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Practices, Opportunities and Challenges of Skills and Work Related Prison  
Rehabilitation Programs at Kaliti Prisoners Correction Center

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AAU  
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Rehabilitation Programs at Kaliti Prisoners Correction Center

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By

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**DECLARATION**

I declare that the thesis entitled with the Practices, Opportunities and Challenges of Skills and Work related Prison rehabilitation programs at Kaliti Correction Center is the original work of Abebaw Tilahun under the supervision of Abebaw Minaye (PhD). All materials used in this study was properly acknowledged and cited under reference section of the study.

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## ABSTRACT

*Inmates are not permanently criminal and it is possible to restore them. The main objective of this study was to assess practices, opportunities and challenges of skill and work related prison rehabilitation programs at Kaliti correction and rehabilitation center. A mixed method and concurrent convergent parallel design was employed. A quantitative data was collected from 131 inmates selected through simple random sampling among those who were participating in the rehabilitation program. Qualitative data was gathered from nine participants using Semi structured interview guide and document review was made. The quantitative data were analyzed using both descriptive and inferential statistical techniques. The qualitative data were analyzed using thematic content analyses. The findings of the study showed that, Majority of Inmates (62.6%) who participated in the skill and work related rehabilitation program had a high extent of involvement in the rehabilitation program and 76.3% of them perceived the program as successful. Three key factors were identified as challenges of the rehabilitation program that were administrative related challenges, infrastructural or resource related challenges and inmates motivation related challenges. However, there were different opportunities to improve the rehabilitation program like the support of concerned stakeholders and NGOs. Yet, the prison administration failed to use such opportunities. Moreover, this study revealed that, there was significant perception difference between male and female inmates towards practices, opportunities and challenges of the rehabilitation program. But no difference was observed among inmates in terms of their age group, educational status and participation years with exception of resource related challenges that showed significance difference between inmates who completed high school and those who had diploma. Regarding perception of inmates towards the success of the rehabilitation program no difference was observed among inmates based on their sex, age group and educational status. The major conclusion of the study is that there is both high involvement and positive perception of inmates towards the rehabilitation program even if the program faced with many challenges. So, based on this conclusion recommendations were made.*

**Key words:** *Rehabilitation, Skills training, Work program, Inmates.*

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## Table of Contents

DECLARATION .....	i
ABSTRACT .....	ii
LIST OF TABLES .....	vii
LIST OF FIGURES .....	ix
ACRONYMS .....	x
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Research questions .....	5
1.4 Objectives of the Study .....	5
1.4.1 General Objective .....	5
1.4.2 Specific Objectives .....	5
1.5 Significance of the Study .....	6
1.6 Scope of the Study.....	6
1.7 Operational Definition of Terms .....	7
1.8 Organization of the Paper.....	7
CHAPTER TWO .....	8
REVIEW OF RELATED LITERATURES.....	8
2.1 Nature and Types of Skill and Work Related Prison Rehabilitations .....	8
2.2 Prospects and Challenges for the Effectiveness of Skill and Work related Prison Rehabilitation Programs .....	13
2.3 Theory of Criminal Behavior in Prison Context .....	17
2.4 Specific Issues to Consider in Developing Skill Training and Work Programs in Prisons	19
2.5 Strategic Opportunities for Improving and Expanding Correctional Programming .....	21
2.6 Key Policy Targets for Improving and Enhancing Prison Programming .....	22
2.7 Perceptions of Inmates towards the Success of Skill Training and Work related Prison Rehabilitation Programs. ....	23
2.8 Skill and Work Related Prison Rehabilitation Programs in Ethiopia .....	24
2.8.1 Legal Issues of Ethiopian Prison Rehabilitation Programs.....	24

2.8.2 Skill and Work Related Prison Rehabilitation Experience .....	25
2.9 Conceptual Framework .....	26
2.10 Summary of the Literature and Its Implication for the current Study .....	27
Summary .....	27
CHAPTER THREE .....	30
RESEARCH METHOD.....	30
3.1 Research Approach and Paradigm .....	30
3.2 Research Design.....	31
3.3 Study Site .....	32
3.4 Population and Sampling .....	32
3.4.1 Study Population.....	32
3.4.2 Participant and Sampling procedures.....	33
3.5 Data Collection Instruments.....	35
3.6 Validation of Instruments.....	37
3.7 Pilot Study.....	37
3.8 Data Collection Procedures.....	38
3.9 Data Clearing and Management.....	39
3.10 Data Analysis Techniques and Procedures .....	39
3.11 Ethical Considerations.....	40
CHAPTER FOUR.....	42
4. FINDINGS OF THE STUDY.....	42
4.1 Demographic Information of Participants.....	42
4.2 Extents of Inmates Participation in Skills and Work Related Prison .....	
Rehabilitation practices .....	45
4.3 Enabling Situations to Improve the Skill and Work Related Inmate .....	
Rehabilitation Services.....	47
4.4 Existing/ Observed Challenges in the Rehabilitation Efforts of the Prison .....	49
4.4.1 Data analysis on rehabilitation challenges related to motivation.....	49
4.4.2 Data Analysis on Administrative Rehabilitation Challenges in Skill Training and Work Program. ....	52
4.4.3 Data Analysis on Rehabilitation Challenges related to Resources/Infrastructures.....	56

4.5 Inmates Perception about the Success of Prison Rehabilitation Programs .....	60
4.5.1 Inmates Perception Level towards the Success of Skill Training and Work Related Prison Rehabilitation Programs.....	60
4.5.2 Data analysis on gender difference between male and female perceptions of inmates.....	60
4.5.3 Data analysis on age group perception among inmates .....	61
4.5.4 Data Analysis of Level of Education Group on Perception of Inmates.....	61
CHAPTER FIVE .....	64
5. DISCUSSION .....	64
5.1 Extents of Inmate’s Participation in Skills and Work related Prison Rehabilitation Programs.....	64
5.2 Using Enabling Situations to Improve the Skill and Work Related Rehabilitation Services.....	65
5.3 The Existing/Observed Challenges in the Rehabilitation Efforts Particularly Related to Skills Training and Work.....	66
5.4 Perception of Inmates towards Existing/Observed Challenges of rehabilitation effort for Skills Training and Work across their age, sex , educational level and service year ...	68
5.5 Perception of Inmates about the Success of Prison Rehabilitation Programs Based on their Age, Sex and Educational Level. ....	69
CHAPTER SIX.....	71
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	71
6.2 CONCLUSION .....	72
6.3 RECOMMENDATIONS .....	73
References .....	75
Appendix A: Questionnaire in English	
Appendix B: Key Informant Interview Guide in English	
Appendix C: In depth Interview Guide in English	
Appendix D: Document Review Guide	
Appendix E: Questionnaire in Amharic	
Appendix F: Key Informant Interview Guide in Amharic	
Appendix G: In depth Interview Guide in Amharic	

## LIST OF TABLES

Table 1 Reliability of the measures .....	38
Table 2 Demographic information of participants.....	43
Table 3 Types of Rehabilitation Sectors and Inmates Years of Participation in the Program.....	44
Table 4 Extents of participant’s involvement in skill and work rehabilitation program .....	45
Table 5 Extent of inmate’s participation in the rehabilitation program.....	46
Table 6 Perception of inmates on using prison opportunities to improve skill training and work program rehabilitation.....	47
Table 7 Independent sample t test for gender difference in rehabilitation challenges related to motivation .....	49
Table 8 Analysis of variance between age groups on rehabilitation challenges related to motivation .....	49
Table 9 Analysis of variance between levels of education on challenges related to motivation.....	50
Table 10 Analysis of variance between participation years on rehabilitation challenges related to motivation .....	50
Table 11 Independent sample t test for gender difference in administrative rehabilitation challenges.....	52
Table 12 Analysis of variance between age groups on administrative rehabilitation challenges.....	53
Table 13 Analysis of variance between levels of education related to administrative rehabilitation challenges.....	53
Table 14 Analysis of variance between participation years on administrative rehabilitation challenges.....	54
Table 15 Independent sample t test for gender difference in resource related rehabilitation challenges.....	56
Table 16 Analysis of variance between age groups on resource related rehabilitation challenges ...	57
Table 17 Analysis of variance between levels of education on resource related rehabilitation challenges.....	57
Table 18 Post hoc analysis between levels of education on resource related rehabilitation.....	58
Table 19 Analysis of variance between participation years on resource related rehabilitation challenges.....	58
Table 20 Level of inmate’s perception towards skill training and work rehabilitation programs.....	60

Table 21 Independent sample t-test group statistics score of male and female on their perception. .	60
Table 22 Analysis of variance between age groups on perception among inmates.....	61
Table 23 Analysis of variance between levels of education groups on inmate's perception. ....	61

**LIST OF FIGURES**

Figure1. Conceptual Framework of Influences on and Outcomes of Individuals Released from Prison .....	26
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**ACRONYMS**

ANOVA:	Analysis Of Variance
COC:	Certificate of Competency
FDRE:	Federal Democratic Republic of Ethiopia
GED:	General Educational Development
HSD	Honest Significant Difference
ILO:	International Labor Organization
NCVER:	National Centre for Vocational Education Research
NGO:	Non-Governmental Organization
PEP:	Prison Entrepreneurship Program
SPSS:	Statistical Package for Social Science
UNODC:	United Nations Office on Drugs and Crime
TVET:	Technical Vocational Education and Training

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Prison rehabilitation refers to a range of psychosocial interventions that are designed to address an offender's multiple needs related to their offending behavior, and to help them live a more productive and crime free life (Dissel,2012). It is also stipulated in International law that imprisonment should not be limited to the deprivation of liberty alone. Rather, it should include opportunities for prisoners to obtain knowledge and skills that can assist them in their successful reintegration upon release, with a view to avoiding future offending (United Nations Office on Drugs and Crime, 2017).

