

MIDLANDS STATE UNIVERSITY



FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF POLITICS AND PUBLIC MANAGEMENT

**AN ANALYSIS OF SKILLS TRAINING FOR INMATES IN PRISON
WORKSHOPS. THE CASE OF HARARE CENTRAL PRISON
WORKSHOPS FROM 2008-2015.**

BY

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***A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR BACHELOR OF SCIENCE HONOURS DEGREE IN POLITICS
AND PUBLIC MANAGEMENT.***

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DEDICATION

This research is dedicated to my lovely parents Mr and Mrs.Bambire together with my siblings for being there for me throughout the four years I have studied towards my honors degree in Politics and Public management. Thank you for the moral, financial and spiritual support. This project is also dedicated to Isaac Dembetembe, Fortune Sibindi and Prudence Kuvheya. You made this dissertation an easy to do task. Thanks a lot guys.

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ABSTRACT

The overall aim of the study was to shed light on the main reasons behind skills training of inmates in prison workshops with specific reference to Harare prison workshops as it is the biggest among all prison workshops in Zimbabwe and it offers a lot more programs when it comes to the rehabilitation of the offender. The study was triggered by the need to shed light on the importance of the skills' training initiative for those in custody as it is part of the rehabilitation programs and its usefulness towards the reduction of idleness and recidivism. The program is meant to ensure that the offenders upon release from prison become self-reliant. The study employed both qualitative and quantitative methods of data collection. A sample of 22 respondents was selected from a targeted population of 50 participants. The sample included 14 inmates, 6 officers and other 2 officers as the key informants. The key informant interviews which were conducted with the prison officers were of great use as they allowed one on one asking of questions from the people who are directly responsible for tutoring the inmates at the workshops and are familiar with them. Questionnaires were thematically analyzed in order to obtain an accurate description and understanding of the respondents' lived experiences with regard to skills training and its benefits. The respondents cited how they are looking forward to utilize the acquired skills either by self-employment or forming of cooperatives so that they avoid re-offending. This was because they committed crimes in the first place due to unemployment as there was need to take care of their families. Therefore from the study it was concluded that the organization together with the government should work hand in hand towards putting in place measures to source funds so that inmates are given starter packs to start their own projects after release from prison. The major challenge of the study was that a small sample was used and all participants were drawn from one institution which may however compromise the significance of this study. This was a result of the bureaucratic and security policies of the organization that restricts civilians from being in direct contact with the inmates, hence a few inmates were recommended. Future research in this area should use a larger sample to ensure greater significance.

ACRONYMS

ICRC	INTERNATIONAL COMMITTEE OF THE RED CROSS
OIC	OFFICER IN CHARGE
PFZ	PRISON FELLOWSHIP ZIMBABWE
VET	VOCATIONAL EDUCATION AND TRAINING
ZACRO	ZIMBABWE ASSOCIATION FOR CRIME PREVENTION AND REHABILITATION OF THE OFFENDER
ZNNP+	ZIMBABWE NATIONAL NETWORK FOR PEOPLE LIVING WITH HIV
ZPCS	ZIMBABWE PRISONS AND CORRECTIONAL SERVICES
UN	UNITED NATIONS

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CHAPTER 1: INTRODUCTION

Skills' training in prisons workshops has been at the core towards the effective rehabilitation and transformation of offenders. The skills training program is not only applicable in Zimbabwe's' prisons but rather it seems to have been all over the world. To support, this has been a result of Zimbabwe being a signatory to such clauses like the United Nations Declarations Charter for human rights which articulate that education is a basic human right which should be awarded to all. The constitution of Zimbabwe Amendment (No. 20) of 2013, chapter 4 (75) also sets out the right to education belonging to every citizen of Zimbabwe. This can be credited as the provisions which guide skills training in prisons workshops.

More so, inmates are a special group that has rights to equitable access to all basic benefits that society offers (Chigunwe 2014). Being incarcerated does not scrap one's right to education considering that it is an opportunity for some to pursue in their educational endeavors as to some extent they access these skills at the expense of the state. Some will grab the opportunity with open arms as they failed to access these skills on their own due to many constraints including financial challenges.

However, there are also challenges affecting the success of skills training in prison workshops. For instance, the unavailability of resources to be used in the various courses which include textbooks, stationery, training personnel and willingness of the inmates to take part in the program and also reluctance from the relatives to offer financial assistance to their inmate relative willing to take part in a particular course. Relatives may be unwilling to offer financial support considering the sour relations created the moment one commits a crime leading to his incarceration. This explains why society treats ex-inmates as outcasts and would not want to be associated with them in any way.

1.1 BACKGROUND OF THE STUDY

The idea of skills training for inmates in prison workshops can be traced back to the colonial period. This has been already common in the developed countries hence it has spread even to the less developed countries like Zimbabwe. Skills training came into being in prisons after consideration of a number of factors, which include unemployment, increase in crime rate as well as the need to reduce stress in inmates due to idleness while serving their sentences. Some of these factors were discovered to be the main causes of recidivism, also the shift from retributive to a reformatory form of prison hence there was the need to adopt some new ways of addressing such issues. As articulated by Dankwa (1996), built in 1928 the Harare workshops must have served over the years to make Harare prison not only a place of detention but a setting where some appreciable measure of rehabilitation of the offender could be expected. This then led to the introduction of prison workshops as part of the rehabilitation of inmates through equipping them with various life skills that would help them after life in prison.

During the colonial era, the prison setup was a lock and key system which meant that the inmate had no privileges of getting a lawyer to appeal their cases, therefore there was only one option, which was to serve the given sentence up to the end. With the attainment of independence in 1980, as part of the national security arm the prison sector became known as the Zimbabwe Prison Service. The government then started to implement rehabilitation programs although they were yet to be effective. There was also need to educate the prison community and also the outside community on the importance of the prison workshops in skills training. This development saw the need for the recruitment of qualified personnel like carpenters, tailors, teachers, motor mechanics as well as engineers so that they could train the inmates at the prison workshops.

Zimbabwe has 40 prisons around the country with all of them having a holding capacity of over 16000 inmates. Prisons in Zimbabwe are graded as 1, 2, 3 and 4. Grade 4 prisons are those with maximum security for instance Chikurubi Maximum Prison and Khami Maximum Prison housing D class inmates whose sentences range from 7 years and above. Grade 3 prisons are those with medium security and housing inmates serving more than 30 months but below 7 years for instance Mutare and Bindura prisons as well as Harare Central Prison. Grade 2 prisons are also medium security housing B class prisoners who have not more than 30 months to serve. Grade 1 prisons are those housing A class prisoners for instance open and semi open prisons like Connemara and Banket open prisons mainly meant for those who are about to finish serving their sentences. Also “A” class prisoners are those who move around the prison premises unescorted and are usually left with three months to serve. There are also remand prisoners who have not yet been tried or have pending cases.

It is essential to highlight the fact that from the above-mentioned classes of inmates not all of them have the opportunity to take part in the skills training programs offered at the workshops. This is due to a number of reasons which include their nationality, the type of crime committed and the duration of the sentence and also willingness of the individual inmate to take part in the programs working hand in hand with support from the relatives. Skills’ training in prison workshops is beneficial in the sense that for inmates there are no qualifications required for one to take part and also prior knowledge of the course to be undertaken is not important although it may be an added advantage. There is gender equality as well when one mentions the fact that female inmates are also getting skills training in various disciplines like dressmaking, animal husbandry, gardening among others. Therefore, this complements government’s efforts on the equal representation of men and women in all sectors.

Skills' training in prison workshops has yielded positive results concerning the reformation of inmates. This has seen a number of ex-inmates giving testimonies regarding the skills they learnt whilst in prison considering that they can now utilize the skills to fend for themselves hence reducing their chances of recommitting crimes. The purpose of prison education is to reduce re-offending, furthermore education in prisons is simply "the right thing to do" (House of Commons Education and Skills Committee 2005) The introduction of prison workshops for skills training can thus be said to have covered the gap opened by government policies that do not allow the employment of ex-inmates in the public sector as inmates will have the capacity to be self employed and make a living. In the contemporary era, the private sector has also adopted the same policy that they will not employ anyone with a criminal record as witnessed by a finger print clearance required by most companies during the interview process.

The zeal to carry out this research came because of the interest the researcher developed during the course of the work related learning period at the organization. The researcher also intended to demystify the myths surrounding prison and inmates, as asserted in some media and academic reports. The July 2008 South Africa Broadcasting Cooperation's special assignment investigative documentary titled "hell hole" referring to Zimbabwean prisons, as cited in Rupande and Ngoro (2014). It showed graphic images of malnourished inmates who spend most of their time laboring in fields or locked up in their prison cells with no activity of rehabilitation and skills training taking place. Therefore, the researcher was aiming at portraying the reality of prison life with reference to skills training as society always has negative reports of prison and living conditions of inmates. Besides being a corrective institution for offenders, prison has since become a college or training centre which has been helpful over the years in equipping individuals with various life skills.

However, economic hardships leading to inadequate funding of the projects for the proper training of inmates has presented various challenges to both the organization and the inmates. For those inmates who have sour relations with their relatives it has become relatively impossible for them to take part in the programs because they need assistance with stationery and examination fees. Without help from donors, well-wishers and relatives, some inmates tend to dropout.

1.2PROBLEM STATEMENT

The research project was an analysis of the skills training programs for inmates in prisons with reference to Harare prison workshops as the case study. The aim was to highlight the effectiveness of the program pointing out the challenges, opportunities and impacts associated with equipping inmates with life skills whilst at the same time they are serving their sentences. Since there is an increase in recidivism, the research pointed out how skills' training has become a necessity in the total rehabilitation of offenders.

The skills training program analysis was aimed at finding ways that could address the challenges noted and hence educate the general public about skills training in prison workshops. The main issue being that upon release from prison and having been equipped with the skills, the ex-inmates find it difficult to secure employment especially in the public sector considering government policies that do not allow the employment of anyone with a criminal record. In addition, they have no capital to start their own projects putting to use the skills they learnt.

1.3 RESEARCH OBJECTIVES

- a) To have a clear understanding of the rationale for skills training of inmates during and after serving their jail terms with reference to Harare Prison Workshops.
- b) To unearth the challenges, opportunities and impacts associated with skills training for inmates.
- c) To shed light on the challenges faced by inmates post prison in securing employment or capital to utilize the acquired skills.
- d) To identify the extent to which skills training has helped concerning minimizing recidivism.
- e) To identify the areas that are in need of intervention from the government, the civil society and relatives of inmates concerning the successful implementation of skills training programs for inmates in prison workshops.

1.4 RESEARCH QUESTIONS

- a) What are the major reasons for skills training of inmates in prison workshops?
- b) What are the challenges that faced by the Harare prison workshops, what are the benefits and outcomes of skills training for inmates?
- c) What challenges do ex-inmates encounter while seeking employment or capital for their own projects?
- d) What are the benefits of the skills training program in countering the rate of recidivism?

e) Is there any stakeholder participation in the program from the beginning up to the end of a particular course to be undertaken?

