thus an inmate with six months jail term cannot participate in any educational programmes because of his/her relatively short jail term. Prisoners under this category always have rehabilitation problems. In the same way, inmates with extremely long term sentences of ten to fifteen years may not be interested in educational programmes because they thinks that their hopes for a better future have been destroyed by such long jail term. These (the short term and long term inmates) account for more than 53.8% of the total inmates in our prisons (Adewale, 1998).

**Education Programmes Available in Nigerian Prisons**

Education in Nigerian Prison Service involves Basic Literacy, Remedial Education, Continuing Education, Further Education, Vocational Training and Arts/Craft.

***Basic Education***

Basic Education is common to all Nigerian prisons. This type of education exposes the inmates to basic literacy education and introduces them to subjects like English Language, Mathematics/Arithmetic, Igbo, Yoruba, Hausa, Writing and Religious knowledge up to the level of the Primary Six learning Certificate Examination. The inmates had started taking this examination since the 1978/79academic session. Inmates that have above the Primary Six Certificate are engaged as instructors and supervisors by the Welfare Officer attached to the programme.

*Remedial Education Programme*

It is an organized programme for a set of group who went to school but dropped out of school; now wants to remedy the defect in their education; i.e. they failed or were failed in their first encounter with the educational system.

It is an education provided for those who have not completed high school. It runs on Federal, State and Local funding. Adults attending this programme are those that have realized that or already know that education will help them to achieve their goals. It is non-formal education.

Very few inmates have interest in the remedial education programme. Twelve (12) inmates at Borstal Training Institution, Kaduna sat for General Certificate Examination in year 2001 and passed very well. Also, Ikoyi Prison Nine inmates sat for same Examination in year 2003 and seventeen in 2007, and passed very well (For security reason these results could not be attached). These achievements have been through personal initiatives and determination as opposed to a deliberate official policy and/ or support.

*Vocational Skills*

The need for prisoners to learn vocational skills has been emphasized by most outside observers. "It was observed that prison education should improve job chances, teach particular skills, provide qualifications, be enjoyable and interesting, increase a sense of achievement and prestige, pass the time, develop social contact, and instill confidence.

Helping, prisoners to make a successful transition of prison to community is a major objective of prison service. Prisoners who are encouraged to progress from education to training and work activities are able to use skills previously learned in work situations and so develop empowerment skills.

Vocations likes carpentry, cabinet making, metal fitting or welding, painting, tailoring, shoe making, textile, bricklaying; lubing, electrical work and farming are available to inmates in prisons.

Inmates who have gone through basic education programme and who are not interested in further education, or whose time in prison is limited are allowed to partake in vocational training. Inmates are introduced to all vocations, until they show an interest in being trained in a chosen vocation. In some cases, inmates who have been trained in a particular vocation, but still have some time to spend in jail are used as instructors. However, in most cases the instructors are experts brought from outside.

In prisons outside Lagos, there are farm lands for inmates. Farmers are called in to teach the inmates how to farm. Proceeds from the farms are used for the upkeep of the prisoners. Because of this singular reason, nearly all inmates (except those whose health condition are poor) participate in this programme (Adewale 1988).

On the whole, however, most programme for inmates are on paper and not visible. Most of the programmes are not functioning effectively anymore. They merely provide skeletal service for the inmates.

The major reason for this is lack of manpower and of experts. Most often it is the inmates themselves that are employed to teach the learners and not Adult Education experts. Thus, not much is achieved most of the instructors are not well trained as instructors. Thus, unless the professionals in Adult Education are officially involved in prison education programmes, the prisons aim of education will remain a futile exercise.

Also, most of the Prisons in Nigeria lack the facilities that are needed for providing vocational training in the prisons. The most commonly found vocational training programmes in the prisons are the ones on tailoring and carving, but often the facilities for them are in such an appalling state that nothing can be taught on the programme. Where these workshops function at all, their activities have mostly been incomplete with the officials not showing the desired commitment that can make the workshops veritable means of reformation for the inmates (Prisoner Rehabilitation and Welfare Action PRAWA, 2000).

**Funding of Nigerian Prison Education**

One major problem faced by prison education in Nigeria and indeed, the world in general, is funding. It is either that there is little money available to run correctional education or there is nothing at all. Enuku (1991), in Ejiofor, (1995), while discussing the problem faced by education in the Benin prison, observed that "apart from vocational training in prisons, there is no financial allocation in prison budgets for educational activities. The underlying implication in this observation is that the recommendation in 1990 by the United Economic and Social Council (Ejiofor 1995) that necessary funds be made available to enable inmates receive appropriate education is not being implemented by the authorities at the Benin prison. What this means is that the right to education, one off the fundamental rights of man (as set forth in Article 26 of the Universal Declaration of Human Right (PRAWA, 1999) is deliberately denied to prison inmates.

It is worth re-iterating that the prison system is not set up solely to punish, but to correct, redeem, rehabilitate, regenerate and restore the offender to the status of a respectable and respectful law abiding citizen (Igbodipe, 1995 in Ejiofor, 1995). One fundamental way of restoring offenders to this status is through education, and if education in prison is not adequately funded, it means that one of the reforming strategies in the prisons is being neglected. This is bound to create a high rate of recidivision among convicts.

However, the funding of education in Nigeria Prisons, apart from allocations from the government, comes from other sources. For example, a welfare officer in the medium prison, kirikiri, says that non-governmental organizations (NGOs) such as the Prison Ministry of Nigeria, the Nigerian Baptist convention, the catholic Peace and Justice Development Commission (JDPC) other church bodies and others, have been making monetary and material contributions towards the providing of education in kirikiri prisons.

At present, Nigerian Prisons depend largely on these voluntary organizations to provide basic reading and writing materials for the inmates. Nonetheless, funding of prison education remains inadequate. Yet, it is to be noted that some prison activities are directed at generating funds for the government through such activities as: -

1 mechanized farming;
2 poultry farming and livestock rearing;
3 gardening;
4 carpentry and joinery workshops;
5 industries of various kinds;
6 tailoring;
7 painting and sign writing;
8 electrical installation;
9 mat-making, and
10 cloth weaving and cap making.

The farms workshops located in the eastern and northern parts of Nigeria as mentioned in chapter one provide training for inmates and generate some income for the government (Prison link Training Guide, 2000).

An these methods of supporting prison education are established because the prisons budgetary allocation are inadequate for the number of inmates. Thus, prisons in the country need to expand their educational programmes and make necessary appeals for financial help, especially from national and international bodies and voluntary organizations.

**Focus of Prison Education**

The United Nations Standard Minimum Rules on the treatment of prisoners, sections 77 and 78 (which are on education and recreation) emphasizes practical further education in prisons, which can be integrated into educational system of every country, so that, after prisoners' release, they may continue their education without difficulty.

Education in the prison was originated from the Gladstone Report of 1895, which called for education to be provided for all prisoners likely to benefit from it, there has been gradual improvement in teaching standards and a greater understanding of the contribution which education makes to constructive prison regimes. However, there have been, and there remain, inherent difficulties in providing education in prisons.

Prisons education, according to Dugiud (1989) aims to: -

1 Convince prisoners that they are decision makers, not victims, and to empower them to undertake the making of decisions;

2 Though make them aware of the range of social economic, and reasonable skills to widen the range of their choice;

3 Acquaint the with value or moral dimensions of all choices and

4 Provide them with some genuine opportunities to exercise choices.

Duguid (1981) says further that education may be advocated as a right due to all citizens and thus an end in itself, or conversely, as an integral part of prison management and administrating and mission.

To Brunner (in Duguid 1989) "... any subject can be taught effectively in some intellectually honest form to any child at any stage of development". Duguid (1989) believes the same to hold true for adult's prison education system. According to Lionel Fox (in Flynn and Price, 1995) education is regarded as a prison establishment in which education has been considered to be an important part of prison regimes.

Furthermore, education in the prison also aims at the formation and development of individual prisoners intellectually and effectively and rehabilitating and resettling the ex-convicts. These aims embarked on the three principles of prison education:-

1.The message is always more important than the means i.e., that values and critical thinking and responsible behaviour should be at the root of the curriculum.

2.The education must be engaging, challenging, stretching and debt with controversies. It must get to issues of the causes and effects of the relationship between feelings and actions and the nature of linkage between self and society.

3.The rehabilitation must be done via education and not therapy.

Duguid (1986, in Ejiofor 1995) asserts that, it is commonly assumed in this era of faith in technical vocational education that most prisoners are provided first and foremost with literacy training, Adult Basic Education (ABE) and Vocational Skills. At times, they rarely be quite highly skilled and educated. They will dutifully learn the skilled offered them, but then abandon them at the first opportunity or the first time they do not provide the potential rewards which they can receive from using their other skills and abilities.

Generally, education stimulates and boosts the development of human personality and instills the instinct of respect, which is the foundation of human dignity. Education is directed at human development; at guiding the processes through which people become what they are possibility of becoming. Prison education does not take place in schools, colleges or as further education in the Universities. It takes place in prisons which have been built to deprive offenders of freedom and to facilitate orders and control. It is in the form of non-formal education.

Nzeneri (1996) defines non-formal education as education which occurs outside the formal school system. It consists of programmes in such areas of education as vocational and continuing education, functional literacy, remedial education, community developing, and as aesthetic, cultural, civic education, all organized for adults and the youths, outside the formal school system. Bhola (1979) states that non-formal education covers all out of-school educational programmes. This is the kind of education which some religious bodies and Non-Governmental Organizations ((NGOs) have developed in some Nigerian prisons to improve the inadequate, ill-organized, uncoordinated and inferior kind of educational offered to the inmates of the prisons.

**Measures for High Quality in Prison Education**

***The Concept of Effectiveness***

Effectiveness refers to the fact of doing something to produce anticipated or intended results. Mott, (1972,) in Das (1995) defines ''effectiveness'' as the ability of an organization to mobilize it's centres of power for action-production and adoption.

Effectiveness is not a one-dimensional concept that can be precisely measured by a single, clear-cut criterion. It is a label for the result which a programme has achieved when its goals and objectives are accomplished. Assessing the effectiveness of a programme requires collecting data for measuring the extent to which the programme objectives are achieved.

Outcome and impact assessments almost always require quantitative measurements which will help identify how well the programme objectives were achieved. To know the effectiveness of a programme needs assessment, and to assess a programme means to evaluate the programme.

*Concept of Evaluation*

The Concept of Evaluation can be viewed from various perspectives. As an important component of the curricular process, it measures the effectiveness and efficiency of the educational system. It involves decision-making and is based upon information gathered. Evaluation ask and answer question, like:

1 What needs to change and how?

Evaluation is a methodological area that is closely related to, but distinguishable from more traditional social research. Evaluation utilizes many of the same methodologies used in traditional social research, but because evaluation takes place within a political and organizational context, it requires group skills, management ability, political dexterity, sensitivity to multiple stakeholders and other skills that social research in general does not rely on as much.

Evaluation involves collecting and sifting through data, making judgements about the validity of the information and of inferences we derive from it, whether or not an assessment of worth or merit results.

Unruh & Unruh (1984,in Afe 2001) define evaluation an interactive process of description and judgement that discovers the nature and worth of something. Shane (1958, in Afe, 2001) says that evaluation is not limited to the application of value to a problem. Neither is it

merely a synonym for measurement, a means of gauging good teaching, a way of appraising curullar practices, or a procedure in studying human behaviour. Rather, evaluation is a comprehensive process in which any or all these variations may be components.

Tyler (1981, in Afe,2001) sees evaluation as a checking process that should be applied at four different stages in curriculum development:

1 when choosing between goals or objectives;

2 in the process of implementation;

3 during actual operation, and

4 when the programme has been carried out.

To evaluate is to assess. Evaluation means to form an opinion of the amount, value or quality of something after thinking about it carefully. Evaluation is a systematic and objective way of appraising the worth, quality, importance or relevance and performance of something or someone on an activity, with a view to pricing, rating, correcting, improving or changing it. Evaluation can also be seen as a process of identifying the value of work done or the measurement of the results of an activity.

Bloom (1988, in Sulaiman1999)) describes it as a systematic evaluation of curriculum and instruction; of teaching and learning for the purpose of improving any of these processes.

Thus, from the above insights, evaluation, broadly conceived, includes the procedures, techniques and criteria involved in gathering and processing evidence needed to make decisions and judgement. Worthen & Rogers (1981, in Afe, 2001) opined that evaluation in education should be an instrument for improving educational programmes through both formative and summative evaluation. Evaluation summaries what has been done over a period of time and identifies concerns which the next plan should address.

## Types of Evaluations

There are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation. Perhaps the most important basic distinction in evaluation types is that between ***formative*** and ***summative*** evaluation.

Obasoro (2004) states that formative evaluation is the continuing evaluation of all elements of a developing learning or educational programme. It is based on collection and reporting of data and judgements that can assist programme development, functioning and improvement. For it to be effective and rewarding,

Stake (1974) suggests that formative evaluation should be concerned with some basic questions which represent step in planning and developing a programme.

Afe (1981) says summative evaluation of the results obtained at the end of a programme with the intention of forming a judgement. It concentrates on the measurement of achievement of intended outcome and compares the actual outcome with the intended outcome .

Formative evaluations strengthen or improve the object being evaluated. They help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object. They summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

***Formative evaluation*** includes several evaluation types:

1 ***needs assessment*** determines who needs the program, how great the need is, and what might work to meet the need

2 ***evaluability assessment*** determines whether an evaluation is feasible and how stakeholders can help shape its usefulness

3 ***structured conceptualization*** helps stakeholders define the program or technology, the target population, and the possible outcomes
4 ***implementation evaluation*** monitors the fidelity of the program or technology delivery
5 ***process evaluation*** investigates the process of delivering the program or technology, including alternative delivery procedures

***Summative evaluation*** can also be subdivided:

1 ***outcome evaluations*** investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes
2 ***impact evaluation*** is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole
3 ***cost-effectiveness and cost-benefit analysis*** address questions of efficiency by standardizing outcomes in terms of their dollar costs and values
4 ***secondary analysis*** reexamines existing data to address new questions or use methods not previously employed

***meta-analysis*** integrates the outcome estimates from multiple studies to arrive at an

**Goals of Evaluation**

The generic goal of most evaluations is to provide "useful feedback" to a variety of audiences including sponsors, donors, client-groups, administrators, staff, and other relevant constituencies. Most often, feedback is perceived as "useful" if it aids in decision-making. But the relationship between an evaluation and its impact is not a simple one -- studies that seem critical sometimes fail to influence short-term decisions, and studies that initially seem to have no influence can have a delayed impact when more congenial conditions arise. Despite this, there is broad consensus that the major goal of evaluation should be to influence decision-making or policy formulation through the provision of empirically-driven feedback.

**Evaluation Strategies**

'Evaluation strategies' means broad, overarching perspectives on evaluation. Four major groups of evaluation strategies are identified.

*1* ***Scientific-experimental models*** are probably the most historically dominant evaluation

strategies. Taking their values and methods from the sciences -- especially the social sciences -- they prioritize on the desirability of impartiality, accuracy, objectivity and the validity of the information generated. Included under scientific-experimental models would be: the tradition of experimental and quasi-experimental designs; objectives-based research that comes from education; econometrically-oriented perspectives including cost-effectiveness and cost-benefit analysis; and the recent articulation of theory-driven evaluation.

2.M***anagement-oriented systems models***. The most common of these are

a Program Evaluation and Review Technique (PERT),

b Critical Path Method (CPM).

. c Unit, Treatment, Observing, Setting (**UTOS**), and

D Context, Imput, Process, Product (**CIPP**) model.

These Imanagement-oriented systems models emphasize comprehensiveness in evaluation, placing evaluation within a larger framework of organizational activities.

3 Q***ualitative/anthropological models***. They emphasize the importance of observation, the need to retain the phenomenological quality of the evaluation context, and the value of subjective human interpretation in the evaluation process. Included in this category are the approaches known in evaluation as naturalistic or 'Fourth Generation' evaluation; the various qualitative schools; critical theory and art criticism approaches; and, the 'grounded theory' approach of Glaser and Strauss among others.

4 P***articipant-oriented models***. As the term suggests, they emphasize the central importance of the evaluation participants, especially clients and users of the program or technology. Client-centered and stakeholder approaches are examples of participant-oriented models, as are consumer-oriented evaluation systems.

**Evaluation Questions and Answers**

According to Williams (2006), evaluators ask many different kinds of questions and use a

variety of methods to address them. These are considered within the framework of formative and summative evaluation

**In formative research the major questions and methodologies are:**

**What is the definition and scope of the problem or issue, or what's the question?**

Formulating and conceptualizing methods might be used including brainstorming, focus groups, nominal group techniques, Delphi methods, brainwriting, stakeholder analysis, synectics, lateral thinking, input-output analysis, and concept mapping.

**Where is the problem and how big or serious is it?**

The most common method used here is "needs assessment" which can include: analysis of existing data sources, and the use of sample surveys, interviews of constituent populations, qualitative research, expert testimony, and focus groups.

**How should the program or technology be delivered to address the problem?**

Some of the methods already listed apply here, as do detailing methodologies like simulation techniques, or multivariate methods like multiattribute utility theory or exploratory causal modeling; decision-making methods; and project planning and implementation methods like flow charting, PERT/CPM, and project scheduling.

**How well is the program or technology delivered?**

Qualitative and quantitative monitoring techniques, the use of management information systems, and implementation assessment would be appropriate methodologies here.

**The questions and methods addressed under summative evaluation include:**

**What type of evaluation is feasible?**

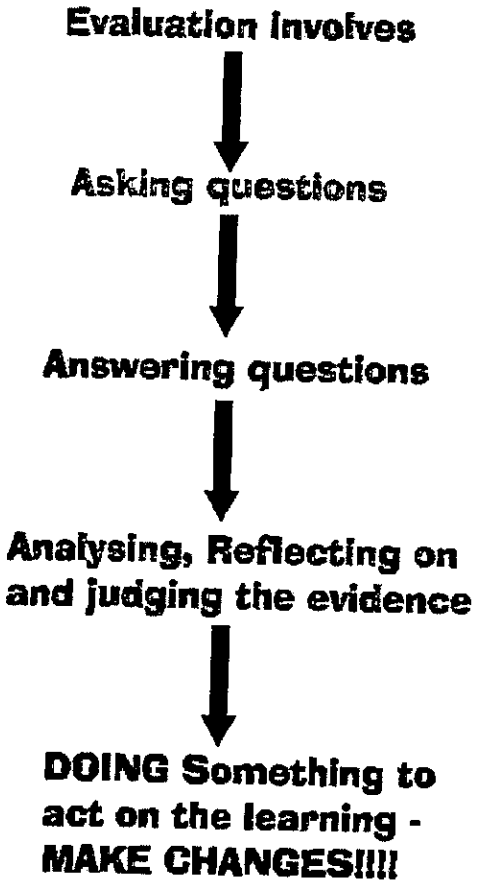
Evaluability assessment can be used here, as well as standard approaches for selecting an appropriate evaluation design.

**What was the effectiveness of the program or technology?**

One would choose from observational and correlational methods for demonstrating whether desired effects occurred, and quasi-experimental and experimental designs for determining whether observed effects can reasonably be attributed to the intervention and not to other sources.

**What is the net impact of the program?**

Econometric methods for assessing cost effectiveness and cost/benefits would apply here, along with qualitative methods that enable us to summarize the full range of intended and unintended impacts.




**Without the final stage the evaluation is useless.**

Source: Patton (1997)

**Education as a Management Process**

Systems Approach to education may be viewed as a process for providing learners with at least minimal skills, knowledge, and attitudes, so that they may live and produce in a society when they legally exit from our educational agencies. The "product" of education is no less than the achievement of these required minimal skills, knowledge, and attitudes. The behaviour and achievements of learners as they function as citizens determines whether the "product" has been achieved. The management of learning is concerned with ascertaining learners' needs, identifying problems and then applying process or a number of procedures to fashion an educational system responsive to identified needs and requirements.

**Management and Accountability.**

The job of an educational manager is to plan, design and implement an efficient and effective learning system responsive to the needs of the learner and of society. Successful management requires accountability for the outcomes of the system. Outcomes are specified in measurable performance terms, and achievement of these outcomes is openly determined, so that required revision and re-design may take place. Since the educator is the chief accounting officer for his effort, he must state his goals, objectives and procedure openly. The process and tools for education should be selected by the professional educator only after the partners in education, the citizens who pay the bills, the learners, and the professional educator, have agreed on what should be done, why it should be done and to what extent.

Management of education may be viewed as the process for the achievement of required outcomes. Macdonald (1969) indicates that a five-part process of educational management aimed at reaching predefined objectives would include planning, organization, staffing, direction and control.

In management of education, there are six steps that are considered. These are:-

1. Identification of priority needs and associated problems.
2. Determining equipment to solve the problem and identify possible solution alternatives for meeting the specified needs.
3. Selecting solution strategies from the alternatives.
4. Implementing solution strategies, including the management and control of the selected strategies and tools.
5. Evolution of performance effectiveness based on the needs and the requirements identified previously.
6. Revision of any or all previous steps (at anytime in the process) to assure that the educational system is responsive, effective and efficient.

These six steps, which may be considered a problem–solving process, form the basic process model for a System Approach to education. This process model or related variations have been delineated by Carrigan and Kaufman (1968), Hehmann (1968) and Carter (1969). It is a process for designing an overall educational system to achieve required outcomes based on need.

Successful management of education is possible with the use of such a System Approach. It requires that interacting variables are formally considered in design and that outcomes be evaluated and necessary revision modeled on the basis of performance.

**A description of the Systems Approach as a Design Process**

The six steps in the educational management process observed as stages of problem-solving can be grouped into the two units of *problem identification* and *problem resolution*

***Problem Identification:Step1***: Identify problems from documented needs. As earlier stated, educational "needs" are a measurable discrepancy between a current situation and a required designed situation.

A statement of need describes gaps in outcomes and therefore must be free of any solutions or "how-to-do-it". Educational management, using a Systems Approach, starts with an assessment of educational needs. The importance of starting the system design from documentable needs cannot be over- emphasized. It prevents the selection of solutions before the identification and specification of problems. These problems should be stated in measurable performance items.

*Step 2:* Determine solution requirement and solution alternatives. The needs assessment process has identified discrepancies for resolution on the basis of priority and has provided overall requirements for the educational system. These overall requirements serve as the "mission" objectives or performance requirements for the system design. By accompanying this statement of the problem with the situation as being currently experienced, the system planner can find out where he is going and how to tell when he has arrived. Having used the statement of needs to describe both the current situation and the success they seek, the educational manager and the educational system planner must carry out the requirements to solve the problems they face. Using educational "system analysis", one can determine the system requirements and possible solution strategies and tools in layers or levels of detail from the most general to the most specific.

The tools of educational systems analysis include:

1. Mission analysis.
2. Function analysis.
3. Task analysis.
4. Method-means analysis.

The systems analysis process is a key tool used in this problem-solving process. It is designed to determine the feasible "what's" for system planning and design by analyzing requirements and identifying possible alternatives in successive levels of increasing detail. Each tool for systems analysis contributes the determination of:-

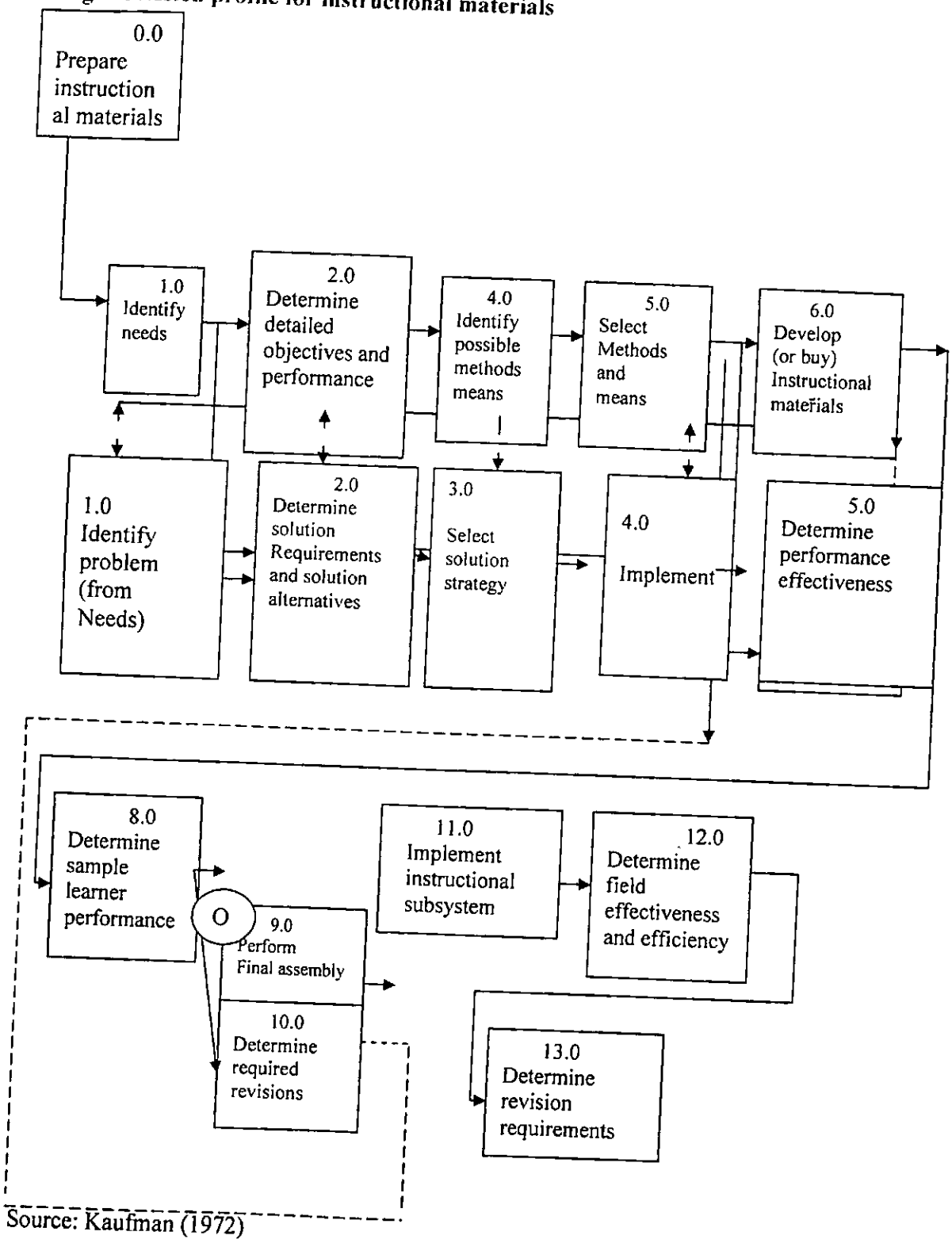
1. what is required to meet the identified need (gap);
2. what alternatives are available to achieve each requirement, and
3. What the advantages and disadvantages are of each alternative solution possibility.

The tools for determining the requirement for getting from where we are to where we should be are mission analysis, function analysis and task analysis. All three help us to ascertain what is to be done to meet the need, but not how.

### *Mission analysis*

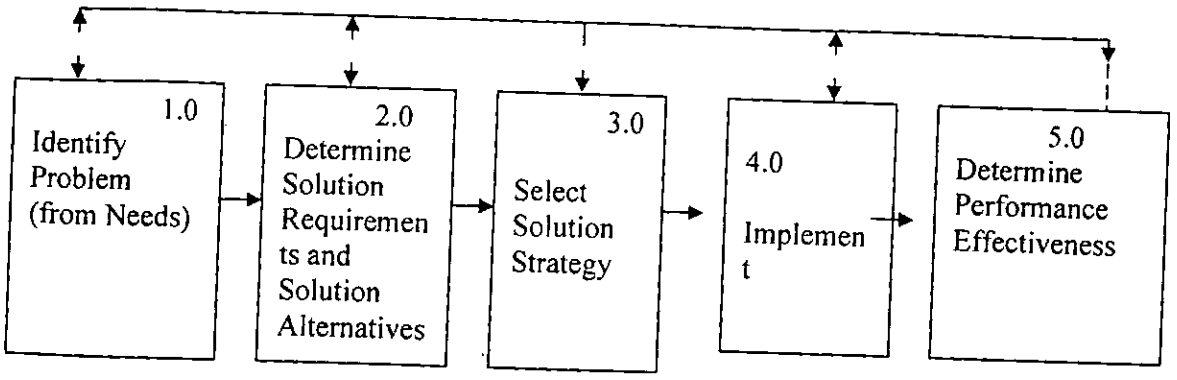
Mission analysis, proceeding from needs assessment and problem delineation, states the overall goals and measurable performance requirements (criteria) for the achievement of system outcomes. The mission analysis takes the planner from where he is to where he is to be. Mission analysis also states the management plan, which is called *mission profile*, showing the central pathway for solving a given problem.

