

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

It is undeniable to say that one of the major topics which is present in most educational policies and political promises of the developing countries is the issue of the role of Technical and Vocational Education and Training (TVET) in promoting economic development in such a way that social as well as economic objectives are met. Most policy makers, educational administrators, educators and politicians agree that Vocational Education and Training (VET) plays a crucial role in the social and economic development of a nation. It is not out of place to say that TVET in developing countries has diverse target groups but unfortunately, the society which the TVET is supposed to serve views it with some kind of reservation. This attitude towards TVET has contributed in many ways to making it the “weakest” link in the total education system in many countries.

TVET is not limited to any special group of people as has been the belief. Research has shown that a vibrant TVET system as practised in Germany is likely to promote development in all spheres of the Germany economy (McClain 1996). Introduction of prisoners to training in textiles while in confinement will help immensely by significantly reducing recidivism among released prisoners, hence the need to undertake study into the state of Textiles training and its impact on Recidivism in Kumasi Central Prison.

## 1.2 Statement of the Problem

Although inmates of Ghanaian prisons are trained to acquire employable skills, some of them usually return to their various homes without practising the vocational skills they learned. Instead, they live idle lives and eventually, some of them go back to prison for committing the same or similar offences that sent them there. The problem of ex-convicts relapsing into criminal acts after release and being sentenced to jail again is termed recidivism. Finding a way of earning a decent living is the most important part of a prisoner's ability to reintegrate into society on release from prison.

According to the National Human Rights Report of Ghana (2008), the Ghana Prison Service is changing its focus and becoming more of a correctional service with a focus on reformation and rehabilitation of inmates. The Service is therefore under-going a restructuring process to ensure that prisoners come out of jail as totally reformed citizens who can integrate into society as useful citizens. As a result, the Government of Ghana has imported \$3,000,000 worth of equipment for vocational training of prison inmates (GTV news 17<sup>th</sup> September, 2008). There is therefore the need to examine the existing textile training programmes provided by the Kumasi Central Prison to ascertain the viability for preventing recidivism. This research therefore seeks to find out the kind of textiles training given to the inmates in the Kumasi Central Prison and how effective it is in meeting the purpose for which the textiles training programme was instituted.

### **1.3 Research Questions**

1. What is the nature of the textiles training given to inmates of the Kumasi Central Prison?
2. How effective is the textiles training offered by the Prisons Service in reforming the inmates?
3. What challenges confront the instructors and inmates with regard to the textiles training programme?
4. What strategies will help the Prisons Service to meet its textiles training target?

### **1.4 Objectives of the Research**

1. To examine the nature of textiles training given to the inmates of the Kumasi Central Prison.
2. To assess the strengths and weaknesses of the textiles training offered by the Kumasi Central Prison.
3. To identify and describe teaching and learning problems confronting the instructors and inmates on the Textiles Training programme.
4. To examine the practical work strategies that is being used to help the Kumasi Central Prison to meet its vocational training target for its prisoners.

### **1.5 Delimitation**

The study focuses on textiles training for inmates of the Kumasi Central Prisons.

## **1.6 Limitation**

Security measures governing the operations of the KCP made it impossible for the researcher to have direct contact with the inmates undertaking the Textiles training programme, Cameras and tape recorder were not allowed so the researcher could obtain direct information from the prisoners to illustrate the report. Time to spend with inmates through the instructors is also limited due to other activities the inmates were engaged during the study at KCP,

## **1.7 Importance of the Study**

This study will help policy makers and prison authorities to understand how textiles training can reduce recidivism. It will also serve as a written document for others. The Government will be sensitized to know the state of Textiles training in KCP.

## **1.8 Abbreviations**

KCP.....	Kumasi Central Prison
GTV.....	Ghana Television
TVET.....	Technical Vocational Education and Training
CJS-USA.....	Criminal Justice System of the United State of America
PIA.....	Prison Industry Authority
CDC.....	California Department of Corrections
RWAFF.....	Royal West African Force Frontier

### **1.9 Organisation of the rest of the text**

Chapter two of this thesis comprises review of related literature, chapter three consists of the methodology, chapter four is the analysis and interpretation of results and chapter five deals with the summary, conclusions and recommendations.



### **CHAPTER TWO**

## REVIEW OF RELATED LITERATURE

### 2.1 Overview

Vocational education and training in textiles is not limited to any special group of people but open to all. According to McClain (1996), Research has shown that a vibrant vocational education and training as practised in Germany is likely to promote development in all spheres of the economy. Introduction of prisoners to Textiles training while in confinement can help immensely to reduce significantly, the number of times such inmates go back to prison. Literature reviewed for this study deals with the following topics.

1. Theoretical framework of the research.
2. The conceptual framework of the research.
3. Recidivism
4. Correctional Industries
5. Prison System in Ghana
6. Need for Education/Training for prisoners
7. Challenges of Delivering Vocational Training to Prisoners

### 2.2 Theoretical Framework of Textiles Training

The study examines the hypothesis that the involvement of prisoner in textiles training while in prison can increase their skills and their chances for employment, and in turn reduce their chances of re-offending upon release.

The central premise is that training and employment opportunities in prison, which focuses on concrete skills training in vocational subjects such as textiles. Davis (1997) explain that, The development and enhancement of textiles training and similar or more generic skills, and

the likely transfer of these skills to employment outside the prison, offer real potentials for changing offenders. A number of international reviews demonstrate the effects of education and training programmes upon recidivism.

According to Gerber and Fritsch (1995) adult academic and vocational correctional education programmes lead to fewer disciplinary violations during imprisonment and recidivism, increased employment opportunities, and increased participation in education opportunities upon release. This shows that vocational training is particularly important for younger prisoners who have more years to grow and live. In designing such programmes, the authors say it is important to be aware of the employment opportunities which may be available in the local community to which the prisoner will return.

### **2.3 Conceptual Framework of Textiles Training**

The conceptual framework guiding this study was based on the concept that any individual with no employable skills is subject to different kinds of pressures from all spheres of life. The influence of which when intense, is likely to let the individual commit crime to survive by way of stealing, robbery or doing anything that people with employable skills and those in employment will not do (National Human Right Report of Ghana, 2008).

An individual who takes to crime is likely to get into the long arms of the law leading to his/her being sentenced to imprisonment. While in prison, the individual has the option to under-go either Textiles training or the normal school. When he/she undertakes Textiles

training and completes successfully, the belief is that he or she is more likely not to engage in any activity that will send him or her to prison again or repeatedly. On the other hand, there is also the belief that those individuals who do not receive any vocational training in prison are more likely to go back to prison on similar charges after their release.

#### **2.4 Recidivism and What It Is**

The American Heritage Dictionary of the English Language (1998) explains recidivism as habitual relapse into crime. Recidivism is defined by the Criminal Justice System of the United States of America (2005) as the act of committing wrongdoing or behaviour unacceptable in society after warnings and corrective action have already occurred. The term recidivism can be used in comparison with substance abuse and criminal behaviour. In the criminal justice context, this term can be defined as a person who reverts back to criminal behaviour after being convicted and punished. Those in the criminal justice field commonly refer to do again offenders as recidivists.

According to (CJS-USA) Recidivism is closely correlated with the term "habitual offender" the Criminal Justice System of the United States of America (CJS-USA 2005), of where legal system, habitual offender is a status usually given to a repeat felony offender. If a person has committed two or three previous felonies or numerous wrong doing, prisoners may be labelled as habitual offender. These repeated felonies are termed recidivism and lead to the rise of the prison population.

Recidivism has also been compared with psychopaths in the Criminal Justice System of the United State of America (CJS-USA 2005). Psychopaths are described as being unable to control impulses and antisocial behaviours causing the individual to repeat crimes. These repeated crimes cause offenders to reappear in the justice system and drive the recidivism rate higher. The CJS-USA, explains further that to be considered a recidivist, a repeated offender must have undergone corrective actions for the previous crime committed. These consequences come in the form of incarceration, or other sanctions such as community service and programmes which may include substance abuse programmes, alcoholic programmes, shoplifter and gun offender programmes and Arm robbery programmes.

Recidivism in the context of the criminal justice system refers to a return to incarceration in any penal institution after being released from such a facility. It can incorporate permanent re-incarceration, parole revocation, new convictions, and court ordered returns to facilities (Bailey, 1966). Recidivism is also interpreted by many in the criminal justice system as a failure rate, a clear reference to the argument that one of the key goals of incarceration is to rehabilitate offenders and thereby prevent them from reoffending and returning to prison. Reisig, Bales, Hay and Wang (2007) have reported that in the United States, recidivism is quite high and within three years of release, more than 60 percent of former inmates are rearrested, about 50 percent are convicted of a new crime and 25 percent are returned to prison on a new sentence. Recidivism, therefore, is widely recognised as a problem of substance and significance and efforts to determine its causes have been ongoing in the scholarly literature.

#### **2.4.1 Causes of Recidivism (United State of America)**

A number of explanations for high recidivism rates have been offered. Lilly (2007) suggest that for many decades, correctional observers did not give priority to the reality that offenders who re-enter society face a varied assortment of daunting challenges that predictably lead to high recidivism rates. These researcher also comment that the data on recidivism and rearrested affirm the significance of the problem, since about 10% education programmes in prisons do not in and of themselves prepare offenders for economic success upon release. They indicate further that, prisoners are stripped of civil rights and are reluctantly absorbed into communities which lead to their further alienation and isolation.

Lilly (2007) refered too many of the putative rehabilitation programmes as little more than correctional quackery, consisting of treatment interventions that are based on existing knowledge of the causes of crime or existing knowledge of what programmes are known to change offender behaviour. Correctional quackery is exacerbated by the fact that many habitual criminals present behaviours and traits that are predictive of re-offending such as anti-social values, poor self-control, inadequate self-management, a lack of pro-social problem-solving skills, and family dysfunction (Lilly 2007). Such individuals are unlikely to respond to the most common rehabilitation programmes that are offered in prison .These include boot camps, punishment oriented programmes, control oriented programmes, wilderness programmes and psychological interventions that are non-directed or insight oriented

#### **2.4.2 Impact of Recidivism (U. S .A. California)**

Academic studies of correctional work programmes operated by the federal government of California (2004) had shown that effective inmate work programmes such as vocational training can significantly reduce the rate at which inmates that are paroled return to prison for new crimes. The report is unclear, however, on what impact Prison Industry Authority (PIA) enterprises are having on the rate of recidivism of the inmates assigned to the authority. It indicates that neither the PIA nor the California Department of Corrections (CDC) has data regarding the recidivism rate of PIA workers (nor for inmates participating in the other prison work and education programmes).

Lilly (2007) say the enactment of Three Strikes made recidivism of certain inmates potentially much more costly to the state prison system. Specifically, any second-strike offender who is paroled and then commits a new crime would be at significant risk of being re-incarcerated as a third-strike offender with a sentence of 25 years to life imprisonment (Federal Government of California 2004). A typical third-strike offender would, over the period of his or her incarceration, results in an operational cost of at least \$428,000 to the state prison system, plus the \$124,000 needed on average to build a prison cell for such a high-security offender, so education and training should have to be intensified to avoid first, second and third strikes.

#### **2.4.3 Curbing Recidivism in Society**

According to Mackenzie (1998) recidivism as the habitual or repeated relapse of an exconvict into crime especially after conviction and punishment, has been measured by the rate of re-arrest, re-conviction or re-imprisonment. Recidivism is a common phenomenon in Nigeria. Mackenzie indicates that most of the census results in developing countries such as Nigeria and especially in Akwa Ibom State have shown high rates of inmate releases and recidivism. This

constitutes an impediment to social and economic development of the country Mackenzie reports that the Akwa Ibom State Council on Prerogative of Mercy organised series of seminars for prison inmates and officials aimed at preventing crime and prison repetition by ex-convicts. Community leaders were also advised to educate their subjects on proper conduct towards ex-convicts to stop discrimination, stigmatisation of exconvicts. Some radio jingles pleading with people to stop these behaviours were also adopted.