1.5 SIGNIFICANCE OF THE STUDY

The research aims at analyzing skills training in prison workshops with reference to how it benefits the inmates as well as to show the challenges and impacts associated with it. Concerning the degree program the research is aimed at adding a new field of study as the prisons consists of a public sector domain that has not received much attention yet. This research as well seeks to reach out to the usually sidelined population group those that are incarcerated, as the society tends to turn a blind eye on them because they are considered a threat to the society due to their criminal endeavors. Hence, there is need to make their concerns and plights heard.

More so, the study has benefited the organization and other institutions concerned, non-governmental organizations, individuals, donors and other actors in the prison and security environment. The study also has provided policy makers with a pointer towards the making of new laws and regulations in accordance with the dynamic prison environment through the recommendations made by the researcher. This research has however paved way for other researchers in the academic field who intend to carry out a study in the same field of skills training and rehabilitation of inmates.

1.6 LITERATURE REVIEW

1.6.1 RATIONALE FOR SKILLS TRAINING IN PRISON WORKSHOPS.

During the course of history, prison was always known to be a place of punishment for lawbreakers. It was a place where corrective action towards ones bad behavior was taken for the betterment of society through the incarceration of criminal elements. During the colonial period

in Africa as noted by Sarkin (2008), the Europeans utilized imprisonment not as a means to punish common crimes but rather to control and exploit potentially rebellious local populations. Therefore, apart from changed behavior and compliance with the laid down laws and regulations nothing more was expected from an incarcerated individual. However, with the changing of time there has been a paradigm shift in the way prisons have been corrective institutions for offenders. There has been a shift from punitive to corrective era where not only punishment is offered in prison but rather corrective actions are taken so as to ensure one becomes useful and self reliant after prison hence will not revert back to their criminal activities. Muchena(2014), stated how the prisons' boss Commissioner General Zimondi in 2013 articulated that the adoption of the new constitution in Zimbabwe paved way for the transformation of the prison services. In line with the new constitution, the organization is now known as the Zimbabwe Prisons and Correctional Service (ZPCS), with the correctional aspects dwelling much on the rehabilitation efforts of the organization. Hence, in prison, this has been possible through skills training of inmates in various disciplines to support the correctional mandate of the organization.

Regional and international scholars also uphold the idea of education in prison as it is practiced not only in prisons in Zimbabwe but also in prisons around the world. According to Costelloe and Warner (2008) argue that people held in prison are citizens, citizens are entitled to lifelong education to ensure their full development, therefore prisoners should be offered meaningful education. This is backed by the case in Zimbabwe where inmates also attend classes from grade 1 up to form 6 for those who dropped out of school and are willing to attend the classes. Therefore, this is in support of the fact that being in prison does not deprive one of the rights to quality education considering that chapter 4 of the New 2013 Constitution of Zimbabwe

elaborates the fundamental human rights and freedoms. Thus, education whilst in prison is also a human right

More so, skills' training for inmates has received positive reactions from various stakeholders, as it has been instrumental towards the empowering of the usually discriminated people in society so that they in end become self dependant and avoid reoffending. Mhlanga (2013) as cited in Muchena (2014), the ZPCS is empowering inmates as a way to ensure offenders leave the institution "better people" who can fit and meaningfully contribute to society. This has been realized through efforts by the organization to offer training to inmates in disciplines such as plumping, motor mechanics, piggery, carpentry, welding among others. In support, Samanyanga (2016) eluded that skills training is meant for the transformation of offenders from immoral behavior to functional and productive persons upon release thus improving on their employment opportunities on release.

Skills training in prison workshops is meant to teach inmates about the general employment skills or the needed for specific jobs and industries. With the existence of qualified personnel within the ZPCS, the institution has been able to realize its mission, as the inmates are trade tested in their various skills training disciplines to give relevance to their skills even on the job market through the Ministry of Higher and Tertiary Education. The Chronicle news online (2012) reported on the opportunity they once had to visit Khami prison workshops where inmates were busy taking part in the various skills training projects. It should also be noted that teaching prisoners different skills is a way to equip them so that they earn an honest living upon release considering their low or no chance of getting formal employment in both the public and private sectors due to their criminal record. Therefore, they have to be self employed.

The reduction of idleness as it was another reason why many inmates ended up having mental health challenges also contributed towards the adoption of skills training at the prison workshops. It was also an effort to reduce institutional problem behaviors, as they will be involved in constructive work hence avoiding violence among inmates. The chronicle online (2012) reports that what the outside community thinks is different from the reality on the ground because manual labor by the inmates is regarded as punishment for the crimes committed but the situation within the prison complex is different. For instance taking the example of farm prisons like Chikurubi and Bindura among others who are involved in farming activities in an effort to reduce government spending because the produces are for their own consumption and some of the products are taken to the market hence the proceeds are for the inmates' upkeep in prison. While learning these farming skills some inmates have become professional farmers, as they are involved in every stage of production.

1.6.2 COMMUNITY PARTICIPATION IN SKILLS TRAINING FOR INMATES.

The community bears an important role to play in the success of rehabilitation programs for inmates. Comprising of the local community where the inmates come from and the business community for employment of the inmates both have to significantly contribute towards the success of inmates' rehabilitation. There is need for the inclusion of the offender's parents and family because visits from families are essential to enhance the inmate's social development and psychological well-being. During the study it was evidenced that relatives of inmates at Harare Prison Workshops are working together with the organization to ensure total reformation of the offenders. The relatives have been offering their support both materially and financially as well as visiting the inmates. In support, proponents of the strengths based approach in the rehabilitation of offenders believe that the process is facilitated by having offenders make

amends with the community by demonstrating their value and potential. The aim of this approach is to transform the prisoner from being a consumer of assistance to a provider of assistance in turn resulting in the offender's de-stigmatization by the community as he will be perceived as having something to offer, (Maruna and LeBel 2002). Hence this has been the basis upon which skills training was premised on with the bottom line being self-reliance and usefulness after prison.

In support, Shaw (2006) is of the view that community involvement has been an essential ingredient of crime prevention in all kinds of partnerships involving municipalities, the police, social services and the private sector as well as effective communication of the goals and objectives of a project to the community to facilitate the development of partnerships. Hence, in line with the rehabilitation of offenders community involvement is as relevant to ensure success.

Of importance in skills training to ensure its success as pointed out by Sims (2008) who suggested that prison work, vocational education and training programs should have better links with the local labor market in order for prisoners to have a better chance of employment on release. In support, McEvoy (2008) notes that if training is offered with no real prospect of securing employment after release, this can actually be damaging for prisoners. Therefore, links between the prison, the outside community and the local job markets should be fostered to ensure success of the skills training programs. Citing the case of Harare Prison Workshops it can be noted that the prison community works with various organizations and companies like the International Crescent for the Red Cross (ICRC), Prison Fellowship, and ZACRO among others. This then shows the prospects for a better future for inmates although their main aim is to offer humanitarian assistance to the inmates whilst also presenting a chance for employment of the

inmates upon release after exhibiting their skills to the co-operate world during meetings and workshops.

Community involvement and participation in rehabilitation programs by the ZPCS has over the years been evidenced by the measures taken by the organization through its focus on educational and vocational training, psychological support, promotion of familial contact beyond prison, access to religious services and integration of civil society to rehabilitate and reintegrate offenders into the community. For instance such organizations like PADARE maintain relations between inmates and their relatives through counseling in cases of disputes and mending of relations before the release of one from prison. The ZACRO 2008 Annual report outlined its activities during that year and issued out the needs of each prison as noted during its visits. The team from ZACRO had the opportunity to tour Harare Prison Workshops at the carpentry department and offered to provide the requirements needed to make two beds and two wardrobes for the halfway homes that would assist inmates released from prison before they could find decent accommodation for themselves.

1.6.3 SKILLS TRAINING IN REDUCING CASES OF RECIDIVISM

Recidivism is defined as the reoffending tendency among ex-offenders of relapsing into criminal behavior despite having been rehabilitated. It can also refer to the repetition of criminal behavior. According to The Congressional Research Service by James (2016) in Social Work @ Simmons Staff, recidivism is the re-arrest, re-conviction or re-incarceration of an ex-offender within a given time frame. Although there are measures put in place by policy makers in various correctional institutions to minimize the rate of re-offending hence putting to good use the skills acquired by inmates during their time of serving. This has been possible through workshops and career guidance programs organized by prison authorities on behalf of the inmates. For instance

in Zimbabwe an organization called ZNNP+ has been working with the ZPCS through providing career guidance to inmates who will be part of skills training sections not only at Harare prison workshops but all prison workshops in the country's prisons around the country.

In support towards the reduction of recidivism cases, it should be noted that idleness also contributes to re-offending as a way to make ends meet. However, with skills training as argued by Holzer et al (2003) that luckily for ex-inmates employer interest in an ex-offender rises when they find out that that the crime was non-violent drug related. So long as the individual remains drug free and has gained relevant work experience there is more employer interest in hiring. Therefore, showing how advantageous it is to take part in skills training during incarceration.

Skills' training in Zimbabwe prisons has been a positive move towards equipping inmates with survival skills post incarceration. However with government policies employment has been a challenge for ex-inmates considering that both the public and private sectors are unwilling to hire them due to their criminal record. Hence whether one possesses the necessary skills or not they will turn to crime so as to survive thus the rate of recidivism remains a challenge to contain.

More so, the Rand report (2013) notes that correctional education and skills' training plays a major role in reducing recidivism, "our findings are that providing inmates with education programs and vocational training helps them keep away from returning to prison and improves their future job prospects". The research by the Rand corporation also found out that inmates who participate in correctional education programs have a forty three percent lower chance of returning to prison than those who do not. During the course of the research at Harare Prison Workshops during discussions with inmates taking part in skills training revealed how they are eager to find employment after release and take care of their families whom they have been

separated from for a long time. For instance taking note of the situation in Zimbabwe, Langa (2014) cited a report with the ZPCS Public Relations Officer who brought to light the fact that economic hardships have contributed to criminal activities after release from prison that is why it is essential to teach inmates various skills to earn an honest living considering that there were lower chances of them getting employed even at government institutions. Therefore, skills' training in prison workshops is essential in reducing the rate of recidivism because these skills can be utilized in self employment or the formation of cooperatives comprising of ex-inmates to start their own projects.

However, according to Bohm and Haley (2009) cited in Muchena (2014) the goal of rehabilitation and skills training of inmates has been to return offenders to society as law abiding citizens whilst in contrast the goals of rehabilitation have been challenged on the ground that people simply do not know how to correct or cure criminal offenders because the causes of crime are not fully understood. For example it can be argued on the type of rehabilitation and skills training offered at Harare Prison Workshops as it is a one size fit all type of rehabilitation which fails to address specific crimes and find ways to rehabilitate the offenders. Hence, failing to counter recidivism. Maruna and LeBel (2002) proponents of the strengths based theory articulate the importance of prisoner training and education as it is believed that inmate education is aimed at transforming the inmate from being a consumer of assistance to a provider of assistance hence de-stigmatization by the society as he would be viewed as having something to offer for the betterment of society, then avoiding re-committing by adding value to the society.