**Fig.4: Mission profile for instructional materials**




Source: Kaufman (1972)

**Fig,5 Revised Mission profile for instructional materials.**




Source: Kaufman(1972)

Mission analysis is the system analysis step that tells:-

1. what is to be a achieved;
2. what criteria will be used to determine success, and
3. what are the steps (functions required to move one from the current situation to the desired state of affairs. The steps (tools) of mission analysis are shown in Table 2.1:

**Table 2.1 Steps in Mission Analysis**

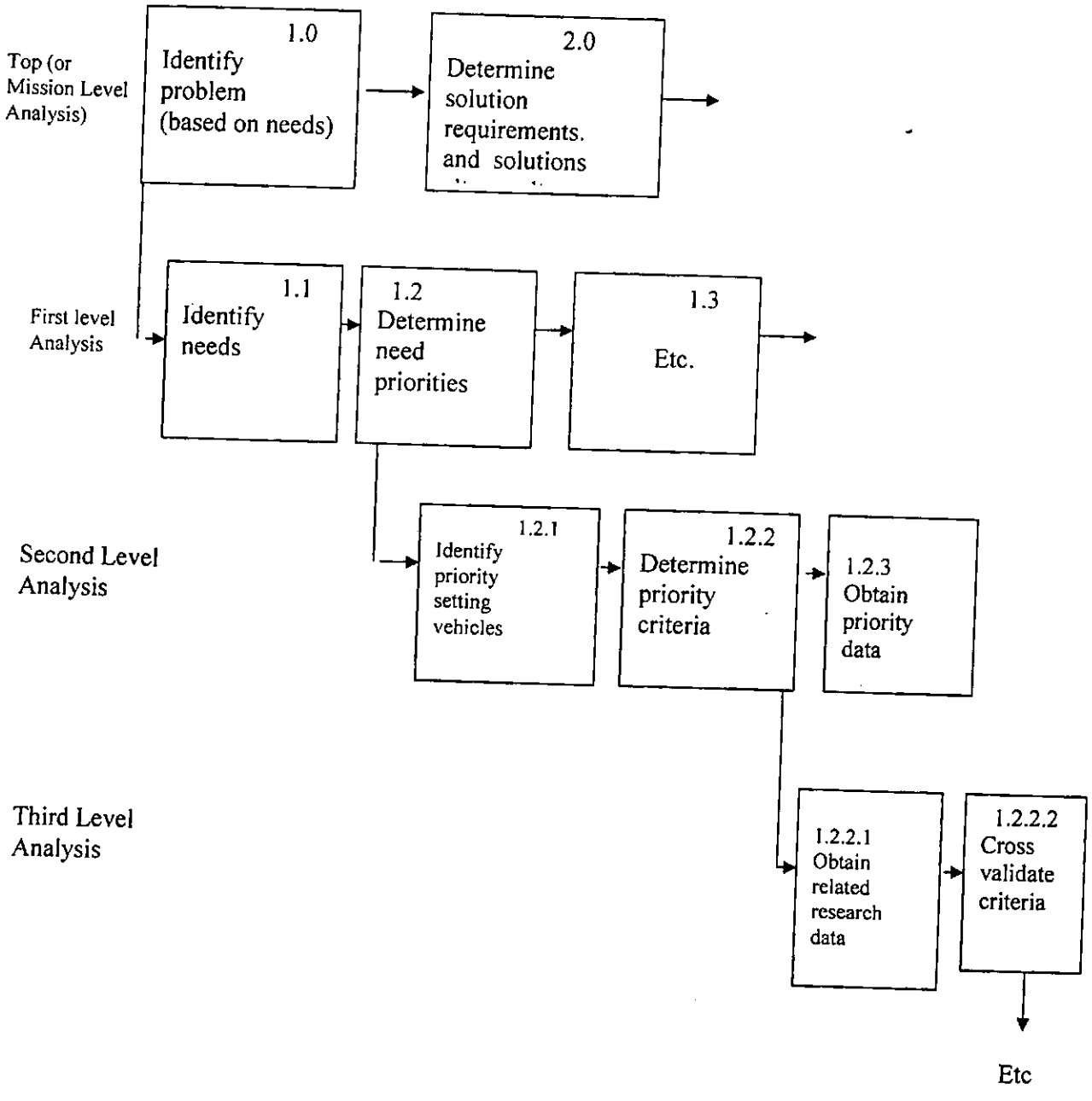
| S/N | Function | Tools |
|---|---|---|
| 1 | What is the system to accomplish and what criteria will be used to determine success? | Mission objective and performance requirements |
| 2 | What are the basic steps or milestones required to get one from where one is to where one should be? | Mission profile |

***Function Analysis:***

The mission profile has provided the basic function or milestone that delineates the major "things" that must be performed. Function analysis is the process for determining

requirements and functions for accomplishing each element in the mission profile, which is to identify and define what is to be done to get each one of the milestones in the mission profile accomplished.

**Fig. 6: Function Analysis**




**Source: Kaufman (1972)**

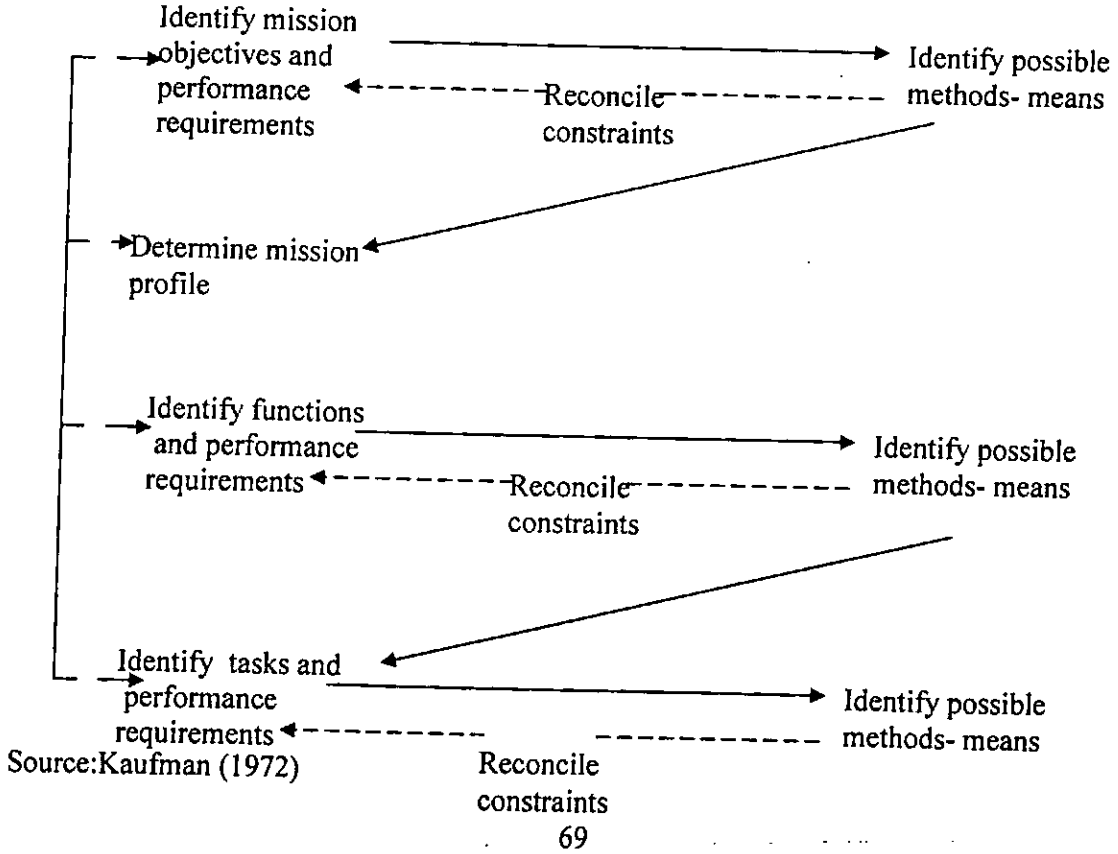
*Task Analysis:*

Task analysis is the arbitrary end-point of the analysis of "what is to be done" in a system analysis. It differs from mission and function analysis only in degree not in kind. The vertical expansion or analysis is continued through the function level until "units of performance" are identified (rather than collection of things to be done which are again arbitrarily, called "functions"). The identification of tasks and their ordering is the last "breaking–down" step of an educational system analysis.

*Methods-Means Analysis:*

This is conducted after mission, function and task analysis to determine solution requirements and solution alternatives. It identifies possible strategies and tools available for achieving each performance requirement or family of performance requirements and additionally lists the relative advantages and disadvantages of each for later selection in the next system approach step. Like the other educational system analysis steps, method-means analysis also determines what is to be done and not how goals are to be accomplished. (See fig. 6 ).

**Fig. 7 : Methods-means Analysis:**



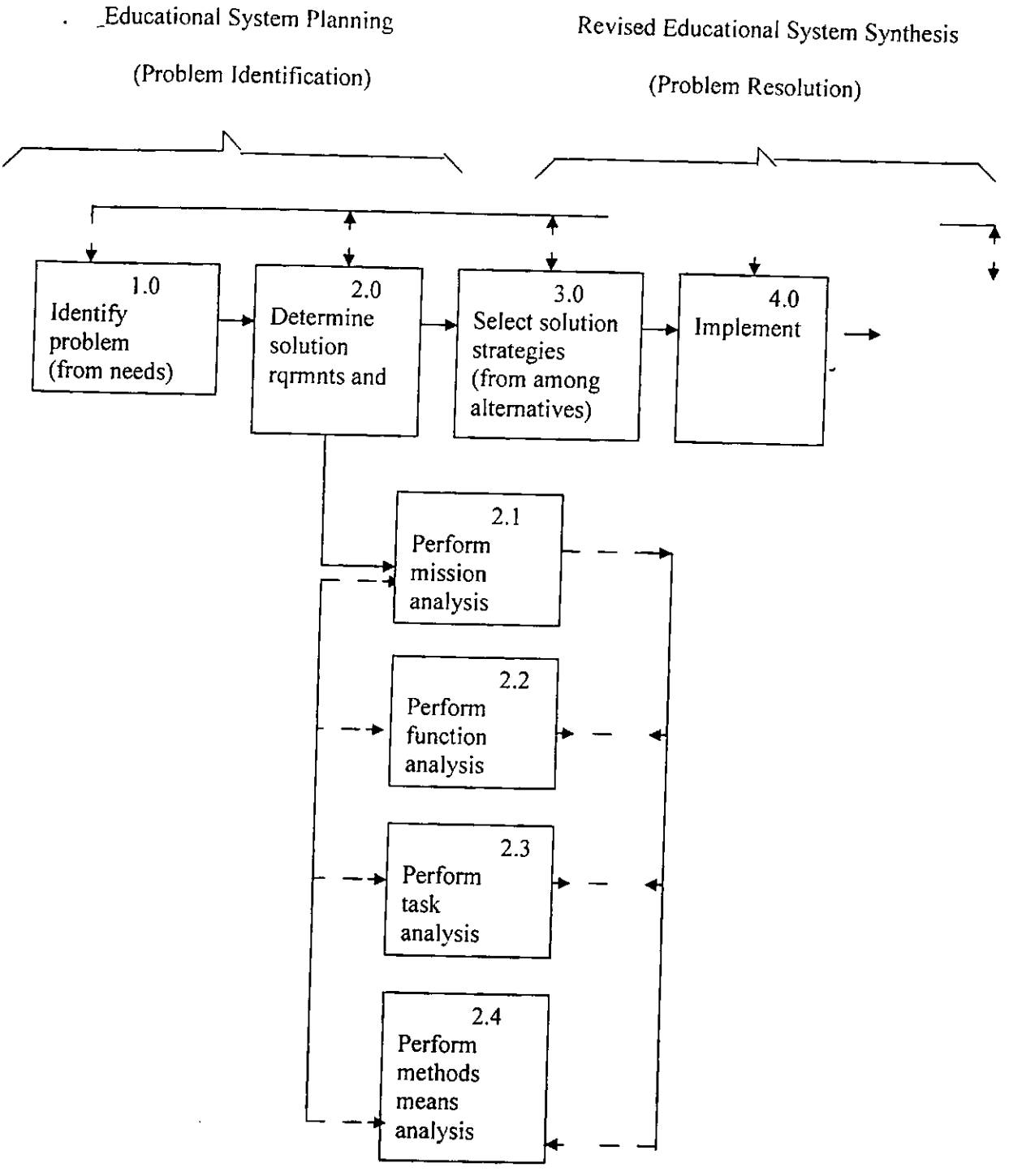

Source:Kaufman (1972)

In a nutshell, Systems Analysis steps and tools determine the feasible "what" of problem solution. The tools of analysis and synthesis are used in determining requirements for system design. Also, referring to the generic process model for educational management utilizing a system approach, needs assessment and system analysis deal with "what' and the balance of the model is concerned with "how'.

**Relationship Between the Educational Systems and Systems Analysis**

Fig. 7 shows the relationship between educational system planning (needs assessment) and systems analysis) (what) and system synthesis (how) for the overall design process model, along with the interrelations hips among the various steps and tools of System Analysis.

**Fig 8 Relationship between educational System Planning and Systems Synthesis**




**Source:Kaufman( 1972)**

Table 2.2 QUESTIONS ANSWERED BY AN EDUCATIONAL SYSTEMS ANALYST

| **The Questions to Be Answered By an Educational System Analysis** | **The Steps in an Educational System Analysis** |
|---|---|
| Where are we going and how do we know when we've arrived? | Determine mission objectives and performance requirements. |
| What are the things that will prevent us from reaching where we're going and how do we eliminate them? | Determine and reconcile constraints. |
| What is the major milestone along the way to where we are going? | Determine mission profile |
| What are the "things" that must be done to get to each milestone? | Perform function analysis |
| Of what specific tasks are the "things" composed? | Perform task analysis |
| What are the possible ways of getting the "things" done? | Perform methods-means analysis. |

Table 2.2 (In Appendix...)displays questions to be answered in an educational system analysis and relates these questions to the stages of an educational system analysis (Kaufman, 1972:22).

**Problem Solution**

*Step 3:* Select solution strategies. According to Kaufman (1972), the third problem-solving step begins the "how–to-get-it–done" systems approach process. Here, the appropriate tools and strategies for achieving various requirements (involving a choice criterion of "cost-

benefit") is used, that is, the selection from among alternatives of that which will at least achieve the minimal requirements at the lowest cost. It is at this stage that the educators begin the system design procedure without the specific delineation of problems and requirements and select the alternative methods and means on the basis of professional judgment or on a mere assumption of the problems and the requirements.

Selecting methods and means from alternatives requires that the various identified functions and tasks be allocated to (1) people, (2) equipment, and /or (3) people and equipment in combination.

Selection must be made on the basis of the system as a whole, noting the interactional characteristics of the various requirements of the system. Frequently tools of modeling and simulation are utilized to determine the most effective and efficient means for meeting the requirement. By simulation, different tools and strategies can be "tried out" in a fashion that will not compromise the current, on-going educational activity.

***Step 4:*** Implement solution strategy(ies): It is at the fourth system approach step that the products of planning and selection are actually accomplished. The methods and means are obtained, designed, adapted or adopted. A management and control subsystem is developed to assure that everything will be available and utilized as required and that proper data will be collected to determine the extent to which the system is functioning as required.

***Step 5*:** Determining performance effectiveness. Data are collected concerning both the process and the products of the systems during and after the systems' performance. Performance of the systems are compared with the requirements. Discrepancies are noted between actual systems' performance and the performance requirements. This provides data on what is to be revised and thus gives diagnostic information that will permit valid system revision.

*Step 6:* Revise systems as required: On the basis of the performance of the systems by the performance data, any or all previous systems' steps may be modified and a system redesign job accomplished, if necessary. This self-correctional feature of a systems approach assures constant relevance and practicality. An educational system is never considered to be complete, for it must be constantly evaluated in terms of:-

1. the ability to meet the needs and requirements it sets out to respond to, and
2. the continued appropriateness of its original needs and requirements. Thus we must have, not only internal consistency and performance, but also constant checking of needs and requirements to ensure external validity as well.

Some assumptions of the systems approach are (Kaufman, 1972)

1. Need can be identified and ultimately stated in measurable terms.
2. Human beings learn and the type of learning opportunities and stimuli provided them can determine the directionality, at least, of this learning.
3. A systematic approach to educational problem solving will result in effectiveness and efficiency measurably greater than any other currently available process yields.
4. Attitudes and behaviours can be specified in measurable terms, at least by indicators of the classification of the behaviour required.
5. It is better to try to state the existence of something and attempt to quantify it than it is to proclaim it as non-measurable and leave its existence and accomplishment still in question.
6. There is frequently a difference between hope and reality.
7. Teaching does not necessarily equal learning.
8. Educational areas that seem to defy quantification in system design offer prime areas for efforts in educational research.
9. A self-correcting systems approach has greater utility than an open-loop process for achieving responsive education.

10. No system or procedure is ever the ultimate system. Systems approach, like any other tool, should be constantly challenged and evaluated relative to other alternatives and should be revised or rejected when other tools prove more responsive and more useful.

Thus, needs assessment procedure should be based on "hard" empirical data (i.e. data collected from the operational world). It will have greater utility for educational system design than "option" data or listings of "felt needs".

**Possible Dimensions for a Need Assessment**

Kaufman, Corrigan and Johnson (1969) place need assessment on three equally important foci of curriculum, i.e. nature of knowledge, nature of learner, and nature of society. This model suggests that the logical entry point, if there is to be one, is through the dimension of "nature of society". However, each dimension should be considered, and discrepancies for each variable should be collected and documented. This needs assessment model emphasizes the interactive nature of several sources of needs in a responsive educational system.

These needs must have at least three characteristics:

1. The data must represent the actual world of learners and related people, both as the situation exists now and as it will, could, and should exist in the future.
2. No needs determination is final and complete; we must realize that any statement of needs is in fact tentative, and we should constantly question the validity of our needs statements.
3. The discrepancies should be identified in terms of products or actual behaviour (ends), not in terms of processes (means).

In conducting a discrepancy analysis (needs assessment), we should include all the educational partners in attempting to achieve educational success. These partners include, at least:-

1. the learners;
2. the parents and community members, and
3. the educators (or implementers of the educational process).

**Other approaches to programme effectiveness**

Some approaches have been used to conceptualize programme effectiveness, such as the Behavioural Approach, Participatory Approach and Planning-Evaluation Cycle.

***The Behavioural Approach to Programme Effectiveness:***

According to Okoli (2002), it is necessary to evaluate the effectiveness of the behaviour modification programme. This entails determining the extent to which the intervention programme produces appreciable behaviour change in the client. This is made possible when there is continuous monitoring and recording of change in the course of the programme, at the end of the programme and at follow-up, to ensure maintenance of satisfactory status.

At each stage, the following are undertaken:

1 Specify the objectives of the programme.

2 Modify the behaviour, using a suitable behaviour modification technique (the choice of a technique depends on the nature of the maladaptive behaviour).

3 The goal of the intervention, whether it is that of increasing or decreasing the rate of a particular behaviour should be kept in mind.

*Participatory Approach to Programme Effectiveness*

The development of the participatory approach as an investigating tool can be traced to three factors.

First, Tandon (1981, in Bellamy, 1980) points out that the search for an alternative research process comes from "the experiences of professionally (trained researchers who found their paradigms inadequate to provide answers to all questions they had; while, at the same time) "there are increasing trends of successful development efforts initiated and organized by ordinary, common people across the world".

Secondly, it was realized that there was a continuing separation of knowledge generation and the use of the knowledge, thereby, generating tension between the two. The participatory research attempt was seen as an approach that could resolve the continual tension between the process of knowledge generation and the use of that knowledge, between the 'academics' and the 'real' world, between intellectuals and workers, between science and life (Gross, 1981 in Bellamy et al., 1980).

This was based on the premise that "knowledge does not exit apart from practice" (Hall, 1979 in Bellamy et al., 1980).

Thirdly, adult educators were confronted with "contradictions between their philosophy of adult education and their practice of research methodology" (Tandon, 1988:5). Adult education philosophy placed learners in the centre and focused attention on learners' control over their learning process. The major element of this philosophy was based on the premise that adults are capable of learning, changing, acting and of transforming the world.

The participatory approach mostly involves the downtrodden sectors of the society. The problem to be solved originates from the people. This makes it pertinent to allow such people to become involved in the determination of their want. Therefore, they are mostly in control

of the research process. This leads to the strengthening of the people's awareness of their own abilities and resources. Because of these characteristics participatory research is a process of mobilizing the rural communities for fundamental structural transformation of society and the improvement of the lives of the people involved.

Participation, according to Rousseau (in Pateman 1970, in UNESCO, 1997) has three main functions: educative, control and integrative functions. It is Roussea's belief that, as a result of participation in decision-making, the individual is educated to distinguish between his own impulse and desires; he learns to be a public as well as a private, citizen.

Also, through the educative process, the individual will eventually come to feel little or no conflict between the demands of the public and private spheres. In essence, this type of system, as envisioned by Rousseau, is designed to develop responsible, individual, social and political action through the effect of the participatory process, thus enhancing the psychological quality of the individual. Rousseau's theory also indicates a close connection between participation and control. He also defines freedom as "obedience to a law one prescribes to oneself" (Pateman, 1970). This means that when directly involved in the making of a decision, one is more inclined to respect and obey that decision by one's free will.

Rousseau argues that the individual's actual, as well as his sense of freedom, is increased through participation in decision–making because it gives him a very real degree of control over the course of his life and the structure of his environment (Pateman, 1970). He also sees participation as increasing the value of freedom to the individual by enabling him to be and remain his own master. It enables collective decisions to be more easily accepted by the individual citizens that they 'belong' to the community. "We do not learn to read and write, to write or swim by being merely told how to do it, but by doing it "(Pateman, 1970)

The participatory approach is characterized as an approach one where maximum input (participation) is required and where output includes not just policies (decisions) but also the development of the social and political capacities of each individual, so that there is 'feedback' from output to input (Patemon, 1970).

It is posited in this study that direct participation in the planning and implementation of (the prison education) programme will, through its educative process; enhance the psychological quality of the individuals involved. The enhancement of the participants' psychological quality will lead to better understanding of the programme and the benefits derivable from it. A sound understanding of a programme will lead to better acceptance of the ideas behind the programme, while better acceptance of the programme objective will lead to a higher level of voluntary application of the ideas of the programme in one's daily life.

**Planning-Evaluation Cycle**

The task force in the American Special Education department was charged with development a model to use in determining what extent special education in achieving its mission. The task force adopted a model in which planning and evaluation are intimately tied to a programme and in which the focus is on students outcomes. It emphasized the key elements that characterized quality special education programmes. These elements include:

Planning –evaluation cycles;

1 An emphasis of evolution on students outcomes, and

2 relationship between effectiveness indicator and students outcomes.

The programme model exists, within a context of internal and external variable that affect how special education progammes are planned, managed and evaluated. The planning and

evaluation cycles respond to an enduring programme mission which underlies the development of special education programmes and services for students with handicaps.

This approach conceptualizes evaluation not as a requirement imposed on the special education system, but as continuous and systematic aspect of the system. Implicit here is the idea that effecting in special education is not something that is accomplished, rather it is a continuous state of achieving. In the schematic conceptual model, depicts a single planning and evolution cycle, the task force conceptualized the planning and evolution as involving multiple, overlapping cycle. This differs dramatically from perspectives of evolution of evolution as an occasional, a periodic or a terminal event.

***Student outcome***: The model is on student outcomes. Are students acquiring the knowledge and skills they need to succeed both in and out of school/ also, the model is focusing closely on the mission of special education as well as the current national emphasis on accountability in the schools. The mode's emphasis measures throughout the student's formal education as well as at program completion. Its dual focus is on what students are doing in school and what they are prepared to do after leaving school; included are achievement in all curricular areas as well as, such consideration as the extent to which students like schooling and the extent to which attend, school post school level, attention is directed to what students actually do after leaving school. In other words, measures of both school -range and long-range outcomes are the indices of programme effectiveness that constitute the focus of planning and evaluation cycles.

Short-range outcomes include those that teachers, parents and others could determine on daily basis. They revolve around such questions as the following:

1 Is the student achieving objectives consistent with his/her individualized education programme (IEP) goals?

2 Does the student have appropriate access to general education programmes and/or interactions with non-handicapped peers?.

3 Is the student's programme appropriately aligned to the district"s programmes of study?

4 Is the student acquiring increasingly complete concepts and behaviours?

Students" success in achieving short-range outcomes should be predictive of attaining the more long-range or terminal, goals and objectives. Relevant summative evaluation questions as students approach the end of their programme are the following:

1 Has the student attained a reasonable level of independence?

2 Has the student met minimum proficiency standards?

3 Does the student display appropriate levels of achievement in the community?

4 Does he/she work, pay taxes, live independently, contribute to the community, demonstrate good citizenship, maintain self-esteem?

5 Does the student seek additional educational opportunities?

***Effectiveness Indicators:***

Practice has been identified (if programmes are implemented properly) as an indicators of effectiveness because it consistently contributes to improve student outcomes. Effectiveness indicators could also be regarded as independent variables, that influences student outcomes. Thus, practice or practices should be tailored to the specific setting or situation and continued only as long as justified by student outcome evaluations. Also, special educators should systematically describe and evaluate their own practices, retaining only those that yielded desirable student outcomes.

Programme effectiveness indicators can be studied through formative evaluation, involving self-study and/or independent review terms which describe programme characteristics and determine the extent to which key effectiveness indicators are in place. This level of evaluation can address such issues as what are the features of the programming. what

relationship can be documented between the effectiveness indicators and expected learners" outcomes, and to what extent do student outcomes influence programme practices?.

**The Mission of Special Education**

The mission of this programme is to inculcate the social and cultural norms and values of the society and to provide the opportunity for social and economic mobility of its citizens. This mission and the educational objectives that articulate, is based on the democratic ideal that all individuals have a right to an education that will enable them to achieve their maximum potential. This commitment is also supported by the California special education divisions articulations (in law 94-141) that its mission is to provide leadership and assistance to ensure that is "free" appropriate, and quality public education prepares all students with exceptional needs employment, citizenship, independent living, and personal academic and social growth. The taskforce identified as a central, mission of special education the provision of programme that increasingly lead to programme may be provided through a continuum of service delivery system, ranging from highly segregated to full integrated settings. The placement of individual students along this continuum will vary with the nature and the severity of the game/ handicapping condition. Some special education will be provided in the form of support services to the general class program, with the curricular effectiveness and content identical to that of general education for others, special education may require the reformulation of educational objectives and content and may involves delivery of programmes away from the regular classroom environment.

Bellamy et al.(1980) emphasized that special education reflects a particular value system with implicit purposes and goals. He recommended that the effectiveness of special education be assessed relative to the extent to which students leave school with the same options as everyone else:

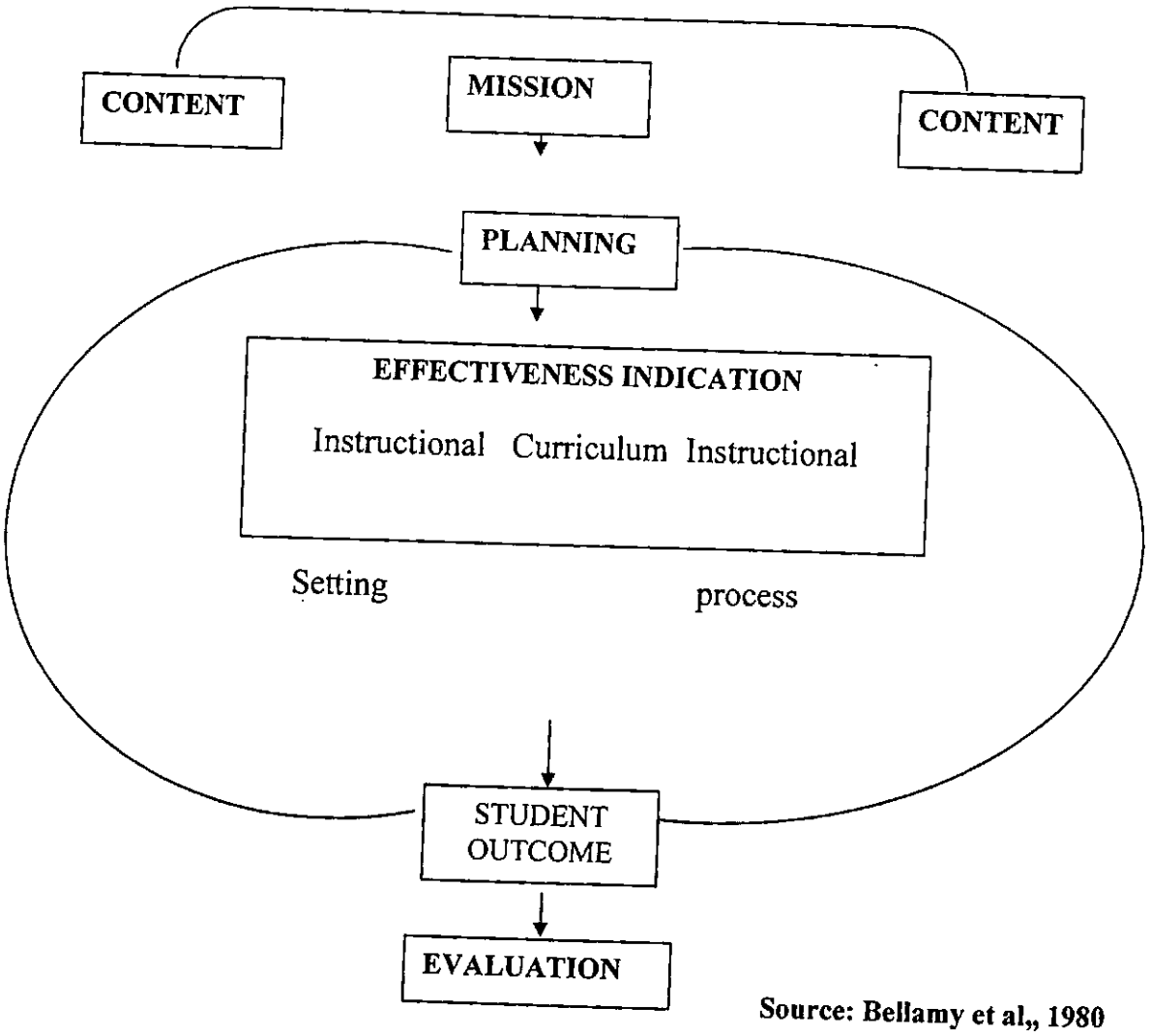
1 Vocational success;

2 A reasonable place live, and

3 A friendship network.

Bellamy et al (1980) concluded that data in these three areas, plus reeducation for special education dropouts would indicate that special education is a good place in which to invest money for the students/inmates. For special students, therefore, the long-range purpose and mission of special education remains the same as that for all of education, namely, to maximize the potential of individuals to participate in and make contributions to our social system and to do so as independently a possible.