According to Nigeria Human Right (2007), 81% of males and 45% of females were arrested within 36 months of discharge from prison custody. The studies found that recidivism is found in males more than the females and a relationship between increased risk level and increased recidivism for adults, youth offenders, males, females, mentally disordered and non-disordered, violent and non-violent. Factors that contribute to recidivism include family and societal attitudes.

The attitude of families and the society towards ex-prisoners has been that of non acceptability. Mind-set change is necessary so that ex-prisoners can properly be integrated and live responsible lives. Other factors cited include inconsistency of approach among programme staff, lack of programme continuity in the transition from confinement to after care; lack of long-term support systems, insufficient funds from government for proper rehabilitation and re-integration, the existence of a previous criminal record and high number of previous contacts with co-crime collaborators, drug addiction, lack of proper family foundation, home training, broken homes and laziness ( Nigeria Human Right, 2007).

Noonan (2004) say, it is also reported that some ex-convicts are naturally lazy and, do not want to work hard enough to earn a good living and thus relapse into crime irrespective of whatever vocational training was acquired while in the prison. Recidivism is however not without a solution. It is pertinent to stress here that the main objective of criminal justice system is to prevent crimes by facilitating the reformation and re-integration of offenders into the society and prevent their relapse into crime. Therefore, the operators of the criminal justice system should take the issue of recidivism as an important criminal phenomenon which needs to be tackled for the safety of the public.

### **2.5 Correctional industry**

According to Flanagan and Thornberry (1988), Correctional industry is a term used to describe a range of offender employment-related activities that occur almost exclusively during an offender's term of incarceration. While some industrial facilities are located outside of prison walls, correctional industry workers are typically serving time in some type of residential facility. In terms of correctional industry participant characteristics, Flanagan et al (1988) find that offenders in participating correctional industry programmes tended to be older, serving sentences, have better pre-incarceration employment records, and are less likely to be drug users than a sample of non-industry participants.

Correctional industries produce a wide range of products and services for both government and private sector consumers, including furniture, health technology, automobile parts, institutional and jail products, signs, printing products, textiles and apparel, traffic paint, and food products. In addition to the production of goods and services, correctional industries can serve other purposes. According to Flanagan and Thornberry (1988), correctional industries reduce

operating costs for prisons, produce income for correctional systems through the sale of inmate produced goods, decrease inmate idleness, and provide valuable skills and work experience that inmates can use outside of prison.

Correctional industry experience can provide opportunities for inmates to develop better time management skills, self-discipline and work ethics. However, correctional industries often use outmoded production techniques and equipment, train inmates in areas that already have excesses of that require professional licenses that are difficult for ex-offenders to acquire. These and other problems associated with correctional industries make it more challenging for offenders to secure gainful employment outside of the supported work environment of prison (Flanagan et al, 1988).

In June 1996, Minnesota Department of Corrections Industry Division (MINNCOR) conducted a nation-wide survey of correctional industries, and identified 54 separate jurisdictions operating some type of correctional industry programme (Henry,1988). These programmes were largely state-run enterprises, but since 1980, private industry involvement in corrections has increased (Henry, 1988), reflecting the historical roots of private correctional industry ventures. Although increases in the power of trade unions in the 1940s and concerns about the humanitarian treatment of inmates brought about the decline of private correctional industry, by the 1970s however, restrictions on the sale and interstate transportation of prison-made products were lifted, and private industry quickly began to move back into partnership with correctional industry. By 1984, the National Institute of Justice had reported 26 prison-based industries in nine states of USA which had substantial private industry involvement (Henry,

1988). The number of inmates working in these ventures by 1984 was nearly double the number working in private correctional industry in 1980.

In conclusion, the solution to crime will be more profitably sought by developing a more efficient and rational criminal justice system and by examining the relationship between crime and poverty, racial discrimination, poor schools, broken families, unemployment and alienation. Apart from this, ex-convicts should determine not to relapse into crime by internalizing and complying with the norms and values of the society. By so doing, it would make rehabilitation easier, since they would be contributing positively to the society rather than being financial and emotional liabilities, knowing very well that, high rate in crime is an impediment to social and economic development (Head of Vocational Training Department Kumasi Central Prison 2010).

## **2.6 The Ghana Prison System**

A Ghana Social Welfare 2009 report says that there was no prison system in indigenous Ghanaian society until the mid-19<sup>th</sup> century when the British council of merchants established a network of harsh prisons in the forts and castle. By 1850 four such prisons could hold up to 129 prisoners. The Prisons Ordinance of 1860 outlined regulations for the safe-keeping of prisoners. Later ordinances further defined the nature of the colony's prison regimen or "separate system," which required solitary confinement by night, penal labour, and a minimum diet. By the early 1900s, British colonial officials administered the country's prisons and employed Europeans to work as guards in the prisons. After World War II, Ghanaians gradually replaced these individuals and by 1962 Ghanaians staffed all positions in the prison system.

Ministerial responsibility for the prison system has shifted periodically since independence, but the operation of prisons is fixed by statute and is divided into adult and juvenile correction. The former is governed by the Prisons Ordinance, which outlines rules for prison operation and treatment of prisoners. The constitution of 1969 established a Prison Service, the director of which is appointed by the chief executive and is responsible to the minister of interior.

The Prisons Service Board formulates prison policy and regulations. The board consists of a Public Services Commission member as chairman, the prison services director, a medical officer of the Ghana Medical Association, a representative of the attorney general, the principal secretary of the Ministry of Employment and Social Welfare, and three other appointed members, one of whom must be a woman and two of whom must be representatives of religious organisations.

To ensure the welfare and the proper treatment of prisoners, the constitution requires the Prisons Service Board to make regulations for the review of prison conditions at intervals of not less than two years. Reports of unjustified treatment of prisoners and recommendations for reform measures are required of the board.

The prisons service is a career establishment with a promotion system based on training and merit; its members have retirement privileges similar to those of other public services. Prisons service standards require one staff member for every three prisoners, but the ratio in many institutions has risen to one to five or more.

Although understaffing has been a long-standing problem, the quality of prison officers and guards has improved over the years. Women are included in both categories. Recruitment into the Prison Service is done to include all ethnic groups The Prisons Service maintains a training

school and depot in Accra. This facility offers a six-month training course for senior staff members, special courses for matrons, and preparatory courses for promotion examinations.

The Prisons Service Board administers the country's prisons. As at 1992, the most recent year for which data was available, the prison system consisted of twenty-seven institutions, including six central prisons for men at Accra (Ussher Fort and James Fort), Sekondi, Kumasi, Tamale, and Nsawam; two for women at Ekuasi near Sekondi and at Ho; fifteen local prisons sited throughout the country, six of which have annexes for women; and two open prisons, one at James Camp near Accra, and the other at Ankaful near Cape Coast. Outside the criminal justice system, the Ministry of Employment and Social Welfare operates probation homes in Accra and Jakabu Ashanti for boys and in Kumasi for girls; and detention centres in Accra, Sekondi, Cape Coast, and Kumasi handle juveniles of both sexes.

About 70 percent of commitments are for less than six months. Persons convicted and sentenced to a period of police supervision (parole) rather than imprisonments are subject to a licensing arrangement. Violations of the licence terms are punishable by one-year imprisonment. Upon convicting an offender of any age, a court may release that individual on probation for six months to three years. Failure to comply with the terms of the probation can result in the probationer's having to serve the sentence for the original offense. Probation has been used mainly for young persons.

## **2.7 The Need for Education / Training for Prisoners**

In the view of Coyles (2002), vocational training is training for a specific career or trade, excluding the professions. Vocational training focuses on practical applications of skills

learned, and is generally unconcerned with theory or traditional academic skills. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working world. It is usually provided either at the high school level or in a post secondary trade school and can interact with the apprenticeship system. Increasingly, vocational education can be recognised in terms of recognition of prior learning and partial academic credit towards tertiary education (at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of a higher education.

Vocational training offers training for specific jobs. Since vocational training often begins in high school, students can graduate prepared to take a high-paying, skilled job immediately. Graduates of trade or vocational schools have an advantage over informally trained jobseekers because an independent organisation certifies that they have the skills needed to successfully perform a specific, skilled occupation. According to Coyles (2002), vocational education and training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Coyles again notes that “vocation” and “career” are used interchangeably. Vocational education might be classified as teaching procedural knowledge. This may be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education.

According to Coyles (2002), finding a way of earning a living is the most important part of a prisoner's ability to reintegrate into society after release from prison. For many prisoners their time in prison may be the first opportunity that they have had to develop vocational skills and to do regular work. The main purpose of requiring prisoners to work therefore is to prepare them for a normal working life on their release from prison, not to make money for the prison administration or to run factories for the benefit of other parts of the Government.

The 1999/2000 Resolution of the United Nations Economic and Social Council (UNESCO) refers to education and training in prisons in the following terms:

- a. Education and training in prisons should aim at developing the whole person, bearing in mind the prisoner's social, economic and cultural background.
- b. All prisoners should have access to education, including literacy programmes, basic education, vocational training, creative religious and cultural activities, physical education and sports, social education, higher education and library facilities.
- c. Every effort should be made to encourage prisoners to participate actively in all aspects of education.
- d. All those involved in prison administration and management should facilitate and support education as much as possible.
- e. Education should be an essential element in the prison regime, disincentives to prisoners who participated in approved formal educational programmes is avoided.

- f. Vocational education should aim at the greater development of the individual and be sensitive to trends in the labour market.
- g. Creative and cultural activities should be given a significant role since they have a special potential for enabling prisoners to develop and express themselves.
- h. Wherever possible prisoners should be allowed to participate in education outside the prison.
- i. Where education has to take place within the prison, the outside community should be involved as fully as possible.
- j. The necessary funds, equipment and teaching staff should be made available to enable prisoners to receive appropriate education.

It can be deduced here that, effective Vocational Education and Training programmes (Textiles) in the prisons can significantly reduce the rate at which inmates come out of prison and commit crimes and return to prison again.

## **2.8. Rehabilitation and Treatment of Inmates**

Review of the correctional programmes of prisoners, it must be understood within the context of research on rehabilitation and treatment. Rehabilitation strategies focus on changing individual offenders so they will not continue their criminal activities. The research goal is to identify and understand the individual differences that explain criminal behaviour and how interventions can be used to change individuals so they will not continue to commit crimes (Andrews & Bonta, 1994). Research has focused on examining the components of programmes

that are effective in reducing recidivism. While there is still some debate about the effectiveness of rehabilitation (Andrews & Bonta, 1994) some literature reviews and meta-analyses demonstrate that rehabilitation programmes can effectively change offenders. In general, most literature reviews show Positive evidence of treatment effectiveness (Andrews & Bonta 1994). For example, series of some literature reviews show that, the proportion of students reporting positive evidence of treatment effectiveness varied from near 50% to 86% (Kirby, 1954), 59% (Bailey, 1966), 48% (Palmer 1975), re-tabulation of studies reviewed by Martinson in 1974), 86% (Gendreau & Ross, 1979) and 47% (Lab & Whitehead, 1988). In reviewing these studies, Andrews *et al* (1994) conclude that “this pattern of results strongly supports exploration of the idea that some service programmes are working with at least some offenders under some circumstances.” The important issue is not whether something works but what works for whom.

## **2.9 Principles of Effective Treatment**

Based upon the available evidence, some approaches to treatment are seen to be clearly better than others. Psychological researchers emphasize that effective treatment programmes must follow some basic principles (Gendreau & Ross 1979). First, treatment must directly address characteristics that can be changed (dynamic) and that are directly associated with an individual’s criminal behaviour. There are numerous risk factors associated with criminal activity. Age, gender and early criminal involvement are some examples. In comparison to others, young males who began criminal activities at a young age are higher risks for future criminal activities. But these “static” characteristics such as age, gender and past history, while predictive of recidivism, cannot be changed in treatment. Instead, the “dynamic” or changeable factors should be the target of treatment programmes.