Motivation of inmates to take part in the skills training programs is also an important factor to ensure its success. Views of the prisoners should be considered to get an impression of how inmates view education. As likened to beginners in education, inmates need not to be forced but

rather they require gradual persuasion for them to go to school. For instance, as noted by Hurry et al (2005) many young offenders have negative views towards and this carried out through to education programs in prisons. In Bulgaria as articulated by Downes (2010) suggests that female prisoners' value system is identified as one of the reasons for dropping out of educational programs offered as they believe it is not part of their life priorities. Contrary in the Zimbabwean case female inmates are eager to learn new skills, as they believe this will award them a second chance and be useful in life after prison so that there are no chances of recommitting. Therefore, motivation of inmates plays a major role in such they will take part in the programs with a positive mindset on what they want to achieve.

1.6.4 CHALLENGES LIKELY TO BE FACED BY INMATES POST PRISON.

Social reintegration is understood as the support given to offenders during their re-entry into society following imprisonment. The post release community based component of re-integration has been variously referred as “aftercare” or re-entry support. Some post release interventions may start while the offender is still incarcerated with the intent of facilitating post release adjustment. For instance the ZPCS has been working with organizations like PADARE and Prison Fellowship in preparation for inmates before finishing their sentences. Before release inmates have been given the opportunity and assistance to mend relations with their families and victims before re-integration.

There are a number of challenges that inmates face post release from all angles which are social, economic and personal challenges. Borzycki (2005) articulates that some of these challenges are a result of the offenders past experiences and others are more directly associated with the consequences of incarceration. More so, offenders have a history of social isolation and marginalization, physical or emotional abuse, unemployment and involvement in a criminal

lifestyle that began at an early age. After release from prison ex-inmates often find it difficult to find decent accommodation with very little and limited means, managing financially, finding every basic needs and even accessing services and support for the particular needs.

In another view the situation may be better on condition that the inmate acquired some skills during the time of incarceration hence he has something to hold on to. Thus presenting a variable number of opportunities for ex-inmates from both prospective employers and donors who offer assistance for ex-offenders to start their own cooperatives. Employment is as essential for an ex-offender as it is for non-offender. This is in support of the view by (Graffam et al 2004:1) that “employment provides more than the income necessary to support adequate material conditions. It also provides opportunities to expand one’s social network to include other productive members of society. In addition to all this employment can contribute to enhanced self esteem and other psychological health”.

However in contrast offenders released from prison encounter a myriad of challenges with respect to securing employment. These include personal factors such as low motivation, skills deficit, and lack of stable accommodation, absence of family support, substance abuse, poor employment record and lack of training; (Visher et al 2005). Although being in possession of any skills during incarceration, with the current economic challenges facing Zimbabwe the research revealed how the ZPCS is finding it difficult to source starter packs for inmates upon release to start their own projects. From the moment they re-enter into society having a criminal record alone is a bigger obstacle blocking ex-offenders from getting employed. In trying to assist inmates so that they will not face these challenges the Harare Prison Workshops has been working with various organizations such as ICRC, ZACRO and ZNNP+ as partners who will assist ex-inmates in finding jobs.

Among the challenges faced by inmates post release is too much stigma as noted by McLaughlin et al (2008) cited in Muchena (2014) that in America those found guilty of even a minor offence are disqualified from receiving all government funded educational loans and financial aid. Moreover, (ABA collateral consequences of criminal convictions n.d.) cited in Simmons staff (2016) noted several collateral consequences of incarceration [legal restrictions unrelated to the original crime that apply to ex-offenders after their release from prison]. Some of them are explicit and permanent for example, in the states ex-offenders are “not banned” from public housing although housing administrators can use a criminal record as a cause to reject a candidate. In Zimbabwe ex-inmates are likely to face similar challenges beginning from government policies restricting their employment in the public sector. Some of the challenges may also emanate from their communities that will always label them as criminals regardless of having paid for their sins and attaining various skills.

As essential as it is to have education and training whilst coming out of prisons, that alone is insufficient in solving problems faced by ex-inmates in securing jobs as the greater percentage of the problem will only come from employers. According to Fletcher et al (2001), a study conducted in 2001 in Britain found that employer discrimination was the most frequent barrier for ex-inmates in securing employment. Few employers had equal opportunities policies that applied to ex-offenders. For instance in Zimbabwe the government being the major employer in the public sector does not allow for the employment of someone with a criminal record, a decision which the private sector has also adopted thus closing all possible channels of employment for the ex-offender. With the economic hardships currently facing the economy of Zimbabwe, upon release from prison and without employment one turns to crime as the only means of survival. Hence recommitting and getting back into prison.

During the research, it emerged that almost eighty percent of the targeted population are optimistic that their communities and families will accept them without discrimination considering that they pay them frequent visits and attend to their needs whilst in prison and also pay for trade tests and stationery at the workshops. The inmates believe that lack of technical skills led them to committing crimes as they did not know any job to do but now they are in possession of the required skills to be productive and self reliant hence the reduction of crime rate.

1.6.5 CHALLENGES FACED TO EFFECTIVELY DELIVER SKILLS TRAINING IN PRISON WORKSHOPS.

The Harare Prison Workshops' activities during the period 2008-2015 were crippled with a number of challenges that hindered the effective realization of its goals and objectives. It was also the period in which the country suffered the worst economic downturn due to the rise of inflation on the Zimbabwe dollar. This then yielded some developments in the political circles leading to the formation of the GNU to try to find solutions to address the economic challenges. During this period, the ZPCS suffered a great deal considering the burden to feed over 19000 inmates housed by its various institutions around the country. Not only were there challenges of food, sanitation and other basics in prison. There were challenges as well faced by the prison workshops in terms of funding for its skills training projects for inmates, donor flight, skills flight of skilled personnel at the prison workshops, dropouts by some inmates due to lack of funding also hindered the effective realization of inmates' dreams at the workshops.

Skills' training at Harare Prison Workshops has been described by many as a positive move towards the reduction of crime in Zimbabwe as individuals will become self dependant after incarceration. Optimism has been shown from both the inmates and the prison officials taking

part in the initiative. More so, there is a program showing on national television entitled “Another Chance” to engage victims and offenders as well as society to accept ex-offenders when they are released (Langa 2014). The program has revealed how inmates have started utilizing the learned skills to add value to the community. However efforts by the Harare prison workshops to equip incarcerated individuals with skills have been characterized by various obstacles which have been making skills training almost impossible. For instance funding, shortcomings of resources, donor flight, outdated learning equipment, shortage of skilled personnel among others.

Lack of funding has been the major challenge crippling the efforts of Harare prison workshops during the period 2008-2015 as a result of the economic downturn experienced in the country that period. In addressing these challenges the ZPCS has embarked on self help projects by the inmates. These projects may include farming in many of the major farm prisons, animal husbandry and selling of the products made by the inmates at the prison workshops. Although these projects have yielded positive results according to Langa (2014) rehabilitation programs do not get any meaningful funding because the ZPCS is channeling most of its resources into the upkeep of inmates.

In addition, Samanyanga (2014) points out that specific program for rehabilitation and treatment are lacking in the Zimbabwe prisons and correctional service systems thus offenders are released when they are not prepared to deal with the outside world. The rehabilitation programs at Harare prison workshops have continued to be a straight jacket approach lacking crime-specific strategies to rehabilitate the offenders. As a result of the economic challenges the prison system has been finding it difficult to transform its operations to suit the modern technologically advanced world in the rehabilitation and skills training of inmates. The prison has since been

using outdated machinery some of which was inherited from the colonial system and this has also seen some of the record keeping at the complex being done manually. This is however a challenge as it is time consuming due to the large population of inmates housed at the institution and also in danger of data loss due to a number of factors including misplacement of the paperwork.

Another challenge faced by the Harare Prison Workshops noted by (Muchena, 2014; Rupande and Ndoró; 2014) cited in Samanyanga (2016) is that prison officers serving in the ZPCS system still lack specialized training in correctional services in programs as correctional counseling and cognitive behavior therapy. Langa (2014) adds that rehabilitation is difficult to achieve due to lack of resources and lack of counseling and rehabilitation skills and knowledge among the majority of prison officials whose attitude towards prisoners is punitive. During the course of the research, the researcher found out how the organization is working hand in glove with officers to advance their educational qualifications and counseling skills. Although the ZPCS cannot afford to pay for the education expenses required, it has been helpful through granting the officers study leaves hence complementing each other's efforts all directing towards the betterment of the organization in line with the rehabilitation and skills training of inmates.

The prison officers need to have the technical knowhow on how to counsel someone willing to take part in vocational education and training as the majority of the inmates just attend for the sake of passing time whilst in prison and are not aware of the real benefits of skills training. Samanyanga (2014) shows how important it is that offenders be empowered through education, career guidance and rehabilitation programs. Therefore this can only be possible if the officers are equipped well enough to be able to strategize ways to deal with the inmates' crime specifically. In support Langa (2014) brings to light an interview with the ZPCS public relations

officer where he acknowledged the use of case management systems in some developing countries whereby an offender is admitted into jail for example for seven years and prison authorities sit down with the prisoner to discuss how he will manage those years in prison.

Adding to the challenges faced by the Harare prison workshops to effectively deliver skills training for inmates is the lack of an assessment system within the ZPCS of the rehabilitation programs hence no preparation for the re-entry of inmates into society argued by Samanyanga(2016). There is no formal assessment done to appropriately match the needs of the offenders to the programs available in correctional centers' (Samanyanga and Chigunwe 2015) cited in Samanyanga (2016). An assessment system is crucial so as to clarify for the offenders what skills training is all about and also to identify certain talents possessed by the inmates and link them to the appropriate course that can address their interpersonal weaknesses and challenges that could have somehow prompted one to commit the crime.

1.6.6 THEORETICAL FRAMEWORK

As defined by Walsh and Hemmens (2011) in Muchena(2014), a theory is a set of assumptions that attempts to explain and predict phenomena. In line with skills training in prison workshops various have been proposed but for this research, the researcher used the social learning theory. This theory states that a person will act accordingly to learned behaviors from their environment and peers. In explaining skills training in prisons the theory suggests that rehabilitation programs, education, therapy and vocational training have a rewarding effect not only reforming the offender but on society as well because they are able to become productive members of society rather than hindrances. Clegg (2012) further denotes that by teaching them job skills and coping abilities, we are preparing them to be able to function normally rather than just returning them to the streets often more times dangerous than when they were first detained.

In support the labeling theory which argues that a criminal is whoever society labels a criminal, (Growther 2007) cited in Muchena (2014) postulated how American Sociologist [Becker 1963] introduced the labeling theory to show how people are not offenders until they are labeled as such. Therefore considering that some inmates are sometimes sentenced for crimes they did not commit, the moment they get to interact with hard core criminals or even spend a day behind bars the society begins to label them as criminals. Hence, the social learning theory points out how crucial it is for offenders or those labeled as offenders to utilize the time they are incarcerated. The theory believes that while extended periods of incarceration alone do not seem to reduce or detour criminal behaviors, it is significant that rehabilitation programs along with shorter prison stays are more effective in preventing crime as compared to punishment alone.

According to Clegg (2012), to many people in society the idea of special programs like rehabilitation and skills training for prisoners seems unfair as they are in prison to be punished not to better themselves hence society wants to believe that criminals are incased in cold cement and iron cages with no rights and freedoms as punishment for their crimes. The problem comes in that this type of punishment is ineffective for the community as a whole and for those in custody. Thus if all investments proceed to punishing offenders and release them with no life or job skills they in turn go back to their criminal activities hence recidivating. As articulated by the RAND Corporation Report (2013) that prisoners who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not find such opportunities. Thus employment after release was thirteen percent higher among inmates who took part in skills training than those who did not.