**Fig 9. Education Programme Effectiveness.**




**Source: Bellamy et al,, 1980**

## Non-formal Education

### *Non-formal Education in the World*

Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. It can be seen as related to the concept of recurrent and life long learning. Within policy debates, a common differentiation has been made between different forms of provision. Informal, non-formal and formal programmes have been viewed as very different.

Tight (1996, in Smith 1996) suggests that while informal and formal concepts have to do with the extension of education and learning throughout life, non-formal education is about 'acknowledging the importance of education, learning and training, which take place outside recognized educational institutions'.

To understand the reason for the importance of non-formal education, one recalls that Fordham (1993) relates that in 1967 at an international conference in Williamsburg, USA, ideas were set out for what was to become a widely read analysis of the growing " world educational crisis" (Coombs, 1968). There was concern about unsuitable curricula; a realization that educational growth and economic growth were not in step and that jobs did not emerge directly as a result of educational inputs. Many countries were finding it difficult (politically or economically) to pay for the expansion of formal education.

Fordham (1993) says the conclusion was that formal educational systems had adapted too slowly to the Socio-economic changes around them and that they were held back not only by their own conservatism, but, also, by the inertia of societies themselves. If it is also accepted that educational policy making tends to follows rather accepted lead other trends, then, it followed that change would have to come not merely from within formal schooling, but from the wider society and from other sectors within it. It was from this point that departure that

planners and economist in the World Bank began to make a distinction between informal, non-formal, and formal education.

Unesco (1972) also contributed to these concepts as part of life long education which is the "master concept" that should shape educational systems.

Yahoo website (2001) defined these concepts individually; that formal education, the parent concept, as a hierarchically structured, chronologically graded educational system, running from the primary school through the University and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

For its own part, informal education is the truly lifelong process whereby every individual acquires attitudes, values, skills and acknowledge from daily experiences and educative influences and resources in his/her environment from family and neighbours, from work and play, from the market place, the library and the mass media.

On the other hand, non-formal education is any organized educational activity outside the established formal system, whether operating separately an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives.

It is to be that the distinctions made are largely administrative. Formal education is linked with schools and training institutions; non-formal education with community groups and other organization, while informal education covers what is left, e.g., interactions with friends, family and work colleagues.

The United Nations Economic Commission for Africa (1978; in Mereni and Osuala, 1991) describes non-formal educational activities as "an Integra part of the entire system of education, lying institutionally and significantly outside the formal system of education, and

very much a supplement as well as a complement to it". Non-formal education therefore must be viewed as the product of change and development in society.

It covers a wide range of activities which depend on the prevailing social, economic and political circumstances of such a society. Its essential characteristics are that it caters for the educational and training needs of people who are not in the formal system of education provision. Thus, non-formal education makes the integration of learning and earning a relatively easy activity. As the same times it provides and answer to the search for alternatives to formal education.

Non-formal education is concerned with the satisfaction of the needs of its recipients. Prominent among such needs is the provision of knowledge and skills with which to produce food, construct shelter, provide clothing and participate in the day-to-day issues of life in society. Being thus oriented to the fulfillment of fell needs, its content is problem-solving and its emphasis is centered on the learner. Youth and women (particularly in the rural area), farmers, small-scale entrepreneurs, different categories of extension workers and the handicapped usually benefit from the integration of non-formal learning with their daily employment. Because it caters mainly for learners outside the school, non-formal education may also be very informal system of education which relies on rather flexible and unconventional methods and strategies of operation, such as extension methods, distance teaching, workshops and guidance and counseling.

Radcliffe and Colleta (in Titmus, 1989) say that non-formal education is a term which gained currency very rapidly in recent times. The publication by Phillip Coombs in 1968 of *The World Education Crisis: A System Analysis,* was a landmark in this rediscovery. In 1985, Coombs returned to the broader topic with his book, *The World Crisis in Education: A View From the Eighties,* which contained some pertinent observations on the debate for which the earlier work had sounded the keynote.

By the late 1980s it had become clear not only in education but also in other areas of development planning, such as agriculture, health and personnel training, that many prevailing assumptions about progress and growth were not of touch with both the realities of available resource and the dynamics of human motivation. Combs points out that the universal compulsory formal technology, was not necessary the most effective means for meeting the diverse learning of a developing society.

Furthermore, it became evident that the cost per-student of non-formal programmes generally could be less than for formal schooling. It is generally less structured, more task and skill-oriented; more flexible in timing and more immediate in its goals. It is more decentralized in organisation and locally specific application.

In teaching method, non-formal education is often relatively flexible-centred, as contrasted with teacher-centred approach in formal education (Knowles, 1997). It is also concrete and experimental rather than abstract and theoretical. Participation by learners is not defined by age but by interest and opportunity. Similarly, teachers' qualifications vary considerately but are frequently governed more by formal certification and training.

Economically, non-formal education is more directly integrated into other development programmes than the formal school system (Titmus, 1989) Non-formal education is undertaken in conjunction with agricultural and industrial development programmes with health and nutritional education with family planning, literacy for community development and with social action. It has increased the yield of marginal farmers and some non-formal programmes have alleviated their poverty to a small degree.

Much recent interest in non-formal education has arisen because it was believed that such education would permit a significant extension of education opportunity and human resources development beyond the constraints of the formal school system, coupled with an equally significant reduction of direct education costs. The role of non-formal education then becomes expedient in the process of adjustment to a changing situation.

In political consideration, Freire (1971); in Titmus 1989) says that, about non-formal programme, there is no doubt that, because it relates more directly to the learners' interests and relies on intrinsic learners' motivation, non-formal education is an inherently political process, explicitly dealing with "conscientization".

*Characteristics of Non-formal Education*

Fordhan (1993) suggests four characteristics to be associated with non-formal education: -

1 Relevance to the needs of disadvantaged groups;

2 Concern with specific categories of persons;

3 A focus on clearly defined purposes, and

4 Flexibility in organization and methods.

Titmus (1989) describes non-formal education as: -

1 Problem-oriented with low degree of intra or inter-programmes structure;

2 Skill-oriented and related to participants needs;

3 Short in duration and flexible in presentation;

4 Uncoordinated and fragmented;

5 Dependent on local conditions and facilities;

6 Emphasis on group skills required to meet community needs;

7 Related to community or individual betterment, immediate gratification (improving specific economic or social well-being of the participant);

8 Methodology based on target groups' needs and local resources, and

9 Inexpensive and at times, serving as second chance education.

***Goals of non-formal education***

Buck and Buck (1989, in Titmus 1989) state that non-formal education has the potential and to achieve some of the goals that formal education has failed to accomplish. In addition, non-formal education is seen as having the unique capacity to fulfill specialized functions that schooling was never designed to serve, such as:-

1. *An alternative route to upward mobility:*

   Since formal education had failed to increase the status of the poor, non-formal education was viewed as an alternative mobility route. It was believed that through this alternative cloud, education could be provided for these for whom schooling was not a realistic alternative and as a means to circumvent the cultural obstacles that prevent some people from utilizing the school effectively. Through non-formal education, people could learn specific occupational skills, become more productive and, thus raise their status in the society.

2. *Training for the modernizing work force:*

   The demand for labour work force was linked to the supply of schooling. Since the formal school system was clearly not effective in preparing workers for the jobs required by modern industry, development planners increasingly looked toward to non-formal education as the means of providing for these work-force needs in both rural and urban industry. Non-formal education was seen, therefore, as serving two diverse objectives. By aiding the increase in both industrial and agricultural production, the nations would be better able to complete in the world market and, as a consequence, the "trickle down" from this affluence at the top would improve the standard of living of all of its clients.

3. *Rural development:*

The emphasis on economic development with its concern for gross domestic product (GDP), gross national product (GNP) and balance of trade did not have the "trickle down" effect that was predicted (Buck and Buck, 1989). He did not demonstrably benefit the masses, particularly these in rural areas. As a result, social planners began to promote a non-formal education strategy more specifically directed at alleviating the conditions of the rural poor.

4. *Political incorporation:*

There are some nations with widely heterogeneous populations often lacking a common culture and language. In these, there has been a concerted effort to use the educational system as the principal means for extending the influence of the state. Like formal schooling, non-formal education is expected to serve as a vehicle for resocializing its recipients to those values and competencies believed to be consistent with the states goals for modernizing. In the case of non-formal education, however, the target population is a different, more marginal clientele-adults and youthful school leavers from economic and ethic sub groups which have had little or no access to formal schools. Thus, one of the important goals of non-formal education is the political incorporation off these largely unschooled subgroups as allegiant citizens of the state (Buck and Buck, 1989; in Titmus, 1989)

***Contrast between formal and non-formal education programmes***

Simkins (1976) in Smith (1996) analyses non-formal education programmes in terms of purposes, timing, content delivery system, and control, and contrasted these with practices in formal educational programmes. The resulting ideals types provide a useful framework and bring out the extent to which non-formal education initiatives, while emphasizing flexibility

"localness" and responsiveness, remain located within a curricular form of education (in contract with those forms driven by conversation i.e.; which obtain in informal education.

***Ideal-Type Models of Formal and Non-formal Education***

According to Fordham's (1993 adaptation of Simkins,(1977) as stated in Gioppo(2004) formal education is long-term, credential based, preparatory and fulltime. Non-formal is non-credential based, short cycle, recurrent and part time.

Formal education is content standardized and input-centred, academic; entry requirements determined chintele, while non-formal is individualized, out put centred, practical; chentele determine entry requirements.

Formal education is institution based isolated from environment, rigidly structured, teacher centred and resource-intensive; non-formal is environmental-based, community-related, flexible, learner-centred and resource saving.

Formal education is controlled externally and in a hierarchical order; non-formal is self governing and democratic.

According to Fordham's (1993) adaptation of Simkins, (1977) as stated in Gioppo (2004), formal education is regarded as 'top-down education while non-formal is bottom-up' Fordham further says that one of the en-during themes in the literature of non-formal education has been that the education provided should be in the interest of the learners and that the organization and curriculum planning should preferably be undertaken by the learners themselves; that it should be 'bottom up'. It is also often urged that this should empower learners to understand and, if necessary, change the social structure around them. Fordham (1993) continues; 'examples where there is a genuine sense of ownership are not easy to find; and almost all have an element of community out reach as part of the general organization.

On the other hand examples of 'top-down' formal education programmes are all too common. Almost all employer-led and state-provided training falls into this category. This can be seen as parallelling the distinction that Jeffs and Smith (1990) make between formal and informed education regarding the curriculum. In this way, formal education would broadly approximate to top-down curriculum formation (c), non-formal to bottom-up or negotiated curriculum formation(b); and informal education would arguably be a non-curriculum or conversational form (a).

***Current Status of Non-formal Education***

Non-formal education has not been successful in achieving a more equal distinction of resources and power than has formal schooling, but has increased the differences between the poor and the more advantaged. According to Titmus (1989), it has been successful in training the illiterates (the lower levels) in order to cape with the modernizing labour market. More so, vocational training are best utilized by those who already possess some formal schooling, but very narrow in scope (students who dropped out from formal before, like artisans) and has not been shown to enhance mobility chances outside of the "secondary labour market" the lower segment of the work force. This is in contrast to formal education where there is at least, the chance for youth who do manage to advance in the formal school system to attain jobs in more prestigious occupations.

Particularly, it has had a positive effect on agricultural productivity. Development projects, which are aimed primarily at the rural poor; have not been successful because of the large number of villagers. These programmes have not reached large proportions of the very poor and uneducated people of the village, the very one's for whom the programmes were designed. Instead, they tend to be consumed and most effectively utilized by those villagers who already have some years of schooling as well as more resources available to invest in the new skills. For example, non-formal education programmes attracted a great many women of

all socio-economic groups to the classes teaching domestic and family skills. However, very poor women lack-the funds to utilize this knowledge and there is no funds to utilize this knowledge and there is no fund being offered that would help these women supplement their income (Titmus, 1989).

Non-formal education programmes have not been able to bring about major institutional changes in the power and control of village affairs. Nevertheless, such programmes may, in some cases, have served to raise the consciousness off the rural participants, making them more conscious of new options. By definition, it is more learner directed, by implication, more decentralized, community inspired and democratic.

In the socio-cultural dimension, non-formal education plays a harmonizing role. It is often seen as a peculiarly appropriate means of mediating across a cultural divide and matching indigenous or local resources with extraneous assistance or technical solutions. Government-sponsored non-formal education for transmitting the states nation-building messages and for helping to incorporate previously marginal groups into allegiance to the nation. Graham-Brown (1991) also pointed out some successes of non-formal programmes. He argue in respect of literacy programmes that there are a number of dimensions that have proved to be effecting such as in the following:-

1 training and motivating of literacy workers;

2 ensuring high quality and relevance of materials and;

3 providing reinforcements of literacy.

***Problems of Non-formal Education***

By and large, non-formal education has not been found to be a substitute for formal schooling with respect to rural or urban populations. Graham-Brown (1991) says, once people achieve basic literacy, whatever its precise from, the process creates further demands for post-literacy

education, whether to 'catch up' on missed formal education or to develop organizational or practical skills. At this point, things can become quite expensive and complex. The demands are now more sophisticated.

There has also been an emphasis on developing appropriate materials both at lower and higher non-formal education programmes. For example most of the various national literacy campaigns and basic literacy programme have had some central unit which developed materials for the workers to use, but these materials are very insufficient and at times, not available. To update and change materials quite as has Non-formal education programmes in higher institutions in Nigeria have not fit into the world of technology. This could be seen in the area of technology that has not had much attention, e.g. in teaching method, it has not improved teaching-learning effectively; not promoting teacher students communication. Regular radio programmes to support initiatives has not been well funded; proved to be expensive and sophisticated.

In conclusion, the nation of non-formal education has been a significant feature and policy debates around education in Southern African Countries for three decades. It has drawn attention to the importance and potential of education, learning and training that take place outside recognized educational institutions.

**Vocational Education as Non-formal Education in the Prison**

The term, "vocation" is derived from a Latin word 'vocatio', according to Dawson (2002), the term vocation in adult education literature, the social purpose of adult education and the critical role of the adult educator as an agent of change. Citing Collins ( 1991), Dawson (2002) explained that the term is used to advocate for a return to the social movement root of the field in resistance to the ideology of techniques that permeates current adult education discourse.

He explained further that vocation sometimes appear in the literature to refer to the person of the adult learner. Vocational education is seen as a systematic development of attitude knowledge and skills pattern required by an individual in order to perform an employment tasks. Thus, vocational education embraces all forms of education at all levels, that are specially aiming at offering and raising working capability. These include training at the highest levels of professions and at the lowest levels of apprenticeship.

*In Education and Training for offenders(1989; in* Flynn and Price, *1995), it* was suggested that the prison should use education to improve job chances through the teaching of particular skills, and offering of qualifications, thereby increasing the sense of achievement, boosting prestige, developing social contacts and instilling confidence. *The 1991 National Prison Survey(in Flynn and Price, 1995)* gives the employment position of prisoners prior to imprisonment as follows:-

1 About half of prisoners were employed and a third were unemployed. Six percent of male prisoners and 12 percent of females had never been in paid employment.

2 Forty percent of prisoners under the age of 25 were employed as compared with 22 percent of those in their 40s and 50s.

In the general population, less than 15 percent of under 25 are unemployed. This shows the level of education of inmates before they were imprisoned.

Vocational training does not always fall under the responsibility of the education department. In Britain, a survey (in Flynn and Price, 1995) found that 20 education departments had responsibility for the delivery of vocational training. In 29 prisons in Britain, the Head of Inmate Activities was responsible, in 13 it was the works department; Fifteen prisons did not provide any kind of vocational training: Vocation Training in Nigeria Prison Service falls under the responsibility of the Welfare Department because there is no full fledged department of education. Researches (Flynn and Price, 1995) have shown that the majority

of those who are imprisoned are illiterates who lack basic education. In fact, in many cases, their lack of education contributes to their committing criminal aids (Flynn, 1995). He found the following: -

1 A total of 43 percent of all prisoners left school before the age of 16. A further 46 percent left school at 16. Some 40 percent of male prisoners; under 25, left school prior to 16 as compared to 11 percent among the general made population.

2 Some 30 percent of prisoners played truancy from school after the age of 11, as compared to three percent among the general population.

3 A large number of prisoners 43 percent had no qualifications when they entered the prison as compared to 34 percent of males outside prisons. No fewer than 45 percent of prisoners under the age of 30 had no qualifications, as compared to under 20 percent among the general population. Eight percent of prisoners had an appreciticeship; 36 percent had General Certificate (GCE) and eight percent had some form of higher qualification (Flynn and Price, 1995)

The Prison Service carried out an assessment of literacy levels among prisoners in 1985. The survey found that nine percent of prisoners had reading age of below 10 years old. A more recent survey carried out for the Adult Literacy Basic Skills Unit in April 1994, found that 14 percent of 416 sampled prisoners tested below foundation level education as compared to six percent among the general population.

These results mirror findings in other countries for example, in America, the 1992 National Adult Literacy Survey (Flynn and Price, 1995) found that 31 percent of prisoners required basic literacy tutor. These figures compared with 21 percent and 22 percent, respectively, among the general population.

It follows that the education needs of prisoners and heavily weighted towards basic education levels; the curriculum offered in prisons tends to reflect this. Typical core courses include English, Mathematics, Art/Craft/Music, Information Technology and Business studies. The increasing number of Juveniles in the prison make it compelling on the prison authorities to ensure that the young people do not just waste away in their formative years without the opportunity of being educated.

**Table 2.3 NUMBER OF PRISON INMATES BY AGE GROUP**

The following table gives the number of juveniles in the Nigerian Prisons.

| Categories | 1989 | 1990 | 1991 | 1992 | 1993 |
|---|---|---|---|---|---|
| Under 16 | 147 | 473 | 1,204 | 1,253 | 709 |
| 16 – 20 | 8,084 | 12,617 | 12,334 | 10,354 | 6,496 |
| 21 – 25 | 13,698 | 17.287 | 15,216 | 10,356 | 12,444 |
| 26 – 50 | 16,866 | 18,580 | 22,452 | 23,737 | 20,848 |
| 51 and above | 1994 | 5,122 | 913 | 1,808 | 985 |
| TOTAL | 40,789 | 54.079 | 52,129 | 47,508 | 41,482 |

Source: Abstract of statistics, Federal Office of statistics Lagos, 1996 (in Prisoners' Rehabilitation and Welfare Action, Nov., 1999).

Vocational education can be viewed in two ways:-

1 Professional vocation, consisting of typing, shorthand, accounts, advertising, public relations, agricultural extension and cooperatives. These pertain to the commercial life of the nation.

2 Technical vocations, according to Maduka (1994) are acquired through the effort to use the medium of acquisition of practical and applied skills based on science to develop the total personality of persons. It is a form of specialist vocation that cannot

be expected to initiate someone into all the possible human modes of experience (cognitive, moral, aesthetic, religions, scientific, logical, etc).

Technical vocations embrace technical training, which implies the acquisition of commercial and industrial skills through both theoretical and practical learning situations. It capitalizes on mechanical mastering of specific skills. Technical vocations are metal work, bookbinding, motor mechanics work. Weaving, dyeing and bleaching, painting and decorating and metal fabrication.

In a nutshell, vocational education implies a growing awareness of the moral, social. Economic, political and aesthetic dimensions of work. It sets out to show the learners how his skills fit into a wider cultural context. As was said earlier in our definition of the term "vocation", it includes imbuing in the worker a high sense of commitment, dedication, perseverance, hard work and hence needed to sustain a calling.

In addition, part of the aim of vocational education must be to promote understanding of the close relationship existing between work, citizenship, personal taste and morality, such that the workers' perspective is lifted beyond the demands which the job itself imposes. This demands that people be involved in tasks which are capable of having meaning in themselves and of supporting the sort of reflective activity which deepens one's grasp of a situation in both its techniques and wider cultural manifestations. The worker is thus enabled to be interested not only in solving a technical problem for its own sake but in reference to some extra technical set of problems. Thus, vocational education can be furthered by courses in economics, psychology, sociology history and philosophy.

Vocational education is one of the most common activities found in prisons. A directory, compiled by the unit for the Art and offenders (see Peaker and Vincent, 1989 and 1993 in

Flynn and Price, 1994) lists over 160 types of art and creative courses. The Prison Service has claimed that vocational activities help prisoners; according to Flynn and Price (1999) to:-

1 use their time constructively and channel their energies in a positive way;

2 express themselves effectively and in an acceptable manner;

3 develop self awareness and understanding and achieve a sense of self-work;

4 work collaboratively and respect the work of others;

5 develop real skills in which they can take a pride and which may be of benefit to themselves and others;

6 find a route back into education when they have poor literacy skills;

7 become more deeply in touch with themselves and with their behaviour;

8 maintain and strengthen links with their families and friends;

9 make choices and accept responsibility;

10 find a way into employment, and

11 relate more effectively to prison staff and others through a shared interest.

Moreso, a more therapeutic view is taken by Liebmann (1994; in Flynn and Price, 1999), who suggested that vocation in prisons can be put to the following uses:-

1 It can be used as a means of non-verbal communication. This can be important for those who do not have a mastery of verbal communication or for those who are 'over-verbal'.

2 It can act as a bridge between the rapist and a client, especially where the subject matter is too embarrassing to talk about, or has negative connotations for the client. In a Psychotherapeutic setting, the picture may be where the transference takes place.

3 It can be used as a means of self-expression and self-exploration, especially for experience which are 'hard to put into words'.

4 It can help people to realize feelings such as anger and aggression, and can provide a safe and acceptable way of dealing with unacceptable emotions.

5 It can help to mobilize people

6 It can make it easier to develop discussion.

7 It can be enjoyable and lead to the development of a sense of enjoyment.

Vocation activities then are more concerned with internal goals, development of the 'self', communicating, respect than with external goals, gaining qualifications, or skills directly applicable to employment or survival.

**Non-formal Education as a Department in Nigeria**

The Department of Non-formal Education (DNFE) was established in the Federal Ministry of Education on March 24, 1979. The Department was firmly upgraded from the starting of Adult Education, the establishment of which may be traced back to the late 1930's where the government began to realize a need for other types of education the formal, with the aim of deviating the literacy rate of the population. At that time, the literacy rate of those who were 20 years and older was merely 32 percent .

In 1940, the government has introduced Adult Education as a section in the office of the Permanent Secretary, Ministry of Education, which became directly responsible for adult education tasks. Its national mission was to conduct a mass literacy campaign and to work towards enactment of the law imposing on all illiterate citizens in the ages of 20 –25 years, the payment of an annual education fee until they could prove themselves literate. The campaign was moderately successful. However, it had to terminate owing to the outbreak of World War II.

The decade of the 1970's was the most prosperous decade for adult education when adult education activities led to the establishment of the non-formal Education Department, with the mission to organize non-formal education for the disadvantaged population all over the

country. In addition, there were various Non-formal education organizations established throughout the country, namely, regional non-formal education centres, provincial non-formal education centers to help provide basic education, vocational skills training and information services for the out of school population all over the country.

***Main task of the Department of Non-formal Education.***

According to McGivney and Murray (1992) the main tasks of the Department of Non-formal Education could be categorized into three areas as follows:-

1. *Organization of Non-formal Education:*

   Under this task, the Department provides basic education for the disadvantaged in order to make them literate and also provides general non-formal education programmes of primary level, lower and upper secondary levels, and various vocational education and skills training programmes according to variety of non-formal education curricular

2. *Rendering support and giving cooperation to the formal schooling system:*

   Under this task, it provides learning and teaching facilities for those attending the formal schools such facilities includes educational technology, such as educational radio and television, satellite distance education programmes, as well as exhibitions of science and technology equipment to enable the learners to gain more knowledge and to achieve their learning goals effectively.

3. *Organization and Promotion of Informal Education:*

   Under this task, the Department aims at providing people with up-to-date knowledge and information necessary for earning their living and improving their quality of life, as well as to enable them to catch-up with current information and to adopt themselves to this rapid changes in a technological society in the age of globalization. In this regard, they have to be able to learn by themselves continuously through their whole lives from various sources, such as the public library, village reading centers, as well as educational radio and television programmes.

All these tasks have been implemented to provide basic education, skills training and up-to-date information for all, both in and out-of-school in order for them to have the chance of learning continuously at any time throughout their whole lives, i.e. undertake lifelong learning.

***Target groups of Departments of Non-formal education***

Mcgivney and Murray (1992) in Smith (1996) further that currently, the Department has expanded non-formal education services to cover more target groups in all parts of the country, as follows:

1 Children
2 Women
3 Prison inmates
4 The Labour force
5 The disabled
6 Conscripts
7 Agriculturists
8 The Aged
9 Hill tribes
10 Local leaders
11 Slum dwellers
12 Religious practitioners
13 People having no opportunity to continue their studies in formal schooling after compulsory education
14 Other special groups

Titmus (1989) Categories non-formal education programmes as follows:

1. Non-formal education programmes which may help in the acquisition and mastery of occupation skills, such as: -

   Modern farming techniques;

   Craftsmanship;

   Dressmaking and designing;

   Marketing techniques;

   Book-keeping, and

   Home Management.

2. Non-formal education programmes for the development of basic knowledge and attitudes towards personal and civic life, such as:-

   Modern health practices and habits;

   Literacy;

   Leadership and civic competence, and

   Family life education.

3. Non-formal education programmes which may help in obtaining job placement and acquiring work competence, or career and professional education; in-service training, and vocational education.

Programmes of Non-formal Education can be organized in an integrated way as they are generally interrelated. The essential consideration is to translate the programmes into practical benefits to the recipient in their communities. This is necessary if the development of people in their community can be seen as a series off quantitative and qualitative changes occurring among them and indicated in time by a rise in their standard of living and favourable changes in their way of life.

Non-formal education connotes "alternative to schooling"; hence, the term "out of-school education". The rubric of non-formal education covers training in institutions outside the formal education system and ranges from individualized apprenticeship to nationwide

literacy. It may be vocational, such as the craft training centers in Nigeria, designed to provide employment opportunities for young school leavers and for other unemployed person or the girls' vocational centers established in many African countries, which train girls' in vocational skills and prepare young women for marriage and business. Non-formal education may deal with political and social education, such as that carried on in citizenship and leadership centers (e.g., the Nigeria centres in Plateau State and Lagos State).

**Prison Education as Non-formal Education.**

Okedara and Brown (1981) regarded prison education a non-formal education. They described Non-Formal Education as a rubric of education that covers training and instructions outside the formal system that ranges from individualized apprenticeships to nation-wide, literacy efforts. These activities include literacy, basic/functional, remedial, continuing, open/distance, vocational, extramural, preventive, workers, prisons, women, girl/boy child, agricultural extension programmes .

Nzeneri (1996) states that non-formal education is an education which occurs outside the formal school system; consist of programmes of vocational and continuing education, functional literacy, remedial education, community development and aesthetic, cultural and civic education, organized for adult and the youths outside the formal school system.

The National policy on Education (2004) describes adult and non-formal education as all forms of functional education, given to youths and adults outside the formal school system. The aims as specified in the policy are to provide functional literacy and continuing education for adults and youth who have never attended school or did not complete their primary education. The programmes include functional literacy, remedial and vocational education. To ensure the effectiveness of this programme, Nigerian National Council on Adult

Education (NNCAE) formed by professional adult educators in 1971; as parts' of their duty is to foster development of adult education.

Non-formal education, according to Coombs (1973) and Collectta (in Titmus, 1989) is any organized education activity outside the established formal system whether operating separately or as an important feature of some broader activity that is serve learning clientele and learning objectives.

Tight (1996) suggest that while formal and informal types of education have to do with the extension of education and learning throughout life, non-formal education is about acknowledging the importance education, learning and training, which take place outside recognized education institutions.