With increasing numbers of prisoners being released into society, the issue of prison programming has become a critical policy issue. As a result, policy makers and practitioners need information about the effectiveness of prison-based programming, the types and levels of programming currently available, and the opportunities and policy targets for improving and expanding effective prison programming (Lawrence, Mears, Dubin &Travies,2002).

The skills and social training available for offenders will be crucial to enable inmates gain economic success working in prison. But, the mutual importance of work and skills being delivered in prisons make this cooperation a new means of capturing a major prize: a productive use of prisoner time creating a responsible, skilled citizen on release, who does not re-offend (Hayes & Blunt, 2011). Prison-based rehabilitation programs therefore help to make communities safer and reduce the levels of dependency of former prisoners.

Technical skill training and work rehabilitation program provided at prison plays an essential role in improving the wellbeing of inmates and society at large. It increases productivity, empowers inmates to become self-reliant and stimulates entrepreneurship in the practitioners (Olelewe, 2016). However, the prospects of such program that the government gives due attention by arranging access of land and budget can be adequately achieved through ensuring that: the vocational program is more market driven, ensuring high standard delivery to recipients, ensuring the availability and affordability of Technical and Vocational Education and Training (TVET ) Institutions. Nevertheless, vocational and work program in prison facing a

number of challenges such as lack of facilities and materials for training, inadequate technical teachers, inaccessibility to credit, lack of raw materials and absence of market interlinkage (Amedorme & Fiagbe, 2013).

Early researchers concluded that imprisonment had negative psychological and physical effects on its inmates, leading to psychological deterioration. As it has been noted by prison psychologists' delusion, depression, feeling of shame and guilt, diminished sense of worth and personal values are some of the psychological effects of prison as experienced by inmates (Tomar, 2013). As a result of these problems prison rehabilitation programs particularly rehabilitating inmates with skill training and work program should incorporate psychological rehabilitation that help the prison to make inmates ready for the actual participation and become effective.

Studies in Ethiopia, most of which are concerned with conditions of detention and human rights issues of prisoners, suggest that prison condition is harsh in the country, with prisoners largely suffering from extreme overcrowding, malnutrition, and unhygienic conditions (Addisu, 2012; Shambal, 2007). However, Ethiopian federal prisons commission establishment proclamation No.365/2003 permitted the commission to provide prisoners with academic education, vocational training, and social work and counseling services to facilitate their post-release rehabilitation and respect for the law. Such kind of discrepancies between prisoners' rehabilitation needs and rehabilitation programs offered at prison centers in Ethiopia make rehabilitation ineffective and contribute to recidivism among inmates.

One of the best ways of rehabilitating prisoners is to take action within prison which increases their chances of finding employment on release. Such action will include prison work as well as training and education. Providing vocational skill training and work program for inmates have a significant role in reducing recidivism and economic development in most developed countries such as USA and Australia (Dawe, 2007). For example, there was growing evidence that, across Australia, correctional systems are building a 'through care' philosophy in which an integrated program of rehabilitation through skill training and work was emerged. And on average, being involved in skill training and work before initial release was associated with a decrease in the chance of returning to custody (overall, a reduction from 32% to 23% in the recidivism rate). These findings are very significant and approximate the findings of the United

States Three-state recidivism study (Steurer, Smith & Tracy 2001), which is regarded as the most comprehensive and scientific study made on correctional education and training to date.

It can therefore be concluded that a developing country like Ethiopia should give appropriate attention for skill and work related prison rehabilitation program. Nevertheless, as the forgoing discussion shows, researches so far conducted have given limited attention on prison rehabilitation programs particularly on skill training and work programs. One of such organization in the public sector in Ethiopia is the federal prison administration. Kaliti high security prisoner correction center one of the federal prison administrations is located at Akaki Kaliti sub city under federal prison administration.

Therefore, this study was focused on assessing the practices, opportunities and challenges of skill and work related prison rehabilitation program at Kaliti prisoners correction center which serves as the main prison of the country.

## **1.2 Statement of the Problem**

The study conducted by the U.S. department of justice confirmed a clear linkage between the provision of education programs and vocational training in prisons on the one hand, and reduction of recidivism and the improvement of future job prospects on the other. The study found that prisoners who receive general education and vocational training are significantly (43%) less likely to return to prison after release and are more likely to find employment (13%) than peers who do not receive such opportunities in the course of imprisonment (RAND Corporation, 2013). This finding is supported by other researchers (Steurer et al, 2001) who examined the outcomes of 3,200 prisoners released from prison in United States of America across three states (Maryland, Minnesota & Ohio) and found that prisoners who did not participate in education programs while behind bars had higher recidivism rates than those who participated. According to Rupande and Phil (2014) the most prominent challenge confronting rehabilitation at Marondera prison of Zimbabwe was the prison system's inability to address the needs of inmates which is a manifestation of other challenges such as lack of human and material resources and unclear rehabilitation policies.

There are also previous studies conducted in Ethiopia with regard to prison conditions, contributing factors of recidivism and prison rehabilitation process that shows the challenges of prison rehabilitation. For example a research conducted on exploring factors contributing to

recidivism at Dessie and Woldiya correctional centers indicated that lack of adequate rehabilitation and reintegration services (52.9%) are among the main factors for recidivism (Tegegn & Abadi,2018). Fitsume (2018) on his study of assessing barriers associated with prisoner rehabilitation at Hawassa correctional facility also indicated that prisoner rehabilitation was a highly neglected issue and the rehabilitation rhetoric has not been supported by practical measures, indicating the fact that penal governance has remained a serious modality at the correctional facility. There is also other notable number of studies that examined the contributing factors to recidivism among released offenders in Ethiopia. According to Tegegn and Abadi, (2018), the most plausible reasons to explain the relatively high recidivism rate among released offenders were centered on the offenders' illiteracy, lack of vocational job skills, lack of interpersonal skills and criminal history.

Another study conducted by Fikadu and Wkitole (2017) to assess the living conditions of prisoners in Oromia National Regional State prisons found that almost all prison centers in the region have poor living condition of prisoners. Researchers of this study assumed that the goal of rehabilitating inmates could not be achievable under such conditions and their research also indicated that there was only one training and vocational education center for 36 prison centers in the region. It also found that Prison schools were characterized by lack of teachers, teaching materials, libraries and workshop. Further, the supervision and support from respective education offices and Regional Bureau of Education were poor which can be an indicator for lack of coordination among concerned stakeholders in the country. UNODC (2017) also revealed that, in many countries, inmates comprise a large part of the population, but are excluded from rehabilitation activities.

As stated above, the previous studies focused on the living conditions of prisoners, contributing factors for recidivism and the advantages of rehabilitation in reducing reoffending but none of them focused on the practices, opportunities and challenges of skill and work related prison rehabilitation programs. The researcher did not encounter a study on the skill and work related prison rehabilitation of inmates. Plenty of research has examined preparation of inmates for life outside prison, but few studies have examined supporting them while they're there, says psychologist Robert Morgan. In addition to this the aforementioned studies were conducted in different places and with different ideas. Thus, the present study tried to fill such gaps by investigating the practices, opportunities and challenges of skill and work related prison

rehabilitation programs at Kaliti correction center which may help inmates cope with in their incarceration period, accepting that the prison is going to be their home for a period of time and they are thought how to live and survive in the prison environment.

### **1.3 Research questions**

Based on the preceding argument the current study aims to answer the following research questions.

- To what extent are inmates involved in skill and work related prison rehabilitation practices of Kaliti correction center?
- How are enabling situations used to improve the skill and work related services to be provided for inmates by Kaliti correction center?
- What are the existing/observed challenges in the rehabilitation efforts of Kaliti correction center? Particularly related to skills training and work.
- Are there differences in inmates' perception towards existing challenges of rehabilitation efforts for skill training and work across their age, sex, educational level and service year?
- Is there age, sex and educational level difference on inmates' perception about the success of skill and work related prison rehabilitation program?

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of this study was to assess the practices, opportunities and challenges of skill and work related prison rehabilitation programs at Kaliti correction center.

### **1.4.2 Specific Objectives**

The specific objectives of this study were

- To determine the extent of inmates participation in skills and work related prison rehabilitation practices at Kaliti correction center.
- To assess enabling situations to improve the skill and work related services provided for inmates by Kaliti correction center.
- To identify the existing challenges in the rehabilitation efforts of Kaliti correction center particularly related to skills training and work.

- To check perception difference of inmates towards existing challenges of rehabilitation efforts for skill training and work based on their age, sex , educational level and service year
- To examine perception differences of inmates about the success of prison rehabilitation programs based on their age, sex and educational level at Kaliti correction center.

### **1.5 Significance of the Study**

The challenges and opportunities of skills and work related prison rehabilitation programs most probably center on the rehabilitation policies and approaches. So this study will be useful to provide information on factors that hinder skill and work related prison rehabilitation programs, for policy makers. The study will also benefit prison inmates from effective prison rehabilitation programs that ensure sustainable post incarceration livelihoods if findings are used by stakeholders. Kaliti prison administration as well as other concerned stakeholders can benefit from findings of the study in order to improve the skill and work related prison rehabilitation programs. The study findings expected to serve as a reliable source of data for concerned institutions, researchers and NGOs interested in the areas under consideration. Finally, society will be benefited indirectly from economically productive and less criminally oriented former prison inmates.

### **1.6 Scope of the Study**

This study was delimited to the federal prison administration, Kaliti correction center. It covered the skills and work related prison rehabilitation programs practices, opportunities and challenges and comprised respondents who participate at skill and work related rehabilitation programs since 2013. This year is selected because it was time that Kaliti prisoners' administration started formal vocational skill and work related prison rehabilitation program at this period.