In addition the social learning theory believes that many of the inmates that have been able to go through rehabilitation programs give back to the community by being a mentor for someone else

in need as well. More so, Clegg (2012) with the social learning theory believes that we cannot change the behavior by locking away and forgetting about it, however change needs to happen. There is need to invest in more rehabilitation programs for inmates so as to start putting money back into society rather than taking it away and stop the cycle. Hence skills' training in prison workshops revolves around this notion to minimize crime rate as well as reforming the offender to a better and productive individual.

1.7 LIMITATIONS OF THE STUDY

- Financial constraints
- Limited time as the research will be conducted during the course of the semester hence the researcher will be attending lectures
- Hierarchical structure of the organization (ZPCS) as it may take long for the research to be approved due to security reasons.
- Obtaining of merely subjective and biased information from the organization management since they seek to preserve the organizational structure.
- Unavailability of information pertaining to prisons on the internet.

1.8 DELIMITATIONS OF THE STUDY

The study was carried out at Harare Central Prison with specific reference to Harare Prison Workshops because it is the biggest one among all prison workshops. The respondents consisted of the inmates from various prison categories and the officers both male and female from different rankings as well, because they are the major stakeholders in the skills training programs. Therefore, the study covered the period from 2008-2015. The researcher wanted to clarify on the myths surrounding prison and inmates as some would want to describe Zimbabwe

prisons as ‘hell holes’ where one ceases to be a human being the moment he is sentenced. This was said given the living conditions they are subjected to. Hence of interest to the researcher was the period in question considering the economic downfall the country went through during this period.

The outside community consisting of the inmates’ relatives was struggling to make ends meet so as to put food on the table talk less of thinking about their incarcerated family members who ended up feeling neglected. The research also managed to highlight the major challenges faced by the organization during this period as most of its activities are largely funded by donors and well-wishers. There was also need to bring to light the achievements made by the organizations to address the challenges faced from this period up to date given the scenario that the economy has been performing better since the government of national unity in 2009.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Skills training: teaching or developing in oneself or others, any skills and knowledge that relate to specific useful competencies.

1.9.2 Recidivism: a case in which one repeats criminal offences

1.9.3 Prison: a public institution used for the confinement of individuals convicted of crimes.

1.10 DATA COLLECTION METHODS

According to Green and Tull (1996), a research design is the specification of techniques and processes for obtaining the information required. It is the overall operational pattern or framework of the project which states what data is to be gathered from which source and by what processes. In this case the researcher made use of questionnaires, general observations and interview guide for the collection of data relevant to the analysis of skills training in prison

workshops. Hence on application the research is both quantitative and qualitative. Qualitative research as defined by Muchena (2014) gives meaning to life experiences therefore assisting the researcher to give an evaluative analysis of skills training in prison workshops for the benefits, challenges and opportunities associated with the program. The quantitative approach to data collection relies on the collection of data based on numbers. The data is usually obtained through the use of questionnaires and then analyzed statistically (Danda 2014). Through the quantitative approach, numerical results are crucial as they are normally to test hypothesis and obtain conclusions from phenomena. Quantitative analysis of data is legitimate as it presents an unbiased analysis of results. The qualitative research approach according to Dorah (2008) is good for open ended questions and it is more open and responsive to its subjects. The researcher also used primary and secondary sources of data materials to analyze skills training in prison workshops. Closed questionnaires as primary sources were used whereby the respondents only answered the given questions. Secondary sources were used which included the use of already available sources for instance textbooks, newspapers and journals and the internet.

1.11 TARGET POPULATION

Muchena (2014) defines population as the entire group with specific information relevant to the study. The study on and analysis of skills training in prison workshops with the case of Harare Prison Workshops was targeting 50 respondents. Among these were 30 inmates taking part in various skills training programs at the workshops and 20 female and male officers mentoring the inmates at the various sections. Considering that the researcher could not access all the members of the targeted population due to a number of reasons including busy work schedules. Therefore, there was need to make a sample.

1.12 SAMPLE SIZE

Evans et al (2000) defines sample size as the number of observations in a sample. Barbie and Rubbin cited in Muchena (2014) argued that 10-15% of the entire target population can be used to make a sample that represents the whole target population. In the case of this research the researcher used 22 respondents giving a total of 44% of the entire population as the representative sample for the study. This was done to ensure equal representation of the data and responses. This was possible as the respondents (inmates and officers) were selected from the different sections hence a representation of the whole Harare prison workshops. A total of 20 questionnaires were distributed designed as 14 for the inmates and 6 for the prison officers and also 2 interviews with the officers who were the key informants: one from the rehabilitation office and one from the workshops as well working under the VET office.

	Population	Sample	Population %
Inmates	32	16	50%
Officers	16	4	25%
Rehab officer	1	1	100%
VET officer	1	1	100%

Table 1 showing number of targeted participants (source: raw data)

1.13 SAMPLING TECHNIQUE

During the course of this research, simple random sampling was used. According to Moore and McCabe (2006) a simple random sample consists of individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected. The OIC at Harare prison workshops delegated an officer who made use of simple random

sampling which is also a subset of probability sampling whereby he randomly selected inmates among other inmates taking part in skills training at the prison workshops. The researcher could not choose for herself the respondents as the prison policies prohibit civilians from moving around the prison complex unescorted due to security reasons. It was also easy for the officers to select the inmates as they are well versed with them in terms of their individual attitudes because they spent most of the time at the complex working with the inmates. Simple random sampling in this case was the best technique to use due to the fact there are a lot of inmates taking part in skills training hence there was no way the researcher could have distributed questionnaires to each and every one of them. It would have wasted a lot of time and resources. One rehabilitation officer was also selected for an interview as it was difficult to conduct interviews with all of them due to busy work schedules also one officer from the VET office who are well equipped with the programs on offer at Harare prison workshops.

1.14 RESEARCH INSTRUMENTS

The researcher used questionnaires, interview guide and general observations so as to collect data required for the completion of this project.

1.15 QUESTIONNAIRES

A questionnaire by definition according to Francis (2005) is a formalized list of questions and answers used for soliciting information from respondents. A questionnaire is presented in writing to the respondents then requires the respondents to fill or provide the answers to the questions in a manner instructed by the researcher. For instance, a simple yes or no answer, ticking where applicable as well as filling the blank spaces and sometimes with a little bit of explanation on areas in need of clarification so as to obtain factual answers. The researcher in this case designed a questionnaire comprising both open ended and closed questions. Open ended questions are

those in need of an answer with some descriptive information rather a simple yes or no whereas closed questions can be responded by a yes or no, maybe, agree etc. the questionnaire covered a number of issues that meant to address the research questions and objectives to clarify the issues surrounding skills training of inmates in prison workshops.

ADVANTAGES

Questionnaires are practical and ensure confidentiality since the respondents are not required to write their names. They also compile a large amount of data at the same time. According to Ackroyd and Hughes (1981), with questionnaires large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way.

DISADVANTAGES

Questionnaires have disadvantages in the sense that only literate persons are able to use them. In case that the respondents could not write the researcher would read and translate the questions in Shona and then complete the questions while the respondent was giving answers. They are a bit expensive as printing costed 10 cents per page hence amounting to almost \$8.00 to print the 20 questionnaires for distribution.

1.16 OBSERVATIONS

The researcher also employed general observation during the data collection process. The observations were useful in obtaining information in various activities taking place at the workshops. Whilst observing special attention was paid to observe the attitude of inmates as well as the relationship between the inmates and the officers. By simply observing the goings on at Harare prison workshops, the researcher managed to conclude on the effectiveness of skills training for inmates at prison workshops. This was because inmates were eager to learn and the

officers were also eager to teach the inmates so that they learn something positive whilst in prison.

1.17 INTERVIEWS

The researcher managed to interview two (2) key informants who are the prison officers' working at Harare prison workshops. One was the rehabilitation officer at Harare Central Prison because there is one central office overseeing all rehabilitation programs at the complex considering that Harare prison workshops is also housed around the workshops also they have different chains of command with each having its own OIC. Interviews award one the chance to ask questions to clarify areas the researcher is failing to clearly understand. The responses will be coming from individuals with the technical knowledge in the field of interest to the researcher. However this type of instrument is time consuming because the researcher would have to wait for the convenient time that the respondent will be free.

1.18 ETHICAL CONSIDERATIONS

Ethics refer to standards and norms of behavior that guide moral choice about our behavior and our relationships with others. Ethics in research aim at ensuring that no one is harmed from the research activities. Ethics that are mainly considered during a research include confidentiality, informed consent, privacy, and debriefing just to mention a few. As such, ethics are essential in conducting effective and fruitful research. Adversely unethical activities which include violating non-disclosure agreements, misrepresenting results, deceit, avoiding legal liability among others tend to hinder the effective conducting of a research.

1.19.1 INFORMED CONSENT

The researcher first sought permission from ZPCS National Headquarters in which she was given an offer letter to conduct the research. To ensure the protection of the respondents' right the researcher also had to seek their consent. There was need to explain fully the objectives of this research to the authorities considering that the organization seeks to preserve confidential information relating to national security and the respondents as well to ensure voluntary participation in the process.

1.19.2 PRIVACY

The researcher was obliged to respect the respondent's right to privacy to protect the respondents and retain the validity of the research. As the respondents have their right to privacy it means they can refuse to be interviewed or refuse to answer any question in an interview. Therefore, for the researcher to avoid any inconveniences one has to address these rights. In this case the researcher had to inform the inmates of their right to refuse to answer any questions or participate in the study. With the prison officers they have the right to privacy to secure their jobs. Also the need to maintain a professional relationship between the officer and the inmate, hence the need for privacy.

1.19.3 CONFIDENTIALITY

The researcher was mandated to ensure confidentiality of the respondents; hence this was made possible by not documenting the participants' names on the data collection instruments. Also by ensuring that the data collected is used for academic purposes only.

1.19.4TRANSPARENCY

For the respondents to freely participate in the research there was need for transparency. Inmates are a vulnerable population that needs to be dealt with in such a way that they do not feel rejected and oppressed. Therefore, there was need to explain to them what the research is all about and what it aims to achieve.

1.20 DATA ANALYSIS AND PRESENTATION

Data analysis is done to ensure that the data collected is communicable. Analysis of data is done to ensure that conclusions are drawn to pave way for recommendations in line with the study that was carried out. The process of data presentation is done to quantify and reduce large amounts of data into readable volumes. For presentation the researcher employed the use of graphs, tables and pie charts therefore expressing the results in percentage form. The above mentioned tools were of great significance to ensure that the researcher will be able to summarize, organize and present the findings in a clear and easily understandable manner.

1.21 SUMMARY

The main aim of this chapter was to introduce the reader to the study on the topic under discussion. This chapter was an outline of the background of the study, statement of the problem, significance of the study, research questions and objectives, limitations and delimitations, ethical standards, literature review as well as the research methodology. The methodology focused on the research methods used by the researcher in order to gather information pertaining to the concept of skills training for inmates in prison workshops. An explanation of the tools used and how the researcher managed to come about with the participants although there were some challenges faced as a result of the security polices at the institution. Literature was also reviewed

in this chapter to outline views and ideas of other scholars in relation to skills training of inmates during their terms of incarceration.