Equally as important is the distinction between factors that are Criminogenic and those that are not. Criminogenic factors are those that are directly associated with criminal behaviour. Some dynamic factors that are also Criminogenic, including attitudes, cognitions, behaviour regarding employment, education, peers, authority, substance abuse and interpersonal relationships that are directly related to an individual's criminal behaviour (Gendreau & Ross 1979). Less promising targets for reducing future criminal behaviour include increasing self-esteem without touching antisocial propensity, or increasing the cohesiveness of antisocial peer groups. Treatment programmes that target such non-criminogenic factors are deemed not particularly successful in reducing recidivism. In order to be successful, treatment must address factors that can be changed (dynamic factors) and that are directly related to an individual's criminal behaviour (criminogenic).

A second factor important in determining whether a treatment programme will be effective is the therapeutic integrity of the programme or the need for effective programmes to be delivered as planned and designed. Poorly implemented programmes, delivered by untrained personnel, where offenders spend only a minimal amount of time in the programme, can hardly be expected to successfully reduce recidivism. A third factor in effective programming is that programmes must target offenders who are at sufficient risk for recidivism so that this reduction is measurable. Many offenders are low risk for future recidivism. Treatment programmes that provide intensive services for such offenders will show little reduction in future criminal activities because few of these offenders will recidivate anyway. The final principle of effective treatment is the need to deliver treatment in a style and mode that addresses the learning styles and abilities of offenders. For example, more effective programmes follow a cognitive behavioral and social learning approach rather than nondirective relationship-oriented counseling or psycho-dynamic, insight-oriented counselling.

Meta-analyses that had classified studies of treatment as appropriate or inappropriate according to the principles of effective treatment have found support for the importance of the proposed principles. In general, programmes that follow the principles are found to reduce recidivism, although the extent of the reduction varies by study and principle being examined (Andrews et al, 1994; Lipton & Pearson, 1996; Lipsey, 1992).

In summary, the literature shows the evidence that rehabilitation is effective in reducing the crime of at least some offenders. The evidence from the meta-analyses suggests that effective correctional treatment programmes appear to follow some basic principles. In order to effectively reduce recidivism, treatment programmes need to be;

- a. Carefully designed to target the specific characteristics and problems of offenders that can be changed in treatment (dynamic characteristics) and those that are predictive of the individual's future criminal activities (criminogenic) such as antisocial attitudes and behavior, drug use, anger responses;
- b. Implemented in a way that is appropriate for the participating offenders and utilizes therapeutic techniques that are known to work (e.g., designed by knowledgeable individuals, programming provided by appropriately educated and experienced staff, use of adequately evaluated programmes) and require offenders to spend a reasonable length of time in the programme considering the changes desired (deliver sufficient dosage);
- c. Given the most intensive programmes to offenders who are at the highest risk of recidivism;

- d. Use cognitive and behavioral treatment methods based on theoretical models such as behaviourism, social learning or cognitive-behavioral theories of change that emphasise positive reinforcement contingencies for pro-social behaviour and is individualized as much as possible (Gendreau and Ross 1979).

More information is needed regarding (1) how to ensure that treatment programmes have adequate integrity; (2) what should be targeted in the treatment (antisocial attitudes, values, employment behavior, education); and (3) what method should be used to deliver the treatment (required staff training, outpatient, in-prison programmes). In summary, there is relatively strong evidence that some treatment programmes work for some offenders. At this point, we need more information about the specific characteristics of the effective programmes and the most appropriate target populations.

With regard to reduction of recidivism, the literature suggests that involvement in Vocational Training in prisons provides a positive learning experience. That result in great personal satisfaction, improved self-esteem, and encourages inmates to undertake further study while in prison. Textiles training and education would give prisoners skills to be able to use and help them to get jobs and assist their own children upon release.

The implication is that the most important need to prevent continue efforts to promote offenders, and to those who work in correctional centres, the value of vocational education and training as a major strategy for achieving the successful re-integration of released offenders back into the worlds of work. Moreover, it is important to continue to identify and resolve the operational barriers negatively impacting upon the provision of vocational educational and

training in correctional centres. A major challenge is the achievement of a more integrated prisoner management system.

From the literature reviewed, it can be realized that evidence exists on how vocational and technical training and education in various prisons worldwide help prisons. Literature on vocational education and training in textiles is however not much even though ex-convicts in other parts of the world use the vocational training gained from the prisons to earn a living. The researcher through this study seeks to fill the gap by conducting research in textiles training of the in Kumasi Central Prison and its impact on Recidivism.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the method employed in the research to resolve the problem.

#### **3.1 Research Design**

The qualitative research design was used in this study. Qualitative research is a set of research techniques, used in the social sciences to study personal contact, human problem or social and cultural phenomena. It investigates the why and how of a situation, data are collected in the form of words or pictures rather than numbers, and is concerned with process as well as product. Qualitative research is eclectic in using multiple strategies and methods. It also deals with the natural setting as direct source of data, how people make sense out of their lives and have the researcher as the key instrument. Qualitative data sources include observation and participant observation, interview and questionnaires, document and text analysis. Data are obtained from a relatively small group of respondents and analysed not with statistical

techniques but done inductively (Best 1999). In qualitative research, the structure of the design and data are not organised in advance, but are developed as empirical work proceeds.

Sidhu (2003) and Altrichte, Posch and Somech (1995) explain that qualitative research emphasizes holistic description of whatever is being observed rather than comparing the effects of a particular treatment while Ary, Jacobs and Razaviehs (2002) assert that qualitative inquiry seeks to understand human and social behaviour from the “insider’s perspectives”. This means that in qualitative inquiry, there should be a vivid description of phenomena. According to Best (1995), qualitative inquiry seeks to portray the complex pattern of whatever is studied in sufficient depth so that whoever has not seen it may have the opportunity to understand whatever is being studied.

### **3.2 Advantages of Qualitative Research**

The natural setting is the direct force of data collection.

**I) Natural setting:** As McMillan and Schumacher (1993) clearly state, qualitative research is a naturalistic inquiry which uses non-interfering data collection strategies to discover the natural flow of events and processes, and how participants interpret the data. Similarly, Hitchcock and Hughes (1995) indicate that qualitative research studies real world situations where there is no attempt to manipulate behaviour to satisfy any conditions. In qualitative research, the researcher allows conditions to flow at their own pace without any attempt to manipulate behaviour, besides being concerned with the description and explanation of phenomena as they occur in routine, ordinary natural environment (Blease and Cohen, 1990).

**ii) Human Instrument:** In qualitative studies, the researcher is the primary instrument for collecting, gathering and analysing data (Hitchcock and Hughes 1995). Because the method studies human experiences and situations researchers need an instrument flexible enough to capture the flexibility of that human experience. The human instrument is essential in qualitative research to talk with the people in the setting, observe their activities and read their documents and written records, and to record the information in the field notes and journals, (Denzin and Lincoln, 1998).

**iii) Research Roles:** McMillan and Schumacher (1993) state that qualitative researchers become “immersed” in the situation and the phenomenon studies while assuming an interactive social role in which they record observations and interactions with participants in many situations, as Best (1995) also indicates.

**iv) Description of Data:** According to Cohen and Manion (1997), qualitative inquiry emphasizes data in the form of words rather than numbers. That is to say, emphasis is on rich description of people, events and whatever happens in the research setting. This means that in qualitative inquiry, data must be thoroughly described in detail so that “outsiders” may be able to understand whatever has been done. On the other hand, there is room for collection of data in numerical terms although this may be done in rare cases. This is in line with Hitchcock and Hughes’ (1995) assertion that qualitative research deals in words and meanings while seeking to maximise understanding of events and facilitating the interpretations of data. This brings in Ary, Jacobs and Razavieh’s (2002) explanation that the purpose of qualitative research which emphasizes the typically rich descriptive and subjective character of data makes qualitative data analysis a very different enterprise than statistical analysis.

v) **Emergent Design:** Cohen and Manion (1995) are of the view that in qualitative design, the researcher does not know or predict the outcome of a design as in quantitative inquiry where the outcome of a research is already determined. This is because in quantitative research, the researcher has a specific hypothesis in mind and can determine the outcome of the study whereas in qualitative inquiry, the design emerges as the study unfolds. Best (1995) also observes that it is worth mentioning that whatever can be learned at a particular time and setting are determined by the nature and types of interactions that go on between the inquirer, the people and the setting and this is not predictable until the researcher has witnessed the proceedings.

As McMillan and Schumacher (1993) explain, qualitative research requires a plan for choosing sites and participants, and for beginning data collection. According to them, the plan is an emergent design in which each incremental research decision depends on prior information. The emergent design may in reality, seem circular as processes of purposeful sampling, data collection plan, and partial and final data analysis plans are simultaneous and interactive rather than discrete sequential steps.

vi) **Multi-method strategies:** McMillan and Schumacher (1993) contend that qualitative researchers study participants' perceptive strategies (ethnographic observation or interview) and non-interactive strategies (use of documents). Erickson (1990) also points out that a combination of data sources (such as interviews, observation and relevant document) and the use of different methods increase the likelihood that the phenomenon under study is being understood from various points of view. According to Cohen and Manion (1995), research

strategies are flexible with various combinations of participant' observation, in-depth interviews and artefact collection strategies during the study and the multiple realities that are viewed are so complex that one cannot decide on a single methodology.

**vii) Inductive Analysis:** Cohen and Manion (1995) declare that often, in qualitative analysis, data collection and analysis are done simultaneously so that essential information may not be lost or forgotten.

**viii) Concern for Context:** According to Ary, Jacobs and Razavieh (2002), qualitative inquiry is context bound in that human experience takes their meaning from social, historical, and cultural influences. Inquiry is thus defined within a particular context or setting. McMillan and Schumacher (1993) emphasize that other features of qualitative methods derive from beliefs that human actions are strongly influenced by the setting in which they occur. As Tuckman (1994) also says, qualitative study is a field work in that the researcher collects data over a prolonged period at a site or from individuals, making the ethnographic research able to develop context-bound data.

### **3.3 Characteristics of Qualitative Research**

Sidhu (2003), Cohen and Manion (1995), and Hitchcock and Hughes (1995) have outlined the following as some characteristics of qualitative research.

- i. It requires on-going analysis of the data.
- ii. It incorporates room for description of the role of the researcher as well as description of the researcher's own biases of ideological preference.

iii. It is focused on understanding a given social setting, not necessarily on making prediction about that setting.

iv. It demands that the researcher stays in the setting over time.

In this study, the qualitative research method was used because it facilitated the investigation of the teaching and learning of textiles in the Kumasi Central Prisons. Even though qualitative research emphasizes the description and interpretation of data in words rather than numbers, numerical data were also collected in the process and analysed as such to provide insight into the natural occurrence of Textiles Training for prisoners in Ghana. The study adopted the case study method for in-depth study of textiles education in a confined setting, so the qualitative research method was the most appropriate for in-depth investigation of the phenomenon.

### **3.4 Library Research**

The Researcher visited the following Libraries to find information on the study.

The KNUST Main Library

The Collage of Art Library

The Department of General Art Studies Library, (KNUST)

University of Education Winneba Kumasi Campus

Information collected was used for the review of related literature.

### **3.5 Population for the study**

Population in research refers to the totality of objects or individuals regarding which inferences are to be made in a sampling study (Sidhu 2003). The population studied was made up of 50 prisoners and 10 officials of the Kumasi Central Prison and the Department

of Social Welfare/who virtually supervise vocational training activities in the Kumasi Central Prison.

### **3.6 Sample and Sampling Procedure**

The purposive sampling method was employed in this study. This was so because the researcher could only capture information on inmates/instructors who were undertaking the textiles training programme in the Kumasi Central Prisons.