### 1.7 Operational Definition of Terms

**Prison:** Any building, enclosure or place where a person is lawfully detained awaiting trial or upon conviction (Papa, 2015). In this study, it is operationalized as Kality correction center that offenders are incarcerated to be reformed and to be prepared for reintegration into the community.

**Rehabilitation:** a range of skill and work related interventions that are designed to address an offender's multiple needs related to their offending behavior, and to help them live a more productive and crime free life (Dissel,2012).

**Skill training:** is any form of skill education programs whose primary purpose is to prepare prison inmates for employment in recognized occupations after their jail term and even while they stay in prison (Olaitan,1995).

**Work related rehabilitation:** all activity toward facilitating inmate participation in work and satisfactory fulfillment of the worker role and assisting them in retaining their worker role, which can contribute to self-confidence and a view of self as a productive member in society, as well as prevent the negative psychosocial consequences of unemployment.

### 1.8 Organization of the Paper

This study was organized under six chapters. Chapter one elaborates the introduction part that includes background, problem statement, research questions, objectives, significance, scope and operational definition of terms. The second chapter was dealt about the relevant literatures reviewed for this study. Chapter three of this study concerned on the method parts which was incorporated design, population and sampling, study site, data collection and analysis method as well as ethical considerations while chapter four and five deals about the analysis and discussion parts respectively. The last chapter of this paper dealt about summary, conclusion and recommendation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

In this section the review of related literatures on the issues of skills and work related prisoner's rehabilitation programs, its practices, opportunities and challenges is presented.

#### **2.1 Nature and Types of Skill and Work Related Prison Rehabilitations**

Different scholars have studied the issues of prison rehabilitation in relation to reducing recidivism and most of them agreed that inmates lack of proper skills and absence of employment opportunities will lead them to be recidivists. Therefore, in order to equip inmates with knowledge and skills that are proper for gaining of job opportunities the rehabilitation programs should focus on the acquisition of skills and work experiences which help them to get employment after their release. For example Taylor (2017) argued that Skill and work related prison rehabilitation aims to minimize the negative impact of incarceration, and improve prospects of reintegration, self-esteem and morale. Prisons around the world are finding inventive ways to prepare prisoners for life after their release. Among these rehabilitation efforts are skill and work programs and treatment attempts to stop offenders from continuing to offend can be listed.

The idea of skill and work rehabilitation program provided for offenders while they are in prison is supported by Webster (2004) and he noted that skill and work rehabilitation is a crime prevention strategy rooted in the notion that offenders can be changed and lead crime-free lives upon release in the community. According to Webster, being unemployment is the major challenges that incarcerated adults face upon their release from prison. In support of Webster's idea, Davis et al (2014) also agreed and identified factors such as a lower level of educational attainment, an absence of a steady history of employment, and a lack of vocational skills can hinder efforts to find a job and make income. Therefore, according to Davis and his colleagues, providing educational programming and vocational training to adults while they are in prison can help them overcome these challenges by fostering the skills needed to find employment.

Rehabilitative programs can be provided within or as part of criminal justice permission, such as incarceration or probation, but this is not a requirement of rehabilitative programming. The overall goal of such program is to reduce inmates' risk of recidivating by teaching them marketable skills which they can use to find and retain employment following release from

prison. Vocational and technical training programs given for inmates within a prisoner's correction center can also reduce institutional problem behaviors by replacing inmates' idle time with constructive work (Wilson, Gallagher, & MacKenzie 2000). In line with this idea, the issue of inmate's idleness as a major problem that needs solution is supported by Anderson (1982). According to Anderson, to minimize inmate idleness and to better prepare them for jobs after release, Federal and State correctional institutions should provide a variety of work opportunities like vocational training programs that can assist in the operation of prisons by having inmates get assisted in institutional maintenance tasks.

Another issue in the nature of skill and work related prisoner's rehabilitation programs is the eligibility criteria used to participate in vocational training and work program. The standards will differ by institution. For example, there are correctional facilities that may consider the inmate's age, the current offense, time to release, scores on standardized tests, and any in-prison infractions to judge eligibility. Other institutions may also require inmates to complete a certain level of education usually a high school diploma or completion of general education as a prerequisite before participating in skills training and work. Lawrence et al. (2002) believed that all these are done to ensure that inmates have the basic potential to complete training and to start the next step which is the work program. According to Lawrence and his colleagues, in addition to the eligibility criteria, the type of skill training and work programs available in a prison will also depend on inmates' interests, availability of teaching staff, and funding and its benefits are much deeper than just job training.

### **2.1.1. Types of skill training and work related prison rehabilitation programs**

The literature shows that different types of skill training and work programs are provided for inmates during their incarceration. According to Bushway (2003) the type of skill training and work programs provided in prison should fit into three main categories: jobs in the prison setting, vocational training in prison, and short term assistance in the job search process upon release. Some of the programs are listed below.

## **Vocational Training**

Different scholars gave many definitions for prison vocational training. Many of their definitions have something in common. Even if they may consist of different contents, they agreed that vocational training helps offenders develop marketable job skills to prepare them for employments.

Vocational training can be described as any form of educational activity whose primary purpose is to prepare beneficiaries to acquire skills for gainful self-employment, self-sufficiency and poverty reduction. Vocational training in the word of Olaitan (1995) is a form of education that primarily concerns the development of occupational skills needed by an individual as a preparation for work. Davis and his colleagues (2014), indicated that vocational training can be offered in various trade industries, including barbering, building maintenance, carpentry, electrical trades, painting, plumbing, horticulture, custodial maintenance, upholstery, auto detailing, masonry, welding, and heating, ventilation, and air conditioning. The type of vocational skills acquisition programs available in a prison will depend on inmates' interests, availability of teaching staff, and funding.

Other scholar's like Onweonye, Obinne & Oddu, (2013), defined vocational training in prison context and considered it as essential for the achievement of the purpose of reformation, rehabilitation and reintegration of discharged prisoners. The definition in this citation stated that, the primary goal of vocational skills acquisition program in prisons is to help offenders develop marketable job skills upon release to the community using certificates or college credit that can be earned for some vocational programs in prisons. The notion of being certified and getting accreditation for vocational skills acquired from prison is a great deal for inmates and supported by the arguments of Allen (2006) that argued among the primary factors to consider when selecting a career and vocational programs, look for a program that is either affiliated with a related professional body or are actually offered through the professional body itself which may help prisoners to have agreements with unions or employers. Hence, for this study, the definitions of vocational skills training program can be used as any form of educational program whose primary purpose is to prepare prison inmates for employment in recognized occupations after their jail term is over.

### **Prison Industries**

The second program need to be facilitated by the correction center for inmates next to training is work program. Prison industry therefore, can serve as a working place for inmates who complete there vocational training and other inmates who had prior vocational experience. Corrections officials' believe that extensive inmate idleness can lead to destructive behavior and increase violence within institutions. Therefore, prison industries were created to reduce idleness and to provide inmates with practical knowledge and skills needed to obtain employment upon their release. Prison industry programs have always been a part of state correctional systems (Austin & Irwin 2001). In contrast to vocational training, which focuses on helping inmates develop skills that may help them obtain employment upon release, prison industries focus primarily on keeping inmates occupied and on providing a means by which prison systems can be self-sufficient (Lawrence et al 2002). Beyond from the arguments of Lawrence and his coworkers, Anderson (1982) believed that Prison industry shouldn't be limited to make prison self-sufficient but products are made for use by Federal correctional institutions and for sale to other Federal departments and agencies that will generate income both for inmate participants and the correction center.

Although work rehabilitation have always served state needs by reducing prisoner idleness and lowering operating costs, prison industries have also become an important tool to provide offenders with useful job skills and training. Prison officials view these programs as adding value to the community by providing services and, through these services, a form of restorative justice, that is, reparation for harms to society (National Correctional Industries Association 1998). Some prison industries also have used private- sector partnerships to increase the opportunities for inmates and to create important ties with community organizations. Prison industries strive to be self-sufficient operations, not dependent on state funding. Some states have been successful in achieving self-sufficiency and have done so in part by eliminating certain industries that were not efficient to operate or did not yield a profit (Lawrence et al 2002). Although prison industries use private sectors as an opportunity to increase apprenticeship, Anderson (1982) supposed that prison industries have difficulties in emulating the work environment of the private sector. The difficulties of prison industry in this citation considered that private industries should operate in an environment that mirrors the real world, including high standards of output in terms of quality and quantity. However, according to the beliefs of

Anderson, even if industry productivity is not measured with any degree of precision, it is generally acknowledged that prison industries' productivity is less than that of private business and he stated four major obstacles to achieving higher production levels at prison industries. These industries within prison are labor intensive, inmates do not work a full day, inmates have low skill levels, and inmates are not motivated to work.

### **Prison Entrepreneurship Program (PEP)**

PEP is dedicated to delivering a nation's best outcomes in the prison re-entry field. It provides incomparable resources and real-world values-based business skills to inmates so that once they are back in society they have the tools, skills and support structure to pursue healthy, fulfilling and productive lives (retrieved from <https://www.pep.org/>). Operating both within and outside prison walls, PEP's mission is no small feat: provide incarcerated persons with skills, knowledge, and social capital on the inside to help transform them, their families, and their communities on the outside (English, 2016). The program has been creating businesses of framing, custom painting, start-ups; connects the outside to the inside; and generates income.

The "push motivation" phenomenon for PEP occurs most of the time in developing countries due to extreme causes like unemployment that individuals started their own business. The other type of stimuli to which individuals answer is the "pull motivation", usually occurs more related to developed countries and it is opportunity-based principles, e.g. business growth (Reynolds et al, 2002, cited in Downing, 2012). Hackler (2017) supports that identifying the inmate's character through his attitudes and uses his skills, ideas and the "push motivations" as a catalyst factor to a different pathway after his release, rather than re-offending, seems like an efficient way of reducing recidivism rates. This entrepreneurship program will provide money to start a life when they are released.