CHAPTER 2: POLICY ISSUES

2.0 INTRODUCTION

The aim of this chapter is to dwell on the legal frameworks that govern the operations of ZPCS. Policy frameworks provide the organization with the necessary guide that will help in accomplishing its goals without deviating from its mission statement. In this case the organization is guided by a number of pieces of legislation that allow it to effectively deliver rehabilitation services to the inmates. The study managed to discuss skills training with reference to The Prisons Act Chapter 7:11, The Zimbabwe Constitution, the UN Standard Minimum Rules for the Treatment of Offenders as well as the Universal Declaration for Human Rights among others. This chapter will also focus on funding for inmates' projects giving reference to external stakeholder as well as the organization's ability to finance itself.

2.1 GUIDING PRINCIPLES

According to (www.businessdictionary.com) guiding principles are the precepts that guide an organization throughout its life in all circumstances irrespective of changes on its goals, strategies, type of work or the top management. The Prisons Act Section 4 on the principles that guide the prisons and correctional service entail that, "the service facilitates the involvement of members of the public in matters relating to the operation of the service and also that inmates are expected to obey prisons and correctional rules and conditions of release and to actively participate in programs designed to promote their rehabilitation and re-integration into society".

These principles have been instrumental when it comes to skills training considering that the relatives of inmates, the community and other external stakeholders are allowed to get involved in the lives of the inmates from the beginning of one's sentence up until it is finished. This has

been evidenced by the relatives who contribute towards the successful completion of skills training programs at the workshops through providing stationery and paying for trade tests.

The inmates are encouraged to actively take part in the rehabilitation programs to ensure their successful reintegration into the society to avoid relapsing. Although this is not mandatory the service has been actively engaging the inmates so that they embrace the benefits of rehabilitation whilst serving their jail terms.

More so, the principles guiding the ZPCS have been prompted by its mission statement which entails the protection of society from criminals through the incarceration and rehabilitation of convicted persons and others who are lawfully required to be detained and their reintegration into society while exercising safe, secure and humane control. This has been in support of the prisons sector change in name adding the “correctional” aspect from the general “prison service”. The correctional mandate gave chance for the organization’s operations to be rehabilitative rather than retributive as was the situation during the colonial era.

The correctional officers according to the Prisons Act are given the opportunities to participate in the development of prisons, correctional policies and programs. This has given the officers the opportunity to get trained in rehabilitation programs and counseling services allowing them to have the ability to explain the benefits of skills training to the inmates.

2.2 LAWS GOVERNING PRISONS OPERATIONS

The Human Rights Bulletin (2012), states that the role of ZPCS is derived from its mission statement which is in line with the provisions of the constitution of Zimbabwe. This has been a supportive framework towards skills training of inmates in prison workshops. Prisons from the colonial era have shifted from being centers for punishment to places where some measure of

rehabilitation and transformation for self sustenance is awarded. The constitution of Zimbabwe (2013) states the rights of prisoners which are there to ensure the preservation of their human dignity during their time of incarceration.

The Prison Act is regarded the chief law governing the operations of the organization. As stipulated by the human rights bulletin (2012), the act sets out the rights of prisoners' inline international standards and instruments. These in turn set out the fundamental and universally applicable rules that persons deprived of their liberty must be treated with humanity, dignity and respect while in detention. Section 125 of the Prisons Act describes issues to do with the rehabilitation activities of inmates. Therefore, this points out to the directives upon which Harare Prison Workshops operates on with regards to skills training of inmates.

In support section 127 of the Act sheds light on the purpose of rehabilitation activities as that "the service shall provide a wide range of rehab activities designed to address the needs of inmates and contribute to their successful re-integration into society. Hence, assisting inmates to fit well into the society post release.

Zimbabwe is also a signatory to the UN Standard Minimum Rules for the Treatment of Offenders. These guide the ZPCS regarding the way they treat offenders and awarding them the rights due to them during their respective terms in custody. The article provides for impartiality and non-discrimination when it comes to application of the rules on grounds of religion, language, age and race among other issues. Section 77-78 of the article elaborates on the importance and the need for education and recreation of inmates during their terms in prison.

The UN Standard Minimum Rules further provide for the general rules regarding the treatment of offenders with reference to the provision of food, accommodation, clothing, bedding and

medical services. However with the case in Zimbabwe the ZPCS has not been able to meet these standards due to budgetary constraints as stated by the Parliament of Zimbabwe report (2011). These provisions are also supported by other articles which include articles 7 and 10 of the international covenant on civil and political rights, article 37 of the convention on rights of the child and the UN Convention against torture and other cruel, inhuman, or degrading treatment or punishment as well as the UN General Assembly Resolution 45/111 of 14 December 1990 adopted basic principles for the treatment of prisoners as laid down in the Universal Declaration of Human Rights. These provisions have been of great significance to the operations of ZPCS as they have provided the basis upon which effective rehabilitation of inmates is ensured.

2.3 FUNDING OF INMATES' PROJECTS

The Ministry of Justice Legal and Parliamentary Affairs in Zimbabwe is responsible for overseeing matters at the Zimbabwe Prisons and Correctional Service. The government is responsible for funding the ZPCS through this ministry and the funds are allocated by the Finance Ministry. Due to economic challenges that have crippled Zimbabwe's economy and resulted in cash crises, it has been difficult to enhance enough funds for the prisons sector. According to Shout Africa Zimbabwe (2015), the situation has been worrisome that most NGOs and Faith Based Organizations have intervened to assist in funding the projects. The ZPCS has over the years worked with such organizations like ICRC, Prison Fellowship, ZACRO, Inmates' relatives among others.

2.3.1 PRISON FELLOWSHIP

GlobalGiving (n.d) titled "Rehabilitation of 300 offenders in Zimbabwe" has showed how prison fellowship Zimbabwe has put in place projects that aim to empower inmates whilst in prison. The report stated that the organization meant to empower inmates through buying stationery,

textbooks as well as paying examination fees and paying for trade tests for those undergoing skills training at the workshops. The organization has also been instrumental in the reduction of recidivism through the provision of half way homes for those inmates who do not have a place to stay for a particular period of time. This helps so that the inmates do not end up in the streets where they will be subject to criminal behavior as a means of survival.

2.3.2 ICRC

This is also one organization that has been working with the ZPCS since 2009 in funding a lot of projects and providing relief material for the inmates. This organization has been important in making sure there is success at the skills training projects of inmates in the various prison workshops around the country. For instance according to Razao and Gore (2016), “the organization donated knitting and sewing machines worth \$136 000 to the ZPCS at Harare Central Prison. The ICRC also offered a two-month training program to inmates and officers in knitting and sewing techniques”. This is evidence of how the civil society is playing a complimentary role towards government’s efforts to end crime through rehabilitation of the offender.

2.3.3 ZACRO

It is a non-profit making organization that aims at to cover rehabilitation, re-integration and humanitarian needs of inmates. The ZACRO 2008 Annual Report stated how the has managed to score high with regards to intervention areas involving visits to prisons, educational assistance and provision of rehabilitation projects including learning equipment essential for skills training at the prison workshops and paying for both academic and technical trades. During the period under study the organization facilitated the building of a half way house for inmates by providing

the requirements. With skills training the organization assisted in linking inmates with the available resources and setting up and funding of micro projects for the inmates.

2.3.4 INMATES' RELATIVES

Considering that the government is currently incapacitated to fund skills training projects of inmates at Harare workshops, inmates' relatives have been helpful. The study pointed out how both the prison officials and the inmates are grateful for the help they are getting from the relatives with regards to stationery, fees for trade tests and other essential textbooks as well as visits.

2.3.5 SELF-SUSTAINANCE

The organization does not only depend on funding from the government, donors or inmates relatives as it also has some projects done by inmates as part of their rehabilitation in order to provide funding. For instance the ZPCS has embarked on farming in some of its major farm prisons like Chikurubi where the products are mainly for the inmates' consumption but the excess will be sold to supplement the funds from the government and other donors. As noted by the Chronicle (2012), that some of the products they make are exhibited at major events like the ZITF and they will attract customers there. The prison officials stated that the proceeds from sales are used to cover recurrent expenditure at the institutions or ploughed back to finance. This is to show that the organization with regards to rehabilitation of inmates is not dragging its feet due to lack of funds but rather they have alternatives.

2.4 SUMMARY

From the study this chapter managed to discuss the guiding principles and legal frameworks that guide the organization in delivering its mandate towards protecting the society from criminal

elements as well as rehabilitating the offender. It has been noted in this chapter that although government funds are insufficient the organization has in place alternatives and sometimes receives help from NGO's like ZACRO, ICRC and Prison Fellowship in order to deliver skills training and rehabilitation to inmates.

CHAPTER 3: ISSUES IN PRISONS

3.0 INTRODUCTION

Skills' training of inmates in prison workshops has been an achievement crippled with various obstacles. Without support from the donor community it would have been a dream far from reality but however the ZPCS has worked with various external stakeholders with the aim to make rehabilitation and re-integration of the offender an easy to do task. Some of the issues affecting the effective implementation of skills training include resource scarcity, population increase, outdated machinery, lack of funding among other issues. This chapter aims at showing how these have negatively impacted skills training of inmates at the workshops.

3.1 POPULATION INCREASE

Against the official holding capacity of 17 000 inmates, Zimbabwe's 46 prisons around the country have collectively housed over 20 000 inmates, thus exceeding the normal holding capacity by 12% (News24 report 2015). Population increase has negatively affected the rehabilitation mandate of ZPCS considering that it has compromised access to resources required for the upkeep and training of inmates at the workshops as the greater percentage of the available financial and material resources will be channeled towards the welfare of inmates. Overpopulation is also detrimental to the official teacher: student ratio at the workshops which is tagged at 1:5 whereby one prison officer will be against five inmates in their respective skills training courses. Therefore with these big numbers the ratio becomes impossible to work with hence increasing the workload on the officers as well as a security threat on the part of female officers especially at places like Harare Central Prison where they house only male inmates. As a result in May 2016, the President pardoned 2000 inmates in an effort to decongest the prisons.

3.2 RESOURCE SCARCITY

According to the Parliament Report (2011), critical resources necessary for the day-day running of prison affairs have been challenging to come by in Zimbabwe's prisons from 2009 as a result of budget constraints. Some donations consisting of prisoners uniforms were donations from the ICRC although they were insufficient to allocate more than one pair of uniforms per inmate considering their big numbers. Some of the essential but scarce resources in prisons include transport, fuel, foodstuffs, learning materials and equipment.

3.2.1 OBSOLETE MACHINERY

Among the issues in Zimbabwe's prisons hindering the effective delivery of skills training of inmates in prison workshops is the issue of outdated equipment. Some of the equipments still used in these institutions was inherited from the colonial masters and has become obsolete to the extent that it requires frequent servicing. Servicing of these machines is not always possible as a result of the unavailability of spare parts although the human resources are always available pertaining to inmates and officers.