Non-formal education is concerned with the satisfaction of the basic needs of its recipients (Coombs, 1973 and Collectta in Titmus, 1989). Being thus oriented to the fulfillment of felt needs, the contents of non-formal education is problem solving and its emphasis is on the learner that non-formal education is seen as generally less structured, more task-and skilled-oriented, more flexible in timing and more immediate in its goal. Titmus (1989) says, further that non-formal education relates more directly to the learners' interest and relies on intrinsic; learners motivation; it is problem-oriented, with a low degree of intra-programme structures. Prison education is learner-centered. It is concrete and experimental. Participation by the learner is not defined by age but by interest (Googles: 2005 on prison education on the Website).

*The United Nations Economic Commission for Africa* (1978; in Mereni & Osuala, 1991) viewed, non-formal education succinctly as a product of change and development in society. It identifies non-formal education as education which covers a wide range of activities which

depend on the prevailing social, economic and political circumstances of a society. It helps the inmates use their time constructively and channel their energies in a positive way; develop self-awareness and understanding and achieve a sense of worth; develop real skills in which they can take a pride and which may be of benefit to themselves and others, and find a way into employment.

Vocational education among others has been identified as non-formal education found in the prisons.

The prison service has claimed that vocational activities help prisoners; according to Flynn and Price (1999) to:

1 Use their time constructively and channel their energies in a positive way;

2 Express themselves effectively and in an acceptable manner;

3 Develop self awareness and understanding and achieve a sense of self-worth;

4 Work collaboratively and respect the work of others;

5 Develop real skills in which they take a pride and which may be of benefit to themselves and others;

6 Find a route back into education when they have poor literacy skills;

7 Become more deeply in touch with themselves and with their behaviour;

8 Maintain and strengthen links with their families and friends;

9 Make choices and accept responsibility;

10 Find a way into employment, and

11 Relate more effectively to prison staff and others through a shared interest.

More so, a more therapeutic view is taken by Liebmann (1994; in Flynn and Price, 1999), who suggests that vocation in prison can be up to the following uses:

1 It can be used as a means of non-verbal communication. This can be important for these who do not have a mastering of verbal communication or for those who are over-verbal;

2 It can act as a bridge between a therapist and a client, especially where the subject matter is too embarrassing to talk about, or has negative connotations for the client. In a psychotherapeutic setting, the picture may be where the transference takes place.

3 It can be used as a means of self-expressional self-exploration, especially for experience which are "hard to put into words".

4 It can help people to realize feelings such as anger and aggression, and can provide a safe and acceptable way of dealing with unacceptable emotions.

5 It can help to mobilize people.

6 It can make easier to develop discussion.

7 It can be enjoyable and lead to the development of a sense of enjoyment.

**Education as a Corrective Rather Than a Punitive Measure in Prisons**

Ogundipe (2000:76) says, in 1969, the Nigerian Prison Service issued a policy statement on prison education which conclude that:

> ... so far as people are in custody because of failing in themselves, it may be possible that, their need for education is greater than the need of free man, but that may represent the most that can be argued in favour of a special place for education in prisons as against the free world, for there is no evidence that education is a care for crime.

However, a major objective today of the prison service is to provide positive regimes, which help prisoners, address their offending behaviour and allow them as full and responsible as life as possible. The Education and Training Advisory Service has attempted to identify

areas of the education curriculum, which could play a part in addressing prisoners offending behaviour.

Farrington (1989) in Flynn and Price, 1989) Research using cohorts of children followed over long periods of time has shown that criminal behaviour is associated with a variety of social and psychological problems; including drug taking, alcohol abuse, school failure, unemployment and poor relationships. Offenders smoke more, experiment with drugs more, have earlier sexual experiences, are more promiscuous, fight more, gamble more, truant from school more and are more likely to absent themselves from work. Also, early childhood factors, such as hyper-activity, impulsivity, attention deficit, family criminality, school failure and economic deprivation are associated with future criminal activity.

In addition, offenders are said to need to experience immediate gratification, to lead a life full of excitement, risks and thrills and to resort to easy and simple solution. To achieve these, led to the introduction of cognitive skill training by the Education and Training Advisory Service, as said earlier, which aim to challenging the thinking which is associated with offending behaviour. The Britian 1993-94 Prison Service business plan led to the introduction of cognitive skills training into six prisons. A further commitment to the programme has been made in the 1995-96 business plan. The programme has been introduced by prison psychology department, which provide training and evaluate the programmes. The evaluation includes and assessment of the potential contribution of education to cognitive skills programmes.

The Britain 1993-1994 Prison Service (Yahoo Website 2001) identifies the cognitive skill programmes as follows:-

1. Problem solving;
2. Interpersonal skills;

3. Empathy role taking;

4. Moral reasoning, and

5. Negative emotion management which aims at challenging the thinking which is associated with offending behaviour.

In analyzing the above listed programmes (Flynn and Price (1989) have proposed the development of an education curriculum, which would include special needs training and education. This would address particular problem areas for prisoners, such as a lack of 'life skills' or communication skills, which may affect the ability of prisoners to benefit from mainstream education. The life skill programmes such as:-

1 finding a job;

2 family life and parenting;

3 race issues;

4 independent living, and

5 budgeting

The communication skills are as follows:-

1 use of the telephone;

2 writing letters;

3 verbal communication;

4 discussions and argument, and

5 basic writing skills.

The reason for using such terms was to evaluate cognitive skills and how they were interpreted by education coordinators. Would they recognize them? Could they define their purposes? What relevance, if any, did they have to the education curriculum?

According to Flynn and Price (1989), it was found that 85 percent of Education coordinators considered that education has a role to play in challenging offending behaviour. Only 14 percent thought it did not have a role to play. However, there was a lack of consensus about

what this meant or involves in practice. Some Education Coordinators (27 percent) preferred to suggest that offending bahaviour was addressed through the 50 called 'hidden curriculum'. This assumes that all education is by its very nature instrumental in changing behaviour and that by increasing the understanding of the individual, and of the world in general, future offending behaviour be challenged. Other education coordinators considered cognitive skills training and/or life skills training to be the means by which offending behaviour was most successfully challenged.

A total of 42 percent of education coordinators indicated that education, provided all five of the cognitive skills elements mentioned earlier; 15 percent thought it provided some, but not all of them and 43 percent thought if provided none of the elements. This lack of consistency regarding the contribution of cognitive skills to education was emphasized further by the various relationships which appear to exist between education and those designated as responsible for the introduction of cognitive skill training in prisons, i.e. probation, psychology or personnel officers. Ten of the 40 education coordinators who claimed to provide all of the cognitive skill elements did so in liaison with the probation department; seven with the psychology department, and eight with a designated prison officer.

The above analysis equally concerned the assessment of how Coordinators interpret special needs education. Again, problems of definition were encountered. However, it was assumed that in as much as prisoners' offending behaviour may be part of a wider range of personal and social difficulties, special needs education could include a range of life and communication skills. As the result below revealed, there was far more consistency among education coordinators regarding the role of education in providing special needs education than there was for cognitive skills training (Flynn and Price, 1989).

Life skills, as listed/mentioned earlier; all 95 education coordinators agreed that it was a responsibility of education to provide prisoners with life skills of these kinds. Over two

thirds of Education Coordinators thought that life skills should be provided in cooperation with other departments' while 26 considered them to be the sole responsibility of the education department. Only three Education Coordinators thought that life skills would be more effectively recognized by other departments. Fifty nine of the education departments (62 percent) covered all the life skills listed; 25 covered some, but not all of them; 11 (eleven) covered none of them (Flynn and Price, 1989).

In conclusion, from the view of the Education Coordinators, Prison education has been seen as a crucial element in a positive and progressive regime.

**Barriers to Prison Education**

Some factors have been identified as issues which could influence the quality of education provided in prisons, such as the following:

1 Poor sentence planning;

2 Space in which to teach;

3 Financial and other prison activities;

4 Rates of pay to teachers;

5 Availability of prison officers to carry out escort duties;

6 Information about community education, and

7 Overcrowding

Appropriate suggestions arising from the findings have been made for reducing these barriers.

**Concept of Curriculum**

All over the ages the issue of what learners need to learn, objectives of learning them, how to organize the learning and how to evaluate the comprehension ability and comprehensive nature of the content has been of much concern not only to educational planners, curriculum developers, teachers, evaluators but also to the community and parents.

The issue of what students learn in the school may look contentious but it can be solved by a well guided, integrated and all encompassing curriculum that takes into account the needs of the learner, the needs of the community, the philosophy of the education system as well as the future direction of the country educationally.

Eisher (1971), in Fasan (2008) sees curriculum as a programme the school offers to its student. It consists of a pre-planned series of educational hurdles and an entire range of experience a learner has within a learning period. Kelly (1977 in Fasan 2008) says that curriculum is the content of a particular subject or areas of study apart from the use of it to refer to the total progamme of an educational institution. Griffin's (1982) says, it is the entire range of educational practices of learning experience. It could be referred to as a total provision of an educational institution.

Curriculum, then, could be defined as a subject matter or course of a particular prorgramme in education, institution, both known and intended, the unknown and unquantifiable of learning experience. Curriculum is a relatively common word in initial education but one used rarely in the education of adults. In the Untied Kingdom in adult education, it is referred to as programme, while the American writers, use the term design of learning (Jarvis 1985).

In this study there are some models of curriculum that have been formulated within the context of the education of adults and their application of different theoretical approaches in the education of adults. Lawton's (1973) develops two models of curriculum to differentiate education of adults from the initial education. These are called Classical and Romantic models.

In the classical curriculum model content is selected for the students to learn and transmitted by the teachers, but in the romantic curriculum model, the content may be selected by the learners. In this approach the learners' own recognition of their needs, wants, or interest are paramount and the recognition of this within the process of learning and teaching is important since it demonstrates that the learners' adulthood is taken into consideration in the total design of their education.

In continuing professional education the learners should be aware of what they think that they ought to learn, so that the student centered approach may be more significant and, therefore, approximate more closely to the model of adult education. Thus, if the learners are free to choose, it might be argued that the educational institution should prepare a programme and advertise its course to potential students in the professions and occupations in the same way as adult education institutes have offered their courses to the general public.

Hence, it may be seen that the word 'programme' reflects the content of the of the total number of course that are actually organized by and taught within the educational institution. It may, therefore, be understood why the term 'programme' has been used so widely in adult education and why the term `curriculum' has received far less consideration. Nevertheless, discussion about content or how the content is selected does not exclude consideration of how the content is learned or transmitted, so that it would be quite mistaken to endeavour to omit wider curriculum consideration from the study of any section of education.

A great deal of curriculum theory has been produced as a result of studies in initial education but the distinction between romantic and classical curricula is relevant since andragogical approaches may be no more than an extension of the philosophy of progressive education into the realm of adult education.

Lawson (1973) summarized the two models into two categories as shown in Tables 2.4.

**Table 2.4** CLASSIFICATION OF CURRICULUM

| **Elements of the Classical Curriculum** | **Elements of the Romantic Curriculum** |
|---|---|
| Subject Centered<br>Skills<br>Instructions<br>Information<br>Obedience<br>Conformity<br>Discipline | Child centered<br>Creativity<br>Experience<br>Discovery<br>Awareness<br>Originality<br>Freedom |
| Objectives- Acquiring knowledge<br>Content-Subjects<br>Method – Didatic<br>6 Instruction<br>7 Competition<br>Evaluation - By Tasks<br>( teacher set)<br>- by examinations (public and competitive) | Processes – living attitudes and values<br>Experience - real life topics and proposals<br>Methods - involvement<br>-co-operation<br>Evaluation<br>- self-assessment<br>- (in terms of improvement. |

Source: Jarvis (1982)

**The Classical and Romantic Curricula**

Clearly, the romantic curriculum, as formulated above, approximates to Knowles interpretation of andragogy. Knowles (1980) suggested that andragogy has four premises that are different from pedagogy: the learner is self-directed; the learner's experiences are a rich-resources for learning;

1 the learner's readiness to learn is uneasily orientated to the developmental tasks of his social roles;

2 the learner's time perspective assumes an immediate, so that learning is problem, and

3 performance rather than subject centered.

In this model, it is maintained that without a humanistic student-centred approach, learning and human development may be impaired.

**A Curriculum Analysis of Continuing and Recurrent Education**

From the table, Jarvis (1992) has turned his attention to lifelong education and he notes that for the remainder of the lifespan is a significant issue that has resulted in an unbalanced policy debate.

He recognizes that curriculum development in the context of lifelong education is by no means as straight-forward as the needs/objectives/evaluation model.

Jarvis further highlights that policy factors of social control are fundamental to education and most apparent in the provision of life long education. who should control the learning activities? who should control the learning outcomes?.

This control is quite fundamental to education that the learner should develop a critical awareness and that his humanity is respected, so that any form of control that inhibits these is contrary to the high ideals of education itself.(see Table 2.5)

Table 2.5 ANALYSIS OF CONTINUING AND RECURRENT EDUCATION.

| | Continuing Education | Recurrent Education |
|---|---|---|
| **Aims** | Professional standards of provision.<br>Flexible and accessible structures of provision unity of response to diversity of need.<br>Institutionalized standards of achievement and excellence.<br>Means/ends rationality model of institutional response.<br>Access to common culture. | Autonomous learning.<br>Personal authenticity.<br>Diversity of learning experiences.<br>De-institutionalized criteria of performance.<br>Assimilation of education to life-experience of individual learners.<br>Promotion of cultural diversity in the context of meaning and goals. |
| **Content** | Public criteria of learning performances.<br>Subject structures reflecting forms of knowledge.<br>Mutual evaluation of subject demand.<br>Mastery of, or initiation into, forms of knowledge for rational control and social mobility.<br>Cultural appropriate institutional systems. | Expressive criteria of Learning performances.<br>Structures of knowledge contingent upon learning Experience.<br>problem–solving response to conditions of alienation.<br>Standards of learning performance relative to learning experience.<br>Understanding for transformation through social solidarity.<br>Relevance for maintenance of sub-cultural identity |

| | | |
|---|---|---|
| Methods | Effectiveness and evaluation<br>Professional criteria of relevance<br>Professional standards based on adult learning theory<br>Standards of teaching methods as a function of institutional provision<br>Methods reflecting the rationality of provision Teaching roles distinguishing educational from social authority. | Methods stressing individual expression Learning decide learning methods<br>Methods reflecting diverse characteristics of learning situation<br>Standards as a function of a personal authenticity<br>Methods for transforming life-experience<br>Methods reflecting the out come orally; significant aspect of learning |

Source: Jarvis(1982)

***The Application of Theoretical Approaches to the Education of Adults***

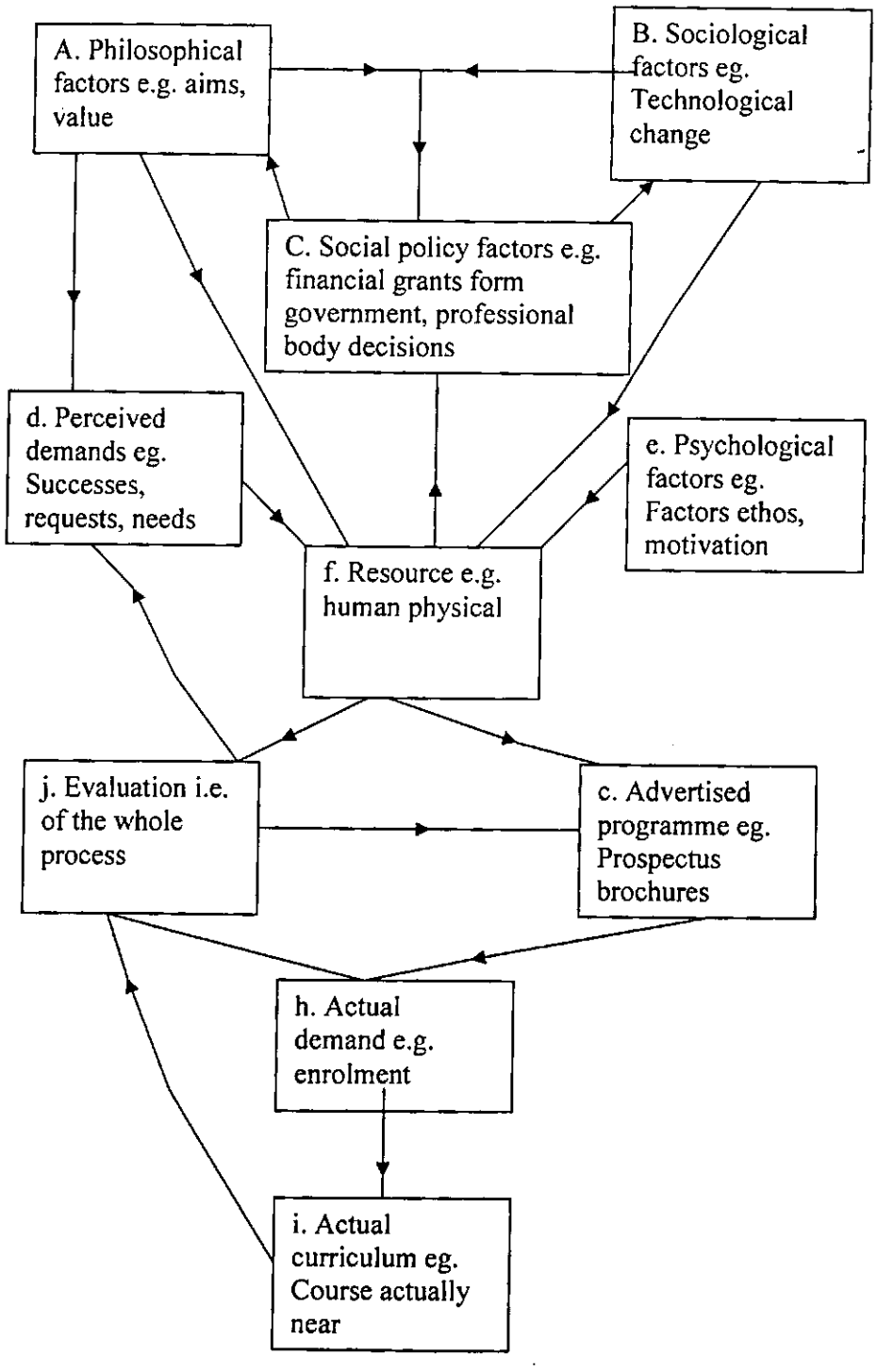
Lawtons (1973 in Jarvis 1985) develops a curriculum planning and teaching and learning models. There are fourteen elements in the curriculum planning and teaching and learning models.The two models are considered together because they combine the macro-factors of curriculum planning with the specific factors of the teaching and learning process.

***The Curriculum Planning Model***

The curriculum Planning Model contain ten (10) development of some of the elements contained in Lawton's (1973), model of producing a school time-table and it is important to recognize that there is an affinity between the planning of the school time-table and the planning of the programme in the education of adult. The diagram seeks to demonstrate that the educational process is exposed to the influence of the wider society and its governing

bodies, as well as being affected by the philosophy of educator. It illustrates an important factor in the education of adults. This is a system model. It shows how sociological study of the education of adults may benefit from similar sociological analyses conducted in other areas of social life. This model can also be used to assess the functioning of other types of organization.

**Fig.10 A Curriculum Planning Model for the Education of Adults**



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***Philosophical factors:*** In every programme of education there is a philosophy, whether it is explicit or implicit considered or rarely thought about, consistent or inconsistent; it may be a philosophy constrained by other factors, such as social policy, but it remains a philosophy. At the outset of this study a rationale for the education of inmates adult was produced which argues that every human been has a basic need to learn and that in a rapidly changing society each individual may need to make many adjustments in order to be in harmony with his socio-cultural milieu.

This approach, however, reflects Dewey's (1916) assertion that education is a means to human growth and that growth continues throughout the whole of life. Therefore, it is maintained here that underlying every curriculum should be a concern about the development of the learners as persons. This is a humanistic, progressive and one that is prevalent in adult education.

It was also recognized at the outset that society is changing rapidly and that some types of knowledge change so rapidly that they appear artificial. Hence, it is essential that some people keep abreast with concept of development. Education is frequently accused of being a process that moulds and controls people so that they fit into a niche in society without disrupting it very greatly. The lifelong learner may be flexible, adaptable and totally

commendable but that education should thus mould a person to more questionable process. If the educator sees his role in terms of responding to the needs of the wider society primarily, he clearly has a different philosophical perspective upon education than the one being argued in this study. This does not mean that the humanistic, progressive approach to education has no concern about the needs of society, only that it sees the development of the learners as persons as they acquire a critical awareness, knowledge and understanding as more significant in educational terms.

Other philosophical perspectives may also underpin the whole of an educational programme. Elias and Merriam (1980) point out that both liberal and radical philosophies are also significant in curriculum design. Hence, it is possible to see that the literacy programme devised by Freire was considerably influenced by his own philosophy and that of his co-workers, sot that this approach was totally different from literacy education in societies, such as the United Kingdom , in which his philosophical perspective is not prevalent. Even so Freire's own programme was not free to operate without influences upon it, such as the forces operating in the wider society.

***Sociological Factors***: It was recognized in the opening chapter that the curriculum itself may be is regarded as a selection frOm culture, so that the social forces that operate upon the educational process are quite profound. Culture is changing rapidly and various aspects of knowledge are changing rapidly. Yet knowledge itself is not value-free: some has high status without being very practical whilst other knowledge has low status but is most useful *Young 1971). The relevance of knowledge is also significant in its inclusion in any curriculum (Jarvis 1978). If curriculum contain socially organized knowledge selected from culture, then it is significant to know where, why and by whom such a selection of knowledge is made. Clearly in self-oriented learning and in some forms of adult education it is the learners who make the selection but Griffith suggests that this may not occur in continuing education.

***Social Policy Factors:*** Education is rarely free from the decisions of national and local government, so that policy factors also affect the curriculum in any educational establishment.

*Perceived Demands*: **Newman (1979:35) writes that:**

> ***Adult education is designed in the simplest possible way to respond to demand. It is the other side of the numbers game. If classes, can be closed on the basis of attendance, then they can also be set up. That is to say, if you have a group of people eager to pursue some activity, or if you have evidence of sufficient community interest you can approach your local adult education agency or center and ask that a course be arranged, a room and basic facilities [provided, and a tutor paid***

This is a different approach to running courses than that often discussed by adult educators who have frequently regarded their programmes as being based upon needs. This term should be distinguished from the idea of a basic need to learn but since needs has played such a significant part in adult education thinking that it should be analyzed and related to 'wants', interests' and 'demands'.

The concept of 'need' has been regarded as one of the bases of the adult education curriculum and the moral overtones of the term have provided adult education with an apparently deep and unquestionable rationale for its existence. Needs can also be classified as individual, community or societal.

Therefore, the need to learn, as recognized by the potential learner, is a better basis for the education of adults and, that learning needs rather than educational needs are more significant.

***Psychological Factors***: One of the strengths of Knowles formulation of andragogy is that it focused upon some of the psychological factors that need to be taken into consideration in planning adults' learning. If adults are, for instance, problem-centred rather than subject-based, then more courses should be planned that have relevance to the every-day life environment: If they are going to respond to the rapidly *changing* socio-cultural milieu with active questioning, then the programme should include courses/sessions that provide opportunities for them to seek answers: If some adults have developed an adversion to education as a result of their experiences in initial education everything must be done to overcome the problem from the outset including the employment of tutors able to put adults at their ease, the way the accommodation is used and the programme advertised.

**Resources:** The above discussion has already indicated the inter-relationship between the different elements of this curriculum planning model, since it would be impossible to consider resources without recognizing that these depend upon ones decisions, e.t.c. Resources may be classified as financial accommodation, staff and attitude e.t.c. it must be recognized that advisory/planning education authorities make a financial grant to the educational institution and, thereafter, it is responsive to the market forces and fee income, except where such agencies as the Manpower Services commission funds specific activities. However, response to market forces means that the education of an institutions will depend upon the ability of the educational providers to perceive demand accurately in curriculum planning – the continuation of successful courses. Once the institution depends on the market forces, then the course fees become a significant factor in which courses are actually included in the final programme.

Accommodation for adult education has been the subject of a report by ACACE (1982 in Jarvis 1982) in which it is recognized that day schools should continue to form the main accommodation resource for adult education. Clearly it makes a good deal of sense to utilize

premises for this purpose when they are not being used by children but it is necessary to recognize that such usage may inhibit some adults from participating in post-initial educational because of their experiences when they attended school. Research needs to be conducted to investigate the effect of this 'poor cousin' image of adult education and it may be that if this is to remain a pattern for the future, then schools should be built having more facilities for wider community use. The Advisory Council Report also recommends that every adult should have access to prime use accommodation, even though this may not be as close to his or her homes as the local school.

The main resource in education of most kinds is the tutor. There are, two issues that should be mentioned here: the use of staff untrained in the art of teaching adults and the use of part-time staff to mount classes in minority subjects and interests. If there is a demand for a class in a specific topic and no tutor trained in the art of teaching adults, should the class be mounted? Since training is not mandatory then response to demand may necessitate use of untrained staff. By contract, Hetherington (1980) suggests that part-time staff are occasionally asked by a principal of an adult education institute to mount a class in a minority interest topic. Having undertaken the commitment and a great deal of preparatory significant part since the balance between supply and demand is hardly sufficient educational rationale for producing a programme of courses. It may be appropriate, therefore, to regard the concept of balance as an ideal to be aimed at, so that a balance may be created between the market force and the minority interests. Hence, a variety of learning needs should be catered for but, however broad body's interest can be included within it, so that it may be necessary to organize an educational advisory service or learning networks in order to respond to these demands.

However, it is necessary to recognize that if there is a learning need that should be responded to in terms of human justice then there is sufficient reason for organizing an unbalanced

programme. Hence balance in a programme will ultimately depend upon the philosophy of the curriculum designer and balance in itself is not a phenomenon to be achieved at all costs. But, it may be asked, to what extent does the advertised programme actually reflect the philosophy of the providers?

The concept of 'level' may be considered within a very similar theoretical framework, so that it would be repetitious to elaborate upon here. The curriculum, because it seeks to respond to people with different education interests and backgrounds, has to achieve a balance in levels suitable for a wide potential student body. Nevertheless, those who wish to pursue their studies in considerable depth may be disadvantaged if no, or few, advanced courses are offered. Hence, advanced courses may be viewed within the same perspective as minority interests and it may even be useful to consider a progression of level similar to that proposed by the Haycocks report for part-time tutor training, with they adult education institutes offering introductory and intermediate level courses and university (or polytechnic) extension offering advanced courses in the same subject but in fewer centers. However, this requires considerable planning and liaison between the various providers, which may not actually occur.

At this juncture it is necessary to draw attention to the fact that in the consideration of level of courses offered, psychological factors, programmes and advertising meet. If a programme is seen to offer all introductory courses, or all hobbies and skills type courses, then those who seek advanced intellectual stimulation may look elsewhere and tend to regard adult education as distinct from higher or advanced education. In contrast, if a programme apparently offers a lot of advanced courses then those who want introductory study may conclude that their level of proficiency is not sufficient to enroll in a course in an educational institution and they may, consequently, not actually bother to enroll anywhere.

***Actual Demand:*** At the commencement of the academic year is term, the enrolment period brings the preparatory work into focus. The extent to which the curriculum prepared by the educators actually responds to the demands of the potential students may now be revealed.

***Actual Curriculum***: The actual content of the teaching programme of any educational institution, depending totally or partially upon voluntary participation, must, therefore, to some extent, rely on the response to the prospectus.

***Evaluation:*** It will be noted that the curriculum planning model demands that the educator of adults should evaluate many of the elements of the process. The basis of his evaluation must be his educational philosophy but even that may be called into question by other demands in the programme. In addition, there are certain factors that may be evaluated by other criteria, e.g. the use of physical resources by financial criteria, the whole of the operation by criteria of organizational efficiency, since the educator of adults clearly plays an administrative and managerial role. Hence, it is necessary to utilize the criteria of management in evaluating the planning and implementation of the curriculum, but because the end-product is an educational curriculum the major criterion by which the whole is evaluated must remain the educational philosophy of the educators of adults.

In addition to curriculum planning model, it is maintained that a learning and teaching process model is necessary, since block 'I" in the above diagram may have been made to produce a satisfactory model of the teaching and learning process in curriculum terms.

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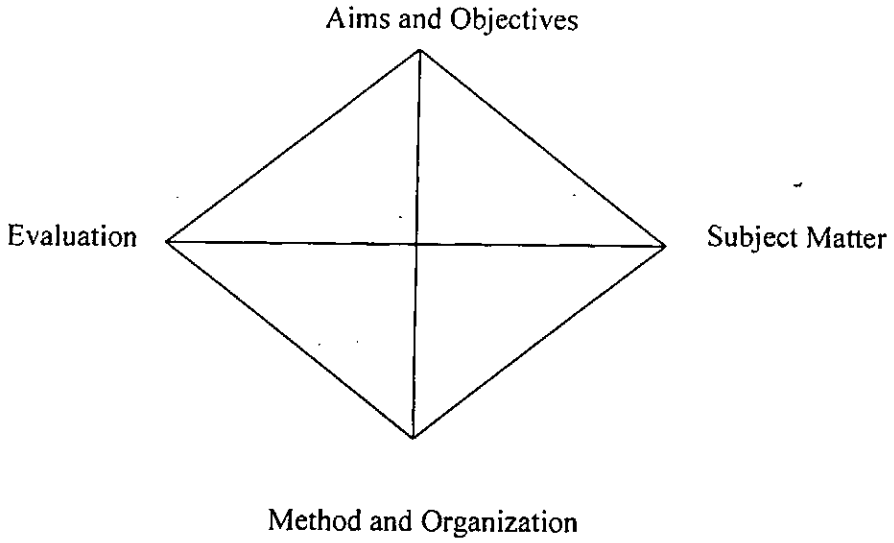
*A Learning and Teaching Process for the Education of Adults*

This model is reasonably familiar one within curriculum theory since it contains four elements that occur in almost every learning and teaching process (see fig. 11 below).