PEP focused exclusively on teaching business. But over time, staff recognized the need for character development. To address character development, PEP created its Leadership Academy to set a foundation for the business plan competition to follow. According to (English, 2016) the Leadership Academy grounds the inmates in PEP's "Ten Driving core Values "as excellence, accountability, integrity, wise stewardship, fun, execution, servant-leader mentality, fresh-start outlook, innovation and love. Once inmates have completed the leadership academy, they begin the business plan competition and teach them entrepreneurship; public speaking; business accounting; and how to develop, present, and implement a business plan.

### **Employment Service Program**

Another program needs to be available in the correction centers are employment service program for inmates. According to Duwe (2017) offenders have criminal records and are often undereducated, both of which make it more difficult to find employment following release from prison. To address this criminogenic need, correctional systems frequently provide prisoners with employment programming, which includes prison labor opportunities as well as participation in programs such as work release. Programs that help offenders develop the skills to gain and maintain employment can be as important as those programs that teach the requisite skills to perform the job (Bushway 2001). As it is indicated in this citation, in a growing effort to prepare inmates for employment upon their release, state departments of corrections have developed specialized curricula to deal with the unique challenges offenders will faced. These programs are designed to work with offenders in the later stages of their incarceration through their release and parole period.

Different research finding suggest that employment programming has generally been found to reduce prison misconduct. For example, Steiner and Woolredge (2014) cited in Duwe (2017) indicated that the number of hours spent per week on a work assignment was negatively associated with both violent and nonviolent misconduct which shows spending more time in work reduces violence. Other researchers Skardhamar &Telle (2012) also support the ideas of employment service program in prison and argue that work is a barrier against crime and, more narrowly, recidivism.

## **2.2 Prospects and Challenges for the Effectiveness of Skill and Work related Prison Rehabilitation Programs**

Research has consistently shown that time spent in prison does not successfully rehabilitate most inmates, and the majority of criminals return to a life of crime almost immediately. Although rehabilitation of prisoners is an extremely difficult process and considered as a challenge, there are also literatures that showed the prospects of prison rehabilitation particularly in skill training and work programs. Some of the prospects are the availability of work program, vocational program training and positive work attitude in inmate's behavior while its challenges are program implementation problems, cost as an obstacle and offenders employment can be listed and discussed below.

### **Availability of Vocational programs**

Vocational programs delivered for inmates in prison are the prospects of the rehabilitation process that equip inmates with work experience and technical skills. According to Anderson (1982) many inmates lack the necessary skills and work experience to obtain and hold jobs in the private sector. For some inmates, working in industries may be their only chance of acquiring these skills and experience. So, Anderson suggests that improvements could be made through increased emphasis on technical and vocational job skills to enhance the prospects of prison rehabilitation programs by making higher productivity.

The premise of vocational programs is that inmates who actively participate in these programs have a significantly lower likelihood of being re incarcerated and the acquisition of vocational skills increases offenders' legitimate employment opportunities after release (Stephen & Dudafa, 2016). There is a good case for seeking to integrate vocational training either within broader programs of education, or within work activities. As for integrating vocational training with work, one promising model is for prisoners to learn skills which they can then use to earn a salary by working in prison. This can be done by registered training organizations providing training inside prisons (UNODC, 2017).

### **Availability of Work Program**

Working within the prison gives inmates several benefits, including a structured work day, the ability to practice positive team-building skills and receiving pay that helps them fund incidental living expenses behind bars. After release, this work experience can help inmates obtain jobs or help in providing paperwork to the court for receiving custody of children from foster care (Misty, 2017).

### **Prison Labor and Inmate Behavior**

Prison work experience operates through several mechanisms to produce better behaved inmates, lower recidivism rates and higher rates of involvement in constructive employment after release. The purpose of prison labor has always been multifaceted, and includes instilling positive work attitudes and the development of self-discipline and marketable skills. In addition to these offender-focused goals, work programs have sought to be economically self-sufficient and to keep inmates occupied in productive activities that reduce the risks associated with inmate idleness (Stephen & Dudafa, 2016). In order to improve the positive work attitudes of inmates'

labor, personal interests must be considered when selecting a career and vocational program. The idea of considering inmates personal interest is supported by Allen (2006) In order to succeed in a correspondence program, and to take that knowledge and use it to find a job when they're released, they have to really want to learn about the topic and put it into practice. Therefore, they should only enroll in a program that truly interests them.

### **Cost as a Common Obstacle**

It may be more difficult to obtain support for vocational training in prison from national bodies responsible for providing it than it is for education. Compared to education, vocational training workshops can require more resources in terms of space, equipment and qualified instructors, whether these are employed by the prison service, are seconded from the outside or include serving prisoners. Plans for workshops can further be frustrated by the lack of essentials, such as an adequate power supply to run machinery (UNODC, 2017).

Cost required for vocational and work programs are not the only challenges for prison industry, but the inmate pay rates are also generally none standardized for specific jobs throughout the federal prison system and wages are nominal for the most part, though some inmates are able to secure positions and pay grades which provide income sufficient for their individual needs (Zoukis, 2017). Eventhough pay rates depend on a number of factors including duties, longevity and performance, Zoukis (2017) in US federal bureau of prisons specifies the following inmate performance pay grade scale rates for the respective pay grades as Grade 1: \$0.40 per hour, Grade 2: \$0.29 per hour, Grade 3: \$0.17 per hour, Grade 4: \$0.12 per hour and maintenance Pay: \$5.25 per month.

### **Offender Employment Challenges**

Offender's unemployment is another challenge that inmates experienced even if they are completing the vocational program from correction centers. According to Anderson (1982) inmates are employed in two types of work programs: one is institutional work programs, which include activities such as housekeeping, food services, and day-to-day maintenance: and the second types of employment are industrial work programs, operated by Federal Prison Industries, which produce products for sale to Federal agencies. Even if prisoners were involved in skill training and work program to develop their opportunity, upon return to the community, former inmates faced a number of significant barriers to securing employment, particularly employment

outside the low-wage sector. Some of the major barriers are identified by such sources as; (Holzer, Raphael, & Stoll, 2002; Sampson & Laub, 1997; Western et al., 2001) cited in (Stephen & Dudafa, 2016).

The first barriers were raised from the competency of offenders. Many returning offenders' educational levels, work experience and skills are well below the national averages for the general population, which make ex-offenders less desirable job candidates. The second barriers are related with Employers that are more reluctant to hire former prisoners than any other group of disadvantaged workers. An employer's willingness to hire also depends on factors related to the circumstances of the individual's criminal history. Employers will review the applicant's experiences since their release such as the nature of the offence (violent versus property crime), how much time has passed since the release, and whether they have had any work experience in the meantime.

Another barrier is that job applicants with a criminal record are substantially less likely to be hired due to the stigma attached and individuals with previous criminal convictions are also statutorily barred from many jobs. Stephen & Dudafa, (2016) support this idea that employment problems are a major cause of crime. Unless offenders are prepared and provided with jobs, they are likely to fall back into criminal behavior. Many employers do not want to risk hiring a person with a criminal record; consequently, unemployment is high among offenders.

### **Challenges of Program Implementation**

Implementing and operating correctional programs present many challenges unique to correctional settings (Cullen & Gendreau 2000 cited by Lawrence, et al, 2002). These challenges can influence not only whether programming is provided but also whether it is effective. For example, staff turnover can reduce the effectiveness of programs. As a result of turnover, new staffs recruited require considerable training and, with insufficient training, they may expose program participants to inappropriately realized education and training practices. Prisoners may have pre-existing educational and professional deficits or suffer from substance abuse and mental health disorders (Lawrence et al, 2002).

Another program implementation challenges are inmates' lack of motivation to work. Regardless of the type of work, the number of hours worked, and skills possessed, if inmates are not motivated to work, production will suffer. According to Anderson (1982) an official at one prison industry considered poor motivation at least partly responsible for inmates being

productive for only about 5.5 hours a day. In contrary to this, inmates working in industries are productive only 80 percent of the time. Anderson attributed this in part to low motivation. According to Anderson, inmates in prison industries sometimes feel that the institution is taking advantage of them. Therefore, in order to solve such problem, some institutions and industries use incentives to motivate inmates, including preferred housing, and pay for performance and industry superintendents suggests that inmates wages be doubled to improve productivity (Anderson,1982).

### **2.3 Theory of Criminal Behavior in Prison Context**

Different social psychological theories put their view about criminal behaviors and how inmates will be rehabilitated in prison context. Theory of differential association, learning theory and interventions for rehabilitation needs are some of the theories that elaborate inmates' criminal behavior and the rehabilitation process.

#### **i. Theory of Differential Association**

According to this theory, criminal behavior patterns can be acquired through interaction and communication just like all other behavioral patterns. Individuals may acquire criminal behavior patterns because they are exposed to situations where there is criminal behavior (Hugh & David 2010). Agnew (2002) holds that interaction with criminal peers is a major cause of crime and criminal behavior. Criminal behavior, he says may be repeated and become chronic if reinforced. This theory may to some extent explain habitual criminal behavior among some prison inmates. It might as well give insight into the feasibility of certain prison administration policies in effectively rehabilitating prison inmates. For instance the consequence of prison residential facilities that do not separate juvenile inmates from older ones, or mixing those who commit petty crimes such as pick pocketing from serious offenders involved in murder, carjacking or drug trafficking.