3.2.2 UNAVAILABILITY OF TRANSPORT

Shortage of transport in prisons has been detrimental towards accessing justice for inmates. This is so considering that the inmates have failed to appear in courts leading to some serving longer sentences than expected. This has also resulted in continued detention in remand prisons in some cases for people who would have committed minor crimes and those unable to pay the fine imposed by the courts as an alternative to imprisonment, (Human Rights Bulletin 2012). This shortage of transport as well has contributed to overcrowding in prisons as some people who are not supposed to be in custody for long still spend time in prison therefore contributing to the fight for the few available resources.

Shortage of transport has been affecting prisons as well as some of the major prisons remain fluctuated with large populations whom they are failing to transfer to other prisons. Therefore this has led to inmates competing for resources at one place. According to a Parliament of Zimbabwe Report of the thematic committee on human rights on the state of prisons and prisoners (2011), the committee noted that most of the vehicles used were ageing and unreliable. Some of the stations had no vehicles at all. This has resulted in the violation of prisoner's constitutional rights to access justice and be heard in courts of law on time.

As result of inadequate funding the ZPCS has failed to operate effectively with regards to transport shortages as this has somehow put the lives of sick inmates in danger. This is so considering that some inmates have failed to be taken to their referral hospitals in time.

3.2.3 FOOD SHORTAGES

Zimbabwean prisons around the country have been manned with the shortage of food to feed the ballooning population of inmates daily. This has been against Statutory Instrument 149 of 2011 that lists 8 items that are necessary to meet the dietary needs and nutrients requirements for inmates which must be prioritized and provided in recommended amounts every day. These include 100g porridge, 500g sadza, 40ml cooking oil, 200g vegetables, 10g salt, 130g meat and 30g groundnuts per prisoner per meal (Human Rights Bulletin 2012).

As stated by the Parliament Report (2011), the committee was informed about the ZPCS's failure to provide the internationally approved three meals per day per inmate stated by the UN Standard Minimum Rules for the treatment of offenders as it was only providing one meal per day which also lacked a balanced diet. In support the report also stated that the ZPCS was only able to provide mealie meal as other food stuffs, like cooking oil, beans and salt were being donated by

the ICRC and other faith based organizations. However this has positively led to the prison authorities to somehow relax the terms relating to visits to allow relatives who can afford to bring the foodstuffs to inmates on a daily basis.

3.3 SUMMARY

Chapter 3 of this study was a discussion basing on the issues that are found in Zimbabwe's prison system. These have proved to be challenges and have negatively affected the original mandate of the ZPCS that of protecting the society from criminal elements. Resource scarcity, overpopulation, food and transport shortages have been a result of budgetary constraints on the part of the organization and they have continually become threats on the lives of those in custody. Therefore skills training in this case tends to be affected considering that most of the resources will be diverted towards the upkeep and welfare of inmates.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter analyses, presents and discusses the major findings. Data from the research is analyzed quantitatively and qualitatively. There is the use of pie charts, bar graphs and tables to present the data. The presentation and analysis data in this chapter is in line with the research objectives as well as to understand the reasons behind skills training of inmates in prison workshops.

4.1 RESPONSE RATE

4.1.1 Questionnaires

The researcher managed to obtain a 100% response rate. The respondents were willing to cooperate and managed to provide useful information to address the research questions and objectives. Although the researcher could not access all the inmates at once the prison officers were of great help in conducting the research as well as ensuring that the inmates provide the answers accordingly and avoid spoilt questionnaires. The graphs below show the distribution of respondents regarding their background information. Focusing on age, marital status, level of education as well as the number of inmates trained during 2007-2015. The background details of the participants provide some findings to partially answer the topic under study.

4.2 Gender distribution of respondents

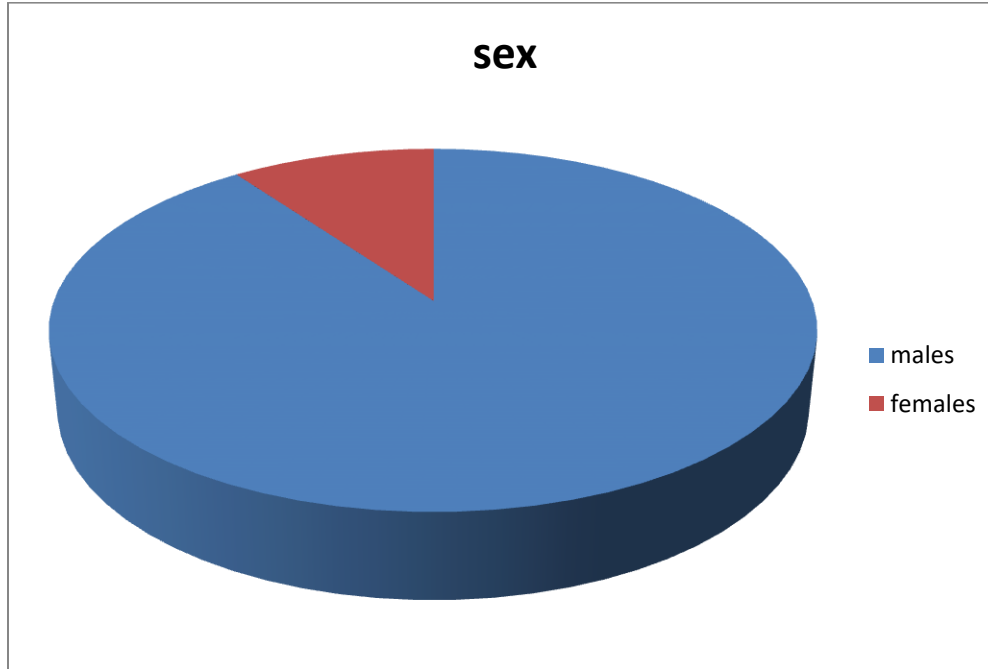


Fig 1: showing the sex ratio in relation to participants (source: raw data)

The population consisted of 18 male respondents comprising of both inmates and male officers. Therefore the eighteen constituted 90% of the whole population. 10% were the 2 female officers who also took part in the study. Thus, obtaining a 100% response rate in relation to questionnaires. At Harare Prison Workshops the larger population of both inmates and officers is constituted in such a way that males outnumber the females considering that Harare Central Prison where the inmates stay only houses males. Therefore, there is need to have more male officers for security reasons.

4.3 Distribution of respondents by age

Age range	Number of participants	Percentage %
20-30	2	14
31-40	7	50
41-50	4	28
51+	1	8

Table 2 showing distribution of respondents by age (source: raw data)

The age group used for this research ranged from 20-60 years. The mode age range is 31-40 years containing 7 participants making 50% of the targeted population. 4 of the participants were 41-50 years age range and 2 in between 20-30 years as well as 1 in the 51+ age range. These age groups portrayed the idea that age is just a number when it comes to education especially skills training for inmates in prison. For those incarcerated they are optimistic that getting educated whilst in prison is going to award them a second chance in life. Acquiring these skills will help them to be self dependant and avoid re-offending. Only 1 inmate in the 51+ age range might show that age is not a barrier to access education as well but for some, they are now hopeless as they believe they are getting old and taking part in skills training will not help them because of their old age.

4.4 Marital status

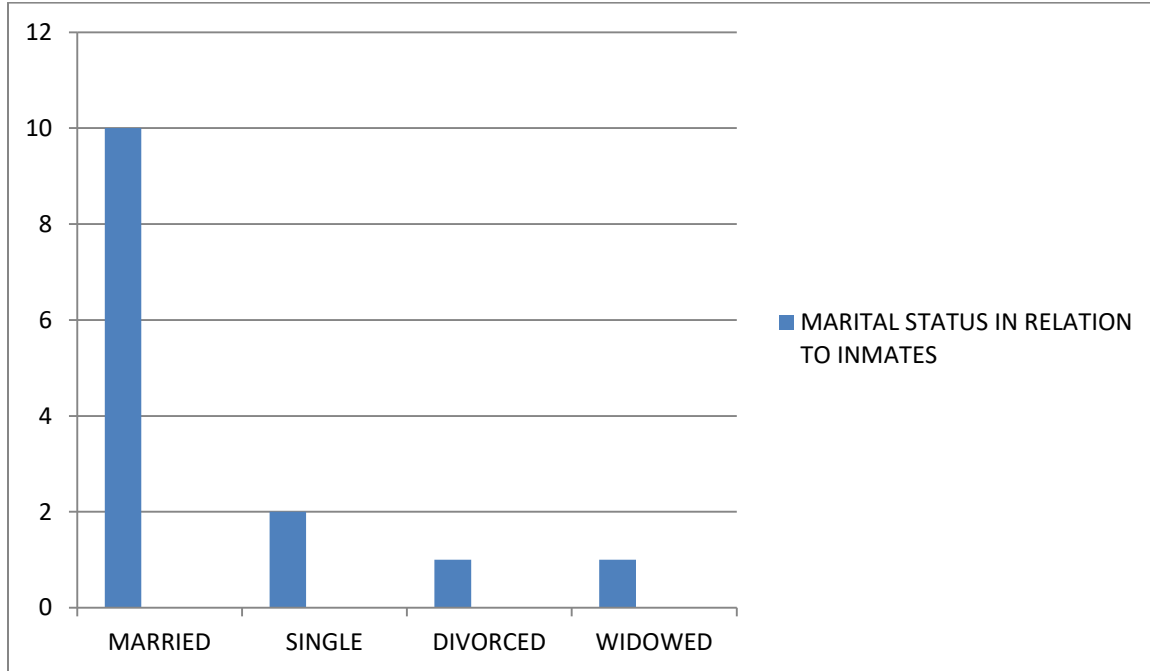


Fig 2: showing marital status in relation to inmates (source: raw data)

Of the 14 inmates who took part in the study to analyze skills training in prison workshops focusing on the challenges and opportunities. 10 of them are married, 2 are single, 1 divorced and 1 widowed. The greater population of the inmates constituted the married ones. This might be a point to prove that engaging in criminal activities leading to their arrest was because they were trying to put food on the table for their families. Therefore taking part in skills training proves their reformation as they now believe in self dependence to take care of their families upon release. Being married means a lot of responsibilities and in some cases criminal behavior is to supplement the salary one will be getting from their employer as in most cases it's insufficient. Being widowed, divorced or single in this study revealed that taking part in skills training is beneficial because there is a family to take care of after prison and some of them

believed they will get married again and the single ones are also looking forward to getting married as well.