Sampling involved all inmates on the programme, three prison officers and three officials of the Social Welfare Department who were directly engaged in the textiles programme. In the case of the inmates, the number represented those who were at the weaving workshop. For security reasons, interviews were limited to only officials who dealt directly with the training programmes and not the prison inmates because the Prison policy does not allow direct interaction with inmates except through the Prison Officers. Officials of the Social Welfare Department answered questions that dealt with rehabilitation of released inmates into normal society.

The sample selected for the study included the following:

- a. Fifty offenders who were identified by the Textiles programme staff as accessing vocational training programmes or had done so in the past.
- b. Ten correctional staff textile training officers, education officers, programmes staff, correctional officers, sentence management staff and managers.
- c. Five corrective Services Department staff managing or overseeing the Textiles programmes in Kumasi Central Prison.

- d. Four public and private registered training organisation staffs that were in the centre (KCP) delivering textiles training education on the researcher's first visit.

### **3.7 Primary and Secondary Sources of Data**

Primary data consisted of information the researcher gathered from the Kumasi Central Prison, these are direct observation and interview.

The secondary data consisted of materials obtained from libraries, internet sources and journal articles.

### **3.8 Data Collection Instrument**

The main instruments of data collection were direct observation and interview.

#### **3.8.1 Direct Observation**

As Cohen and Manion (1994) stress, observation is recognised as the most direct means of studying people when one is interested in their overt behaviour, adding that it is a natural way of gathering data. In the view of Sidhu (2003), observation as a research tool must always be directed by specific purpose, systematic, carefully focused and thoroughly recorded and also like other research procedures, observation must be subjected to accuracy, validity and reliability.

To successfully ascertain the facts about the effective means of using Textiles training to reduce recidivism among released prisoners in Ghana, the researcher employed direct observation and a participatory approach that is commonly used by sociologists and anthropologists in attitudinal and institutional surveys. These techniques are useful

approaches to perceive as a surface change is always perceived at the level of resolution with the trainees (prisoners).

### **3.8.2 Interview**

According to McMillan and Schumacher (1993), an interview consists of a direct verbal interaction between the interviewer and the interviewee. Similarly, Ndagi (1997) also explains that interview is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer. In the same way, interview has been defined by Leedy (1997) as two-person conversation initiated by the interviewer for the specific purpose of obtaining relevant research information.

In this study the researcher has used a structured interview schedule to gather data on the content and procedures of the Textiles Training programme in Kumasi Central Prison. This means that the sequence and wordings were determined by means of a schedule which leaves the interviewer little freedom to make modifications.

### **3.9 Pre-Testing of Instruments**

It is required by the prisons service that the interview guide designed is tested by the prison officer in charge of Vocational Education Training at the Kumasi Central Prisons for security reasons. The guide was also given to some experts in the field to check its content to see if the questions would help collect the right data which they were constructed for.

### **3.9.1 Validation of Instruments**

Copies of the final instrument (interview guide) were given to colleagues of the researcher for correction and to the research supervisor for further vetting to ensure mistake free interview schedule. After all corrections had been made, the interview schedule was pre tested by the researcher and a prison officer at Kumasi Central Prison.

### **3.10 Data Collection Procedure**

Data were collected by face to face interview from selected prisoners, prison officers and social welfare officials. Also participant observation was done by the researcher with the help of Textiles Training instructors in the prison workshop of the Kumasi Central Prisons yard.

### **3.11 Assembling the Data and Data Analysis plan**

The data collected from respondents were assembled, described, analysed and grouped in view of the four objectives of this research. Objective one sought to elicit information on the nature of textiles training programme being given to the inmates at the Kumasi Central Prison. The second objective dealt with the strength and weaknesses of the textiles training programme offered by the prison. The third objective identified and described teaching and learning problems confronting the instructors and inmates of the textiles training programme. The fourth objective also examined the practical work strategies that are being used to help the prison service to meet its vocational target for prisoners.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF MAIN FINDINGS

#### 4.1 History of Kumasi Central Prison

According to the Ashanti Regional Commander of Prison (Personal communication, 8th April, 2010), Development of Prisons in Ghana began in the early 1800's when the British Prisons Act 1965 was promulgated with emphasis on punishment rather than safe custody. During the early 19th century, the British Government adopted the indirect rule form of government and as a result District Commissioners were appointed to oversee the day to day administration of the central government.

To enable the District Commissioners work effectively and to put fear in the indigenous people who posed a threat to the British Government administration, several Local and District Courts were created by the Colonial Masters or the District Commissioners. These courts tried criminal cases which affected their administration as well as murder cases and sentenced guilty people to terms of imprisonment. The inmates were mainly used in repairing roads, construction and manual jobs such as cleaning of the bungalows of the Commissioners.

Kumasi Prison is situated in the heart of Kumasi. It was established 1901. Soon after the

British Government gained grounds to rule in Ashanti. The Prison was established to enable the law-breakers be confined to facilitate the smooth running of British Government administration.

Initially the Prison was under the care of the Chief Commissioner in charge of the Province of Ashanti. The Prison at that time was fortified by the military of the Royal West African force (RWAFF) Frontier stationed at Kumasi because there were no trained warders by then. The military performed escort work only. In the early part of 1907, a request was made that the escort work performed by the military in Kumasi should be discontinued and guards provided by Special Warders if any or by the police.

According to the Prison Commander, on 26<sup>th</sup> April, 1907, the Colonial Secretary in Accra, J. H. Bryan wrote to the Chief Commissioner of Ashanti that His Excellency would not sanction separate administration for Police and Prisons. Personnel from the Police could be used as guards for the Prisons until 1908 when consideration could be made. On 18<sup>th</sup> January 1908, RWAFF stopped the escort as well as the guarding duties and concentrated on their assigned duties at the barracks. As a result of that on 8<sup>th</sup> January 1908, the Police provided six temporary warders and one second class officer to work at the Kumasi Prison with the approval from a Commissioner known as A.W. Kitson.

To avert congestion and work load, a proposal was made by A.W. Kitson for new building for Kumasi Prison together with a Prison Hospital. The proposed Prison Hospital was shelved but the new building for the Prisons took off. In 1925, Kumasi Prison was reconstructed to add more cells for the increasing number of inmates from other prisons within Kumasi Central

Prison. Average lock up in 1922-23 was 212. Previously long sentence prisoners in Ashanti were sent to Sekondi to learn trades.

Kumasi Prison which is now designated as Kumasi Central Prison consists of a four storey block designated as Blocks A, B, C and two other blocks marked as Segregation with a total of 60 cells. There is a main workshop where inmates are trained in various vocations. There is also a store and an infirmary manned by medical personnel who take care of the health needs of the inmates as well as officers with minor ailments. Kumasi Central Prison has an administration block which consists of eight rooms which accommodates the Regional Commander, Sectional Heads and Administrative Staff. There is also an industrial showroom which exhibits products manufactured by the industrial wing of the Service

**4.2 Training programmes for the inmates of the Kumasi Central Prison** These programmes offered to Inmates include:

- a. Patterns and pattern cutting
- b. Dress making
- c. Cloths Designing
- d. Equipment and tools and how to use them
- e. bricks laying
- f. Blacksmithing
- g. Shoe making
- h. Carpentry and Textiles Training

The emphasis of this research is on textiles training including fabric construction and decoration. In the case of the textiles training the programme offered are:

- i. Kente Weaving.
- j. Crocheting.
- k. Tie-dyeing.

#### **4.3 Selection of inmates in the Kumasi Central Prisons for each programme**

Inmates of the KCP are selected according to the degree of their conviction. It is only inmates serving five years and more who are allowed to undertake the textile training. Also, inmates with good character and shorter sentences (below five years) are allowed to undertake some of the textiles training in the Kumasi Central Prison. Selection of inmates for the training is done by a fifteen member committee made up of Prison officers, appointed by the Commander of Kumasi Central Prison.

#### **4.4 Textiles Training in the Kumasi Central Prison**

The Prison's correctional policy states what kinds of programmes should be available to certain types of prisoners. In the Kumasi Central Prison, rehabilitation- behaviour programmes, textiles training, and other programmes such as Horticultures which are offered outside the Prison premises and labour intensive construction projects in and around Kumasi are not available to prisoners who are on remand or who are serving sentences of less than five years. In the female centre where the average sentence length for offenders is less than five years, Ghanaian inmates have access to Vocational Education and training programmes such as weaving, tie and dye, tailoring literacy and numeracy.

#### **4.5 Risk Assessment and Targeting of Programmes in the KCP**

In the Kumasi Central Prison, new prisoners are assessed in terms of their offensive risk and needs, including criminal history, literacy level and record of substance abuse and rape.

Through interviews with newly arrived prisoners, prison officials, assess the crime factors present in each prisoner and the degree of severity or extent of badness of a particular inmate. The results help the Prison officers of KCP to place each prisoner into a high, medium or low category, before they assign the individual to the treatment programmes targeted at reducing recidivism or bringing it to a level that places the individual into the Textiles Training. This issue of risk assessment behaviour programmes that prisoners undertake during their period of incarceration are the measure the Prison has put in place to train inmates in various Textiles Training programmes.

#### **4.6 Approach of Weaving**

Within the KCP in terms of availability of materials and tools, prisoners and correction staff talk of these stages in weaving as units. The approach allows the centre to select units of work such as the various stages in weaving that are appropriate to prisoners. In the training centre, the prisoners signed a verbal contract to show they understand the requirements they have to meet and the need to attend the training and be able to complete successfully. Daily attendance rolls are taken, and prisoners who do not attend are questioned about reasons for non – attendance.

For prisoners undertaking Textiles training, there are few motivational problems. High attendance rates observed among inmates of the Kumasi Central Prison demonstrates their commitment to learn a vocation and their ability to work after conviction. The inmates usually have to wait for a programme, this further motivated them. Once it commences, they feel fortunate in being able to access the training. The most obvious motivating factor among

prisoners is the rapport and the close emotional bond they have with their trainers in developing new skills. The prisoners interviewed feel they received a high standard of training from very knowledgeable and very accommodating trainers. They understand that the training they are undertaking would benefit them when they are released, and the courses would also broaden the range of jobs they would be able to access upon release. This is a motivation for them to undergo the training and complete it as it earns them credit towards their release as well as future employment.

#### **4.7 The Prisoner perceptions of The Textile trainers**

Almost all the inmates interviewed see the trainers as being supportive of learners, and encourage other prisoners to assist each other in the training workshops. The prisoners on the Textile training programme are happy with the quality of tuition they receive. In particular, they say the trainers treat them with respect, and the trainers are very creative and accommodating in setting up tasks for them at different levels of weaving. The prisoners comments include “We have not had a bad one yet”; ‘He treated us like human being’; ‘The teachers have a lot of weaving experience that they are very happy to share with us’; ‘The teacher are really respectful, and called us by our first names,’ These imply that there are cordial relationship between the instructors and the inmate in the textiles training workshops.

The Textiles training officers are individual private men from Bonwire and other Kente weaving communities in and around Kumasi in addition to prison officers who were selected by the Department of Social welfare. These trainers have knowledge and skills in the various stages of weaving. It was observed that the Textile training officers work closely with the

Department of Social Welfare which is the registered training organisation for the Kumasi Central Prison.

#### **4.8 The workshop**

At the workshop, tools and materials available for the training of inmates in textiles include the traditional kente weaving loom, bobbin winder, bee wax, cotton yarns, aluminium pots and a hearth made of cement blocks. Sharp edged tools such as knives, blades and scissors needed by weavers to cut yarns are not allowed for use by the inmates for security reasons.

When cutting or trimming becomes necessary, the instructors are called to do so.

##### **4.8.1 The traditional kente weaving loom**

In all, 18 traditional looms with accessories were seen at the workshop. These looms are used to weave the kente cloth. Loom accessories seen are bobbin winder.

##### **4.8.2 Bee wax and Bobbin winder**

It is rubbed over the warp yarns to ease friction on the loom. It aids the free movement of the reed during weaving. This also prevents the yarns from tearing. The bobbin winder is used to wind the yarns onto the bobbin.