#### **ii. Learning Theories**

According to behavioral learning theorists, people most likely repeat activities for which they are rewarded than those for which they are not rewarded or are punished. They also tend to imitate others they see being rewarded. In this case the reward is experienced vicariously. Glacers (1956) cited in Rupande and Phil (2014) argued that all forms of interaction between an individual and his or her social environment may be incorporated in a modified theory of

differential identification. He postulated that “a person pursues criminal behavior to the extent that he identifies himself with real or imaginary persons from whose perspectives his criminal behavior seems acceptable”. In the prison context, there are some inmates who may serve as models to fellow inmates. The challenge in the context of this study may be on how to minimize negative modeling and maximize positive modeling among inmates to ensure positive favorable prison rehabilitation outcomes. Hugh & David (2010) maintained that “there is evidence that suggests imitated behaviors do survive over time and that people will generalize from the initial modeling situation to other sometimes quite dissimilar situations”. It might as well be a plausible fact that prison rehabilitation programs must help offenders unlearn the acquired criminal behavior.

There is also another most convincing evidence that shows education for prisoners to have a positive effect on post-release behaviour of prisoners in the United States which is provided by the three-state recidivism study (Steurer et al, 2001). This study was conducted in the states of Maryland, Minnesota and Ohio, that compared two groups of offenders, those who had participated in correctional education while in prison and those who had not (referred to as non-participants). The study was designed to assess not only the impact of correctional education on recidivism but also on employment outcomes after release from prison. This study concluded that education for prisoners enhances employment opportunities, decreases criminal behaviour and, in so doing, reduces the overall cost of crime to the community.

### **iii. Interventions and Inmate Rehabilitation Needs**

Various researches have established what different prison inmates expect from rehabilitation programs. This has probably helped prison authorities in implementing rehabilitation programs from an informed perspective. There are now many rehabilitation approaches available in the literature, the effectiveness of which may among other factors rely on the inmates' levels of participation and granted autonomy to choose priority programs. Antonwicz & Ross (1994) cited in Rupande & Phil (2014) found that successful rehabilitation programs were more likely to have the following factors. As a sound conceptual model, multifaceted programming, targeting of criminogenic needs, responsiveness of the program, role playing, modeling and social cognitive skills.

## **2.4 Specific Issues to Consider in Developing Skill Training and Work Programs in Prisons**

Prison authorities and criminal justice researchers are concerned about the quality and relevance of employment, education and training opportunities within prisons. So that, while developing skill training and work programs in prison, scholars advised the following specific issues to be taken in to consideration.

When UNODC (2017) designed roadmaps for the developments of prison based rehabilitation programs the organization specifies the following issues to be considered.

The first issue was designing suitable curricula for a prison context. According to this road map, it is important to obtain labor market information in order to give prisoners the best opportunities to obtain employment upon release. Therefore the roadmap allows that offering courses carefully selected on the basis of local market needs should be a priority. Another researcher Allen (2006) supports this idea of roadmap and stated that of all the different types of correspondence education that prisoners can participate in, career and vocational courses for prisoners are probably the most useful. This is because they quickly and relatively inexpensively provide prisoners with the knowledge and tools needed to immediately get a job upon their release from prison. The second issue in the roadmap is obtaining accreditation, while it is desirable to offer a wide range of courses, it is also important to provide programs that are recognized by industry bodies and employers with accredited qualifications. Allen (2006) also put accreditations of correspondence programs as one among the three primary factors to consider when selecting a career and vocational programs next to personal interest, and certifying or licensing examinations upon program completion. This study also affirmed that look for a program that is either affiliated with a related professional body or are actually offered through the professional body itself. If such primary factors are fulfilled only 30% of prisoners with vocational training go back to prison.

The third one is employment upon release. Prisoners who receive vocational training but are then unable to obtain employment are more likely to re-offend. According to Anderson (1982) prison industries were created to reduce idleness and to provide inmates with practical knowledge and skills needed to obtain employment upon their release. The willingness of employers in the community to employ people with a criminal history is therefore critical not only to successful employment outcomes, but also to the prevention of recidivism. Prison

authorities should consider hosting open days and employers' fairs to showcase the training and work that they provide. It is also important for prisons to strengthen links with local stakeholders within the community, who may be able to offer employment opportunities directly or assist offenders to do so (UNODC, 2017). There are also studies that show attitude of employers toward employing ex-offenders as a significant factor. Studies of attitude and stigma in relation to this group have found relatively negative attitudes on the part of both employers and members of the general population. For example, Albright & Denq (1996) surveyed employers' attitudes toward hiring ex-offenders. They found an initial unwillingness among employers to hire ex-offenders. However, employer willingness to hire an ex-offender increased when factors such as level of education, government incentives and relationship of the crime to the job were considered. As the level of ex-offenders' education increased, employers were more willing to hire, with willingness rising from 12% to 32% for those with college degree, 30% for those with vocational trade, and 38% for those who had completed two training programs.

Another consideration of the roadmap was related to women prisoners. In many prisons, the types of activities offered to women as part of rehabilitation programs are gendered, and typically focus on activities traditionally thought appropriate for women. While skills taught to men are generally framed in terms of preparation for employment upon release, those taught to women rarely are. They often represent work conventionally conducted by women in the household, or they equip them for the most low-paid jobs in the economy. This reinforces women's dependency on men and the inability to find employment with sufficient income following release (UNODC, 2017). However, when Taylor (2017) stated the procedures of inmates' assignment to the rehabilitation program he indicated that, once the inmate is transferred from the reception center to the institution where he or she will be housed, the inmate meets with a correctional counselor to discuss the results of the risk and need assessments and whether the inmate is interested in particular rehabilitation programs rather than assigning women in a gendered program.

Avoiding exploitative work schemes is also the consideration of the roadmap that in the development of all work schemes in prisons, it is crucial to avoid any arrangement in which the labor of prisoners is exploited, or where profit motives override the aim of increasing the employment and earning capacity of prisoners after release. Preventing corruption is also the consideration of the roadmap while it is legitimate for prisons to retain a proportion of income

generated from work conducted by prisoners; the system needs to be transparent and accountable. United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) Rule 103 also stated that there shall be a system of equitable remuneration of the work of prisoners. Under the system, prisoners shall be allowed to spend at least a part of their earnings on approved articles for their own use and to send a part of their earnings to their family and the system should also provide that a part of the earnings should be set aside by the prison administration so as to constitute a savings fund to be handed over to the prisoner on his or her release.

## **2.5 Strategic Opportunities for Improving and Expanding Correctional Programming**

The most obvious motivating factor among prisoners to improve employment opportunities from the training was the sense of achievement gained in developing a new skill. Prisoners believed that VET training had improved their self-confidence and raised levels of self-esteem. They also believed that their involvement in VET training would increase the range of jobs they could access upon release. In turn, having a job was critical to their re-integration back into their communities and families (Callan & Gardner, 2005).

According to Lawrence et al (2002) strategic opportunities for improving and expanding correctional programs are categorized as policy, practice and research. Opportunities to change policies is meant that helps to build new strategic partnerships and collaborations or strengthen existing ones among a diverse group of organizations that can agree on a common goal of improving the education and work skills of prisoners. Businesses from the private sector could be engaged in the training and employment of offenders prior to their release, with the goal of linking these prisoners to employment after release.

The second opportunity is to change practices; hence correctional instructor's skills could be improved and enhanced, both for teaching and for navigating instruction in correctional settings. Opportunities to improve research: Lawrence and his colleagues (2002) argued that a best practice survey of correctional programs could be conducted which includes the ability of correctional agencies to track offenders demand, participation, and program availability which could be improved and also the ability of correctional agencies to assess offenders' needs and match them with appropriate programming. Giles et al (2004) suggest that using employers

group as another strategic opportunity that can lead to effective partnership arrangements between employer groups, the Department of Education and Training, the Department of Corrective Services and group training agencies established to support prisoner re-entry to the world of work post-release. These agencies provide employment linkages for ex-prisoners who have skill training or education while they were in prison.

## **2.6 Key Policy Targets for Improving and Enhancing Prison Programming**

Prisoners should learn valuable skills that create sustainable livelihood during their stay in prison and after release. Lawrence et al (2002) suggests the following stakeholders as key policy targets that prison administration should work with in order to enhance prison programming.

State Agencies, State departments of corrections frequently target other state agencies like state libraries, State vocational departments and State budget offices in promoting and providing prison programming. Colleges and Local School Districts are the second target that private, state, and community colleges, as well as local school districts have to provide educational and vocational materials, student volunteers, and training for teachers.

The third target are Federal agencies, like department of education, labor and justice who provide financial support for in-prison programming and the fund provided can help Special Education programs for juveniles as well as some adult education programs (Lawrence et al,2002). Other targets are Non-Governmental Organizations which can offer programs to supplement prison programming with skills-based volunteer opportunities and work with correctional programs to create opportunities for offenders to learn building skills and help the community. The final target for the improvements of prison programming is Private Companies. State Departments of correction also target private corporations for promoting and providing prison programming. Private corporations invest in correctional programming by offering business to local prison industries and training to offenders. Establishing such kinds of partnerships provides additional work opportunities for offenders, and private companies receive a reliable and flexible workforce for large projects.

However, due to the absence of cooperative work with such key policy target stakeholders, most correction centers faces difficulties in accessing even skilled external trainers. For example Calla & Gardner (2005) found that at present a major challenge for prison rehabilitation centers is the difficulty in finding staff that are willing to work at the pay levels set

by the providers. This study also found that the cost or lack of a suitable trainer prevented prisoners from accessing face-to-face training, the VET officer arranges for the VET provider to deliver programs via distance learning.