4.5 LEVEL OF EDUCATION

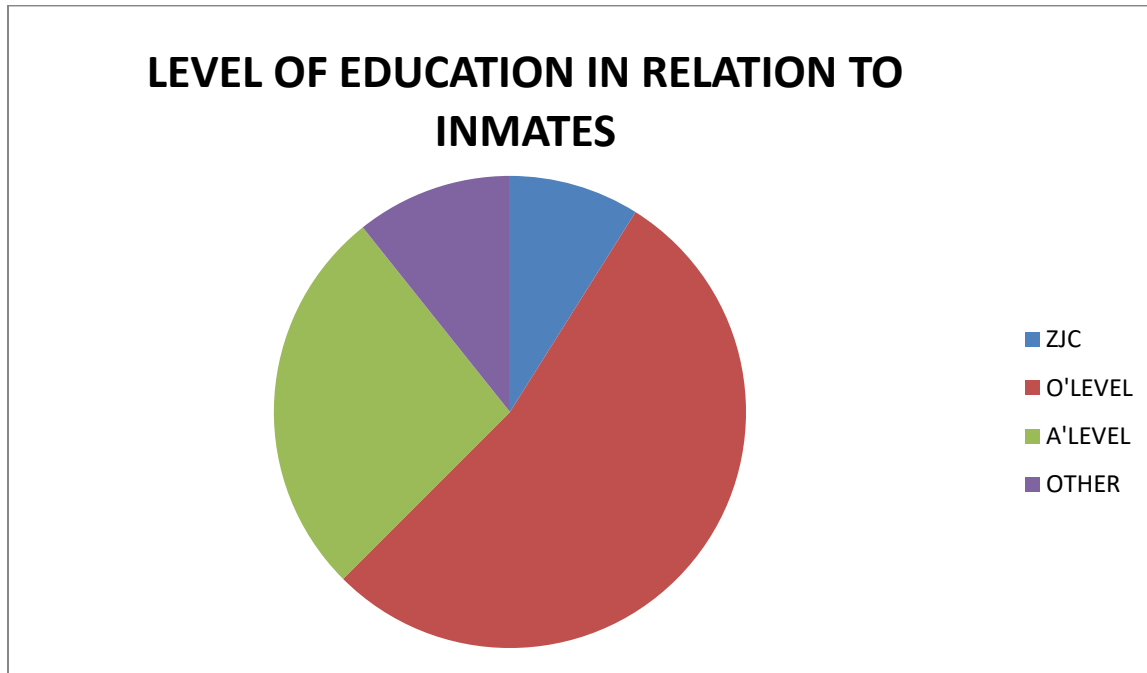


Fig 3 showing level of education in relation to inmates (source: raw data)

Six of the inmates who took part in the study attended school up to Ordinary level, four had more than Advanced level with diplomas, three in advanced level and one in the ZJC category. Engaging in criminal activities while having studied up to diploma level according to the inmates was a result of many factors including lack of financial support to further their education. Some cited lack of employment after school as having prompted them to commit crimes after spending more than five years after school without being employed hence they needed to support their families.

Some of the inmates also reported inadequate wages they were getting from their employers and being the breadwinner in the family as well as taking care of the extended family they ended up

engaging in crimes like fraud to supplement their salaries. They are now grateful that the ZPCS has given them the opportunity study further and acquire skills. The other inmates were confused as to how they ended up in prison as educated as they are. One of them could not explain how he committed the crime but was sure they were evil spirits that led to his incarceration.

To some being orphaned was a reason for their dropout in school because no one was willing to pay for their school fees hence they ended up in crime. The inmates are confident that upon release they will have something to show off, thus the research concluded that it is not only low education levels that push someone to crime but rather there are a number of factors.

4.6 INMATES TRAINED FROM 2008-2015

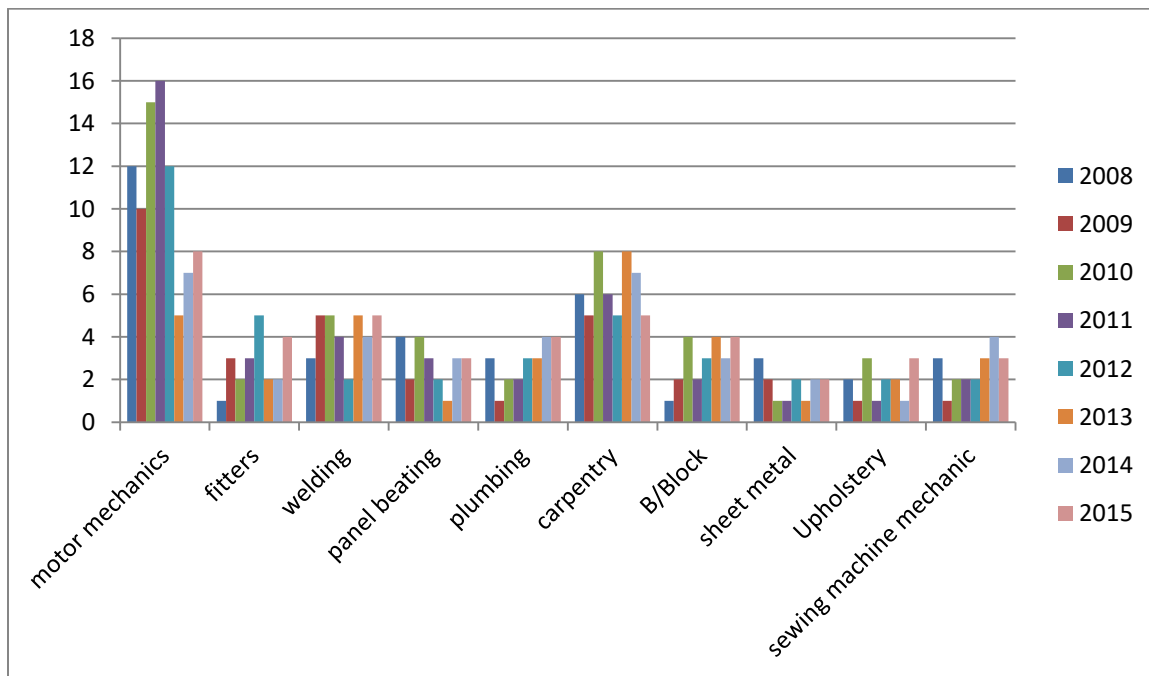


Fig 4: showing number of inmates trained from 2008-2015 (source: raw data)

During the research, in an interview with one of the key informants it was evidenced that the prison workshops has experienced the highs and lows in relation to enrolment of students. From 2008-2015 the Harare Prison Workshops has reported having trained a total of 304 inmates who

managed to complete their courses. Trades on offer include motor mechanics, fitters, welding, panel beating, carpentry, sheet metal, upholstery, block and sewing machine mechanics. Some sections would report lowest enrolments of even 3 students per year who managed to complete full courses. The low enrolment statistics may be a result of the fact that rehabilitation is not compulsory and some inmates are unwilling to take part. In some instances, some fail to take part due to reasons such as having no one to pay for the trade tests and stationery needed. Some relatives do not want to get involved with their relatives in prison as they regard them as outcasts who are a danger to the family. The organization is finding it difficult to assist inmates taking part in skills training due to financial pressures on the government and the organization. Motor mechanics and carpentry appear to have recorded highest number of enrolment than other trades. Some of the reasons behind low enrolment is obsolete learning equipment. The equipment according to both the students and teachers is so old that they cannot complete a course without it having been repaired and sometimes it takes time for the machines to be repaired due to financial constraints to purchase the needed spare parts. They are however grateful that they do not need to hire someone from outside the prison complex to repair the equipment because they have qualified personnel to do the job with the help of the students (inmates).

4.7 FUTURE EMPLOYMENT PROSPECTS

Upon release from prison, the inmates are optimistic they will be independent individual who will be able to sustain themselves and provide for their families. During the study it emerged that almost 98% of the inmates in skills training are geared for self employment after discharge. For some of them its self employment because there is no chance for them to be formally employed due to their criminal record. Some of them cited self employment because they are in fear of stigmatization at the workplace. They pointed cases whereby at work something goes wrong or

something gets missing and even when police officers' visit the workplace: you will be the first person everyone looks at. The reason behind is that they know you were once in custody and the society usually believes that once a criminal will always be a criminal.

Some of the participants believe that after discharge they will be working at their families' companies for instance one cited his father's farm repairing cars, tractors and Lorries. Some pointed out that they will be taken back at their former workplaces because they were falsely accused of crimes that led to their incarceration. The inmates are not worried about formal employment in either the public or private sector considering that since they are now equipped in various trades learnt whilst in prison they are well armed to even form their own co-operatives.

4.8 REASONS BEHIND DROPOUTS BY STUDENTS (INMATES)

During interviews with key informants, the researcher managed to gather the main reasons behind dropping out of the particular courses by inmates. There are mainly three reasons negatively affecting skills training at Harare Prison Workshops leading to inmates to dropout before they can complete their courses. The prison officers cited transfers to another prison, misconduct and changing to other courses. Being transferred to another prison would mean one had to drop out of the course as in some cases they are taken to farm prisons without skills training facilities. Transfers are usually done to decongest prisons or in some cases to avoid someone from getting used to the same prison as this might be a cause for the rise of mischief among inmates. (Misconduct among inmates may lead to transfers to promote peace at the complex and to do away with problem behaviors).

The reason behind incarceration of individuals is to correct their bad behaviors. Being a threat to co-existence and peace within the prison complex is a cause for one to be forced to drop out of skills training programs. Misconduct may be a threat to the well being of fellow inmates. For instance at the workshops they are exposed to equipment that is harmful if misused. These include nails, hammers, and screws among others. Therefore to ensure that everyone is secure, those found on the wrong side are forced to drop out hence transfers.

Another reason behind cases of drop outs at Harare prison workshops is the desire to change to other courses. Rehabilitation is by choice and therefore one has the right to choose a course of his choice and change when he feels the need to do so because they have the discretion to take part in courses that they feel will be of great help to them in future.

4.9 TEACHER: STUDENT RATIO

The study brought to light how the Harare Prison Workshops has been to successfully deliver skills training over these past years. This has been because of a favorable teacher: student ration that is easy to work with. The ratio is 1:5 meaning one rehabilitation officer against five inmates. This ratio is significant in such a way that the tutors are able to monitor the performance and progress of each individual as well as behavior change. Large numbers are difficult to deal with in cases of female officers although the inmates respect the female officers really well whom they refer to as “*anagogo*”, resulting in an effective professional relationship between the two parties.

4.10 REHABILITATION AND HUMAN RIGHTS

Issues of human rights in Zimbabwe have been under scrutiny especially targeting those behind bars. Some media and scholarly reports have been citing massive human rights abuses for

inmates with reference to issues of food, clothing as well as the general human rights and freedoms due to an individual by virtue of being human. However during the study, it was noted that the current rehabilitation model has been addressing issues of human rights because the inmates are encouraged to cite unfair treatment from the prison officers. Compared to the previous year's inmates would be beaten as punishment but rather these days they are offered counseling and in some cases referred to various church organizations.

4.11 SUMMARY

This chapter managed to highlight and discuss data gathered from inmates and officers at Harare Prison Workshops. The findings were analyzed in line with the topic under study: an analysis of skills training for inmates in prison workshops. The challenges and opportunities available for inmates post release including self employment, co-operatives as well as formal employment although in rare cases.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.0INTRODUCTION

This final chapter aims at providing the summary of the study in analyzing skills training in prison workshops focusing on the challenges and opportunities which were discussed in the previous chapters. It will present the major conclusions drawn and the recommendations to the research findings.

5.1SUMMARY OF FINDINGS

The study to analyze skills training in prison workshops was triggered by the need to understand the rehabilitation of offenders in Zimbabwe's prisons with the case of Harare Prison Workshops. The aim was to understand the reasons behind the initiative as well as the challenges encountered. A sample of 20 respondents was used and 2 key informants. The study employed both qualitative and quantitative research methods. Simple random sampling was used to select the inmates taking part in various sections at the prison workshops as well as the prison officers responsible for tutoring the students at Harare Prison Workshops.