##### **4.8.3 Cotton yarns**

The brand of the cotton yarns used is Sun Flag the most common type of yarn used by kente weavers all over the country. It is the main material used to weave the kente fabric. The yarns come in different colours such as yellow, blue green, red and white. They are used in combined

to make the cloth colourful. These types of yarn are used by the weavers for their training and work.

#### **4.8.4 Aluminium pots and hearth**

The above mentioned are in the workshop but are not in use. According to the instructors, funds were not available for the purchase of materials for dyeing, where pots and hearth are needed.

It was observed that much attention is given to kente weaving in that facility even though there are few tools and equipment for other Textiles Training such as in Tie and Dye and Crocheting. This is due to the fact that only weaving materials are provided for the textiles training by the government, NGOs, philanthropists and by the Kumasi Central Prison.

#### **4.8.5 The researcher's involvement**

During the study, the researcher's interactions with the inmates through the correctional officers, this means was adopted for the researcher to demonstrate and suggest other methods of kente weaving to the inmates and the instructors, which would save weaving materials, time as well as space. The researcher also examined the quality of works produced by the inmates and explained why it was necessary to have good finishing.

The study revealed that there are limits on the number of pieces of equipment available for prisoners use in the workshop. The Prison's policy on the use of equipment and tools by the inmates does not allow them to handle sharp edged tools such as knives, pins and sometimes harmful chemicals like sodium hydrosulphite and caustic soda, which the inmates could use to harm themselves. This Prison policy determines the maximum number of prisoners who could

be allocated for monitoring by the Prison staff and outside trainers to a workshop or educational area. These polices in turn regulates the classes, which unfortunately creates a waiting list of inmates to access the most popular Textile Training programme which is Weaving.

One significant concern was that inmates who had behavioural problems such as homosexual tendencies, smoking, fighting, and drinking of alcohol were excluded from accessing the Textiles training programme.

The study also revealed that the Kumasi Central Prisons had since 2005 been planning to pilot the introduction of various Junior High Schools and Senior High School certificate courses to engage the inmates in profitable educational ventures. This plan is laudable but would require a huge financial and time commitment by the Kumasi Central Prison, in order to serve the needs of longer-serving prisoners who have proven their motivation and commitment to training by completing their weaving assignments early. This approach contrasts with the more general approach to training.

#### **4.9 Motivations for accessing Textile training in The KCP**

The prisoners undertaking Textiles training have few motivational problems. High attendance rates demonstrated their commitment. They usually have to wait to access a programme, and this further motivates them. Once it commences, the inmates feel fortunate to being able to access the training. The most obvious motivating factor among the sampled prisoners is the sense of achievement in developing a new skill. In contrast with many learning experiences at

school, these prisoners become successful in completing the course. They feel that they have received a high standard of training from very knowledgeable and very accommodating trainers. The sampled prisoners know they are undertaking training for which they would benefit outside the Prison, also the course is broaden the range of jobs they might be able to access upon release.

During the observation, the correctional staff explained that another set of motivation is related to social and personal needs. The inmates were got away from their units and meeting other prisoners from other parts of the centre; they were escape the boredom of their units where prisoners either talk noisily, sleep much of the day, or spend hours standing, talking or fighting. As many of them described themselves, the Textile training takes them away from their units and keeps them busy and productive. In addition, the prisoners' learning styles are oriented around doing and seeing the end results of their handy work simultaneously. The inmates find the Textiles training modules very attractive because they give them hands-on approach to learning, and the benefits are normally immediately recognisable.

They were happy to demonstrate the weaving skills they had acquired to the researcher in the presence of the officers in charge. It was realised from casual interviews with the staff of the Prison Correctional Centre and in particular, the Textile training and Social Welfare officers that the personnel take considerable care in recognising the achievement of inmates who complete a module or a full master programme.

The researcher learned that module completers are provided with the official record of their achievement from the training master in the form of mufflers. This happens on daily basis because almost every day, a prisoner is released from custody. The Centre also has a policy of keeping copies of this documentation in the prisoner education files so that prisoners could have replacement copies if required. This file information is most useful where prisoners reoffend and got re-incarcerated as it enables the Prison to have records on such prisoners.

The Textile training officers who were interviewed had opinions that were very similar to those of the prisoners who were undertaking Textile Training. The correctional system is more focused on managing and correcting the offending behaviour rather than preparing prisoners for employment upon release. The widely held opinion was that the Textile Training is not adequately funded, well supported by the Social welfare department, it is supported by the textile management staff in the centre. Senior management Prison officers support in the centre was seen to be supportive of the Textile training programmes; this is by supplying tools and materials and funds generated by the senior management staff of the prison.

Evidence gathered from the Kumasi Central Prison indicate that the Textile Training staff and education staff of the Department of Social Welfare communicate well with each other and work together to assist the prisoners. A typical issue was that when a prisoner enrolls in a Textiles Training programme that demands a higher level of literacy and numeracy for example counting, the Textiles Training officer and the trainees become aware of these learning problems. The prisoner could either be made to access an education programme at the same time as the Textiles Training programme, or they seek the authorities' advice on literacy tutoring. The Textiles training officers' reports that the behaviour of individual prisoners who

have such learning and comprehension difficulties improves considerably once they are able to keep up with other learners.

The Correctional officers also reports on the improved behaviour of prisoners to the senior correction staff of the Textiles Training programme. The implication here is that a very well organised Textiles training programme in the Kumasi Central Prison will provide and/or improve employable skills for the inmates, develop their social and interpersonal skills and help them reintegrate into their communities.

#### **4.10 Prisoners' Intention to Continue the Textiles Training upon Release**

The observation period revealed that prisoners knew that they could access further training from private provider of Kente to enable self establishment upon release, to complete, continue or upgrade their qualifications. The interactions revealed that many of the sampled prisoners had completed their training modules but few had fully completed the weaving training. Because as one Textile Training officer noted, 'it has taken us five years to get eight men to complete Textiles Training". This means the trainers encounter some difficulties getting inmates to successfully complete all the assigned modules enable them to fully benefit from the training received upon release.

Majority of the prisoners expected that their Textiles training in prison would help them to get a job upon release. However, very few of the prisoners who were interviewed for the study reported that they expected to use the Textiles training gained in prison to work upon release. They wanted to get a job as soon as possible, and they were concerned that their employers (people who are in the Kente business) would not be very supportive of further Textiles

training, either on or outside work. Many also said that they would need much time to make up with their families and friends and this would make it difficult for them to practise what they learned in prison. This suggests that inmates need to be supported financially and supervised to enable them to establish jobs upon release from Prison or use their knowledge and skills in textiles in some profitable way. There is also the possibility that some of them will not use the skills acquired upon release.

#### **4.11 Employment of Inmates after Release**

While the Correction staffs are little pleased with the employment outcomes being gained by prisoners, they have two major concerns. One is that, the Centre was not fully abreast with information on the types of job opportunities that exist in the prisoners local communities. A related concern is also the difficulty faced by prisoners after release in re-adjusting to the world of work. The second concern is heightened by the return of prisoners to their communities where very few job opportunities exist. It is believe that upon release, many prisoners get into luggage carrying employment which involved unskilled work, head porter and trolley pushing. It is clear that this work will not provide longer-term solutions to their employment needs as dose the Textile training. It can however, be deduced that inmates who take full advantage of skilled training would integrate in their communities better and avoid recidivism than those who do not.

#### **4.12 Analysis of Recidivism**

The following analysis is based on information provided by the KCP through the Textiles Training instructors. The object was to investigate whether the involvement of inmates in Textiles Training programme could be used to predict their risk of re-offending (recidivism)

after their release from prison. The analysis is based on initial sample of four individuals (one female and three males within the 25 to 50 years age range) who were released from Kumasi Central Prison between 1<sup>st</sup> July 2005 and 30<sup>th</sup> November, 2009. This group excluded escapees from custody, and releases on upheld appeals.

#### **4.13 Strengths and Weakness of textiles training**

The following section explains the strengths and weaknesses of the textiles training programme offered by the prison and how this can prevent or encourage re-offending and Recidivism.

##### **4.13.1 Strengths of the Textiles Training**

Below are the strengths of the Textiles training center of KCP.

- a. The actual textile materials used to produce attractive and marketable woven products for the local and international market are used to train the prison inmates.
- b. Textiles products produced in the prisons by the inmates are sold to generate income for the up-keep of the inmates.
- c. The Textiles training serves as a character reformation strategy which helps to transform the behaviour of inmates while in Prison.
- d. The Textiles training centre serves as an entertaining, education and inspiring centre for the inmates to develop social, interpersonal and community relationships.
- e. The inmates are exposed to foreign and local visitors who visit the Prison and see the textile products displayed at the exhibition centre.

- f. Socially, the inmates get the opportunity to relate with other relatives, which of course, enhances their network.
- g. The training programme creates the enabling environment for the prison officers to relate with the inmates and share life experiences with and counsel them towards living outside the prisons.

#### **4.13.2 Weaknesses of the textiles training**

The following are some of the weaknesses the KCP Textiles Training center faeces

- a. The programme receives inadequate financial assistance to provide more materials for the skills training.
- b. Instructors are not intrinsically motivated enough to give their best because the Prison's policy does not give them the freedom to go to the other training workshops, but are restricted to their workshop just as the inmates.
- c. There is poor coordination between the Department of Social Welfare and the Textile training centre.
- d. The instructors' lack in-service training to enable them learn new things and imparts new ideas into the inmates during the course of training. This limits the knowledge base of the instructors about other aspects of the Textiles training.
- e. Due to inadequate tools and materials for production, the prices of the inmates' products are not competitive on the open market. Consequently they earn little income for the development and management of affairs in the training centre.

It can be seen that the advantages inmates derive from the Textile Training far outweigh the disadvantages observed in the programme. This suggests the need to strengthen the programme to make it more beneficial to the inmates.

#### **4.14 Teaching and learning problems confronting the instructors and inmates of the Kumasi Central Prison.**

Identified problems faced by the instructors and inmates of the Kumasi Prison Textiles Training Centre are as follows;

- a. The space allocated for the Textiles Training programme is too small for the 50 trainees. There is the need to create enough space to contain all the inmates under the Textiles Training programme and enable them work efficiently.
- b. The work environment is not shaded enough and some of the trainees are left under the mercy of the scorching sun. When it rains, work stops to and protects the materials to be protected from getting soaked and destroyed. The result is destructive learning, and lack of concentration on the part of inmates.
- c. Tools and materials supplied by the KCP to train the inmates are not enough for all of them to do practical works at the same time. The schedule of training set to train the inmates is not flexible enough for them to acquire the identified learning modules.
- d. Instructors do not have adequate prerequisite knowledge to handle all the practical works as trainers, which of course, affects the output of the trainee inmates in the respective work areas.

- e. Inmates do not have the opportunity to develop their skills from design to production in order to go out and practise weaving as skilled weavers and thereby earn a good living that will prevent recidivism.

The implication of the weaknesses of the Textiles Training in KCP is that the provision of relevant tools materials favourable learning environment, adequate time and space are necessary to effective teaching and learning of Textiles skills that will prevent Recidivism.

#### **4.15 Factors Hindering the Provision of Textiles Training in the Prison: The need to complete offending behaviour programmes**

The inmates who were interviewed identified a lot of factors they felt hindered their full participation in the Prison Textile training programme. Of the 50 inmates studied, 40 of them believed that the correctional centre system was unsupportive, and often intentionally obstructive to their participation in the Textiles training programme. They perceive that staffs give the Textile Training and education programmes lower priority than offending behaviour programmes which allow inmates to work in the commercial workshops. This suggests that staff of the Textiles training programme in Kumasi Central Prisons have to upgrade their technical and practical skills periodically and a higher priority have to be given to the Textiles Training in the KCP.