### **2.7 Perceptions of Inmates towards the Success of Skill Training and Work related Prison Rehabilitation Programs.**

Vocational training opportunities may provide the inmate with the necessary skills to obtain similar jobs in the free society. How inmates perceived such programs is one of the research agenda that investigated the differences based on their sex, age group, educational status and service years.

Studies have shown that normalizing the prison experience through offering of education programming, vocational training, and work for pay, along with transitional skill building reduces recidivism exponentially. Prison should not be - for the inmate – a time passing with no sense of responsibility to the larger society. Prison should however, be a place where the inmate can make compensation, find societal recovery, and learn skills allowing him to live in the larger society as a positive force instead of a liability (Berge, 2007) cited in Nestoso (2010) .

Although there are beginnings in the prison to rehabilitate inmates through skills training and work for the preparation of inmates to get employment up on their release in the world at large, there are difficulties in order to provide the rehabilitation program equally for all inmates based on their sex difference. According to Washington lawyers committee (2016) there are no waiting periods for women to access vocational training programs. Researchers have noted that vocational programs for incarcerated women have traditionally focused on low-paying positions (e.g., cosmetology, food service) while men should move toward more technology-based enterprises to keep up with current employment demands. Women who are incarcerated cannot obtain a strong foundation for earning a living when they return to the community, they are less likely to develop a stable living situation, reunite with their children, and avoid a return to criminal activity (Washington lawyers committee, 2016).

Contrary to the gender characteristics of inmates, no difference was observed between inmate's perception towards skill training and work program rehabilitation based on their age or service year. Nestoso (2010) conducted a study to find out the effectiveness of the rehabilitation programs of the Davao Prison and Penal Farm and the level of satisfaction of the inmates based on their demographic character. And the finding of his study revealed that there is not much

difference in the level of satisfaction of inmates on the various rehabilitation programs whether they are young or old and serving a shorter or longer period of punishment.

On the other hand the study conducted on stakeholder perceptions of the employability of ex-prisoners and ex-offenders indicates that, although rated somewhat below most other disadvantaged groups and members of the general workforce, ex-prisoners and ex-offenders are considered positively by stakeholders in relation to their prospects for getting and keeping a job, as well as their skill base and work-relevant characteristics. Pre-employment education and training, plus employment assistance can play an important role in successful re-integration into the community (Dawe, 2007).

## **2.8 Skill and Work Related Prison Rehabilitation Programs in Ethiopia**

### **2.8.1 Legal Issues of Ethiopian Prison Rehabilitation Programs**

Apart from changing the attitude and behavior of detainees, education is a ladder of progress and development that can determine the future of the detainees and their country. With regard to the significant value of education for detainees, Article 6 (4) of the Federal Prisons Commission Establishing Proclamation No. 365/2003, and Articles 71(5) and 77 of the UN Standard Minimum Rules for Treatment of Detainees provide that detainees should have access to academic education, vocational training and social work services to facilitate their post release rehabilitation.

Federal Democratic Republic of Ethiopia (FDRE) Regulation No. 138/2007 Article 23 (1) stipulates that prisoners should be provided with the opportunity to attend academic and different vocational training classes. In the same article, it puts emphasis on illiterate people, women and juveniles to get priority and the education and training need to be delivered according to the curriculum approved by competent body and detainees completing education or training should get certified. The Universal Declaration of Human Rights, Article 26; everyone has the right to education and this education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Article 9(4) of the FDRE constitution assured that all international agreements ratified by Ethiopia are an integral part of the law of the land.

## **2.8.2 Skill and Work Related Prison Rehabilitation Experience**

### **2.8.2.1. Mekelle Prison as a Model Project**

Young men and women at Mekelle Prison, in northern Ethiopia, are provided with microfinance and insurance loans to start cooperatives based on business ideas developed in educational and vocational classes offered while they're behind bars. The prison has supported the start of 31 different co-ops in construction, textiles, and agriculture. The program, run through the International Labor Organization, an agency of the United Nations, aims to prepare prisoners with financial literacy and sustainable skills in everything from masonry to weaving that will help them contribute to the economy both during and after their incarceration. The program prides itself on working to empower women in particular and to promote gender equality by investing in their business ideas (retrieved from <http://www.takepart.com>).

The Mekelle prison center is a model prison unit because of its pioneering approach to skill development, enterprise building, collaboration and rehabilitation among prison inmates. The centers exceptional experiences can be easily replicated as best practices in other areas. The prison center has transformed itself in to being a correctional center where inmates have access to transformational skill building and income generating opportunities (ILO, 2013).

According to the International Labor Organizations report (2013), this Prison Administration has helped provide opportunities for social and behavioral transformation for inmates by being actively engaged in creating decent work through cooperatives, microfinance and micro insurance. The prisoners are returning to society with new skills, greater employability, a better chance of integrating with the community and leading a peaceful and productive life, thus reducing crime and the number of inmates returning to prison. The success of the Mekelle prison is mainly attributed to the implementation of government directives and the partnership it has created with regional stakeholders such as the Bureaus of Education, Health, Labor, Mekelle University, Medium Scale Enterprise Agency, and others (ILO, 2013).

## 2.9 Conceptual Framework

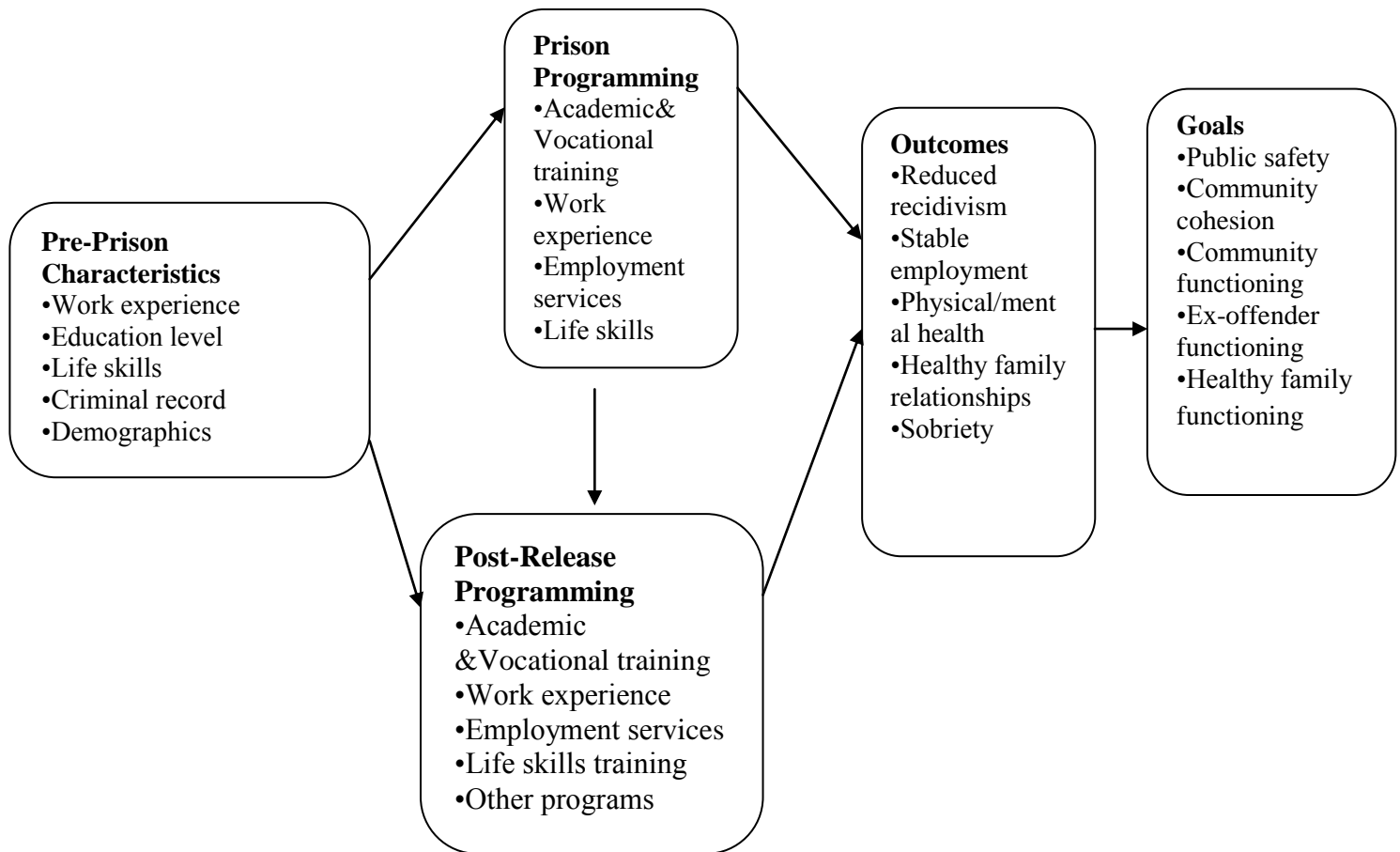


Figure1. Conceptual Framework of Influences on and Outcomes of Individuals Released from Prison (Adapted from Lawrence et al, 2002).

The first box in figure 1 depicts the reality that individuals come into prison with a set of individual characteristics that must be taken into account when considering the development of programmatic interventions. Prisoners present individual profiles that reflect their prior work experience, life skills, criminal record, and demographic characteristics. This human capital profile presents unique challenges to the design, implementation, and effectiveness of correctional programs. The second (top) box depicts the range of prison programs offered to help prepare prisoners for life after prison. Some categories of prison programs are educational/academic instruction, vocational training, prison industries, and employment/transitional training. Yet these are not the only programs offered to prisoners.