**Fig 11 Learning and Teaching Process for Education of Adults**




Source: Jarvis (1982)

A curriculum usually contains a statement of aims and of specific objectives; it indicates the selection and organization of content, it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a programme of evaluation of the outcomes. The above model may be applied to every course offered in an educational institution rather than to the overall program, so that there may be considerable variation with the elements of the curriculum between different courses.

British educators, claimed Davies (1976 in Jarvis 1982) 'have been more I interested in defining aims than in studying objectives, while American teachers have been more willing to think in terms of concrete objectives.

Curriculum theorists have posited many types of objectives; instructional, teaching, 'learning, behavioural, expressive, etc.

Objectives specified in behavioural terms, tend to imply that the human learner will learn and behave in a manner designated by the teacher like a pigeon or a rat! Another implication of this approach is that the teacher teaching adopt a didactic and authoritarian approach to teaching and this is quite contrary to the philosophy of teaching adults. It is maintained here that any approach to teaching that designates how a learner will behave as a result of undergoing the teaching and learning process undermines the dignity of the learner and, consequently, the process of teaching and learning falls short of the high ideals of education elaborated in this study. By contrast, Eisner (1969) regards expressive objectives as evocative rather than prescriptive, which is much closer to the general philosophy of the education of adults which is advocated here. Nevertheless, behavioural objectives have a valid place in some forms of therapy but while therapy might involve learning it is not education.

***Subject Matter***: The content of some courses, especially those that are vocationally oriented or award bearing is usually prescribed by the examining or the validating body. This reflects the point that the curriculum may be regarded as a selection of culture made by those who have status or power within the profession or within education.

***Organization and Methods:*** The location of the teaching, the organization of the room in which the teaching and learning is to occur, the content of the session and the methods to be employed and all part of the educational process. They should all relate to the learners, their learning needs or wants and to their learning styles but they are also dependent upon the expertise of the tutorial staff. The organization of the environment has been referred to already and relates to the adulthood of employed. Similarly, the actual methods employed by the teacher are important considerations in the educational process.

***Evaluation:*** Clearly the aims and objectives that have been set for any single teaching and learning session or for a course as a whole provide one base for its evaluation. Yet these may prove to be too restrictive since the class may have deviated from the selected aims and even from the content decided upon because it followed up ideas that arose during the process itself. This may have resulted in effective learning and class satisfaction and all the participants regarded it as successful. Hence if learning and understanding has occurred, which is a humanistic context, then the education may be assessed as successful.

Yet evaluation should not be undertaken by the teacher by himself; in the education of adults the students should be full-participants in the process.

Two models of curriculum have been elaborated upon in this section but it was pointed out earlier that the total learning situation also involved the hidden curriculum.

### *The Hidden Curriculum*

Every institution evolves its own procedures, many of which contain values that are recognized and intended but some of which may be unrecognized and unintended by those who formulated them, such as those implicit in the teachers or students selecting the curriculum content, or in the use of various types of teaching. Yet there are others, and some of those that are unintended or unrecognized by the educators of adults may be apparent to the students who attend the institution and it may be some of these that are learned and which affect their attitudes towards adult or continuing education. Hence, for instance, the differing status accorded to different types of class may be every clear to student and those whose class is given low status may feel deprived. Examination classes may be given precedence over non-examinable leisure time study, even though the latter may actually be more academic in some instance: Courses that bring in funds to the institution may be given preference to other forms of education. There may be a profession of its being an adult education institution but

the students may not be treated as adults either organization or in teaching methods employed, or n the evaluation of the life and work of the institution. By contrast, other institutions may create such an ethos that the hidden curriculum Surveys the humanistic ideals of education itself. The ethos of the institution is, therefore, the carrier of a message that may be received and learned by adult students who attend.

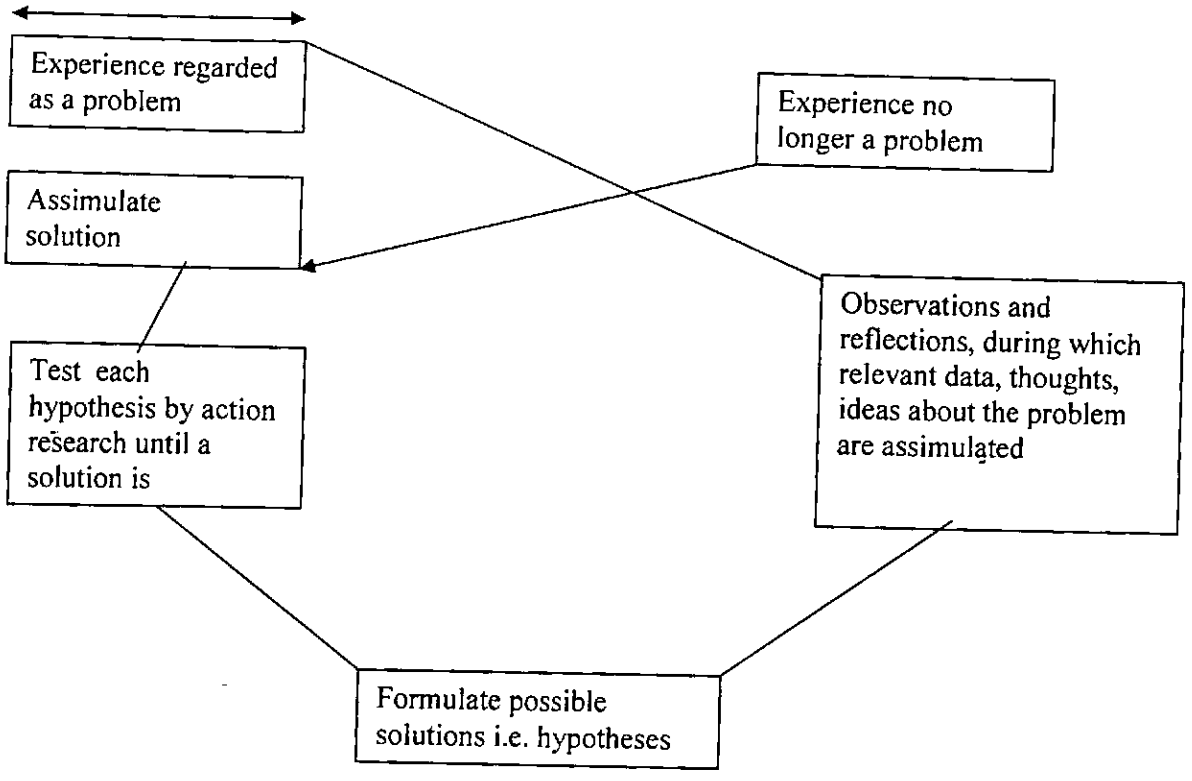
**Problem Solving**

Planning a Curriculum on prison education, according to Gagne (1976 in Jarvis 1985) should based on the learning and the processes of problems solving. Problem solving is an approach to learning and teaching used frequently in the education of adults, so that the problem solving sequence that is proposed is quite significant for adult educator. As adult in the prison, their learning theories be based on

1 A change in self concept, to self-directives
2 Experience
3 Readiness to learn in the problem areas
4 Problems centered

Gragne suggested that in this learning situation flexibility is apparent in the sequence of application. Initially a learner proposes one or more hypotheses concerning the problem and these are based upon the rules that have already been learned. The hypotheses are then tested against the actual situation and once answer has been discovered to the problem the solution will be assimilated into the learner's repertoire of rules; so that the next time that a similar situation arises the learner will not experience it as a problem. The problem solving sequence has formed a basis of many learning exercise in adult.

Fig.12 A problem solving Cycle




**Source: Jarvis (1982)**

**International Correctional and Prisons Association (ICPA):**

***New Guidelines for Prisons Administration***

According to Obi (2002), the ICPA was established in September, 1998 to cater for a correctional system worldwide which failed because it was faced with too broad a spectrum of challenges that impeded the effective discharge of duties so their mandate failed. It was initiated by a group of Criminal justice professionals at a formal gathering during the 50th Jubilee Conference of the Israel Prison Service in June, 1998.

The ICPA has developed a manual of guidelines (2002) that provides practical direction for correctional professionals in establishing and operating correctional services worldwide and in sharing ideas and practices aimed at advancing professional corrections. Its mission is to contribute to public safety and healthier communities by encouraging and enabling best

correctional practices in prisons and outside communities. Its objectives include the following:

1. Promoting, maintaining and strengthening cooperation between individuals, institutions and organizations interested in correctional and criminal justice policies, which affect correction and prisons, and

2. encouraging the involvement of victims, offenders families, and voluntary organizations in finding helpful and workable solutions to correctional and criminal justice issue.

**Prisons and Penal Reforms in Africa.**

According to Obi [2002] in PRAWA NEWS (2002), there has been progress in raising general prison standards in Africa, as recommended by the Kampala Declaration on Prison Conditions, 1996. The participants of the Second Pan-Africa Conference on Prisons and Penal Reform in Africa, held in Burkina Faso 18-20 September, 2002, recommended the following measures as a plan of action to implement the Ouagadougou Declaration on Accelerating Penal Reform in Africa:

1. *Reducing the prison population:* Criminal justice agents should work together more closely to make less use of imprisonment. The prison population can only be reduced by a concerted strategy. An important element in this should be based on accurate and widely publicized information on the numbers and kinds of impact of imprisonment. Reduction strategies should be ongoing, and target both sentenced and not-sentenced prisoners.

2. *Making Africa prisons more self-sufficient:* Further recognition should be given to the reality that resources for imprisonment are severely limited and that therefore Africa prisons have to be as self-sufficient as possible. Governments should recognize,

however, that they are ultimately responsible for ensuring that standards are maintained so that prisoners can live in dignity and healthy.

3. *Promoting the reintegration of offenders in our society*: Greater effort should be made to make positive use of the period of imprisonment or other sanction to develop the potential of offenders and to empower them to lead a crime-free life in future. This should include rehabilitative programmes focusing on the reintegration of offenders and contributing to their individual and social development.

4. *Applying the rule of law to prison administration:* There should be a comprehensive law governing prisons and the implementation of punishment. Such law should be clear and unambiguous about the rights and duties of prisoners and prison officials. Officials should be trained to follow proper administrative procedures and to apply this law fairly. Administrative decisions that impact on the rights of prisoners should be subjected to review by an independent judicial body.

5. *Encouraging best practice:* Further exchange of examples of best penal practice is to encourage at national, regional and international levels. The rich experience available across the continent can best be utilized if proven and effective in more countries. The plan of action to be developed for the proceedings of the Ouagadougou Conference will serve further such exchange.

6. *Promoting an African Charter on Prisoners Rights:* Action should be taken to promote the draft African Charter on Prisoners' Rights as an instrument that is appropriate to the needs of developing countries of the continent.

7. *Looking towards the United Nations Charter on the Basic Rights of Prisoners:* The International Criminal Justice Community should look towards developing a United Nations Charter on the Basic Right of Prisoners with a view to strengthening the rule of law in the treatment of offenders. African experience and concerns should be reflected in this charter, which should be considered for further action by the 11th United Nations Congress on the Prevention of Crime and Criminal Justice in Bangkok, Thailand, 2005.

**Prison Privatization :The International Experience and Implication for Africa**

According to Nathan (2002), a few multinational corporations are targeting the world's criminal justice systems and are keen to expand their operation in Africa. As an indication of Africa's importance as a potential market, in December, 2000, Cape Town hosted a Public/Private Partnerships/Private Finance Initiative Global Summit. In September, 2001, one of the major private prison companies, Denmark-based attended the CESCA Conference to present its case.

In Africa, however, as elsewhere, the increasing influence of the multinationals, with their promises of fast-track, privately financed infrastructure, is hi-jacking the wider debate about whether prisons public or private-really work.

Under the scheme (Private Finance Initiative or Public/Private Partnership), and looking at their implication, government hands over the financing, designing and constructing of a facility and the provision of related services to a consortium, typically to a prison, a construction company, a prison operator or a bank.

The government enters into contract for between 15 and 25years and agrees to pay a monthly fee for that period. The main selling point is that the government has no 'up-front' Capital Costs as the consortium borrows the necessary finance.

However, experience so far has that there can be dire social, economic and political implications, including the loss of public accountability; inadequate service provision; more expenses for tax payers; money being diverted from service provisions to profit for shareholders and fees for consultants; fewer jobs and poor wages and conditions for employees as compared with the public sector, and the private sector's becoming entrenched in shaping criminal justice policy.

In short, private finance is simply another form of debt, something that emerging economics can ill afford. They perpetrate systemic human rights abuses found in the worst of the public sector.

Therefore, it is necessary to make a special reference to monitoring and accountability if the prison system is to be privatized. The system will also maximize profits and dividends for their shareholder; which implies social investment and that social justice can never be at the core of their private activities.

Privatization of Prisons can only succeed in Africa if it depends on the political will to implement the Kampala declaration, while defending and improving public provision based on local, alternative solutions to the problems faced by the continent.

**Nigerian Prison Bill : A Revised Version.**

According to PRAWA NEWS (2002), the House of Representatives held a public hearing on the Prison Bill. The New Bill is intended to update the 30years-old Prison Act of 1972. The bill seeks to create a proper context for a humane prison system and to define prisoners' right and the minimum standards for all aspects of prison life. It provides for the application of the international laws and declarative statements to which Nigeria is party. The bill is the product

of a re-thinking which has been grouped on for a long time on prison administration in Nigeria; it provides for certain aspects not contained in the act.

For example, it has 30 sections as against the 20 sections of the act. Some of these fresh provisions include:-

1 The establishment of a Prison Service;

2 Classification of the nature of offences;

3 Education and training of prisoners to make them better citizens upon discharge;

4 The issue of proper authority to produce prisoners in court;

5 Payment of medical bills for prisoners;

6 The release of un-convicted persons who have served the maximum period prescribed for their offences to reflect the constitutional provision, and

7 The enlargement of the range of prison visitors to include Appeal Court Judges and Federal High Court Judges.

Citing the United Nations standard minimum Rule for Treatment of Prisoners, some fresh provisions were also made in four areas namely:-

1 Section 27 (which deals with female prisoners);

2 Section 28 (death in prison);

3 Section 29 (complaints procedure, discipline and punishment), and

4 Section 30 (work).

Some amendments were made in section 9, which deals with education and training of prisoners. These include the following:-

1 Without prejudice to any of the provisions of this act, every prisoner serving a sentence in prison such regular education or vocational training of his/her choice or as the Superintendent of Prisons shall direct.

2 As far as practicable, the education of prisoners shall be consistent with the educational system available outside the prison so that prisoners may continue their education without difficulty after they are released.

3 Awaiting-trial and remand prisoners shall always be offered the opportunity for education and training, if they desire to benefits from these.

4 Awaiting-trial and remand prisoners shall be allowed to procure at their own expenses at the expense of a third party such books, news papers, writing materials and other

5 means of occupation as are compatible with the interests of the administration of justice and security and good order in the prison.

6 Incentives should be built into the skills training programme in prisons for prisoners (including awaiting-trials), trainers and the prisons involved in the scheme. One-third of the profit accruing from the programme may be used for this programme.

7 A proportion of the profit generated from the prison industries and farms shall be retained as a revolving loan for acquisition of production material and maintenance of equipment, while a proportion shall be sent into the central treasury. One-third of the profit accruing from the programme may be utilized for each of these purposes.

To section 13 (which deals with mentally abnormal prisoners), the following additions were made:

1 Where it appears to the Superintendent of Prisons that a prisoner undergoing a sentence of imprisonment or under sentence of death is of unsound mind, he shall forthwith report the matter in writing through the Controller of Prisons of the State in which the prison is located to the Controller-General.

2 Such a report by the Superintendent of Prisons shall be supported by the medical assessment of two or more qualified medical practitioner. At least one should be a qualified psychiatrist. The medical officer of the prison may also include his/her assessment report on the prisoner.

3 The Controller-General, upon satisfaction with genuineness of the report, shall approve the transfer of the affected prisoners to a suitable medical hospital.

4 The medical practitioners appointed under sub-section one of this section shall do the following:-

i. They shall give their opinion thereon in writing through the Controller of Prisons of the State to the Controller-General.

ii. Where the prisoner is under sentence of death, relevant authorities shall order the execution of the sentence to be stayed and, by order in writing under his hand, request that the prisoner should be transferred to a secure hospital or a suitable mental hospital.

# CHAPTER THREE

# METHODOLOGY

The descriptive survey research design was employed. The design was applied to enable the researcher to obtain from inmates and officials the necessary data that would be used to evaluate the effectiveness of prison education.

## Design

This study was designed to investigate the role of prison education in the rehabilitation of inmate in the five prisons in Lagos State. The main procedure for accomplishing the tests of the study was to apply the survey research design. The decision to use this method emanated from the nature of the investigation itself, which makes it necessary to extract the data directly from prison inmates, from the organizers of the training programme and from the facilitators that would help to make the program more effective, so that the objective of nts changing the inmates for the better could be achieved.

## Population of the Study

The general population for this study were the inmates for all the prisons in Lagos State and the officials (supervisors and facilitators) in the prisons. At the time of this study there existed in Lagos State five security prisons, namely:-

(1) Badagry prison;

(2) Maximum security prison, kirikiri

(3) Medium security prisons, kirikiri

(4) Female prison kirikiri, and

(5) Ikoyi prison

The population of the inmates in the records was estimated at four thousand four hundred and twenty one (4421), and the population of the officials was estimated at seven hundred and fifty (750). Table 3.1. shows the total population of the prisons in Lagos State.

**Table 3.1: Total population of Prisons in Lagos State as at 2008**

| S/N | PRISON | NO. OF INMATES | NO. OF OFFICIALS |
|---|---|---|---|
| 1 | Badagry prison; | 69 | 60 |
| 2 | Maximum security prison, kirikiri | 1023 | 200 |
| 3 | Medium security prisons, kirikiri | 1217 | 250 |
| 4 | Female prison kirikiri, and | 110 | 90 |
| 5 | Ikoyi prison | 2002 | 150 |
| | **Total** | 4421 | 750 |

**Sources:** Lagos State prison service record as at 21st March, 2008.

As indicated in Table 3.1, The Ikoyi prison had the largest number of inmates while Badagry prison had the lowest number.

**The Sample**

The sample for the study included men and women in the five security prisons and their officials (supervisors and facilitators). In all, six Hundred and fifty four (654) of them were sampled, but because the number of inmates in each prison varied, the numbers of inmates sampled in each prison was also different, based on percentage.

The ages of the inmates varied from twenty to fifty years and above. The educational qualifications of the inmates also varied. Both the males and females were exposed to prison education. The ages of official also ranged from 25 to 65 years and they possessed varying lengths of experience. Some of the officials were government employees of the prisons, while some of the instructors were inmates.

**The Sampling Procedure**

A stratified random sampling technique was used to select inmates who had spent at least two years in jail and had less than three more years to spend in jail, and were attending one of the prison education programmes.

Using this sampling criterion, a minimum of four hundred and fifty (450) inmates and minimum of one hundred officials were selected for the study (but two hundred and four instrument were used) with the aid of the table of random numbers.

**Table 3.2: Sample Frame of Prison Inmates and officials.**

| S/N | PRISON | N | n | N | n |
|---|---|---|---|---|---|
| 1 | Badagry prison; | 69 | 7 | 60 | 16 |
| 2 | Maximum security prison, kirikiri | 1023 | 102 | 200 | 54 |
| 3 | Medium security prisons, kirikiri | 1217 | 122 | 250 | 68 |
| 4 | Female prison kirikiri, and | 110 | 11 | 90 | 25 |
| 5 | Ikoyi prison | 2002 | 200 | 150 | 41 |
| | **Total** | 4421 | 450 | 750 | 204 |

**Source: Survey**

**Research Instruments**

The instrument used in collecting information was the questionnaire. A questionnaire consist of a set of questions designed to elicit information from respondents by asking them to supply responses by filling a form by themselves.

The questionnaires for this study (labeled Prison Inmates Questionnaire, PIQ and Prison Officials Questionnaire, POQ were structured, that is each contained questions (items), each of which had a list of options of answers from which the respondents chose the options corresponding best to their position on the issues in question. In the questionnaire, instructions were given in each item and response modes indicated. The respondents were required to tick the appropriate response that best suited their choice. As it is well known, structured items facilitate quick responses and data analysis, since scoring is objective and efficient. Semi-structured responses were requested in some instances, but these were restricted to only a few items restricted. The semi structured responses mode was used, for example to request personal data.

The questionnaire contained 35 items, each carrying a -10 point Multiple choice scale in order to minimize the incidence of the withholding of information. Provision was also made to allow the respondents to specify any other piece of information not specifically requested in the instruments. In some instances, yes or no responses was required.

The reasons for using a questionnaire was to obtain information from inmates undergoing training and about to be discharged in order to find out the benefits which they had derived or were deriving from receiving education or learning a vocational skill. It was also designed to resolutes the attitude, beliefs and or knowledge of the inmates while they were undergoing the training, as well as to investigate their views on the standard of the training with regard to the curriculum methods of teaching, materials and personnel used for imparting knowledge in the inmates.

Also, it was designed to enable the supervisors and facilitators to offer data confirming, modifying or refuting the views of the inmates, as well as to offer their own fresh views on the who issue of prison education. The purpose of the instruments was carefully explained to the prison inmates and officials.

**The Validation Process**

Content validity entails a through and systematic examination of relevant sources; consultations with teachers of subjects and specialists in the subject area (wolf, 1982:82). Similarly, content validation requires confident knowledge of, and skill in, the subject matter being studied. Valid data are those which are reliable, true and accurate.

In pursuance of these objectives, relevant discussions, and interviews were held with officials. These were intended to elicit appropriate, relevant and adequate items required for the construction of the questionnaire. The information gathered was then subjected to further scouting and refining by experts. The instruments (PIQ and POQ) were submitted to project Supervisor, the postgraduate committee of the department and some prison education officials for necessary corrections and modifications. Prison authorities scrutinized the instrument to know whether it contained any incriminating or inciting questions. The instruments, as corrected and modified, were confirmed by these experts to have content and surface validity and, so used for preparing the final draft (Appendices 3 and 4).

**Reliability**

Reliability, according to Gay (1976) is the degree to which a test consistently measures whatever it is intended to measure. Reliability ensures that the instrument estimates the measurements that would be obtained if all the items in the domains being studied were included. In other words, the measurements must be stable and capable of being predicated by other similar measuring techniques.

To test the reliability of all the questionnaire items, the researcher conducted a sample or pilot study for the purpose of pre-testing the instruments. The PIQ was administered on a small fraction of the sample. A similar pilot study was conducted with the POQ with 10 officials.

The inmates and officials used for the sample or pilot study did not take part in the main study. The pilot study involved only a single administration (as opposed to the dual test-retest response to the Pearson product movement correlation.

A split-half method applied on the two sets of scores obtained from the questionnaires was used. Here, we split the test into two halves using the odd-even split and correlated the scores on one half with those of the other half. to obtain Spearman's reliability co-efficients of 0.91 & 0.97 respectively. This indicated a very high reliability of the test.

**Administration of the Instruments**

The researcher employed a welfare officer in each prison as a research assistant to help in the administration of the instruments. One prison was attended to in one day, so that the whole exercise was completed in four days. The three prisons at Kirikiri were covered in two days.

**Data Collection Procedure**

The procedure for the collection of data was the administration of the Prison Official Questionnaire (POQ) on the respondents to complete independently. The distribution of the items to respondents was conducted with the assistance of welfare officer. However, before the exercise, the researcher sought and received permission to do so from the controller of Prisons, State Headquarter Alagbo Close, Ikoyi (see Appendices 5,6,7 and 8) .

After completion, the Prison Innate Questionnaire (PIQ) and Prison Official Questionnaire (POQ) were retrieved from the respondents through the help of Officers in charge of the Prisons (welfare Officers). One prison was attended to in one day, so that the whole exercise was completed in four days from the 29$^{th}$ to the 1$^{st}$ of April, 2005. The three prisons at Kirikiri were visited in two days. The researcher tanked the welfare Officers and other officials for their cooperation and assistance in these exercises.

The constraint experienced in the course of distributing the Questionnaire was mainly that the researcher was unable to visit two of the schools (those of the female and medium prisons) because the supervisors in charge of the schools were unavailable as a result of the nature of their schedules of duty. No other Officers were allowed to deputize for the unavailable Officers. However, the schools were later visited by the researcher during the retrieval of questionnaire. On other hand, the other three Prisons (Ikoyi, Badagry and maximum Kirikiri the supervisors and the researcher went round all the schools for the researcher to make a first hand observation of the environment and for the supervisors to explain how they were operating to the researcher.

Affirming a rigorous effort, prison Inmate Questionnaire PIQ) and prison Official Questionnaire (POQ) copies were collected correctly filled. These were used for the analysis.

**Data Analysis Procedure**

The responses from the respondents were organized into frequency tables through the use of descriptive statistics, such as frequencies, percentages. Chi-square($\chi^2$), and the Pearson Product Moment Correlations Co-efficient were used to extract relevant relationships between and among variables.

# CHAPTER FOUR

# ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

The analysis of data was done at three levels. First, data obtained were subjected to descriptive analysis, so that general information on them could be provided. Then, the working experiences of officials were scrutinized and the inmates' psychology of life, probably suggesting part of their cause of imprisonment were also analyzed. Finally, the data from the contents questions, which consisted of the various scores obtained on the various tests taken, were analyzed.

## Prisons Inmates Questionnaire (PIQ) Analysis

The subjects that participated in this study were characterized by many socio-economic traits. All of such characteristics considered to be relevant to this study were identified. They consisted of the age distribution of the subjects, sex, marital status, and highest levels of education attained. In the inmates' prison experience, some attributes were examined, namely, years of imprisonment; kind of job before imprisoned; interest in that job; educational status before imprisonment; nature of offence; number of times of having been prisoned; years already spent in the prison; years left to spend in the prison, and first day in the prison.

### Sex of Respondents

For the 450 inmates who responded to questions on this issue, the sex distribution frequency is as presented below.

**Table 4.1: Sex Distribution of Inmates.**

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 351 | 78.0 |
| Female | 90 | 20.0 |
| No response | 9 | 2.0 |
| Total | 450 | 100.0 |

From Table 4.1, it can be seen that 351 (78%) respondents were male, while 90 (20%) were female. The result shows that most of the prison inmates in our study were male.

**Ages of Respondents**

The subjects that participated in this study were between the ages of 20 and 54 years. Their age frequency distribution is as presented below.

**Table 4.2 Age Distribution of Inmates**

| Age – Range | Frequency | Percentage |
|---|---|---|
| 20-24 | 9 | 2.0 |
| 25-29 | 108 | 24.0 |
| 30-34 | 99 | 22.0 |
| 35-39 | 99 | 22.0 |
| 40-44 | 9 | 2.0 |
| 45-49 | 63 | 14.0 |
| 50-54 | 45 | 10.0 |
| 55-59 | - | - |
| 60 and above | - | - |
| No response | 18 | 4.0 |
| | 450 | 100.0 |

From Table 4.2, it can be seen that 108 (24.0%) respondents were in the age range of 25-29 years; 99 (22.%) were 30-34 years and also. 99 of them were 35-39 years; 63 (14%) were in the age range of 45-49 years, while 9 (2%) were in the age range of 20-24 years.

The data suggests that 70% of the prison inmates were 39 years and below. (This group falls in the Early Adulthood, according to Havighurst,1956). This gives an indication that any plan for prison reform should take into account the needs of young adults.

**Marital Status**

Table 4.3 below presents the data on 405 inmates who responded to this question.

**Table 4.3: Marital Status of the Inmates**

| Age – Range | Frequency | Percentage |
|---|---|---|
| Single | 243 | 54.0 |
| Married | 144 | 32.0 |
| Others | 18 | 4.0 |
| No response | 45 | 10.0 |
| Total | 450 | 100.0 |

**As indicated in Table 4.3; 243 (54.0%) of the subjects were single; 144 (32%) were married, while 18 (4.0%) fall into other categories. The data suggest that the largest number of prison inmates were single. This may be due to the age range of most inmates as already indicated in Table 4**

**Educational Levels of the Inmates**

Responses in respect of the highest educational attainments of the inmates are as presented in

**Table 4.4: Levels of Educational Qualification of the Inmates**

| Levels | Frequency | Percentage |
|---|---|---|
| Pry Six and less | 45 | 10.0 |
| J.S.S. 1-3 | 90 | 20.0 |
| S.S.S. 3 | 108 | 24.0 |
| Trade Test | 54 | 12.0 |
| Grade. II Teacher | - | - |
| ND | 18 | 4.0 |
| NCE | 9 | 2.0 |
| HND | 9 | 2.0 |
| University Degree | 36 | 8.0 |
| None of the above | 63 | 14.0 |
| No response | 18 | 4.0 |
| Total | 450 | 100.0 |

As indicated in Table 4.4, the highest proportion of the subjects (i.e., 108 or 24.0%) had the senior secondary school certificate; 90 (20%) respondents had the JSS 1-3 certificate; 54(12%) had the Trade Test; 45 (10%) had primary six or less; 36 (8%) of the subjects were University graduates; 18(4%) of the subjects had the National Diploma Certificate, and 9 (2%) had the Nigeria Certificate of Education (NCE) and the Higher National Diploma (HND) certificate. However, 81 (18%) apparently did not respond to the question. It is noteworthy that over 58% of the respondents do not have tertiary education. The table shows that only 8.3% have university education. It is however important to note that almost all the inmates are functionally literate.