The next issue among offenders is their participation in commercial works or jobs such as laundries, garden work, weeding of farms and manhole digging out of the prison. The primary motive for this involvement in the commercial work is to earn money.

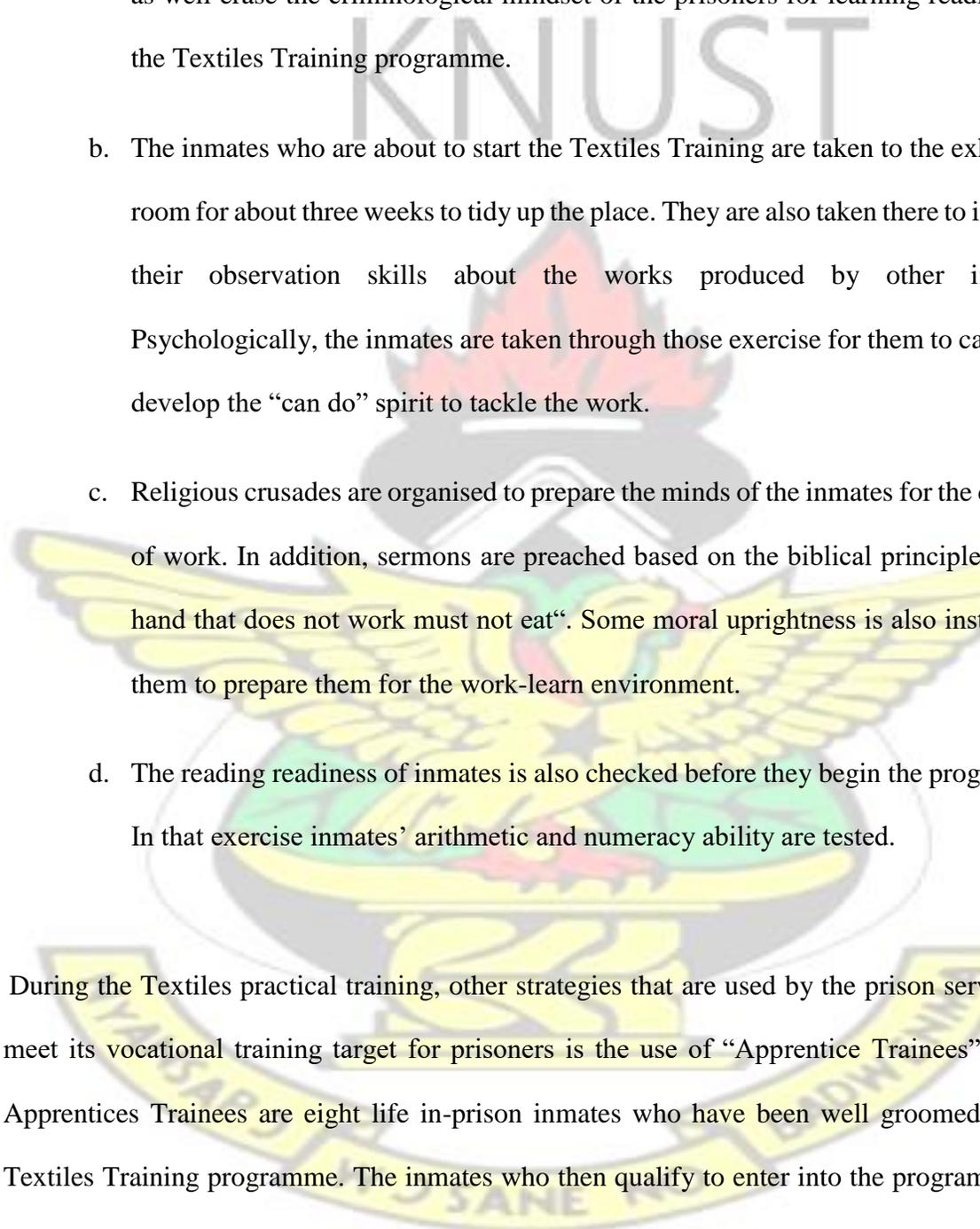
The Textiles Training programme is perceived by offenders as given much lower priority by the Corrections staff than the completion of offending behaviour programmes. Many prisoners regard the opportunity to earn extra income through outside prison jobs more than spending time acquiring skills in textiles training programmes. This also suggests that the inmates are more concerned with getting money rather than acquiring skills through the Textiles Training programme.

#### **4.16 Delays in some Vocational Education and Training Programmes in KCP**

The prisoners complained that they have to join long waiting queues to access the Textiles Training programmes, but some of the programmes are not run, causing them to be disappointed and often frustrated. Delays in running the programmes also eat into some of the prisoner's time if they are due for release. The Textiles training staff reports also that delays of vocational programmes such as knitting, crocheting and printing are due to the movement or release of prisoners, lack of correctional staff to supervise inmates, inadequate funds, materials, tools and equipment. The training provider, not able to access trainers, changes in correctional staff, transfers and delays in filling such vacancies, also result in delays in the training schedule.

#### **4.17 Practical work strategies used in KCP**

The following are strategies used the instructors of the Textiles Training in KCP.

- 
- a. The prisoners are taken through thorough psychological exercise which prepares and conscientises their minds to prepare them for learning. Psychological exercises as well erase the criminological mindset of the prisoners for learning readiness of the Textiles Training programme.
- b. The inmates who are about to start the Textiles Training are taken to the exhibition room for about three weeks to tidy up the place. They are also taken there to improve their observation skills about the works produced by other inmates. Psychologically, the inmates are taken through those exercise for them to catch and develop the “can do” spirit to tackle the work.
- c. Religious crusades are organised to prepare the minds of the inmates for the concept of work. In addition, sermons are preached based on the biblical principle that “a hand that does not work must not eat”. Some moral uprightness is also instilled in them to prepare them for the work-learn environment.
- d. The reading readiness of inmates is also checked before they begin the programme. In that exercise inmates’ arithmetic and numeracy ability are tested.

During the Textiles practical training, other strategies that are used by the prison services to meet its vocational training target for prisoners is the use of “Apprentice Trainees”. These Apprentices Trainees are eight life in-prison inmates who have been well groomed on the Textiles Training programme. The inmates who then qualify to enter into the programme are distributed among the 8 senior prisoners. The idea is to pave way for the senior prisoners who have spent years in prisons to take the others through the practical of kente weaving. In a way

the KCP applies the concept of inbreeding and learning among inmates (peer tutoring) for better understanding and orderliness.

#### **4.18 Meeting Special Needs of Prisoners in the KCP**

Textiles Training programme retention rates are a special challenge for Textiles Training officers, trainers as well as trainees. Offenders are not allocated to separate classes and the centre is not able to attract enough tutors to meet the needs of its prisoners.

The prisoners are most likely to continue with textiles training courses where they have access to one-on-one support from trainers and tutors, and where there are two or three life in Prison or older prisoners in the class with them. The Textiles Training officers in the centre believe that it is important to recruit trainers from the registered training organisations (Department of Social Welfare) who are sensitive to the self-esteem of the inmates and can deal with their poor literacy and numeracy skills, low levels of schooling and the cultural differences between the various groups.

The training of prisoners in the Kumasi Central Prison also raises concerns about the concept of 'the shame job'. Prisoners with little education say they feel stupid if they cannot do a task. A major reason for some prisoners not taking up offers to do Textiles training courses is that they do not want to look stupid or incompetent in front of other prisoners. The provision of outside tutors and literacy and numeracy programmes before the commencement of Textiles training programmes can be used to reduce some of these concerns among the inmates. This

suggests that the need for literacy and numeracy skills are necessary to the Textiles Training programme.

#### **4.19 Improved Self Employment Opportunities from Training**

50 prisoners that the researcher had conversation with believe that the training would improve their self-confidence and raise their level of self-esteem and so they are proud to have successfully completed the Textiles Training course. The programme staff mentioned that this status improves self-esteem and influences inmate's behaviour for the better.

The sampled prisoners and staffs believe that, apart from the prisoners gaining useful skills, the Textiles Training programmes build upon their generic skills also. In the training workshops, prisoners under the Textile Training programme have to learn to interact with other prisoners they do not know. The inmates believe that their being on the training sessions has improved their general communication and time management skills. They have become more aware of the issues involved in working as part of a successful team. They explained that the skills of planning required in setting up and working through a task (for example, weaving and design work) helped them to improve their project management and decision-making skills. Finally, 45 inmates say that they feel more confident, and were empowered by the new knowledge and skills they had gained through completing various Textiles Training modules.

#### **4.20 Managing Training and Prison Work by the Inmates of KCP**

The Textiles Training programme provide opportunities for prisoners to practise various steps in weaving such as warp laying, head preparation and bobbing winding. The workshops in Kumasi Central Prison's Correctional Centre cover fabric cutting and fabrication, shoe making,

cobbling and Weaving. As noted earlier, getting dairies on farms and other manual work outside the Prison is important to inmates who want to earn as much money as possible while at the centre. It can be argued that vocation helps to develop job skills of inmates and increases their job-readiness for the job market on release. Besides working as assistants to the Correctional staff in the weaving activities (for example), and co-ordinators or assistants to the training officers, the attitude of many of the inmates, point to the fact that there are not enough good jobs to do.

The inmates report that they rely heavily on prison work to get extra money to buy food and cigarettes (a large number are smokers); make telephone calls to family and friends; and save money for their families or assist them upon release. The inmates are therefore keen to seek out prison work, in addition to outside work in gardens and laundries or on farms. But the sampled inmates say enrolling in the Textiles Training courses, can make access work outside Prison difficult, either through direct clashes in time-tabling, or having to spend insufficient time at the workshop . This means, a lot of the inmates' ability to work in the workshop or elsewhere in the prison is a very significant part of their time in there.

#### **4.21 Transfers or Release from Prison of inmates**

Findings from the sampled inmates suggest the difficulty of ensuring the completion of training due to the uncertainty of prisoners remaining in the Kumasi Central Prison which provides this kind of training. In many particular ways, the unit approach to the training that has been adopted in prison reflects the reality of being unable to predict inmate movements. The instructors

report that the adoption of the approach was due to factors such as inmates movements in particular, the nature of the training package and the fact that the majority of the prisoners are serving varying terms of sentences. It was found that it is common for prisoners to be moved either across regional prison without much warning, or to be released from prison with little notification. Prisoners are also moved across prison for a variety of operational reasons, which can include over-crowding, safety of protected prisoners, reclassification of the prisoners from high to middle or low/open classifications, and for personal reasons. This makes it difficult for inmates to complete the full training, so adopting the module approach ensures that inmates who engage in the Textile Training can at least go home with some skills in an aspect of textiles production.

#### **4.22 Difficulties in Accessing Skilled External Trainers for the KCP**

At present a major challenge that was realised at the Correctional Centre is the difficulty among the contracted training providers in finding staff that are willing to work at the pay levels set by the customers of the Kumasi Central Prison. With the booming Ghanaian textile design and dress making industry, the casual trainers who are usually contracted to teach the prison inmates by the training staff have been lured away to higher-paying work in the private sector. In some cases, Textile Training courses are organised and run by using nonTextiles Training funds to secure the services of private operators who are qualified trainers to do the Prison teaching .This includes finding trainers from Bonwire near Kumasi probably because they also find it easy to stay on their weaving tasks in order to cash in on tourist who visit Bonwire in particular. Perhaps the idea of working in confinement of a Prison also scares off potential trainers to decline the offer.

#### **4.23 Kumasi Central Prison findings on Recidivism**

The following list summarises the findings on Recidivism as indicated by records kept by the Kumasi Central Prison. (2008 Report Kumasi Central Prison) It identifies the individual variables that are used to predict return to custody of released prisoners.