The third (bottom) box describes the array of post-release programs found in correctional practice. These programs typically mirror those offered inside prison: educational/academic instruction, vocational training, work experience and life skills training, etc. The literature underscores the importance of linking programs offered in prison with those offered after release. The fourth box describes the outcomes typically expected by administrators of in-prison and post release programs. These outcomes are viewed as resulting directly from both sets of programs, but for prison programs, there is an additional expectation of an indirect effect operating through post-release programming. That is, administrators anticipate that offenders who receive services while in prison may be more likely to benefit from post-release programming. The fifth and final box represents some of the most commonly cited long-term goals for individuals released from prison and the families and communities to which they return. According to conventional wisdom among researchers, policymakers, and criminal justice administrators, these prison programs are designed to accomplish broad social goals to increase public safety, enhance community cohesion, and strengthen the functioning of ex-offenders, their families, and communities (Lawrence et al, 2002).

The conceptual framework presented in figure1 stated the whole process of the expected skill and work related prison rehabilitation programs starting from pre-prison characteristics up to outcomes and goals of the prison programs. However for the purpose of this study the researcher will concentrate on testing the first three boxes that are pre prison characteristics, prison programming and its relation with the post release programs that the inmates will join after their release. Therefore the outcome and goal parts of the conceptual framework could not be tested by this study since it is beyond the scope.

## **2.10 Summary of the Literature and Its Implication for the current Study**

### **Summary**

In order to equip inmates with knowledge and skills that are proper for gaining of job opportunities the rehabilitation programs focused on the acquisition of skills and work experience which help them to get employment after their release. Providing vocational training and work programs to adults while they are in prison can help them overcome the challenges of unemployment by fostering the skills needed to find new jobs.

The type of skill training and work programs available in a prison depends on inmates' interests, availability of teaching staff, and funding and its benefits. Therefore most of the prison rehabilitation programs provide vocational training, prison entrepreneurship program, prison industry program and employment service program. Literatures indicated that skill training and work programs of prison rehabilitation has its own prospects and challenges. Participation of inmates in work program, vocational program and developing positive work attitude in their behavior can be the prospects of the program. This is because they acquired it relatively inexpensively and those who can't afford college correspondence courses can take this career and vocational courses as a good option. While program implementation problems, cost obstacle and offenders employment problems are its challenges. Different social psychological theories put their view about criminal behaviors and how inmates will be rehabilitated in prison context. Theory of differential association states that criminal behavior patterns can be acquired through interaction and communication just like all other behavioral patterns and learning theory, which argued that people most likely repeat activities for which they are rewarded than those for which they are not rewarded or are punished. They also tend to imitate others they see being rewarded.

Prison authorities and criminal justice researchers are concerned about the quality and relevance of employment, education and training opportunities within prisons. So that, while developing skill training and work programs in prison, scholars advised that designing suitable curricula, obtaining accreditation, issues of employment up on release and other specific issues to be considered. They also encourage using strategic opportunities and identifying key policy targets for expanding and improving prisoners' correctional programming.

Different local studies were conducted on prospects and challenges of prison rehabilitation programs. Many of them focused on the living conditions of prisoners, contributing factors for recidivism and the advantages of rehabilitation in reducing reoffending. Skill training and work related prison rehabilitation program prospects and challenges is not a well-studied concept in local studies. But equipping inmates with skill and work experience during their incarceration will help them to find employment upon their release and reduces recidivism. Therefore, this study focuses on the prospects and challenges of the skill and work rehabilitation programs.

### **Implication**

These all literatures in the areas of prison rehabilitation specifically rehabilitating inmates via skills training and work program indicates how important the program is for both inmates and the society at large. So, the above discussed literatures have greater implication to do this study in Ethiopia to assess the practice, opportunities and challenges of skill training and work related prison rehabilitation programs at Kaliti correctional and rehabilitation center.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This section focuses on methodologies employed in the entire study. The research paradigm and design is stated under this section. The procedure that was followed during the process of data collection and analysis and the ethical issues to be considered are also incorporated under this section.

#### **3.1 Research Approach and Paradigm**

Bryman (2004) identifies a paradigm as a cluster of beliefs and dictates which, for researchers in a particular discipline influence what should be studied, how research should be done and how results should be interpreted. Paradigms are opposing worldviews or belief systems that are a reflection of and guide the decisions that researchers make (Tashakkori & Teddlie, 1998). The degree of separateness between the paradigm positions and between paradigm and method has long been debated. For example a quantitative approach implies the holding of positivist paradigm beliefs whereas a qualitative approach implies the holding of beliefs associated with a constructivist paradigm position. These relationships are however, by no means fixed (Bryman, 2004).

The quantitative approach tends to be associated with the post-positivistic paradigm, employs strategies of inquiry such as experimentation and survey and methods of data collection that are pre-determined measures resulting in numeric data. By contrast the qualitative approach tends to be associated with constructivist or the transformative-emancipator paradigms, employs strategies such as the case study or narrative and uses methods or data collection such as the interview resulting in open ended data. Third, is the mixed methods approach associated with the pragmatic paradigm and strategies that involve collecting data in a simultaneous or sequential manner using methods that are drawn from both quantitative and qualitative traditions in a fashion that best addresses the research question/s (Creswell ,2003).

Tashakkori & Teddlie (2002) noted that there are three areas where a mixed method is superior to a mono-method approach. First, is the ability to answer research questions that other approaches cannot; mixed methods can answer simultaneously confirmatory and exploratory questions. Second, they provide stronger inferences through depth and breadth in answering complex social phenomena. Third they provide the opportunity through divergent findings for an

expression of differing viewpoints. Writers have also proposed a number of purposes of adopting a mixed methods approach to research. Bryman (2004) puts arguments for what he terms not mixed methods but the combining of quantitative and qualitative research. These include; the logic of triangulation, an ability to fill in the gaps left when using one dominant approach, the use of quantitative research to facilitate qualitative research and vice versa, combining static and processual features, gaining the perspective of the researcher and the researched, to address the issue of generality and to study different aspects of a phenomena.

Therefore, in the present study, the researcher employed mixed methods to get detail and diverse information on a single study. Recently employing the combination of both quantitative and qualitative approaches has gained popularity (Creswell, 2014). This popularity is because research methodology continues to evolve and develop utilizing the strengths of both qualitative and quantitative research. According to Neuman (2006) the logic of triangulation is based on the idea that looking at something from multiple points of view improves accuracy.

In this study, the quantitative method addressed the research question that deals on the type of rehabilitation practices offered, extent of inmates' participation and their perception about skill and work related prison rehabilitation program. While the qualitative method answered research questions related to the existing and observed challenges as well as the enabling situations of skill and work related prison rehabilitation programs.

### **3.2 Research Design**

This study is intended to assess practices, opportunities and challenges of skill and work related prison rehabilitation programs at Kaliti correctional center. In doing so, a concurrent convergent parallel design was employed. This design is used when the researcher wants to triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for corroboration and validation purposes (Morse, 1991). Triangulation is among one of the main objectives of mixed methods research. According to Denzin (1978), "triangulation is the combination of methodologies in the study of the same phenomenon." It allows the researcher to corroborate and to support the results relative to the same phenomenon with different methods and to ameliorate internal and external validity.

Since the researcher felt that there is equal value for collecting and analyzing both quantitative and qualitative data to understand the problem, in the present study, this design enabled the researcher to obtain different but complementary data on the prospects and challenges of skill and work related prison rehabilitation by bringing quantitative results from prison inmates and qualitative findings from prison administration and technical trainers.

### **3.3 Study Site**

This study was conducted at Kaliti prisoners' correction, one of the six federal prison administration correction centers of Ethiopia. It serves as the main prison of the country and it is 11 Km south of central Addis Ababa, in Akaky Kaliti, the southern most sub city of the nation's capital. The original prison compound history of establishment was a temporary structure that was built after 1991 when the Derg regime fell and was not intended as a prison. However, by 2004 most of the structures had been built by prisoners through their own means and with the help from none governmental organizations (Chirwa, 2004).

The correctional facility houses both male and female inmates in separate living. Inmates are housed in eight zones (a place where inmates used as dormitory) out of which six are for male inmates and two for female inmates. Within the organizational structures of Kaliti high security prison center, four main sectors namely Preservation and Security Sector, Basic needs Sector, Reform Development Sector and Plan and Finance Sector altogether work for reforming and rehabilitating prisoners. Under Reform Development Sector there is education and training coordinator section which facilitates the vocational skill training and work programs of Kaliti prison small enterprise cooperatives. So, it is from this section that the target inmate's; populations who are participating for skill and work program were selected. The rationale behind choosing this prison is that only convicted prisoners are placed and stay for long period. Hence the researcher has confidence in that there is skill and work related rehabilitation program at this prison.

### **3.4 Population and Sampling**

#### **3.4.1 Study Population**

The general population of the study was prison inmates, correctional officers, prison administration staff and technical skill trainers. The inmates' population at Kaliti correction

center varies from time to time especially because of the reform taken by Ethiopian government in 2018 where a lot of political prisoners were released based on amnesty proclamation 1096/2018 ratified by the parliament of Ethiopia. So, at the time when the present study was started there were around 4200 inmates and the figure often ranges between 4000 and 4500.

As a sampling procedure prison inmates involved in skill and work rehabilitation programs were sampled for the study and those who do not have access to skill and work related rehabilitation programs were excluded. Therefore, the target inmate population for this study was those inmates who are participating in Tesfa prisoners' skill and vocational training and join the work programs of the prison industry. In addition to the inmates' population, correctional officers from prison administration staff and technical trainers at Tesfa prisoners' vocational center were the target for this study. Lists of inmate names that are participating in skill and work related prison rehabilitation program were obtained from the official register. There were a total of 520 inmates population that participate in skill and work related prison rehabilitation program out of which 300 inmates are trainees at Tesfa prisoners skill and vocational training center and 220 are joining the work programs in different sectors of the prison industry like woodwork, metal work, leather and shoes making, laundry and soap, weaving and dressmaking and maintenance.