**Dates of Imprisonment**

In Table 4.5 responses in respect of the year of incarceration are presented.

**Table 4.5 Years of Incarceration**

| Years of incarceration | Frequency | Percentage |
|---|---|---|
| Since 1985 | 9 | 2.0 |
| 1991 | 9 | 2.0 |
| 1992 | 18 | 4.0 |
| 1993 | 9 | 2.0 |
| 1994 | 36 | 8.0 |
| 1995 | 54 | 12.0 |
| 1996 | 9 | 2.0 |
| 1997 | 63 | 14.0 |
| 1998 | 45 | 10.0 |
| 1999 | 9 | 2.0 |
| 2000 | 90 | 20.0 |
| 2001 | 36 | 8.0 |
| 2002 | 45 | 10.0 |
| 2003 | 9 | 2.0 |
| 2004 | 18 | 4.0 |
| Total | 450 | 100.0 |

Source: From copies of returned questionnaire.

As indicate in Table 4.5, it was found that the highest proportion off the subject, 90(20.0%) were imprisoned in the year 2000: 63(14.0%) of the subjects were imprisoned in each of the years 1997, 1998. This was 54 (12.0%) in 1995. The same number of inmates, 45 (10.0%), were imprisoned in 1998 and 2002. Six years, namely 1985, 1991, 1993, 1996, 1999 and 2003 recorded the least number of prisoners.

**Number of Years Left to Spend in the Prison**

**Table 4.6 shows the responses of inmates in respect of number of years left to spend in the prison**

**Table 4.6 Number of Years Remaining for Inmates to Be in Prison**

| Number of years left to spend | Frequency | Percentage |
|---|---|---|
| Less than one year | 216 | 48.0 |
| Two-three years | 189 | 42.0 |
| Four-five | - | - |
| Five- years | - | - |
| Six ten years | - | - |
| 11-15 years | - | - |
| 16-20 years | - | - |
| 21 years and above | - | - |
| Awaiting Trial | 9 | 2.0 |
| No response | 36 | 8.0 |
| Total | 450 | 100.0 |

From the data contained in Table 4.6, it can be seen that out of all the respondents, 216 (48%) had less than one year spend in the prison; 189 (42%) had two or three years to spend, while 9 (2%) were awaiting trial. This shows that highest proportion, i.e., 405 (97.8%) of the inmates met the criteria for receiving education in the Lagos State prison as stated in chapter three, thus falling within the specific population of the study, as also stated in chapter three.

**Number of Times Imprisoned**

Table 4.7 below presents the data on 450 inmates who responded to this question

**Table 4.7 Number of Times Imprisoned.**

| Number of Times | Frequency | Percentage |
|---|---|---|
| Once | 342 | 76.0 |
| Twice | 108 | 24.0 |
| Thrice | - | - |
| More than 3 times | - | - |
| Total | 450 | 100.0 |

Table 4.7 shows that 342 (76.0%) are first time prisoners while 108 (24%) are returning to the prison after serving a previous sentence.

It can be inferred that subjects imprisoned once constituted the greatest number of the prison inmates in Lagos State (see Appendix for the bar chart that shows differences in numbers of times of imprisoned).

**Job Experience Before Being Imprisoned**

Responses in respect of Job experience before imprisonment are as presented in Table 4.8.

**Table 4.8 Pre-imprisonment Employment**

| Responses | Frequency | Percentage |
|---|---|---|
| Was employed | 216 | 48.0 |
| Not employed | 234 | 52.0 |
| Total | 450 | 100.0 |

From Table 4.8 can be seen that almost half 216 (48.0%) inmates responded that they had jobs before they were imprisoned, while the majority of 234 (52.0%) said that they had no job. This gives an indication or impression that unemployment may be one of the factors that led the inmates become involves in crime.

To confirm or reject the above impression, Table 4.9 has been interposed concerning responses from inmates jobs before imprisonment or not

**Table: 4.9 Level of satisfaction with employment by imprisonment**

| Responses | Frequency | Percentage |
|---|---|---|
| I liked my job | 54 | 12.0 |
| I had little interest in my job | 99 | 22.0 |
| I like my job | - | - |
| I didn't know | - | - |
| I was a House wife | 27 | 6.0 |
| No response | 270 | 60.0 |
| Total | 450 | 100.0 |

From the data contained in Table 4.9, it can be seen that over 50% of the inmates have some reservation about the job they were doing, while 6% were housewives. Table 4.9 has confirmed the statement or impression created in Table 4.8 that the inmates that had job might not liked their job.

**Situation Before Imprisonment**

**Inmates level of Education before inprisonment**

| Responses | Frequency | Percentage |
|---|---|---|
| I was in Pry. School | 36 | 8.0 |
| I was seeking admission into a higher institution. | 63 | 14.0 |
| I had dropped out of school | 135 | 30.0 |
| I had passed out of Secondary school and was looking for employment | 126 | 28.0 |
| I had completed my university education and was looking for job | 27 | 6.0 |
| No response | 63 | 14.0 |
| Total | 450 | 100.0 |

Table 4.10; In what situation were you in before you were jailed or imprisoned?

**From the data contained in Table 4.10, it can be seen that the highest proportion of the subject, 135 (30%) said that they had dropped out of school before being imprisoned; 126 (28%) had passed out of secondary school and were looking for jobs; 63(14%) were seeking admission into a higher institution; 36 (8%) were still in primary school, while 27 (6.0%) had completed their university education and were looking for jobs. It is to be noted that drop-out constituted the largest number, 135 (30%) of prison inmates.**

**Table 4.11: Nature of offence of inmates.**

| Responses | Frequency | Percentage |
|---|---|---|
| Murder | 72 | 16.0 |
| Manslaughter | 45 | 10.0 |
| Armed robbery | 144 | 32.0 |
| Extortion | 18 | 4.0 |
| Felonious wounding/assault | 63 | 14.0 |
| Burglary | 36 | 8.0 |
| Larceny | - | - |
| Forgery and currency crimes | 36 | 8.0 |
| Bribery and corruption | - | - |
| Any other (please, specify) | 36 | 8.0 |
| Total | 450 | 100.0 |

From the table above, it is seen that the highest proportion of the inmates, 144 (32.0%) were involved in armed robbery; 72 (16.0%) were involved in murder cases; 63 (14.0%) committed felonious wounding/assault crimes 45 (10.0%) were involved in manslaughtering inmates who were found guilty of burglary, forgery and currency and other crimes had the same number, i.e., 36 (8.0%), while 18 (4.0%) were guilty of extortion. Table 4.11, suggests that the search for a means of livehood is a primary factor among those that lead people into crime.

**Table 4.12: Inmates state of awareness about prison Education.**

| Responses | Frequency | Percentage |
|---|---|---|
| Before being imprisoned | 9 | 2.0 |
| First day at the prison | 9 | 2.0 |
| Much Later | 414 | 92.0 |
| No response | 18 | 4.0 |
| Total | 450 | 100.0 |

As indicted in the data above, very few inmates said that prison education was introduced to them before being imprisoned. The number (9) is the same with those that said that prison education was introduced to them on the first day of their conviction. The highest proportion of respondents or inmates (92%) said that prison education was introduced to them much later. It can be conjectured that the majority of the inmates were not aware of prison education on time. This show that the inmates were not immediately made aware of prison education.

## CONTENT QUESTIONS

**Table 4.13: Inmates interest in the type of prison education being received.**

| Responses | Frequency | Percentage |
|---|---|---|
| I was interested | 414 | 92.0 |
| Not interested | 36 | 8.0 |
| Total | 450 | 100.0 |

From Table 4.13, it can be seen that 414 (92%0 were interested in the education that they were receiving in the prison, while 36 (8%) said that they were not interested in it.

This gives an indication that the vast majority of the inmates were interested in the types of education being received in the prison.

### Area of Interest of Inmates

Table 4.14: Indication of area of interest of inmates among the types of education available in the prison.

Inmates areas of Eduational interest in the prison.

| Responses | Frequency | Percentage |
|---|---|---|
| Remedial Education | 102 | 22.7 |
| Vocational Education | 249 | 55.3 |
| Arts/Craft | 51 | 11.3 |
| Basic literacy | 48 | 10.7 |
| Total | 450 | 100.0 |

As indicated in Table 4.14, 102 (22.7%) were interested in Remedial education; 249 (55.3%) said that they were interested in vocational education; 51 (11.3%) were interested in Arts/Craft, while 48 (107%) respondents were interested in Basic Literacy. It can be surmised that all the respondents were interested in the types of prison education provided in the prison which shows that the Lagos State prison education programme is in line with the aims and objectives of National Policy education.

**Table 4.15 Availability of a curriculum guiding prison education.**

| Responses | Frequency | Percentage |
|---|---|---|
| Available | 380 | 96.7 |
| Not available | 13 | 2.9 |
| No response | 57 | 12.7 |
| Total | 450 | 100.0 |

As indicated in Table 4.15, it can be seen that 380 (96.7%) said that there is curriculum guiding prison education, while 13 (2.9%) said that there is no curriculum guiding prison education. It can been seen that a vest majority of the inmates know that there is a curriculum guiding prison education.

**Table 4.16: Prisoners Rating of Quality of Prison Education in terms of Presentation of Lesson**

| Responses | Frequency | Percentage |
|---|---|---|
| Very Good | 189 | 42.0 |
| Good | 90 | 20.0 |
| Fair | 72 | 16.0 |
| Poor | 45 | 10.0 |
| Very poor | - | - |
| No response | 54 | 12.0 |
| Total | 450 | 100.0 |

From Table 4.16 only 189 (42%) rated the quality of the lessons as very good, 90 (20%) said that it was good; 72 (16%) respondents said that the lessons were fair, 45 (10%) responded that the lesson were poor, while 54 (12.0%) subjects did not respond to the question.

It can be summarized from the table that with 351 (74%) inmates agreeing to between "very good" and "fair"; the instructors were teaching reasonably well.

**Table 4.17: Prisoners' Rating of Quality of Prison Education Programme**

| Responses | Frequency | Percentage |
|---|---|---|
| Very Good | 198 | 44.0 |
| Good | 135 | 30.0 |
| Fair | 45 | 10.0 |
| Poor | 36 | 8.0 |
| Very poor | - | - |
| No response | 36 | 8.0 |
| Total | 450 | 100.0 |

As indicated in Table 4.17, 198 (44%) respondents said that the methods of teaching were very Good, 135 (30%) said that the teaching methods were Good; 45 (10.9%) respondents said that the methods were fair, while 36 (8%) said that the methods of teaching were poor.

It can be assumed that the instructors applied methods which enhanced adult learning, such as demonstration, role-play, and dialogical methods of teaching.

**Table 4 18: Prisoners Rating of Teaching Materials.**

| Responses | Frequency | Percentage |
|---|---|---|
| Very Good | 81 | 18.0 |
| Good | 63 | 14.0 |
| Fair | 72 | 16.0 |
| Poor | 207 | 46.0 |
| Very poor | - | - |
| Missing | 27 | 6.0 |
| Total | 450 | 100.0 |

From Table 4. 18, it can be seen that 81 (19.1%) respondents said that the materials used were very Good; 63 (14.9%) said that the materials were Good; 72 (17%) said that the materials were fair, while 207 (49%) respondents said tat the materials used were poor. This suggests that with only 216 (51.0%) inmates agreeing to between "very Good" and "fair"; there was something quity unsatisfactory about teaching materials.

**Table 4.19: Prisoners' Rating of Adequacy of Curriculum.**

| Responses | Frequency | Percentage |
|---|---|---|
| The curricula is adequate and appropriate | 380 | 84.4 |
| The curricula is not adequate nor appropriate | - | - |
| There is not curriculum at all | - | - |
| The instructors are not following the curriculum | - | - |
| I don't know | 70 | 15.6 |
| Total | 450 | 100.0 |

From Table 4.19, it can be seen that 380 (84.4%) said that the curricula is adequate and appropriate while 70 (15.6%) could not say precisely the adequately and appropriateness of the curricula. It can be summarized that prisoners see the curricula is adequate and appropriate for the programme.

**Table 4.20: Prisoners' Satisfaction with Prison Education.**

| **Responses** | **Frequency** | **Percentage** |
|---|---|---|
| Very satisfactory | 306 | 68.0 |
| Somewhat satisfactory | 90 | 20.0 |
| Not satisfactory | 36 | 8.0 |
| I don't know | - | - |
| No response | 18 | 4.0 |
| Total | 450 | 100.0 |

As seen in table 4.20, 306 (68%) respondents said that they were very satisfied; 90 (20%) said they were somewhat satisfied, while 36 (8%) said they were not satisfied. It can be said that more or less 396 (88%) inmates were somehow satisfied with the type of education offered in the Lagos State prisons and, therefore, that the education was reasonably good.

**Table 4.21: Prisoners' Rating of Learning Materials.**

| Responses | Frequency | Percentage |
|---|---|---|
| The learning materials are adequate | 108 | 24.0 |
| The learning materials are very few, needs more materials | 323 | 71.8 |
| The learning materials are not adequate | - | - |
| The learning materials are not related to the curriculum and no success can be achieved from it | - | - |
| There are no learning materials | - | - |
| I don't know | 19 | 4.2 |
| Total | 450 | 100.0 |

From table 4.21, it can be seen that 108 (24%) said that the learning materials are adequate; 323 (71.8%) said that the learning materials are very few, needs more materials, while 19 (4.2%) could not say precisely the adequacy of the learning materials. It can be considered that learning materials are not sufficient for the use of the programme needs to supply more, to make learning more effective.

**Table 4.22: Effect of Relationship Between Instructors and Inmates on learning.**

| Responses | Frequency | Percentage |
|---|---|---|
| **Had an effect** | **423** | **94.0** |
| **Did not have effect** | **27** | **6.0** |
| **Total** | **450** | **100.0** |

It can be seen from table 4.22, that 423 (94%) inmates responded that harmonious relationship between them and instructors encourages learning, while 27 (6%) said that it does not encourage learning. From the data presented above, it can be presumed that harmonious relationship encourages learning.

**Table 4.23: Effect of Prison Education on Inmates.**

| Responses | Frequency | Percentage |
|---|---|---|
| **Makes learning very effective** | **40.5** | **90.0** |
| **Makes learning just effective** | **-** | **-** |
| **Smooth running of the school** | **22** | **4.9** |
| **I don't know** | **23** | **5.1** |

**Relationship with Instructors** made learning effective; 22 (4.9%) said that it didn't affect smooth running of the school while 23 (5.1%) said that they didn't know what course/ the effect on learning. From the data presented above it can be presumed that harmonious relationship encourages learning.

**Table 4.24: Inmates Relationship with Instructors**

| Responses | Frequency | Percentage |
|---|---|---|
| **Very satisfactory somewhat** | **406** | **90.2** |
| **Satisfactory** | **32** | **7.1** |
| **Not satisfactory** | **-** | |
| **I don't know** | **17** | **3.7** |
| **Total** | **450** | **100** |

It can been seen from Table 4.24, that 406 (90.2%) were very somewhat satisfied; 32 (7.1%) said that they were 17 (3.7%) said that they were not satisfied. It can be said that about 438 (97.3%) inmates were somehow satisfied with the effect of the relationship between instructors and inmates in Lagos state prisons and, therefore the relationship is very cordial.

**Table 4.25: Number of Instructors and their efficiency in Lagos State Prisons Service**

| Responses | Frequency | Percentage |
|---|---|---|
| **There are enough** | **351** | **78.0** |
| **There are not enough** | **99** | **22.0** |
| **Total** | **450** | **100.0** |

As indicated in Table 4.25, 351 (78%) respondents said that there were adequate number of instructors, while 99 (22%) said that the number of instructors were not adequate. From the data, it can be considered that the instructors were relatively adequate in number.

**Table 4.26: Degree of Adequacy of Instructors**

| Responses | Frequency | Percentage |
|---|---|---|
| **Evidently adequate** | **54** | **12.0** |
| **Quite adequate** | **297** | **66.0** |
| **Just adequate** | **45** | **10.0** |
| **Not adequate** | **54** | **12.0** |
| **Total** | **450** | **100.0** |

From Table 4.26, it can be seen that 54 (12.0%) respondents said that the instructors were evidently adequate; 297 (66%) said the instructors were quite adequate; 45 (10.0%) said the number of instructors was just adequate, while 54 (12%) said that the number of instructors was not adequate. These data suggest that the instructors were essentially adequate to produce positive effect on the inmates.

**Table 4.27: Effect of Education received in the prison on behaviour of Inmate**

| Effects | Frequency | Percentage |
|---|---|---|
| **Change my life towards positive behaviour to better my life.** | **423** | **94.0** |
| **It will have no impact on my attitude** | **-** | **-** |
| **It will make me come back to prison** | **-** | **-** |
| **I don't know** | **27** | **6.0** |
| **Total** | **450** | **100.0** |

From Table 4.27, it can be seen that 423 94%) respondents said that prison education would change their life towards positive behaviour to better their lives while 27 (6%) could not say

what effect prison education would have on their behaviour. It can be inferred that prison education is very effective in changing inmates attitude, behaviour and life positively.

**Table 4.28: Motivation from Prison Authority towards inmates to Acquire Prison Education**

| Responses | Frequency | Percentage |
|---|---|---|
| **It does** | **423** | **94.0** |
| **It does not** | **9** | **2.0** |
| **No response** | **18** | **4.0** |
| **Total** | **450** | **100.0** |

As indicated in table 4.28, it can be seen that 423 (94%) respondents said that the prison Authority was motivating them toward acquiring prison education, while 9 (2%) said that they were not being motivated. It can be inferred that the Prison Authority was motivating the inmates towards learning.

Table 4.29: If yes to question 26 Nature of motivation by Prison Authority to Acquire Education

| Responses | Frequency | Percentage |
|---|---|---|
| **It encourages me to continue my education and to prepare for external examination.** | **84** | **18.7** |
| **It makes me to have a changed wind to crime.** | **357** | **79.3** |
| **It does not have any effect on my attitude/life.** | **-** | **-** |
| **I don't know** | **9** | **2.0** |
| **Total** | **450** | **100.0** |

From Table 4.29, it can be seen that 84 (18.7%) said that motivation from the authority encourages them to continue their education and prepare for external examination, 357 (79.3%) said that it makes them to have a change of mind to crime, while 9 could not say

precisely what they derived from motivation. It can be seen that motivation is a good effect on reducing crime rate.

**Possibility of Involvement in Crime after Prison Education and Motivation**

Table 4.30: **If after receiving Prison Education; you are given tools or equipment and financial assistance, that is money, to start some income-earning activity, and a place to live when you are released from prison, likelihood of further involvement in crime.**

| Responses | Frequency | Percentage |
|---|---|---|
| **No, never.** | **450** | **100.0** |
| **It cannot work no matter how much I am encouraged** | - | - |
| **I will like to stay in prison because I cannot take care of myself** | - | - |
| **I will like to stay in prison because people and society will mock me.** | - | - |
| **Total** | **450** | **100.0** |

As indicated in table 4.30, it can be seen that 450 (100%) of the respondents said that they would never get involved in any crime again if they could be rendered some assistance needed for resettlement after release from prison.

**Table 4.31a: General Opinion of inmates about Prison Education**

| Responses | Frequency | Percentage |
|---|---|---|
| **It will rehabilitate many prisoners** | **405** | **90.0** |
| **It will increase the offensive behaviour of inmates.** | - | - |
| **It will cause recidivision on prisoners** | - | - |
| **I don't know** | **95** | **10.0** |
| **Total** | **450** | **100.0** |

From Table 4.31, it can be seen that 405 (19%) respondents said that prison education in general would rehabilitate the inmates; while 95 (10%) could not say precisely the effect that would emerged from prison education in general. It can be surmised that prison education can be a major tool in rehabilitating inmates' if properly conducted.

Measures for making Lagos State Prison Education more goal-achievement-oriented. Responses expressing general views on what could be done to make prison education in Lagos State more goal-achievement-oriented are given Table 4.30.

**Actions to be taken by Prison Authority to make Prison Education in Lagos State Goal Achievement Oriented**

**Table 4.31b:**

| Responses | Frequency | Percentage |
|---|---|---|
| **Prison education should be funded adequately.** | **63** | **14.0** |
| **The policy on prison education should be monitored continuously.** | **18** | **4.0** |
| **Lagos State Government should always provide tools for implementing the type of education received, give financial assistance and provide housing for inmates after release to aid rehabilitation.** | **18** | **4.0** |
| **All of the above** | **351** | **78.0** |
| **Total** | **450** | **100.0** |

From the data presented in Table 4.31; it can be seen that 63 (14%) respondents said that prison education should be funded adequately; 18 (4%) said that the policy on prison education should be monitored continuously; 18 (4%) also said that the government should provide all necessary assistance for the inmates after release, while the highest proportion of 351 (78%) of respondents said that all of the measures should be implemented. It can be surmised that the Lagos State prison education system should render all necessary assistance needed by the inmates after release to help the inmates to become resettled back into the society after release from prison in order to feel fulfilled.

Table 4.32: Funding of Prison Education in Lagos State.

| Responses | Frequency | Percentage |
|---|---|---|
| **Adequately funded** | **27** | **6.0** |
| **Very fair** | **268** | **59.6** |
| **Not adequate** | **132** | **29.3** |
| **I don't know** | **23** | **5.1** |
| **Total** | **450** | **100.0** |

From Table 4.32, it can be seen that 27 (6.0%) said that prison education was adequately funded; 268 (59.6%) said that the funding was very fair;

**Table 4.33: Effect of Poor Funding of Prison Education on Goal Attainment**

| Views | Frequency | Percentage |
|---|---|---|
| **Motivation and, therefore, morale of tutors will be below.** | **84** | **18.7** |
| **Attendance at class by tutors in class will be low.** | **99** | **22** |
| **Content will not be covered** | **90** | **20** |
| **Ineffective learning by inmates will result.** | **90** | **20** |
| **Inmates will not be able to apply learning after discharge.** | **72** | **16** |
| **The goal of prison education will be defeated.** | **9** | **2** |
| **Total** | **450** | **100.0** |

From the data on Table 4.33, it can be seen that 84 (18.7%) of respondents said that poor funding had affected their motivation to learnjng; 99(22%) said the attendance of the instructors was low; 90(20%)said that the content was not covered ; 72(16%)said that most inmates after discharge were unable to apply knowledge on what they had learnt and later found themselves back in the prison, while 9(2%)said that the goal of prison education would be defeated.

**Table 4.34: Provision of policy on Prison Education in Lagos State,**

| Responses | Frequency | Percentage |
|---|---|---|
| **Necessary** | **448** | **99.6** |
| **Not necessary** | | |
| **No response** | **2** | **0.4** |
| **Total** | **450** | **100.0** |

It can be seen in Table 4.34 that 448 (100%) said that there should be policy guiding prison education. It is considered that with this policy, prison education with have a focus/goals and objectives of its existence.

Table 4.35:General opinion of inmates on proposed measures on policy of Prison Education

| Response | Frequency | Percentage |
|---|---|---|
| Government should employ professionals to train professionals | 9 | 2 |
| There should be enough teaching materials and proper supervision should follow | 50 | 11.1 |
| Government should resettle the prisoners when they are released | 279 | 62 |
| Government should develop appropriate and adequate curricula to guide the prison education. | 2 | 0.4 |
| I don't know | 2 | 0.4 |
| NO response | 108 | 24 |
| Total | 450 | 100 |

As presented on Table 4.35, it can be seen that the highest proportion of the respondents, 342 (76%), said that all the options in the table are appropriate as a policy on prison education.

This suggests that if the prison administration should work towards these policy options, on prison education for effective means of rehabilitating inmates.

**Prison Officials Questionnaire (POQ)**
**Bio-Data**

**Sex of Respondents**

For the 204 officials who participated in this study, their sex distribution frequencies are as presented in the frequency Table 4.36 below.

**Table 4.36: Sex Distribution of Officials**

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 104 | 51.0 |
| Female | 100 | 49.0 |
| Total | 204 | 100.0 |

From Table 4. 35, it can be seen that 104 (51%) respondents were male while 100 (49%) were female. Since the sample was random, the data above suggest that there is no gender disparity among the officials working in the prisons in Lagos State.

**Ages of Respondents**

The officials that participated in this category fell between the ages of 25-54 years and they were men and women. Their age distribution frequencies are as presented in the frequency Table . 4.37 below.

**Table 4.37: Age Distribution of Officials**

| Age Ranges | Frequency | Percentage |
|---|---|---|
| Less than 25 years. | - | - |
| 25-34 | 52 | 25.5 |
| 35-44 years | 72 | 35.2 |
| 45-54 years | 76 | 37.3 |
| 55-64 years | - | - |
| 64 years + | - | - |
| No response | 4 | 2.0 |
| Total | 204 | 100.0 |

From the data contained in Table 4.37, it can be seen that officials in Lagos State prison fell within the age range of 25-54 years. The greater proportion of the subjects, 76 (38%), were between the age range f 45-54 years 72 (36%) fell between the age range of 35-44 years, while the age brackets of 25-34 years contained 52 (26%) of the respondents. The subject within the age bracket, 45 years to 54 years, were in the largest number of officials in Lagos State prison (see Appendix) for the bar chart (histogram) showing frequencies of the ages of officials). The figurers suggest that prison officials are quite mature in age.

**Marital Status**

Table 4.38 below shows the data on 204 officials who responded to these questions. The frequency distribution is presented in Table 4.38.

**Table 4.38: Marital Status of the Officials**

| Marital Status | Frequency | Percentage |
|---|---|---|
| Single | 36 | 17.6 |
| Married | 116 | 56.9 |
| Others- | - | - |
| No response | 52 | 25.5 |
| Total | 204 | 100.0 |

As shown in Table 4.38, it can be seen that the highest proportion of 116 (56.9%) respondents were married, while 36 (17.6%) were single. The data suggest that the largest number of prison official were married, therefore, mature and responsible.

**Levels of Educational Attainment of the Official.**

Responses in respect of the highest educational attainments of the subject are as resented in T

**Table 4.39: Levels of Educational Qualifications of Officials**

| Levels | Frequency | Percentage |
|---|---|---|
| SSS 1-3 | 56 | 27.5 |
| Trade Test | 12 | 5.9 |
| Grade II Teacher | 12 | 5.9 |
| ND | 20 | 9.8 |
| NCE | 32 | 15.7 |
| HND | 8 | 3.9 |
| BA/B.Sc./B.ED. | 40 | 19.6 |
| MA/M.Sc./M.ED | 8 | 3.9 |
| Ph.D | - | - |
| None of the above | - | - |
| Missing | 16 | 7.8 |
| Total | 204 | 100.0 |

As indicated in Table 4.39, it was found that the highest proportion of the subjects, 56 (27.5%) had the senior secondary school certificate; 40 (19.6%) had BA/B.Sc/B.Ed; 32 (15.7%) had the National Certificate of Education (NCE), while 20(9.8%) HD the National Diploma (ND). Those who had the Trade Test and the Grade II Teachers' Certificate were also 12 (5.9%), and the subjects with the Higher National Diploma (HND0 and those who had M.A/M.Sc./M.Ed. also had the same number i.e., 8 (3.9%).

It can be considered that most officials in the study were reasonably well educated, and that officials in general in the Lagos State Prison Service are also reasonably well educated.

**Table 4.40: Availability of Education Department in the Prison**

| Responses | Frequency | Percentage |
|---|---|---|
| Available | 184 | 90.2 |
| Not available | 20 | 9.8 |
| Total | 204 | 100.0 |

From table 4.40, it was found that 184 (100%) respondents said that there was an education department. In all cases, these responses agreed with the truth of the matter. While the responses affirms that Lagos State's provision for prison education is reasonably good, they also show reasonably good publicity of the provision in each prison and inmates' fair awareness of this provision.

**Table 4.41: Courses offered by the Education Department in the prison**

| Courses Offered | Frequency | Percentage |
|---|---|---|
| Basic Literacy | | |
| Vocational Training | | |
| Remedial Classes | | |
| Art & Crafts | | |
| All the above courses | 184 | 90.2 |
| No response | 20 | 9.8 |
| Total | 204 | 10 |

From Table 4.41, it can be seen that 184 (90.2%) respondents said that all courses displayed in the table above are offered in each Lagos State Prisons. This suggests that the Education department in the Lagos State Prisons considered the needs of the inmates' as paramount.