- a. Age is a significant predictor of Recidivism, with older people being less likely to return to custody. On the average, the records show that people who returned to the corrective system were five years younger than those who did not return.
- b. Gender is a significant predictor, with females being less likely to return to custody. Overall, 31% of males returned to custody, but only 6% of females returned (2008 Report Kumasi Centre Prison Authority).
- c. Post Release Assistance Programme is not a significant predictor although there is some slight indication that involvement in the programme is associated with lower incidence of return to custody.
- d. Most Serious Offence Grouping is a significant predictor. People convicted of property offences or offences against good order appear less likely to return to custody. People convicted of robbery/extortion offences or drug offences appear more likely to return to custody.
- e. Sentence length grouping is a significant predictor. People with shorter initial sentences are more likely to return to custody than people with longer initial sentences.
- f. Education grouping is a significant predictor. In general, people with higher levels of education are less likely to return to custody than people with lower levels of education.

However, very low levels of education are not associated with higher risk of return to custody.

- g. Risk category is a significant predictor, with people categorised as ‘high risk’ being much more likely to return to custody than those categorised as ‘low risk’.
- h. Textiles Training before release is a significant predictor, with people involved in Vocational Education and Training being less likely to return to custody. Overall, 325 of those who did not participate in Textiles Training before their initial release returned to custody (that is, the second narrower measure of recidivism) while only 9% of Textiles Training participants returned. This difference represents an overall drop of 18% in the rate of recidivism associated with involvement in Textiles training programmes.
- i. Literacy / Numeracy before initial release are not a significant predictor, although there is some slight indication that participation in literacy/numeracy programmes is associated with lower incidence of return to custody.

The details of the Prisons report cited shows that recidivism can be cut down considerably with skills training in Textiles. The implication is that if the KCP had enough funds to provide needed tools, materials and equipment, more inmates could receive enough weaving, tie-dye, crocheting and other skills training that the prisoners could live by upon release. This would curb Recidivism.

The above findings on Recidivism indicate that, combinations of predictors are able to predict Recidivism successfully. More specifically, recidivism is more likely to occur in people who

have shorter initial sentences. Recidivism is less likely to occur in people who are older and also those who have higher levels of education, Recidivism is more likely to occur in inmates convicted of robbery/extortion of drug offences, and is less with those who participate in Textiles Training programmes before their release.

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## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The evidence presented so far points to the need for prisoners to acquire skill training through textiles as a means of curbing recidivism among inmates of the Kumasi Central Prison. KCP Prison officers directed at achieving the objectives set out for the welfare of inmates whilst in custody to give them Textiles Training and also condition them for post release rehabilitation

in their respective communities. Textiles Training is therefore a means to protect the communities that manage, released prisoners to eliminate the risk they pose to the community, while at the same time allowing them an acceptable quality of life, consistent with community norms; and thereby prevent re-offending. However, while this message is being accepted and responded to by policy leaders in the KCP, it is yet to reach those who operate correctional facilities, especially some prison managers, sentence management and custodial staff.

The Kumasi Central Prison's head of Vocational Training, report shows that there is growing evidence; the Kumasi Central Prison is beginning to build a 'through care' philosophy in which an integrated programme of rehabilitation, education and training is emerging, which is designed to meet the special needs of inmates. This study found that custodial staff involved in prison programmes and prisoners are both extremely positive about any developments that would support the apparent evolution of a more integrated system of offender management. The more obvious developments found by this study the Kumasi Central Prisons include the provision of pre-release/transition and employment programmes, the opportunity for prisoners to be involved in meaningful prison work, the expansion of Textiles training into new areas and more access to advice about health services, education, training and housing prior to release.

The sampled prisoners were supportive of any actions which would help them to overcome the clashes they experience almost daily in managing the expectations of the correctional system and expectations of the education and training system operating within their custodial facilities.

Significantly, Textiles Training programmes officers in KCP were keen to examine new developments designed to create a more integrated approach to offender management.

In this research, the researcher found highly motivated offenders engaging Textiles Training activities which would provide them with technical skills, and also improve their confidence, self-esteem, and broader sets of generic skills. The prisoners are very positive about the role that prison staff and trainers play to assist them to develop skills, to help them to re-integrate back into the community upon release. The availability and access to dedicated training workshops in KCP as well as to outside trainers (and in some cases, tutors) who are professionals in their fields and respectful of prisoner needs, and their often disadvantaged backgrounds, are further supports for the continuous emergence of a methodical care approach to prisoner management.

The significant evidence that emerges from this research explain the importance of pursuing a more integrated programme that develops employment skills that offenders involved in Textiles Training need in order to reduce the likelihood to return to the corrective system. On average, being involved in Textiles Training before initial release was associated with a decrease in the chance of returning.

Another significant finding is the benefit of applying systems that focus upon the risks of reoffending, and which in turn, can be used to better target prisoner needs. The use of a risk assessment upon initial incarceration permits the classification of prisoners into risk categories, such that offending behaviour and textiles training programmes are most appropriately

assigned to offenders. This means individuals categorised as ‘high risk’ were much more likely to return to the corrective system or to custody than those categorised as ‘low risk’ because they are excluded from skills trainers.

It is important that sentence management in Kumasi Central Prison continues to apply a different mix of offending behaviour and education and training programmes related to the specific needs of prisoners who present different risk profiles. In the context of the shortcomings that currently exist, it is clear that prisoners in the Kumasi Central Prison have problems. The correctional facilities also have fewer people and financial resources allocated to help manage prisoners for release back into the community.

As described, this clash of systems means that prisoners and their education and training officers confront a wide range of issues that make the delivery of training, at worst, piecemeal and unco-ordinated. These challenges include:

- a. Perceived lower importance given in correctional authorities to the value of Textiles Training by comparison with the completion of offending behaviour programmes that deal with offender behaviour ( for example, drug and alcohol programmes, anger management programmes; sex offender programmes).
- b. Continued operation of a predominantly correctional prison culture concerned with running a prison to retain prisoners rather than running a prison that also provides services that rehabilitate.

- c. Current difficulties of many centres accessing skilled trainers, the problems associated with managing waiting lists, the movement of prisoners across Prisons in Ghana, and lack of success in introducing workplace assessment in the prison workshop based on prison work.

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## **5.2 Conclusions**

The literature review, interviews, observation and analysis of existing evidence point to the positive impact of Textiles training on prisoners, and ultimately upon the incidence of recidivism. Provision of the Textiles training programmes in Kumasi Central Prison has positive implications for post release prevention of Recidivism. The findings of the study suggest the need to continue to identify and resolve the operational and philosophical barriers that exist in the Kumasi Central Prison which are negatively influencing the provision of the Textiles training. The Correctional centre in particular, need to be funded by their responsible agencies and departments (Social Welfare inclusive) on evidence that they are achieving performance indicators that focus upon not only achieving the objectives of custody and advice to sentencing and releasing authorities, but also on their achievements in rehabilitation and prisoner adjustment and employment upon release. The achievement of thorough care will require patience, time and planning, as well as continued cultural and structural changes, including the introduction of a better training system and evaluation mechanisms.

The Prison Service needs to examine ways of achieving a more comprehensive integration of the existing elements that operate in KCP to become the basis of more integrated prisoner management systems. These elements include the links between offender induction

programmes, the application of a prisoner risk management classification, which is linked to the identification of programmes which deal with offender behaviours, prisoners' educational and training needs. The integration and coordination of these offending behaviour and training programmes around prisons work, links between these programme and the transition of prisoners into pre-release employment programmes near to the end of their sentences.

While the involvement in the Textiles Training in KCP is positively linked to reduced levels of recidivism, having only about one in 80 prisoners accessing Textiles Training programmes while in custody is an inadequate strategy. Because some have shorter sentences, many others are ineligible for participation in Textiles Training programmes because of the risk involved. This notion that prisoners to serve and with shorter initial sentences are more likely to return to the prison.

Given the evidence makes it very important for many more inmates of KCP to be introduces to the Textiles processes so that each one of them could have some skill before release. A key issue for further debate is the value in expanding offenders' levels of access to Textiles Training and other vocational programmes. If this is to occur for prisoners with shorter sentences, the related challenge is how to deliver Textiles Training in a meaningful way to this group of offenders during their shorter period of incarceration.

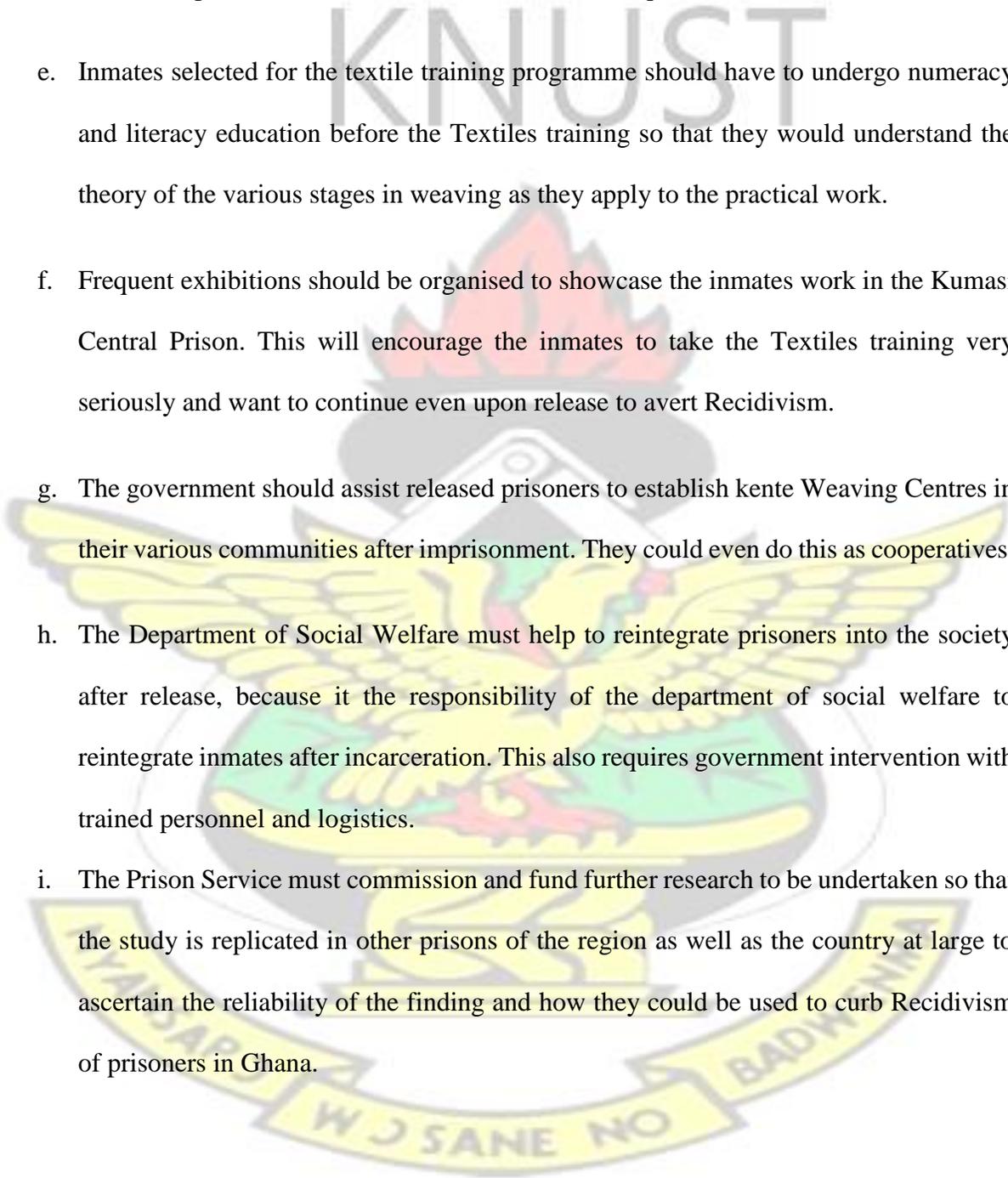
Features of Textiles Training which have been successfully integrated into most workplace environments should be investigated to enable them to be more successfully introduced into correctional institutions in KCP than is currently the case.