One of the research objectives was to identify the challenges being encountered by the organization to effectively deliver skills training in prison workshops. The research pointed out outdated learning equipment as crippling the efforts of the ZPCS, financial constraints as well as untimely transfer of inmates undergoing training. There is lack of support from the relatives who do not want to be associated with the offender and also the government is overburdened to afford paying for all the inmates attending classes at Harare Prison Workshops. Another challenge is that rehabilitation is not compulsory hence some inmates take this as an advantage to ignore the initiative not realizing that it is for their own benefit.

Another objective was to shed light on the participation of the community with reference to relatives and the business community in the skills and rehabilitation programs offered at Harare Prison Workshops. The research findings portrayed that there is a lot of support from the relatives of inmates as well as the business communities and prospective employers for the inmates post release. Participation of the relatives comes through paying visits and paying for trade tests and other stationery needs of inmates during training. The business community has also been supportive through offering career guidance for inmates for instance organizations like ZNNP+. Providing for other requirements at the workshops like the ICRC which donated knitting and sewing machines in 2016 and also through workshops and seminars where products made by the prisoners will be displayed.

The other objective was to ascertain the challenges that inmates are likely to face post prison. From being in custody and after discharge the ex-inmates are likely to face stigma as noted by the study. The study revealed the ex-inmates are subjected to a number of challenges including unemployment as a result of their criminal record, lack of stable accommodation, absence of family support and financial challenges. Thus with skills training the inmates are optimistic that they will not face these challenges because they know they are well equipped to deal with the outside world.

Among the objectives of this study was to shed light on the extent to which skills training has helped in minimizing the re-offending. The study showed how the ZPCS has been working with various organizations that give career guidance to inmates taking part in skills training hence upon release they have the knowledge on how to utilize the learned skills to avoid re-offending. As supported by some scholarly views that inmates who took part in skills training have a 43% lower chance of returning to prison than their peers who did not.

5.2 CONCLUSIONS

It has been noted that the reasons behind skills training was to reduce cases of re-committing among ex-inmates, to ensure that individuals are self dependant after discharge and also the transformation of the prison from being a place of detention and punishment to a place where some form of rehabilitation and reformation could be expected.

The research has concluded that skills training in prison workshops have proved to be helpful. This is because nowadays prison for some is now a “college” where citizens take the opportunity to better themselves. Skills’ training has been instrumental in reducing idleness while at the same time reducing cases of mental illnesses among inmates serving longer jail terms.

Lack of education and skills contributed to some individuals committing crimes that led to their incarceration, therefore, with skillstrainingthe inmates are grateful that after discharge they are not going to commit crimes again because they are now educated and posses the necessary skills for self employment and formation of cooperatives that they can utilize the skills.

Majority of the inmates who took part in the study are married and are also undergoing training at the workshops. Having families and yet unemployed was a great challenge hence they ended up resorting to crime. Therefore, with skills training after discharge the task of taking care of their families will be easy because they will be able to fend for themselves through the skills they learnt.

The research also concluded that there are a number of rehabilitation programs offered by the ZPCS but at Harare Prison Workshops one can safely say that skills’ training is being done to fulfill the ZPCS mission statement which states that the organization is responsible for the protection of society from criminal elements through the incarceration and rehabilitation of

offenders. Although the programs are failing to meet the required standards due to lack of resources they are however providing the offenders with a start off point after release.

To conclude as well the study has also noted that skills training offered at Harare Prison Workshops is meant to equip the inmates with the required skills. However the program has continued to be a straight jacket approach lacking mechanisms to rehabilitate offenders using a crime specific approach.

Most prisoners view skills training as a failure because of the lack of training equipment and some that is outdated hence they tend to ignore taking part because they believe they will not learn enough with the type of equipment available at the workshops. However they do not know they are increasing their own chances of re-offending due to unemployment resulting from lack of technical skills.

Rehabilitation and skills training at Harare Prison Workshops has been given much credit as a positive step towards equipping inmates with the needed skills post prison. However they in some instances forced to recommit and not see the benefits of rehabilitation due to lack of starter packs for their own projects as well as national policies prohibiting the employment of someone with a criminal record.

The study also concluded that although rehabilitation and skills training is optional taking part depends on an individual taking into account a number of issues. For instance, age, level of education, and marital status. With age one has to consider his future post prison either he is going to be dependent on others till old age or s going to be independent so there is need for them to take part in skills training. On one's level of education one has to consider the competition in the local job market hence the need to complement their level of education

attained with the skills learnt in prison. Considering these factors it is for the individual to decide to take part in the program or let the opportunity slip away.

One can also conclude that support from relatives is also important but cannot be rendered without consideration of the type of relations between the two parties (inmates and relatives). Some relatives believe that once in custody one ceases to be part of the family and is now treated as a social outcast. Some relatives still offer their support hence giving the inmates the necessary hope to look forward to life after prison because they know their families will accept them.

5.3 RECOMMENDATIONS

The research found out that inmates taking part in skills training are hoping for a better future because they have learnt the skills to put them through self employment and cooperatives. The organization should put in place measures to source funds meant to give inmates starter packs to start their own projects after release in an effort to avoid relapsing into crime.

The study noted that without family support most inmates are failing to make it to the finish line because there is no one to pay for their trade tests and the organization is failing to do so as result of financial constraints. Therefore, the research recommends that rehabilitation officers do more of home visits to counsel the relatives of inmates so that upon release they get all the needed family support before they could stand on their own feet.

The study also noted low enrolment with regards to skills training at Harare Prison Workshops. This may be due to outdated equipment and financial constraints to purchase new equipment. Low enrolment may also be because rehabilitation is not compulsory. Therefore, the research recommends Harare Prison workshops to utilize the available machinery to ensure the production

of goods for sale to attract more resources and purchase new equipment. Inmates also need counseling for them to notice the benefits of skills training.

Stigma is a challenge likely to be faced by inmates post release. Therefore they may not reach their full potential in utilizing and showcasing the acquired skills. Some may even revert back to crime. The ZPCS together with after care groups and various church organizations should conduct awareness campaigns to educate the communities to accept offenders and if possible employ them where they can utilize the skills they learnt.

Unemployment after release is yet another reason prompting inmates to ignore taking part in skills training. Besides the public sector not wanting to employ someone with a criminal record, the organization should engage the private sector from the start of any program up to the end for example through workshops and seminars to exhibit the products made and to create avenues upon which the inmates will have chances of employment after discharge.

Untimely transfers of inmates taking part in skills training has contributed to the number of dropouts. The researcher recommends that the officials select inmates who are not taking part in skills training for transfers so that they do not inconvenience those attending classes.

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Appendix 1

QUESTIONNAIRE FOR INMATES

My name is Precious Bambire. I am a fourth year student at Midlands State University studying towards a BSc Honors degree in Politics and Public Management and am carrying out a research study entitled **An analysis of skills training for inmates in prison workshops. The case of Harare Central Prison Workshops from 2008-2015.** Please assist by answering all the questions contained in this questionnaire. Your answers will be treated with utmost confidentiality. Your cooperation is greatly appreciated with all due respect for the completion of this research and the researcher will greatly appreciate your participation and support of this research endeavor.

INSTRUCTIONS

- i) Tick [] where applicable
- ii) Write your answers on the spaces provided below
- iii) Do not write any names on the questionnaire

SECTION A

Background information

Tick [] the appropriate responses

1. Gender

Female []

Male []

2. Age

20-30 []

31-40 []

41-50 []

51+ []

3. Marital status

Single [] married [] divorced [] widowed []

4. Academic qualifications

ZJC [] O'Level [] 'A' level [] Other []

5. Section worked.....

6. Duration of sentence

0-5 years [] 5-10 years [] 11+ years []

SECTION B

1. Are you involved or taking part in skills training?

yes	<input type="checkbox"/>
no	<input type="checkbox"/>

2. Is the training you are undertaking of your choice?

yes	<input type="checkbox"/>
no	<input type="checkbox"/>

If no what is the reason.....

3. Are you hoping to utilize the knowledge gained after discharge?

yes	<input type="checkbox"/>
-----	--------------------------

no	
----	--

If yes, where: co-operatives.....

Self employment.....

Formal employment.....

Other specify.....

- Do you have members of your family visiting and paying for what is needed in your course?

yes	
no	

SECTION C

- Write down the rehabilitation programs you are aware of that are being offered at Harare central prison.

.....

- Are the rehabilitation programs helping you in a way to restore relationships at all levels?

.....

- Do you think the community will accept you after release? Give reasons.

.....

4. Would you encourage your peers to take part in skills training? Please explain.

.....

.....

5. Are you satisfied with the current rehabilitation practices? If not what are your suggestions for improvement?

.....

.....

Appendix 2

QUESTIONNAIRE FOR OFFICERS

My name is Precious Bambire. I am a fourth year student at Midlands State University studying towards a BSc Honors degree in Politics and Public Management and am carrying out a research study entitled **An analysis of skills training for inmates in prison workshops. The case of Harare Central Prison Workshops from 2008-2015.** Please assist by answering all the questions contained in this questionnaire. Your answers will be treated with utmost confidentiality. Your cooperation is greatly appreciated with all due respect for the completion of this research and the researcher will greatly appreciate your participation and support of this research endeavor.

INSTRUCTIONS

- iv) Tick [] where applicable
- v) Write your answers on the spaces provided below
- vi) Do not write any names on the questionnaire

SECTION A

Background information

Tick [] the appropriate responses

1. Gender

Female []

Male []

2. Age

20-30 [] 31-40 [] 41-50 []

51+ []

3. Marital status

Single [] married [] divorced [] widowed []

4. Academic qualifications

ZJC [] O'Level [] 'A' level [] Other []

5. Position held and Department.....

6. Duration of service

0-5 years [] 5-10 years [] 11+ years []

SECTION B

1. Is one allowed to take part in more than one skills training course during the course of his sentence?

yes	
no	

2. Are there any cases of dropouts by inmates before completing the course?

yes	
no	

If yes what are the main reasons.....

3. Are there any qualifications that an inmate should possess so as to qualify for skills training at the prison workshops?

yes	
No	

If yes please specify.....

4. In the case of an inmate who is about to be discharged, do you recommend him to prospective employers if the need arises?

yes	
no	

SECTION C

1. What is the teacher: student ratio?

.....
.....

2. What challenges is the organization currently facing to effectively deliver skills' training at the workshops?

.....
.....

3. As rehabilitation officers are you being capacitated in terms of rehabilitation through various training?

.....
.....

4. To what extent are inmates' relatives and the outside community participating in skills training towards rehabilitation and skills training of inmates?

.....
.....

5. Does the current rehabilitation model address issues of human rights?

.....
.....

Appendix 3

INTERVIEW GIUDE

- Who is directly responsible for rehabilitation programs at Harare central prison?
- Is it compulsory for one to be involved in any rehabilitation and skills training program?
- As rehabilitation officers what are you doing in preparing for inmates after release?
- What measures are there in place in the event that inmates' relatives are unwilling or cannot afford to offer their assistance?
- What challenges have you been facing with regards to skills training of inmates?
- Are there any cases of dropouts by inmates and what maybe the reasons behind?