Table 4.42: shows the responses of the officials in respect of years of teaching experience in Prison Education

**Table 4.42: Years of Teaching Experience of instructors in Prison Education**

| Year of Teaching | Frequency | Percentage |
|---|---|---|
| Less that 1 year | 4 | 2.0 |
| 1-2 years | 16 | 7.8 |
| 3-4 years | 16 | 7.8 |
| 5-6 years | - | - |
| Over 6 years | 32 | 15.7 |
| No response | 136 | 66.7 |
| Total | 204 | 100.0 |

From the data in Table 4.42, it can be seen that 32 (15.7%) respondents said that they had been teaching for six years. Those who had been teaching between 1-2 years and 3-4 years had the same number, ie., 16 (7.8%), while 4 (2%) respondents said that the time they started teaching was less than one year. These data suggest that most of the facilitators were reasonably well experienced, implying that facilitators in general in the Lagos State Prison Service are reasonably well experienced.

**Content Questions**

**Satisfaction of Officials with Education Offered in the Prison**

Table 4.43 presents the data on the responses of 204 officials concerning whether they are satisfied with the Prison Education offered in the prison in relation to in mates' needs.

**Table 4.43: Satisfaction of officials with the Prison Education offered in Lagos State with relation to inmates' need**

| Responses | Frequency | Percentage |
|---|---|---|
| Iam satisfied | 196 | 96.1 |
| I am not satisfied | 8 | 3.9 |
| Total | 204 | 100.0 |

As indicated in table 4.43, it can be seen that 196 (96.1%) respondents said that they were satisfied with the Prison Education offered in Lagos state in relation to inmates needs, while 8 (3.9%) said that they were not satisfied with it. It can be considered that the education offered in Lagos State Prison was related to in mates' needs.

**Table 4.44: Level of Satisfaction with Types of Education**

| Responses | Frequency | Percentage |
|---|---|---|
| Very satisfied | 180 | 88.2 |
| Some what satisfied | 16 | 7.9 |
| Not satisified | - | - |
| Don't Know | - | - |
| Missing | 8 | 3.9 |
| Total | 204 | 100.0 |

From Table 4.44, it can be seen that 180 (88.2%) respondents said that they were very satisfied, while 16 (7.9%) said they were somewhat satisfied. Thus, almost all the officials (196) were more or less satisfied with the types of education offered in the Lagos State Prisons in relation to the inmates' needs. Therefore, the education was quite good.

**Criteria applied by the education department in categorizing inmates' into classes**

**Table 4.45: Criteria for categorizing the inmates into classes.**

| Responses | Frequency | Percentage |
|---|---|---|
| There are criteria | 196 | 96.1 |
| There are no criteria | 8 | 3.9 |
| Total | 204 | 100 |

From Table 4.45, it can be seen that 196 (96.1%) respondents said that there were criteria applied in categorizing the inmates' in Lagos State Prisons into classes, while 8 (3.9% said

that there were no criteria. The number of the respondents (196) affirmed that there were criteria in categorizing the inmates in Lagos Sate Prisons into classes

**Table 4.46: Criteria applied by the Education Department in categorizing the inmates in Lagos State Prison into classes.**

| Responses | Frequency | Percentage |
|---|---|---|
| Number of years spent in Jail | | |
| Area of interest in courses available in Lagos State Prisons | | |
| Level of formal Education already had sex (male /female) | | |
| All of the above | 198 | 97.06 |
| Any other | - | - |
| No response | 6 | 2.94 |
| Total | 204 | 100.0 |

From table 4.46, it can be seen that 198 (100%) of the respondents said that all the options started above were applied in categorizing inmates into classes. It can be inferred that the criteria applied showed the element of well organized programme and it was quite good.

Availability of Curriculum

**Table 4.47: Availability of a curriculum guiding the prison education programme in prisons in Lagos State.**

| Responses | Frequency | Percentage |
|---|---|---|
| There is | 184 | 90.2 |
| There is none | 20 | 9.8 |
| Total | 204 | 100.0 |

From Table 4.47, it can be seen that 184 (90.2%) respondents said that there was a curriculum guiding Prison education in Lagos State, while 20 (9.8%) said there was no

curriculum guiding the programme. This ascertains confirming the truth of the matter and the officials' awareness of the availability of that curriculum.

**Table 4.48: Appropriateness of curriculum for the courses in Prison education.**

| Responses | Frequency | Percentage |
|---|---|---|
| Very appropriate | 124 | 60.8 |
| Somewhat appropriate | 48 | 23.5 |
| Not appropriate | 20 | 9.8 |
| Don't Know | - | - |
| No response | 12 | 5.9 |
| Total | 204 | 100.0 |

As indicated in Table 4.48, 124 (60.8%) respondents said that the curriculum was very appropriate; 48 (23.5%) said that the curriculum was somewhat appropriate, while 20 (9.8%) said that the curriculum was not appropriate. It can be considered from the data in Table 4. 48 that the curriculum on prison education was only relatively appropriate. So some improvement is suggested here.

**Teaching Technique**

Tables 4.49 – Table 4.51 give the responses of officials to questions on Teaching Techniques applied in prison education and on how effective the techniques were .

**Table 4.49: Teaching techniques used by facilitators in the teaching of prison education.**

| Teaching Techniques | Frequency | Percentage |
|---|---|---|
| Lecture | 140 | 68.6 |
| Discussion | 40 | 19.6 |
| Role play/Drama | - | - |
| Demonstration | 4 | 2.0 |
| Guided enquiry and discovery | - | - |
| Individual Assignment | - | - |
| Group Assignment | - | - |
| Case Study | 12 | 5.9 |
| The counseling technique | - | - |
| Simulation and Games | - | - |
| No response | 8 | 3.9 |
| Total | 204 | 100.0 |

As indicated in table 4.49, it can be seen that 140 (68.6%) said that facilitators applied lecture technique; 12 (5.9%) said that the case study technique was applied, 4 (2.0%) said that the demonstration techniques was applied, and 40 (19.6%)said that discussion technique was applied. This confirms that popularity of the lecturer technique among Adult Education tutors and tutors in general. It is good that some discussion techniques were also applied, but a need for greater use of activity methods is suggested.

**Effectiveness of Techniques**

**Table 4.50: Level of effectiveness of the teaching techniques used by facilitators.**

| Responses | Frequency | Percentage |
|---|---|---|
| Effective | 200 | 98.0 |
| Not effective | 4 | 2.0 |
| Total | 204 | 100.0 |

From Table 4.50:, it can be seen that 200 (98%) respondents said that the teaching techniques were effective in facilitating learning by the inmates, while 4 (2%) said that the teaching techniques were not effective. It can be inferred that the teaching techniques were quite effective in facilitating learning by the inmates. However, as suggested earlier, there is certainty a need for advancing to the more modern use of activity techniques. The answers may suggest some limitation in the facilitators knowledge or awareness of moderns techniques.

**Table 4.51: Rate of level of effectiveness of teaching techniques.**

| Responses | Frequency | Percentage |
|---|---|---|
| Very effective | 116 | 56.9 |
| Some what effective | 68 | 43.1 |
| Not effective | - | - |
| Don't know | - | - |
| No response | 30 | |
| Total | 204 | 100.0 |

As indicated in Table 4.51, it can be seen that 116 (56.9%) respondents said that the teaching techniques were very effective, while 68 (43.1%) said that they were somewhat effective.

It can be considered from the data in Table 4.51, that the teaching techniques were relatively effective in facilitating learning. The high level of low rating suggests serious improvement in choice and use of methods.

**Availability/Adequacy of Teaching/Learning Materials**

Tables 4.52 – Table 4.54 give responses on the adequacy of availability of teaching/ learning materials in the prison education programmes.

**Table 4.52: Use of teaching/learning materials in Lagos State Prison Education.**

| Responses | Frequency | Percentage |
|---|---|---|
| They are used | 194 | 95.1 |
| Not used | 9 | 4.4 |
| No response | 1 | 0.5 |
| Total | 204 | 100.0 |

As indicated in Table 4.52, it can be seen that 194 (95.1%) respondents said that teaching/Learning materials were used in Lagos State Prison Education Prorgammes, while 9 (4.4%) said that teaching /Learning materials were not used. This data gives a indication that there were teaching/learning materials in Lagos State Prisons.

**Table 4.53: Adequacy of teaching/Learning materials for the needs of the learners.**

| Responses | Frequency | Percentage |
|---|---|---|
| They are adequate | 140 | 68.6 |
| Not adequate | 63 | 30.9 |
| Total | 204 | 100.0 |

From table 4.53, it can be seen that 140 (68.6%) respondents said that the teaching/learning materials were adequate, while 63 (31%) said they were not adequate. It can be inferred from the data presented above that teaching learning materials were only relatively adequate suggesting improvement in supply of the materials.

**Table 4.54: Level of adequacy of the learning /teaching materials.**

| Responses | Frequency | Percentage |
|---|---|---|
| Too many materials | - | - |
| Adequate materials | 36 | 17.6 |
| Need more materials | 156 | 76.5 |
| Don't Know | - | - |
| No response | 12 | 5.9 |
| Total | 204 | 100.0 |

From Table 4.54, it was found that 36 (17.6%) respondents said that the teaching/learning materials were adequate, while the highest proportion of 156 (76.5%) respondents said that more learning materials were needed. It can be observed from the data in Table 4.54 that the teaching/learning materials were not enough and more were needed to make learning more effective.

**Adequacy and Quality of Facilitators in Lagos State Prison Education Programme**

Table 4.55 gives response on the adequacy and quality of facilitators in the Lagos State prison education programme.

**Table 4.55: Level of adequacy of the number of facilitators to the volume of work in prison education.**

| Responses | Frequency | Percentage |
|---|---|---|
| Too many teachers | 4 | 2.0 |
| Number is just right | 132 | 64.7 |
| Need for more teachers | 48 | 23.5 |
| Don't Know | 16 | 7.8 |
| No response | 4 | 2.0 |
| Total | 204 | 100.0 |

From Table 4.55, it was found that 4 (2.0% respondents said that the facilitator were to many; 132 (64.7%) said that the number of the facilitators were just right; 48 (23,5%) respondents said that there would be need for more facilitators, while 16 (7.8%) respondent did not know whether the number of the facilitators were just right or not . It can be conjectured form the data in Table 4.55 that the number of the facilitators were quite adequate, because the respondents to this particular questionnaire were administrative officers and facilitators.

**Policy on Prison Education**

Responses expressing general views on policy of prison education are given in Tables 4.56 to Table 4.57

**Table 4.56: Availability of policy on Prison Education in Lagos State.**

| Responses | Frequency | Percentage |
|---|---|---|
| There is a policy | 188 | 92.2 |
| There is no policy | 8 | 3.9 |
| No response | 8 | 3.9 |
| Total | 204 | 100.0 |

From Table 4.56, it can be seen that 188 (92.2%) respondents said that there was a policy on prison education, while 8(3.9%) said that there was no policy on prison education. This confirms the fact that there was a policy on prison education in Lagos State and the awareness of the majority of officials of the availability of a policy.

**Adequacy of Policy on Education**

**Table 4.57: Adequacy of Policy on Prison Education.**

| Responses | Frequency | Percentage |
|---|---|---|
| Very Good | 168 | 82.4 |
| Good | 8 | 3.9 |
| Fair | 12 | 5.9 |
| Very poor | - | - |
| No response | 16 | 7.8 |
| Total | 204 | 100.0 |

From table 4.57, it can be seen that 168 (82.4%) respondents said that the content on the policy on prison education was very good; 8 (3.9%) respondents said that it was good, while 12 (5.9%) said that it was fair. It can be considered from the data presented on Table 4.57 that the policy on prison education was quite adequate in guiding the formulation of curricula in the programme.

**Relationship Between Facilitators and Inmates**

Tables 4.58 and 4.59 give responses on relationship between facilitators and inmates.

**Table 4.58: Effect of Cordial Relationship of Instructors and Inmates interest in Learning**

| Responses | Frequency | Percentage |
|---|---|---|
| Facilitates learning | 196 | 96.1 |
| Does not facilitate learning | 8 | 3.9 |
| Total | 204 | 100.0 |

From Table 4.58, it can be seen that 196 (96.1%) respondents said that a cordial relationship between facilitator and inmates facilitate learning, while 8 (3.9%) said such a relationship does not facilitate learning.

The responses of the vast majority, as presented in the data above, suggest that a cordial relationship facilitates learning.

**Facilitators' Relationship With Learners /Inmates**

**Table 4.59. Facilitators relationship with the learners/inmates.**

| Responses | Frequency | Percentage |
|---|---|---|
| Very cordial | 160 | 78.4 |
| Cordial | 44 | 21.6 |
| Unpleasant | - | - |
| Don't know | - | - |
| Total | 204 | 100.0 |

As indicated in Table 4.59, it was found that the highest proportion of 160 (78.4%) respondents said that the relationship between facilitators and inmates was very cordial. It can be inferred from the data presented (in which more or less all the respondents said that the relationship was cordial) that the relationship was quite good and could facilitate learning. However, the relatively high level of more cordial rating should be taken note of.

**Funding of Prison Education**

Responses expressing general views on funding of prison education are shown in tables 4.60 and Table 4.61

**Table 4.60: Adequacy of funding of Prison Education in Lagos State.**

| Responses | Frequency | Percentage |
|---|---|---|
| Adequate | 32 | 15.7 |
| Not adequate | 168 | 82.3 |
| Total | 204 | 100.0 |

From Table 4.60, it can be seen that the highest proportion of 168 (82.3%) respondents said that Prison education was not adequately funded, while 32 (15.7%) said that it was

adequately funded. On the basis of the data above, it can be referred that prison education is not adequately funded.

**Table 4.61: Extent of adequacy of the funding of prison education.**

| Age Ranges | Frequency | Percentage |
|---|---|---|
| Very adequate | - | - |
| Adequate | - | - |
| Fairly adequate | 170 | 83.3 |
| Don't know | 24 | 11.8 |
| No response | 10 | 4.9 |
| Total | 204 | 100.0 |

As indicates in Table 4.61, 170 (83.3%) respondents said that prison education was fairly funded, while 24 (11.8%) said that did not know or could not say the extent to which it was funded. It can be surmised that prison education was fairly funded.

**Table 4.62: Effect of Poor Funding of Prison Education on Achievement of Prison Education Objectives.**

| Responses | Frequency | Percentage |
|---|---|---|
| Poor funding will constitute an obstacle | 172 | 84.3 |
| Poor funding will not have any effect | 8 | 3.0 |
| Poor funding will only affect payment of salaries | 8 | 3.9 |
| Don't know | 8 | 3.9 |
| No response | 16 | 7.9 |
| Total | 204 | 100.0 |

As indicated in Table 4.62, it can be seen that 172 (84.3%) respondents said that poor funding will constitute an obstacle to the achievement of prison education objectives; 8 (3.9%) said it would not affect the achievement of objectives, while 8 (3.9%) did not know whether it

would affect it or not. This suggests that poor funding constitutes an obstacles to the achievement of prison education objectives.

**Success of Prison Education**

**Table 4.63: Level of Success of Prison Education in Lagos State.**

| | Frequency | Percentage |
|---|---|---|
| Rate of reduction of recidivism by inmates | | |
| No of inmates' that passed external examination | | |
| Former prisoners settled down in the society with learned options a battle | 180 | 83.3 |
| I don't know | 8 | 3.9 |
| No response | 16 | 12.7 |
| Total | 204 | 100.0 |

Table 4.63 shows that 83.3 percent of the inmates believe that former prisoners are able to settle down in the larger society with learned options, while 3.9 percent are not aware of the current situation of former prisoners in the society.

**Remedying Defects in Prison Education**

Responses expressing general view of official on prison education are shown in Table 4.6

Table 4.64; Measures for Remedying Defects in Prison Education in Lagos State.

| **Responses** | **Frequency** | **Percentage** |
|---|---|---|
| **The government should employ professionals to train the prisoners** | **8** | **3.9** |
| **There should be enough teaching materials** | **4** | **1.95** |
| **The government should resettle the prisoners when released.** | **176** | **86.3** |
| **The government should develop appropriate and adequate curricula to guide prison education** | **16** | **7.8** |
| **Total** | **204** | **100.0** |

From the data presented in table 4.64, it can be seen that majority of 176(86.3%) respondents said that the prisoners should be resettled by government after release; 16(7.8%) said that the government should develop appropriate and adequate curricula to guide prison education; all the inmates agreed that all the measures in the data should be applied to remedy defects in prison education in order for its goals and objectives to be achieved.

It can be surmised that sound prison education can be a major tools for rehabilitating discharged inmates.

**General Views on Policy on Prison Education**

Table 4.65 shows the general views of officials on policy on constituents of a prison education

**Table 4.65: Components of Policy in Rehabilitation of the inmates.**

| Views | Frequency | Percentage |
|---|---|---|
| There should be provision for further education for all prisoners. | 8 | 3.9 |
| The education of illiterate inmates and young prisoners should be made compulsory and special attention should be paid to it by the administration. | 24 | 11.8 |
| As far as is practicable, the education of prisoners should be integrated into the educational system of the country, so that after imprisonment released prisoners education can continue without difficulty. | 162 | 79.4 |
| Recreation and cultural activities should be carried out in all prisons to promote the mental and physical health | 10 | 4.9 |
| No response | | |
| | 204 | 100.0 |

As indicated in Table 4.65, it can be seen that 204 (100%)) of the respondents said that all the options in the table, above should be constituents of the policy on prison education. It can be surmised from the data in Table 4.64 that the officials want an all-round policy on prison education.

**Testing of Hypotheses**

In this study, seven null hypotheses were postulated and the Pearson Product Moment Correlation Co-efficient (Pearson r) and the Chi-square ( $\chi^2$) statistical methods were used to analyze all the hypotheses. All tests were carried out at 5% level of significance.

**Hypothesis One.**

The first hypothesis states that the types of prison education available in Lagos State Prisons arel not significantly related to the inmates' learning interest. To test this hypothesis, Chi-Squared ( $\chi^2$) statistics was employed. The result is as presented in Table 4.66.

**Table 4.66 Test of Independent between Inmates Satisfaction with Types of Prison Education available in Prison.**

| Types of Test | Value | Df | p – Value |
|---|---|---|---|
| Pearson Chi-Square | 44.194 | 2 | .000 |
| Likelihood Ratio | 27.954 | 2 | .000 |
| Linear-by-Linear Association | 18.252 | 1 | .000 |
| No. of valid cases | 432 | | |

Table 4.66 shows that the calculated $\chi^2$ was 44.194. p -value, less than 0.05. Therefore, the null hypothesis was accepted. This shows that the prison education being received or available to inmates satisfies the interests of the inmates.

**Instructor's Motivation of Inmates to Learn**

**Table 4.67:Test of Independent between Officials Relationship and its Influence on Inmates**

| Tpes of Test | Value | Df | P –Value |
|---|---|---|---|
| Pearson Chi-Square | 281.284 | 4 | 0.000 |
| Likelihood Ratio | 210.886 | 4 | 0.000 |
| Linear-by-Linear Association | 66.240 | 1 | 0.000 |
| No. of valid cases | 423 | | |

Applying $\chi^2$ to Table 4.67 above shows that the Chi-square value is 281.284. Since P-Value was less than 0.05, the null hypothesis was rejected. This means that the officials' relationship with the inmates' did have influence on inmates learning. Further analysis was carried out to confirm the relationship.

**Table 4.68: Test of Relationship between Officials relationship with Inmnates interest in learning.**

| Types of Test | Calculated r | Assymp. Std. Error | Approx. Tb | P-Value |
|---|---|---|---|---|
| Interval by Interval Pearson's R | 0.396 | 0.060 | 8.354 | 0.000 |
| Ordinal by Ordinal Spearman Correlation | 0.498 | 0.049 | 11.792 | 0.000 |
| No.of valid cases | 423 | | | |

Using symmetric measure of Pearson's r Product Moment Correlation (Pearson r) r was found to be 0.396 and P-value was less than 0.05. Therefore, null hypothesis was statistically rejected. This means that the instructors' relationship with the inmates influence inmates learning. This confirms the result of the chi-square ($\chi^2$) on the influence of instructors' relationship on inmates' learning. It can be summarized that the relationship between the instructors and the learners' was conducive enough to effect learning

**Hypothesis Two**

The hypothesis stated that the curricula of prison education in Lagos State prisons do not meet the needs of prisoners. To test this hypothesis, data obtained from 204 officials in respect of availability of a prison education curriculum were correlated with the ways in which the curriculum reflected the needs of the inmates. (These tables are the frequency Distribution tables on Question 15 and 16, respectively).

**Table 4.69: Test of Independent between Prison Education Curriculum and Inmates Learning need.**

| Types of Test | Value | Df | P-Value |
|---|---|---|---|
| Pearson Chi-Square | 41.987 | 6 | 0.000 |
| Likelihood Ratio | 41.981 | 6 | 0.000 |
| Linear-by-Linear Association | 26.682 | 1 | 0.000 |
| No. of valid cases | 76 | | |

Applying the $x^2$ test to Table 4.69 above shows that the $x^2$ was 41.987. Since P-value was less than the Alpha, the null hypothesis was rejected, meaning that the prison education curriculum reflects the learning needs of the inmates in Lagos State prisons.

The symmetric measure was also applied to confirm the result of the chi-square ($\chi^2$) test applied to Table 4.68.

**Table 4.70: Test of Relationship between Prison Education Curriculum and Inmates Learning needs.**

| Types of Test | Calculated r | Asymp. Std. Error | Approx. Tb | P-value |
|---|---|---|---|---|
| Interval by Interval Pearson r | 0.596 | 0.074 | 6.393 | 0.000 |
| Ordinal by Ordinal Spearman Correlation | 0.633 | 0.076 | 7.029 | 0.000 |
| No of Valid Cases | 76 | | | |

In confirming the above test in Table 4.70; Calculated r = 0.596. Since P-value was less the Alpha, the null hypothesis was rejected. This shows that the prison education curriculum did reflect the learning needs of the inmates in Lagos State prisons.

**Hypothesis Three**

The hypothesis stated that there was no significant relationship between methods of teaching in prison education and inmates' perception of teaching requirements for learning effectiveness. To test this hypothesis, data that were derived from Questions 18 and 19 in the Inmates Questionnaire, PIQ (shown in frequency distribution.

**Table 4.71: Test of Independence between Teaching Methods and Learning Effectiveness**

| Types of Test | Value | Df | P-Value |
|---|---|---|---|
| Pearson Chi-Square | 100.706 | 21 | 0.000 |
| Likelihood Ratio | 98.880 | 21 | 0.000 |
| Linear-by-Linear Association | 0.518 | 1 | 0.472 |
| No of valid cases | 235 | | |

From Table 4.71, Chi-square is 100.706, while P- value was less than 0.055, an indication that the null hypothesis was rejected. This means that the teaching methods applied by the instructors were good enough to facilitate learning. In other words teaching methods are consciously geared towards helping learners to learn.

**Hypothesis Four**

The hypothesis stated that the quantity and quality of teaching and learning materials are not significantly affect the success of the programme.

To test the hypothesis data derived from Questions 20 and 33 in the Inmates Questionnaire, POQ were used in a Pearson Moment Correlation Co-efficient. The test is presented in the contingency table 4.72 below.

**Table 4.72: Test of Relationship between Teaching Materials and its impact on Success of Prison Education.**

| Types of Test | Calculated r | Asymp. Std. Error | Approx. Tb | P-Value |
|---|---|---|---|---|
| Interval by Interval Pearson r | 0.094 | 0.048 | 1.268 | 0.206c |
| Ordinal by Ordinal Spearman Correlation | 0.019 | 0.068 | 0.251 | 0.802c |
| No of valid cases | 184 | | | |

From the Table 4.72 r cal = 0.094; while P-value was greater than Alpha. Therefore, the null hypothesis was accepted. This means that the quantity and quality of teaching materials will not significantly affect the success of the programme.

The chi-square test was also applied to confirm the result on Questions 28 and 29 in the Officials Questionnaire
The computed result is as presented in the Table 4.73 below

**Table 4.73: Test of Independence between Learning/Teaching Materials and its effectiveness on Prison Education.**

| Types of Test | Value | Df | P-Value |
|---|---|---|---|
| Pearson Chi-Square | 6.737 | 3 | 0.081 |
| Likelihood Ratio | 9.523 | 3 | 0.023 |
| Linear-by-Linear Association | 1.604 | 1 | 0.025 |
| No of valid cases | 184 | | |

Applying the $x^2$ test to Table 4.73 above shows that $x^2 = 6.737$. On the basis of the fact that the P-value was greater than the Alpha. Therefore, the null hypothesis is accepted. This means that the quality and quantity of learning materials were not good enough to influence significantly the success of the prison education programme in Lagos State.

**Hypothesis Five**

This hypothesis stated that the policy on prison education was not significantly motivating in orientation. Data generated for testing this hypothesis were subjected to the Pearson Product Moment Co-efficient (Pearson r) and chi-square ($x^2$).

The data were obtained from the Inmates Questionnaire (PIQ) questions 16 and 17.

**Table 4.74: Test of Relationship between the Policy on Prison Education and its strength of motivating Inmates in Learning.**

| Types of Test | Value | Df | Asymp. Sig (2 sided) |
|---|---|---|---|
| Pearson Chi-Square | 41.623 | 9 | 0.000 |
| Likelihood Ratio | 38.930 | 9 | 0.000 |
| Linear-by-Linear Association | 2.173 | 1 | 0.140 |
| No of valid cases | 305 | | |

Applying the $x^2$ test to Table 4.74, above showed that; Chi-squared =41.6232, P-value was less than Chi-squared value, leading to the rejection of the null hypothesis. Therefore, confirming that the inmates were being motivated according to the stated policy on prison education.

**Hypothesis Six**

The hypothesis stated that the funding of prison education are not significantly determine the achievement of prison education objectives, as measured against the views of the tutors.

To test this hypothesis, data that were derived from questions 28 and 29 of the Officials Questionnaire (POQ), were used.

Symmetric Measures

**Table 4.75: Test of Relationship between Funding of Prison Education and Achievement of Objectives of Prison Education.**

| Types of Test | Calculated r | Asymp. Std. Error | Approx.Tb | P-Value |
|---|---|---|---|---|
| Interval by Interval Pearson r | .064 | 0.057 | 0.895 | 0.372 |
| Ordinal by Ordinal Spearman Correlation | .065 | 0.073 | 0.912 | 0.363 |
| N of Valid Cases | 196 | | | |

Calculated r = 0.064. Since the p-value was greater than alpha, the null hypothesis was accepted, which, means that level of funding of prison education is not commensurate with the set objectives of prison education.

**Hypothesis Seven**

The hypothesis stated that the measures applied to remedy the defects in prison education do not have a significant effect on the achievement of projected goals and objectives of prison education. To test this hypothesis, data obtained from the Officials Questionnaire (POQ, questions 34 and 35,were used. They were correlated as presented in Table 4.76 below.

**Table 4.76: Test of Relationship between Remedies applied to Prison Education and Achievement of Prison Education Goals.**

| Types of Test | Value | Asymp. Std. Error | Approx. Tb | Approx. Sig |
|---|---|---|---|---|
| Interval by Interval Pearson r | -0.070 | 0.083 | -0.977 | 0. 330 |
| Ordinal by Ordinal Spearman Correlation | -0.070 | 0.083 | -0.977 | 0.330 |
| No of valid cases | 196 | | | |

Using the Pearson coefficient of correlation, we found Calculated r = -.0.070; and P- value was greater than the Alpha. Therefore, hypothesis was statistically accepted. Thus, it can be deduced that measures applied to remedy the defects in prison education have not significantlly affected achievement of projected goals and objective of prison education.

## Discussion of Findings

In the course of the research work, seven null hypotheses were formulated for

testing. The following are the findings that emerged from the tested hypotheses.

Hypothesis one stated that the types of prison education available in Lagos State Prisons were not significantly related to the inmates' learning interest.

To test this hypothesis the Chi-square ($x^2$) test was applied to the data contained in Tables 4.13 and 4.14.

On the basis of the fact that the calculated Chi-square ($x^2$) values is 44.194 and P-value is less than alpha, that is 0 05 significant level; the null hypothesis was accepted while the alternative hypothesis was rejected. It was therefore concluded that there is a significant relationship between the interests of inmates in learning and the types of education available in the prison ($x^2c$ =44.194,P-value 0.000 and level of significant 0.05)

This finding corroborates the findings of Flynn and Price (1995) who carried out an investigation of educational provisions in prisons and found generally that the provisions do meet prisoners expectations. Rehabilitation and Welfare Action (PRAWA, 2000) identifies the role of education in the prison to be to provide effective education to meet the identified needs of the prisoners for the purpose of reformation. The need includes vocational, personal, social and general elements and the resultant changes should be observable and capable of being evaluated.

Other findings which emerged from the descriptive analysis of data based on frequencies and percentages are:

(1) the greater number of the inmates (92 percent) were interested in the education programme

(2) 84 percent of the inmates rated the courses available in the prison within very good, good and fair.

Hypothesis Two stated that the curricula of prison education in Lagos State prisons did not meet the needs of prisoners.

The computed Chi-square ($x^2$) from the data set out in Table 4.67 gave a value of $x^2$ = 41.987, P-value=0.000, Level of significance=0.05.

On the basis of the computed $x^2$ value of 41.987 and P-value lesser than Alpha that is, level of significant; the null hypothesis was rejected, meaning that the prison education curricula reflect the learning needs of the inmates in Lagos State Prisons.