In particular, application of prior learning/recognition of current competency, the introduction of workplace assessment into prison workshops, and the training of suitably qualified custodial or programme officers as workplace assessors would make significant impact on Recidivism prevention.

### **5.3 Recommendations**

The following recommendations when applied would improve the situation significantly.

- a. The Prisons Service should provide skills training for all inmates in Kumasi Central Prison particularly, through Vocational training programmes to reduce Recidivism. This implies recruiting more qualified professionals trained in Vocational (Textiles) Training to manage the Kumasi Central Prison Vocational programmes.
- b. Adequate space tools, equipment and relevant teaching and learning materials should be made available by the Government and philanthropic in the workshop to promote Textiles training that would help curb Recidivism.
- c. Inmates should not be forced into the textile education and training. They should be given the opportunity to choose from other Vocational Training programmes they want to pursue to make it easy for them to complete the training successfully. This means providing vocational counselling services for the trainers, inmate and Social Welfare workers for them to understand the importance of textiles training as a critical tool for personal and socioeconomic development of the country.

- 
- d. The government should establish special units such as vocational department of the Ghana prisons service to cater for all vocational skills training programmes. This will enable the prisons service (KCP) to train inmates acquire a skill in vocation.
- e. Inmates selected for the textile training programme should have to undergo numeracy and literacy education before the Textiles training so that they would understand the theory of the various stages in weaving as they apply to the practical work.
- f. Frequent exhibitions should be organised to showcase the inmates work in the Kumasi Central Prison. This will encourage the inmates to take the Textiles training very seriously and want to continue even upon release to avert Recidivism.
- g. The government should assist released prisoners to establish kente Weaving Centres in their various communities after imprisonment. They could even do this as cooperatives.
- h. The Department of Social Welfare must help to reintegrate prisoners into the society after release, because it the responsibility of the department of social welfare to reintegrate inmates after incarceration. This also requires government intervention with trained personnel and logistics.
- i. The Prison Service must commission and fund further research to be undertaken so that the study is replicated in other prisons of the region as well as the country at large to ascertain the reliability of the finding and how they could be used to curb Recidivism of prisoners in Ghana.

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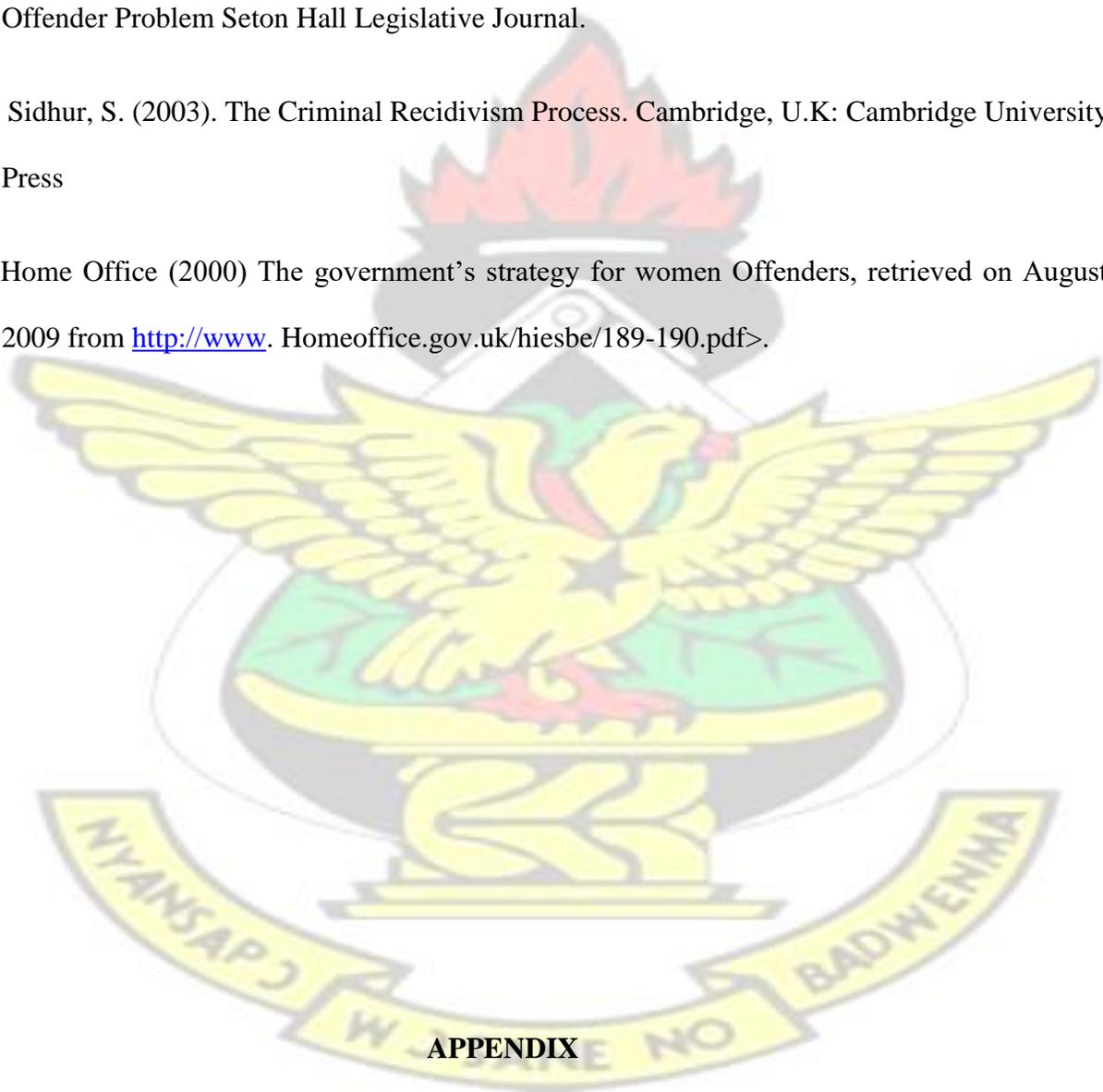
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**INTERVIEW SCHEDULE WITH OFFENDERS AND CORRECTIONAL OFFICERS**

**PART 1**

**(What is the Nature of the Textiles Programme?)**

1. Mention all the textiles vocations or training pursued by inmates in the prison.
2. Do you have adequate space for the textiles training?
3. Do you have enough tools and material for the inmates in the workshop?
4. Do you have skillful instructors?
5. Do the instructors occasional undergo further training?
6. Do you give all inmates textiles training?

(b) If no why?.....

7. Do you often review and alter the textiles training programme?
8. How do you encourage prisoners to come to class or training?

**PART 2**

**(How Effective)**

1. Is the prison focus upon certain type of textile?
2. What is the criterion or procedure for receiving inmates into the textile training programme?
3. How many times in a week do you attend the textiles training programme?
4. Have you dropped or added an aspect of the textiles programme?
5. What skills do the prisoners gain through the textiles training?



5. Does the KCP organized in service courses or refresher courses for the textiles instructors regularly?

6. How many times did you benefit since you joined the prison service?

7. Do you have ready market for your products?

Yes [ ]

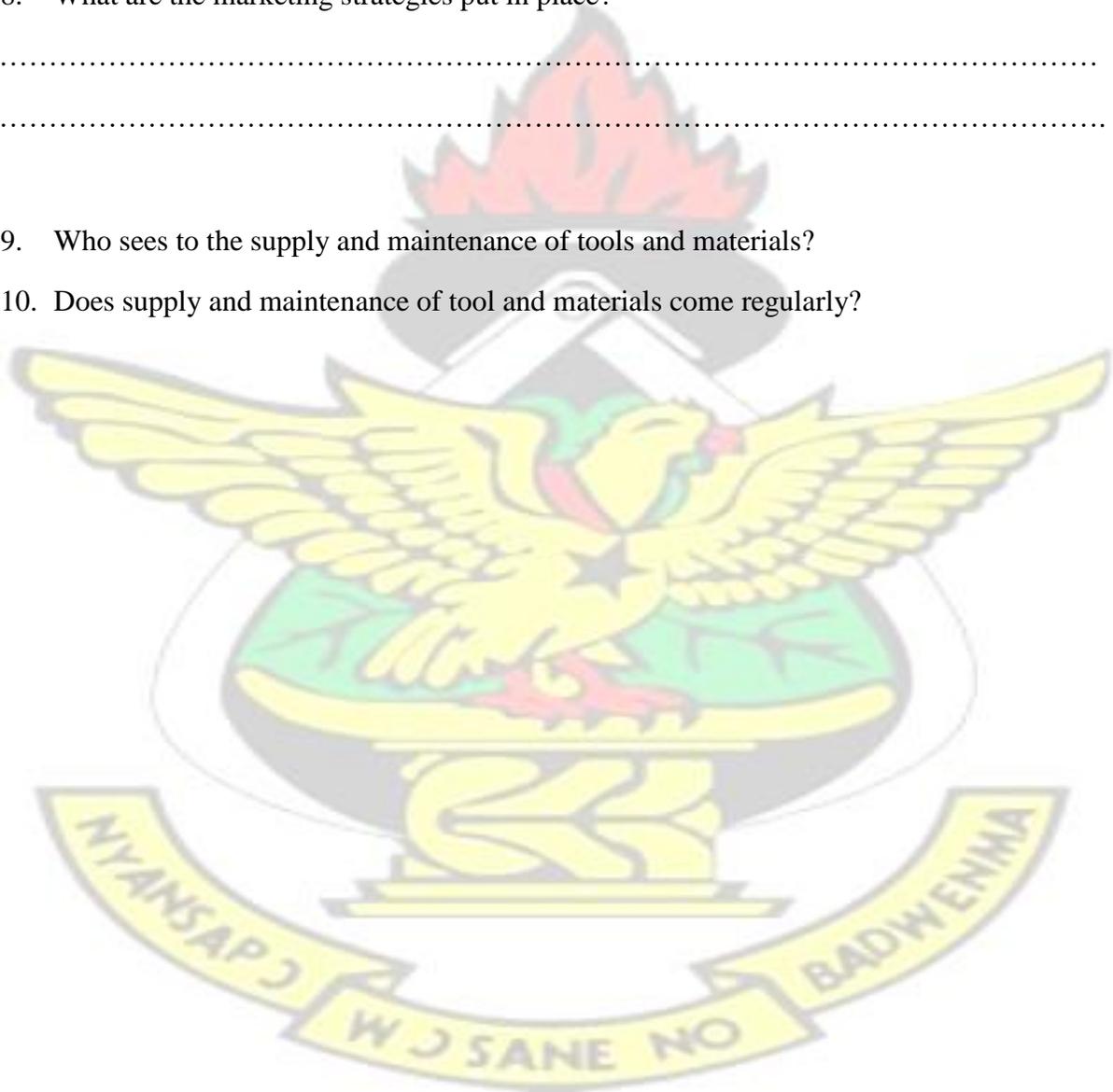
No [ ]

8. What are the marketing strategies put in place?

.....  
.....

9. Who sees to the supply and maintenance of tools and materials?

10. Does supply and maintenance of tool and materials come regularly?



## Observation check list

- a. Inmates behaviour in the textiles workshop
  - i. Stress level
  - ii. Attention span
  - iii. Participation in the workshop
  - iv. Interest
  
- b. Inmates' attitude towards textiles training
  - i. Do they ask questions about the programme/training? ii. Do they listen to instructions given by the trainers?
  
  - iii. Do the inmates seek for the instructors' approval before they perform a task?
  
- c. Has there been any improvement in inmate's performance?  
Learning support assistants
  - i. How instructors support special needs of inmates in the workshop.
  - ii. Instructors' relationship with inmates. iii. How comfortable do the trainers feel in the workshop? iv. How do the instructors react to inmates' wrong behaviours?
  - v. Will the instructor try to instill discipline in inmates who behaviour badly.