Pearson Product Moment Correlation Co-efficient was also applied to test Hypothesis two, Calculated r= 0.596, P value= 0.000,Alpha or level of significance=0.05

The findings were supportive of the finding of Flynn and Price (1995:22) which states : "... the curriculum offered in the prisons has to be flexible enough to cater to a range of interests, i.e., individual programmes of learning should be based on the offending background of individual prisoners. For example, prisoners who were school teachers prior to imprisonment should be encouraged to complete programmes of education in, for example, public or private administration.

Also, the findings were in agreement with Nick's and David's (1995) finding that "...education must be engaging and challenging and should deal with controversies. It should deal with issues of the causes and effects of the relationship between feelings and actions and the nature of the linkage between self and society.

Hypothesis Three stated that there was no significant relationship between methods of teaching in prison education and inmates' perception of teaching requirements for learning effectiveness.

The computed Chi-Square(x) from the data set on Table 4.69 gave the value of 100.706,P-value=0.000 and Alpha, that is level of significance=0.05. On the basis of the fact that the P-value is lesser than Alpha, the null hypothesis is rejected while the alternative is accepted; meaning that the teaching methodsare good enough towards helping learners to learn.

This finding is in agreement with the finding of PRAWA (2000), that methods used in prison education programmes are quite appropriate, that open learning and distance learning/teaching methods have been introduced into a majority of prison education programmes. Open learning is normally provided for prisoners who want to study courses which are not provided for in the basic curriculum of the prison education programmes or for prisoners who choose to work during the day and study in their cells in the evening. It is also offered for vulnerable prisoners, such as sex offenders who may have to be segregated for their own safety and cannot attend normal classes. After an initial induction, prisoners study on their own, supported by teaching staff who monitor progress. According to PRAWA (2001), the inmates should learn appropriate and adequate skills. The teacher should teach a particular skill. The finding is also in accordance with Jarvis (1989) in the methods of teaching of recurrent education.

Hypothesis four stated that the quantity and quality of teaching and learning material did not significantly affect the success of the programme.

Pearson Product Moment Correlation Co-efficient was used to test hypothesis four on Table 4.68. The calculated r =0.094, P-value =0.206,Alpha=0.05. On the basis that the P-value is greater than the Alpha i.e., 0.05, the null hypothesis is accepted while the alternative is rejected. The computed Chi-Square was also used to the same Table 4.68; the Chi-Square value gave 6.737,P-value=0.081, Alpha=0.05, because the p-value was greater than Alpha , the null hypothesis is accepted while the alternative is rejected given same result like Pearson r, meaning that the quality and quantity of teaching materials were not good enough to influence the success of the prison education programme in Lagos State.

These findings support Ejiofor (1995) that apart from vocational training because there was no financial allocation in prison budgets for educational activities, the few materials available were in a deplorable state.

The responses of the inmates and officials in Tables 4.21 and Table 4.52 respectively indicated that the learning materials were not adequate and that more materials were needed.

Hypothesis Five stated that the policy on prison education was not significantly motivating in orientation.

The computed Chi-Square(X) value gave 41.623.P-value=0.000. Alpha=0.05. On the basis that the P- value is lesser than Alpha, the null hypothesis is rejected while the alternative is accepted. This confirmed that the inmates were motivated according to the stated policy on prison education.

The finding is in agreement with Prison rule 29 (1969:45): "...

(1) Every prisoner able to profit from the education facilities provided at a prison shall be encouraged to undertake such education.

(2) Special attention shall be paid to the education of illiterate prisoners and if necessary, they shall be taught within the hours normally allotted to work.

(3) Programmes for evening education classes shall be arranged at every prison and, subject to any directions of the secretary of state, reasonable facilities shall be afforded to prisoners who wish to improve their education by correspondence courses or private study or to practice handicrafts in their spare time.

Hypothesis Six stated that the finding of prison education would not significantly determine the achievement of prison education objectives as measured against the views of the tutors.

Pearson Product Moment Correlation Co-efficientwas used in Table 4.69,gave the Pearson r OF 0.064, P-value =0.372, Alpha= 0.05. On the basis of this finding, where the P-value is greater than Alpha, the null hypothesis was accepted while the alternative was rejected, which, means that the level of funding of prison education is not commensurate with the set objectives of prison education.

This finding corroborates the finding of Ejiofor (1995) that there was no financial allocation in prison budget for education activities.

Responses from the inmates questionnaire also confirm the result of the hypothesis: 400 inmates responded that the finding was neither fair nor adequate. The officials also responded that poor funding has been an obstacle to the success of the prison education goals and objectives. One fundamental way of restoring offenders is through education, and if education in prison is not adequate funded, it means that one of the reforming strategies in the prison is being neglected.

Hypothesis Seven stated that the measures applied to remedy the defects of prison education did not have a significant effect on the achievement of projected goals and objectives of prison education.

Pearson Product Moment Correlation Co-efficient was applied to Table 4 70. gave Pearson r 0.070, P-value=0.330, Alpha =0.05 On the basis of the fact that the P-value was greater than Alpha at 0.05, the null hypothesis was accepted while the alternative was rejected; meaning that measures applied to remedy the defects in prison education have not significantly affected achievement of projected goals and objectives of prison education.

This finding is in accordance with Prison rule 29 (1969: 45) which states: "... facilities shall be afforded to prisoners who wish to improve their education by correspondence courses or private study, or to practice handicrafts in their spare time.

Duguid (1989) said that prisoners should be convinced that they are decision makers, not victims, and to empower them to undertake the making of decisions, they should be provided with some genuine opportunities to exercise choices.

The United Nations Standard Minimum Rules on the treatment of prisoners, sections 77 and 78 also buttress this measure by emphasizing that practical further education in prisons can be integrated into educational systems of every country, so that, after prisoners' release, they may continue their education without difficulty.

**Summary of Findings**

The study is summarized as follows:-

1. The types of education available in Lagos State Prisons are related to the inmates' need/ interest in learning.
2. The prison education curriculum does not reflect the learning needs of the inmates' in Lagos State prisons.
3. Inappropriateness of the methods applied in teaching by the instructors and officials make learning ineffective.
4. The quantity and quality of teaching materials are not sound/good enough to have a positive effect on success of the prison education programme.
5. The policies on prison education are significantly motivating in orientation.
6. Inadequate funding of prison education has affected the success of the programme. There is a high contribution by Non-Governmental Organization in the funding of prison education but this is just about 10% of the funds needed for the achievement of prison education goals and objectives.

7 Measures applied to remedy the defect in prison education will have a significant effect on the achievement of projected goals and objectives of prison education.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The study was undertaken to evaluate the role of education in rehabilitating prison inmates in Lagos State. The study featured purpose and types of prison education available, and as a non-formal education. The effect or administrative structure on the inmates learning skills; finding and government intervention in reformation of prisons in Nigeria. It discussed the British rehabilitation educational system which serves as a corrective rather than punitive measure in prisons.

The general population of the study was four thousand four Hundred and twenty-one (4,421) prison inmates and seven hundred and fifty (750) prison officials in the five prisons in Lagos State.

The specific population of the study comprised six hundred and fifty four(654) inmates and officials in the five prisons.

Sample categories were identified, that is 450 prison inmates and officials numbering 204 respondents.

The inmates' sample was drawn by applying the proportionate stratified random sampling technique was also used to develop the officials' sample.

The instrument used for data collection was a structured, researcher-designed 35-item prison inmates' questionnaire (PIQ) and a 35-item prison officials' questionnaire (POQ).

The questionnaires had a reliability co-efficient of 0.91 & 0.97 after a spilt half analysis was done, using the Pearson Product Moment Correlation Co-efficient technique. The

questionnaires were pilot tested (validated), using 30 inmates and 10 officials, respectively, who were not included in the main study.

The analysis of the data involved the use of descriptive statistics, namely, frequencies, percentages, mean and standard deviation and the Pearson-r, product moment correlation co-efficient (Pearson r) and the Chi-square ( $\chi^2$) statistics at 0.05 alpha level and T-test.

The general population consisted of four thousand, four hundred and twenty one (4421) prison inmates and seven hundred and fifty (750) prison officials in the five prisons in Lagos State.

The questionnaires was pilot tested (validated), using 30 inmates and 10 officials respectively, who were not included in the main study.

The analysis of the data involved the use of descriptive statistics, number, frequencies, percentages, means and standard deviation and the Pearson r, product moment correlation coefficient (Pearson r) and the Chi-square ( $\chi^2$) statistics at 0.05 alpha level.

On the basis of the findings from the tested hypotheses, the following were made as contribution to knowledge.

**Contributions of the Study to Knowledge**

1. The study has shed light on factors that affect effectiveness of prison education, namely: prison education policy and design, prison education planning and procedure, programme management, competence of staff, level of adaptation to environmental influences and funding.
2. The study is a pioneer attempt at evaluating the effectiveness of prison education and thus provides a reference for future studies.

3 The study developed a framework that could be used for evaluating prison education in other parts of Nigeria and elsewhere.

4 The study shed light on the areas of prison education that could be improved to make prison education become more result-oriented and relevant to clientele needs.

**Conclusions**

The purpose of an innovative, educational and interventionist development programme for the inmates is aimed, essentially at initiating positive changes in the inmates. Change, is a product of the interaction of consensus and conflict or pressures, leading to the acceptance or rejection of innovations. Some of the problems often encountered by facilitators in an attempt to introduce change to inmates include, on the part of the inmates, adherence to innovation new values and practices, fear of the success of the training acquired and lack of trust in the government offer release.

According to Verner (1962), in Uwakah (1983 in US Legal 2008), the planning of a rehabilitation programme is initiated on the level of the inmates. This because it is only at this level that the specific educational needs and interest of the inmates can be accurately and functionally identified. Attesting to this view, Anthony et al. (1979 in US Legal 2008) expressed the opinion that change occurs when inmates should be motivated to participate in rehabilitation education in an effort to introduced change to their lives after release.

The findings of this research work show that the inmates tend to experience some strains in their life style after release owing to inadequacies in the rehabilitation programme which they received while in prison, inappropriateness of the curriculum, inadequate teaching materials, non-availability of after-release take-home materials and pocket money.

The implication of this is most likely to be a dampening of Zeal, a drastic reduction in productivity and probable recidivism in spilt of having received rehabilitation education on account of the failure of the programme support training with the needed equipment and after-released materials.

The purpose of an innovative, educational and interventionists development programme for the inmates is aimed, essentially at initiating positive changes in the inmates. Change, is a product of the interaction of consensus and conflict or pressures, leading to the acceptance or rejection of innovations. Some of the problems often encountered by facilitators in an attempt to introduce change to inmates include, on the part of the inmates, adherence to innovation, new values and practices, fear of the success of the training acquired and lack of trust in the government after release.

The implications of the findings for prison adult education are manifold. Firsts, the number of inmates which the adult educator has top grapple within, his bid to persuade, motivate and arouse prison inmates into adopting the rehabilitation programme learning points becomes tremendously increased.

Secondly, the adult educators have difficulties in getting designated government officials to make themselves available for teaching and to provide logistics, which are a precondition for the inmates positive change.

Thirdly, the adult educator needs continuously to play a liaison role between designated government materials and logistics, and the inmates in the study area to ensure the continued supply of the teaching materials in relation to the curriculum provided and to sustain renewed confidence in the inmates' continuing practice of skills learnt in the programme.

**Recommendations**

Evidence abounds to show that prison education was in earlier times upheld to be the mainstay in the rehabilitation of inmates from Nigeria prisons. Later, Nigerian prisons suffered from a general problem of recidivism. This was because of funding and poor administration, which calls for re-examination by decision makers. Considering the findings that have emerged from this research work and the conclusions drawn, it is obvious that the

problems highlighted suggest the need for professional, technical and administrative intervention to enhance effectiveness of prison education for rehabilitating prisoners. Therefore, in order to positively overhaul prison education and remove or drastically alleviate the problems identified in the study, with a view to enabling the inmates meet their needs (i.e. improve their standards of living in their families and society), the following recommendations are put forward:-

1. Nigerian prison services should make moral; education a compulsory course for all inmates. Moral education is concerned with the development of good citizenship and inculcating the right values of a society on every member of a particular society. The primary objective is the development of a morally good persons. "One who has an inner urge to do what is good and right and possesses the will and determination to do it".
2. Inmates should be assigned on entry into prison to master craftsmen and learn the skills through their watch and do method.
3. Prison inmates should be provided with opportunities to develop or improve their level of educational attainment through correspondence education. Inmates who have acquired some forms of education before commencing their jail terms should be allowed to enroll with correspondence school with appropriate examination bodies for c certifications so that at the end of their terms, certificates so acquired will enable them to secure employment, continue with education or business and lead normal crime free life.
4. It may also be necessary to organize extra-moral classes to different categories of inmates in various types of prisons in Nigeria. The reasons behind this idea is that education is co-terminal with life. The art of continuous learning can serve as a life tonics for the mind and this will in no small measure direct the minds of criminals serving jail terms to think constructively and become reformed and conforming citizens.

5. Curricula for prison education should be drawn and designed by the ministry of education and Adult educators in order to reflect the needs.
6. The government should improve the adequacy of training and teaching materials, designed in line with the education system that obtains outside the prison walls.
7. The policy guiding the prison education should be followed to the beam.
8. The administrative structured should be concentrated upon by government and appoint right personnel like adult instructors to teach the inmates in order to achieve their objectives and reach the goals of prison education.

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## APPENDIX A

DEPARTMENT OF ADULT EDUCATION

UNIVERSITY OF LAGOS

AKOKA-YABA

PRISON OFFICIALS QUESTIONNAIRE (POQ)

This is aimed at finding out the appropriateness and adequacy of prison Education in Lagos State. The questionnaire is designed for the Prison Officials in the five security prisons in Lagos state.

**Instruction**

Please, read the questions carefully and respond to each as honestly as possible. Tick the appropriate boxes in Section A and choose the answers most applicable to you among options in Section B. The data are only for this study and will be treated with utmost confidentiality.

**SECTION A: BIO-DATA**

1. Sex:

   (a) Male (b) Female

2. Age:

   (a) Less than 25 years
   (b) 25 – 34 years
   (c) 35 – 44 years
   (d) 45 – 54 years
   (e) 55 – 64 years
   (f) 65years

3. Marital Status: (a) Single (b) Married

Any other (please, specify .....)

4. Educational Qualification:

(a) SSS 1-3

(b) Trade Test

(c) Grade II Teacher

(d) National Diploma (ND)

(e) Nigerian Certificate of Education (NCE)

(f) Higher National Diploma (HND)

(g) B.A/B.SC/B.ED

(h) M.A/M.SC/M.ED

(i) P.H.D (j) None of the above

5. How long have you been teaching in the prison?

(a) Less than 1 year

(b) 1-2 years,

(c) 3-4 years

(d) 5-6 years

(e) Over 6 years

**SECTION B**

6. Do you know whether there is an Education Department in this prison?

(a) There is an Education Department

(b) There is no Education Department

(c) The department is not functioning

(d) I don't know .....

7. Are there criteria in categorizing the inmates into classes?

(a) There is a Criteria

(b) There is no Criteria

(c) The Criteria is not applicable

(d) I don't know

8. If yes, identify among the following the criteria used/applied.

(a) Number of years spent in jail

(b) Area of interest in courses available in Lagos State Prisons.

(c) Level of formal education already had

(d) Sex (Male/Female)

(e) I don't know

Any other (Please, specify .....)

8. Which courses are offered by the Education department

(a) Basic Literacy

(b) Vocational Training

(c) Remedial Classes

(d) Art/Crafts

10. Are you satisfied with the prison education courses offered in the prisons in Lagos State in relation to meeting inmates' needs?

(a) Satisfied

(b) Not satisfied

(c) Not necessary

(d) I don't know

11. If yes, how would you, as an instructor rate your satisfaction with courses in

prisons education in relation to meeting inmates' needs?

(a) .Very satisfied

(b) Somewhat satisfied

(c) Not satisfied

(d) Don't know

12. Do you have policy on prison education in Lagos State?

(a) There is a policy.

(b) There is no policy

(c) The policy is wrong

(d) I don't know

13. How would you rate the appropriateness of the content of the policy on prison education, Le. the legal stipulations or government directives on prison education in Lagos state in guiding the formation of the curricula for the courses?

(a) Very appropriate

(b) Fairly appropriate

(c) Appropriate

(d) Not appropriate

(e) I don't know

14. Do you have a curriculum guiding the prison education programme in Lagos State? (a) There is a curriculum (b) There is no curriculum (c) I don't know

15. If available, are the Curricula appropriate for the courses in prison education?

(a) Very appropriate

(b) Somewhat appropriate

(c) Not appropriate

(d) I don't know

(16) In what ways has the curricula reflected the needs of the inmates.

(a) Many of the inmates have attempted the external examinations according to Lagos State prison records 2007 and passed with good grades.

(b) It has not affected the learning in any· way 10

(C) No curriculum

(d) I don't know

17 which of the teaching methods/techniques listed below do apply in the prison education classes?

(a) The lecture method
(b) Discussion
(c) Drama/Role Play
(d) Demonstration
(e) Counseling Technique
(f) Individual assignment
(g) Group assignment
(h) The case study
(I) Stimulation and Games

Mark as many as applicable

18. Do you think that the teaching method/techniques being applied are appropriate for facilitating learning?

(a) Yes..... (b) No.....

19. If yes to Question 18, how appropriate are they?

(a) Very appropriate (b) Somewhat appropriate

(c) Not appropriate (d) Don't Know

20. Are there teaching/learning materials used in Lagos state Prisons Programme.

(a) There are teaching materials (b) No teaching materials

21. Are the teaching/learning materials adequate for the needs of the learners?

(a) Adequate.. (b)Not adequate (c)I don't know

22. If yes to question 21, how adequate are the teaching/learning materials?

(a) Evidently adequate

(b) Quite adequate

(c) Not adequate (e) I don't know

24. How adequate is the number of instructors with regard to coping with the volume of work in prison education?

(a) Highly adequate

(b) Number is just right (c) Not adequate (d) I don't know

25. Does a cordial harmonious/friendly relationship between instructors and Learners appropriate/facilitate learning?

(a) Yes..... .....(b) No .....

26. If yes to question 25, what kind of effect can it have on learning?

(a) Makes learning effective

(b) Leads to disobedience

(c) Smooth running of the school (d) I don't know

27. How would you describe the instructor's relationship with the inmates'/Learners?

28. Do you consider its funding to be adequate?

(a) Adequately funded

(b) Very fair

(c) Not adequate

(d) I don't know

29. What effect do you think poor funding of prison education will have on the achievement of its goal and objectives? (If you mark "All of the above" do not mark any other option). Concerning the other choices, mark as many as you consider applicable.

(a) Motivation, and therefore morale of instructor will be low

(b) Attendance by class instructors & learners will be low.

(c) Content will not be covered.

(d) Ineffective learning by inmates will result.

(e) Inmates will not be able to apply learning after discharge.

(f) The goal of prison education will be defeat.

(g) I don't know.

30. What is your general opinion about prison education prgramme in Lagos State, if it is properly funded?

(a) It will rehabilitate many prisoners

(b) It will increase the offensive behaviour of many inmates.

(c) It will cause recidivism in prisoners.

(d) I don't know

31. Major problems(s) that militate the successful implementation of prison education.

(a) poor funding of prison education

(b) lack of teaching/learning materials

(c) learning environment not conducive

(d) I don't know

Any other (please, specify.....)

32. Which of these do you think should be prison education policy?

(a) There should be provision for further education policy.

(b) The education of illiterates' inmates and young prisoners should be made compulsory and special attention should be paid to it by the administration.

(c) As for as applicable the education of prisoners should be integrated into the educational system of the country, so that after imprisonment their education can continue without difficulty.

(d) Recreation and cultural activities should be carried out in all prisons for the promotion of the mental and physical health of inmates.

Any other (please, specify )

33. Which of the following should be considered as the goals and objectives of prison education?

(a) To keep safe custody of person legally interned.

(b) To identify the causes of their anti-social behavior, treat and reform them to become law - abiding citizens of a free society.

(c) To train/them towards their rehabilitation discharge.

(d) I don't know

34. What can be done in the Lagos State Prison Education System to make it more goal achievement - oriented?

(a) Prison Education should be funded adequately.

(b) The policy on prison education should be monitored continuously.

(c) The Lagos state Government should always provide appropriate and adequate tools for implementation of the type of education received; render financial assistance and housing to inmates after release to aid

rehabilitation.

(d) I don't know

35. Which of the following measures should be applied to remedy defects in prison education in order for it to achieve its goals and objectives?

(a) The government should employ professionals to train the prisoners.

(b) There should be enough teaching materials and proper and supervision should follow.

(c) The government should re-settle the prisoners when they are released.

(d) The government should develop appropriate and adequate curricula to guide the prison education.

(e) Government should find the prison properly.

(f) The classroom/learning environment should be conducive for effective learning.

(g) The non-governmental organization should give supportive hand in promoting quality prison education.

(h) I don't know

Any other (Please specify.....)

## APPENDIX B

### DEPARTMENT OF ADULT EDUCATION

### UNIVERSITY OF LAGOS

### PRISON INMATES"QUESTIONNAIRE (PIQ)

This is aimed at finding out the appropriateness and adequacy of prison education in Lagos State. The questionnaire is designed for the inmates in the five security prisons in Lagos State.

**Instruction**

Please, read the questions carefully and respond to each as honestly as possible. Tick the appropriate boxes in Section A and choose the answers most applicable to you among options in Section B. The data are only for this study and will be treated with utmost confidentiality.

**SECTION A: BIO DATA**

1. Sex: (a) Male (b) Female
2. Age:

(a) Less than 20 years
(b) 20 - 24 years
(c) 25 - 29 years
(f) 40 - 44 years
(g) 45 - 49 years
(h) 50 - 54 years

(d) 30 - 34 years (i) 55 - 59 years

(e) 35 - 39 years (j) 60 and above

3. Marit~1 Status: (a) Single (b) Married

Any other (please, specify ..... ..... .....)

4. Educational Qualification

(a) Primary Six Certificate or less

(b) J.S.S. 1-3

(c) W.A.E.C.

(d) Trade Test

(e) Grade II Teacher Certificate

(f) National Diploma (ND)

(g) Nigeria Certificate of education (NCE)

(h) Higher National Diploma (HND)

(I) University Degree

(j) None of the above

5. Year of admission into the prison

(a) 1999

(b) 2000

(c) 2001

(d) 2002

(e) 2003

Any other (please, specify.....)

6. Number of years left to spent in the prison.

(a) Less than one year (f) 11 – 15 years

(b) Two – three years (g) 16 – 20 years

(c) Four – five years (h) 21 years and above

(d) Five years (i) Awaiting Trail

(e) Six – ten years

**SECTION B**

7. How many times have you been imprisoned?

(a) Once

(b) Twice

(c) Thrice

(d) More than 3 times

8. Did you have a job before imprisonment?

(a) Yes..... (b) No.....

9. If yes, did you like your job?

(a) I liked my job

(b) I had only a little interest in my job

(c) I didn't like my job (d) I don't know

10 in which of the following situation were you in before you were jailed?

(a) I was in primary school

(b) I was seeking admission into a higher institution.

(c) I had dropped out-of-school

(d) I had passed out of secondary school and was looking for employment.

(e) I had complete my university degree and looking for job. Any other (please, specify.....)

11. What is the nature of your offence?

(a) Murder

(b) Manslaughter

(c) Armed Robbery

(d) Extortion

(e) Felonious Wounding/Assault

(f) Burglary

(g) Larceny

(h) Forgery and Currency

(i) Bribery and Corruption

Any other (please, specify.....)

12. When was prison education introduced to you?

(a) Before being imprisoned

(b) First day at the prison

(c) Much later

(d) I don't know

13. Indicate the area of your interest among the types of education/courses available in the prison.

(a) Basic Literacy

(b) Vocational Skills

(c) Remedial Education (d) Arts/Craft

14. Are you interested in the type of prison education that you are receiving? (a) Yes..... (b) No.....

15. If yes to question 14; how do you rate your satisfaction with the types of prison education being received?

(a) Very satisfactory

(b) Somewhat Satisfactory

(c) Not Satisfactory

(d) I don't know

16. How do you rate the appropriateness of the content in the policy of the prison education?

(a) Highly appropriate (d) Not appropriate

(b) Fairly appropriate (e) I don't know

(c) Just appropriate

17. Is there any curriculum guiding prison education courses?

(a) Yes..... (b) No.....

18. Is the curricula of the course you are receiving appropriate and adequate to your needs?

(a) The curricula is appropriate and adequate.

(b) The curricula is not appropriate and adequate.

(c) There is no curriculum at all.

(d) The instructors are not following the curricula.

(e) 'I don't know.

19. How do you rate the appropriateness of teaching methods of prison education?

(a) Evidently appropriate

(b) Quite appropriate

(c) Just appropriate

(d) Not appropriate

(e) I don't know

20. Is the learning/teaching materials appropriate and adequate for your needs and related to the achievement of the goals and objectives/success of the programme.

(a) The learning/teaching materials are adequate and appropriate for the needs of learners.

(b) The learning/teaching materials are very few, need more materials.

(c) The learning/teaching materials are appropriate but not adequate to the needs of the learners.

(d) The learning/teaching materials are not related to the curriculum and no success can be achieved from it.

(e) There are no learning/teaching materials.

(f) I don't know

21. Does the prisons have adequate numbers of instructors?

(a) Yes..... (b).....

22. If yes, assess the degree of adequacy/enough

(a) Evidently adequate

(b) Quite adequate

(c) Just adequate

(d) Not adequate

(e) I don't know

23. Does harmonious/friendly relationship between instructors and

learners encourage your learning?

(a) Yes..... (b) No.....

24. If yes to question 23, how appropriate is instructor's attitude in motivating inmates learning.

(a) Makes learning effective.

(b) Promote obedience among learners

(c) Increase attendance of the learners at learning centres /classroom.

(d) I don't know

25. Will appropriate and adequate prison education have an effect on your behaviour? (a) Yes..... (b) No.....

26. If yes, what effect do you think the prison education that you have received will have on your behavior in future as part of success of the programme?

(a) It will change my life totally towards positive behavior to better life.

(b) It will have no impact on my attitude.

(c) It will make me come back to prison.

(d) I don't know.

27. If after receiving Prison education; you are given tools or equipment and financial assistance that is, money to start some in come learning activity, and a place to live when you are released from prison, will you involve yourself in crime again?

(a) No, never

(b) I cannot work no matter how much I am encouraged.

(c) I like to stay in the prison because I cannot take care of myself.

(d) I like to stay in the prison because people and society will mock me.

28. Do you consider its finding to be adequate?

(a) Adequately Funded

(b) Very fair

(c) Not dequate

(d) I don't know.

29. What effect do you think poor funding of prison education will have on the-achievement of its goal and objectives?

(a) Goals and objectives will not be achieved.

(b) Attendance by class instructors will be low.

(c) Motivation learning by inmates will result.

(d) Content will not be covered.

(e) In effective learning by inmates will result.

(f) Inmates will not be able to apply learning after discharge.

(g) The goal of prison education will be defeated.

(i) I don't know

30. What is your general opinion about the prison education programme in Lagos State if it is properly funded?

(a) It will rehabilitate many prisoners.

(b) It will increase the offensive of many inmates.

(c) It will cause recidivism in prisoners

(d) I 'don't know

31. Do you think there should be policy to guide prison education?

(a) Yes.... ..... (b) No .....

32. Which of these do you think should be prison education policy?

(a) There should be provision for further education for all prisoners

(b) The education of illiterate inmates and young prisoners should be made compulsory and special attention should be paid to it by the administration.

(c) As far as applicable the education of prisoners should be

integrated into the educational system of the country, so that, after imprisonment their education can start without difficulty.

(d) Recreation and cultural activities should be carried out in all prisons for the promotion of the mental and physical health of inmates.

33. which of the following should be considered as the goals and objectives of prison education?

(a) To rehabilitate the inmates

(b) To make the inmates self-reliant after release

(c) To reduce/eradicate rate of crime in the lour society.

(d) All of the above

(e) I don't know

34. What can be done in the Lagos State Prison Education System to make it more goal-achievement oriented?

(a) Prison education should be funded adequately

(b) The policy of Prison Education should be monitored continuously.

(c) The Lagos State Government should always provide, approve and adequate tools for implementation on the type of education

received, render financial assistance and housing to inmates after release to aid rehabilitation.

(d) I don't know

35. Which of the following measures should be applied to remedy defects in prison education in order for it to achieve its goals and objectives?

(a) The Government should employ professionals to train the prisoners

(b) There should be enough teaching materials

(c) The Government should resettle the prisoners when they are released.

(d) The government should develop appropriate and adequate Curricula to guide the prison education

(e) I don't know

# UNIVERSITY OF LAGOS

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Your Ref.

Date:.....

**July 27, 2004**

## TO WHOM IT MAY CONCERN

The bearer, **Mrs. Kemi TUNDE-ADEFOWOKAN** a Ph.D. student in this Department, is carrying out a research project as part of her requirements. We shall much appreciate it if you will very kindly give her the help she needs from your institution regarding collection of data.

Do kindly accept our gratitude for the support which you are giving to our programme.

UNIVERSITY OF LAGOS

HEAD
Department

**Prof. A. O. Adewale,**
Head of Department.