### **3.4.2 Participant and Sampling procedures**

In the case of sampling techniques, the researcher employed both probability and non-probability sampling techniques to collect qualitative and quantitative data. In the context of this study, the target population who are Kaliti prison inmates participating in skill and work program, have the same access of training at Tesfa TVET center, participate in the cooperatives, industry and in other work programs of the prison they encountered similar opportunities and challenges at the rehabilitation programs of the prison. So, the researcher considered the target as homogenous population. Hence, simple random sampling was used as a sampling technique for inmates and only those inmates who are completing the training and have started work program were used for target inmate population. During the data collection period in the month of March/2019 there were two hundred twenty (220) prison inmates who were participating in the skill and work rehabilitation program. From which 170 were males and the remaining 50 were females.

Required sample size was determined by using Yamane's formula of sample size with an error of 5% and with a confidence coefficient of 95% (Yamane, 1967),

The formula is (Yamane, 1967)

$$n = \frac{N}{1 + Ne^2}$$

Where,

n = the sample size

N = the size of population

e = the error of 5 percentage points or level of precision

Then the calculation from a population of 220 will be 142. i.e.

$$\begin{aligned} n &= \frac{N}{1 + Ne^2} \\ n &= \frac{220}{1 + 220(0.05)^2} \\ n &= \frac{220}{1 + 0.55} \\ n &= \frac{220}{1.55} = 141.9354 \approx \underline{\underline{142}} \end{aligned}$$

Then, n=142 and therefore an addition of 10% of sample size for none response rate i.e. a total of 156 questionnaires were distributed to participant inmates to be filled for this study. However, 25(10 involuntary and 15 incomplete) cases were discarded during data clearing stage due to its incomplete and difficulty to treat them. Finally, the response of 131 randomly selected participants was analyzed under this study.

In order to use simple random sampling as a technique, the population must contain a finite number of elements that can be listed and must be homogenous. One method for the selection of actual participants is lottery method: each element was first given a number and then numbers were individually written on slips of paper. The slips are put and mixed thoroughly in some bag or bowl. Then, the decided number of slips was drawn out of it. This type of sampling is preferable because there is no possibility of sampling biases and the sample is a good representative of the population (Alvi, 2016).

In order to gather qualitative data from Prison officials as well as technical trainers they were selected purposively which is the non-probability types of sampling. According to Etikan, Abubakar, Mussa & Alkassim (2016) Purposive sampling is the deliberate choice of a participant due to the qualities the participant possesses. So in this study, interview participants selected based on their experience, expertise or relevance to an issue.

### **3.5 Data Collection Instruments**

The research instrument used for data collection was questionnaire and interview developed by the researcher and document review. For quantitative data, both close and open ended questionnaires that measure variables on the practices, opportunities and challenges of skills and work related prison rehabilitation program was administered to the inmate participants. Participants were asked to rate to what extent they agree on statements provided using 5 point Likert scale that ranges from 1= strongly disagree to 5= strongly agree. The scale item has four parts with a total of 41 items that part one was about extent of inmate's involvement with 10 items, part two about enabling situations with 7 items, part three about existing challenges with 13 items and part four about inmate's perception with 11 items. At the end of the Likert questionnaire item there were open ended questions which help to explain the quantitative data.

For qualitative data collection interview and document review was employed. According to Genise (2002) using interview as a data collection method helps to obtain rich and detailed information about the issue and direct contact with the users often leads to specific, constructive suggestions. In this study, Semi Structured Interview Guide was used where some of the questions and list of topics were prepared by the researcher and administered for prison administrative officials and new questions that came up during the interview was accepted. According to Mathers et al (1998), Semi-Structured Interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question provides opportunities for both interviewer and interviewee to discuss some topics in more detail. In mixed methods research, Semi Structured Interviews can be useful as an addition to supplement and add depth to other approaches. For example if, after drafting a standardized survey questionnaire, it is clear that important questions cannot be effectively addressed without more open ended questions and extended probing the Semi Structured Interview can help fill the gap (Adams,2018).The researcher used a minimum of one hour for each interview participants.

Since technical vocational trainers and technical supervisors of prison industry have special knowledge and information about the practices, opportunities and challenges of the skill and work related rehabilitation program undertaken by the prison, their perspective was captured through in depth interview. In addition to this, participants from administrative staff were addressed through key informant interview. The researcher prepared the interview guide and note book to take information from participants as recording in prison is not allowed. In order to obtain a deeper understanding about the challenges and prospects of the skill and work rehabilitation program, interview questions were prepared and conducted with six (6) in depth interviewees and three (3) key informants. In depth interview participants comprised four TEVT trainers and two participants from prison industry officials with the responsibility of technique and product supervision. Key informants were selected from administrative staff (1 Preservation and Security Sector Director, 1 የልማትና ማቋቋም ቡድን መሪ literally translated by the researcher as Development and Rehabilitation Group Leader and 1 Education and Training Group Leader).

Document review was also used as additional data collection instrument. Relevant secondary data regarding practices, opportunities and challenges of skill and work related programs was reviewed and utilized in this study. For example the researcher reviewed documents like federal prison administration inmates payments, performance for developmental work directive No 2/2008 that show the remuneration systems of inmates who are involved in skill and work programs. The other document reviewed by the researcher was the federal prison administration industry products production process, price determination and selling directive No 1/2008 which illustrates the challenges of work programs within the prison industry and cooperatives (i.e. raw material acquisition and selling process challenges) and finally the existing training manuals which indicate the education and training systems within prisons. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Regarding this, as (Bowen 2009) stated, many researchers choose to use document analysis because it is an efficient and effective way of gathering data and documents serve as manageable and practical resources.

### **3.6 Validation of Instruments**

The main focus of the study is to assess the practices opportunities and challenges of skill and work related prison rehabilitation. Since the researcher has got no validated measures in this regard, the instrument used for this study was developed by researcher himself. During the developments of the measures, the researcher has depended on the literatures reviewed, objectives of the research and research questions. The researcher has taken experts opinion and support from a social psychologist, a sociologist and language experts in the whole process of instrument development and validation. To measure the content validity of the instrument, it was given to two researchers at Ethiopian police University College (sociology and social psychology) and two PhD students (social psychology and linguistics) at Addis Ababa University. In this respect, the title, the objectives and the research questions with questionnaire and interview guide was given to the experts for the ease of testing the degree to which the instrument can measure what it was intended to measure.

The comments and suggestions given by such experts led to modification of items that lacks specificity (which was more general), reshuffling the order of the questions in order to have coherence based on objectives, and editing the missing words and letters of the whole instruments. Taking the comments and suggestions the content validity of the instruments were assessed and modified. To reduce the effects of language barrier the instrument prepared in English was translated in to Amharic version with the help of language experts who was MA graduates of teaching English as foreign language .The Amharic version was edited and cleaned by Amharic teacher and then the second translator (PhD students from linguistic department at Addis Ababa University) translated back the target language, in this case Amharic version in to source language English version and checked by subject matter experts who were sociologists and social psychologists. After assessing the content validity of the instruments the questionnaire becomes ready for pilot testing.

### **3.7 Pilot Study**

A pilot study is conducted for the purpose of revising and determining the clarity, specificity and relevance of the instrument. According to (InJ 2017) conducting the pilot study is important for improvement of the quality and efficiency of the main study. Regarding the sample size determination for pilot study different existing literatures stated their view and most agreed to be between 10 and 30, however Treece & Treece (1982) suggested 10% of the project sample

size. Hence, the present study pilot test was conducted on 30 prison inmates (22 males and 8 females) who were participating in the skill training and work rehabilitation program.

The item on part II, III, IV&V (see appendix A) which measures inmate's level of involvement, opportunities, challenges and perception of inmates about the success of the program respectively were scale type. So, to measure the reliability of each scale items Cronbach alpha were computed using SPSS version 23. Accordingly, the reliability was 0.66 & 0.61 for the level of involvement and opportunity items and 0.77 & 0.72 for challenges and perceptions of inmates about the success of the program. The reliability for the total skill and work related rehabilitation scale was 0.69, indicating that the scale has good reliability. Hence, there were no content or meaning changes after the pilot study. The following table shows the reliability results of measures.

Table 1 *Reliability of the measures*

Type of questionnaire	Number of items	Cronbach alpha for the pilot study	Cronbach alpha for the final study
Part I: Extents of Inmates' Participation	10	0.659	0.822
Part II: Enabling Situations	7	0.610	0.898
Part III: Existing or Observed Challenges	13	0.773	0.814
Part IV: Inmates Perception	11	0.716	0.849
<b>Total</b>	<b>41</b>	<b>0.690</b>	<b>0.872</b>

Table 1 shows that the reliability of measures was improved from pilot study to the main study. Factors for the improvement of reliability of the questionnaires includes: the increased number of participants during the final study and the researcher provision of detailed orientation to the participants.

### 3.8 Data Collection Procedures

Administrative officials of the prison center were approached through a written permission letter taken from Addis Ababa University. The researcher communicated administrative bodies and prison officials who work at the study area and created professional

relationship in order to get formal permission from the organization and willingness from participants. Since the researcher conducted his practicum course (Field Attachment in Organizational & Community Settings) at the study area for a semester before data collection begun, it helped the researcher to establish professional relationship with the administration staff and participants of the study. This possibly improved the relationship and helped the researcher to get proper assistance to the research work from prison police officers and TVET trainers who were working with the participants and created conducive situation for the data collection process.

Then the data were collected through a self-administered and self-reported questionnaire. At the time of data collection the researcher did his best to make clear the subject and objectives of the study while the inmate fill the questionnaire. Qualitative data were collected by the researcher through face-to- face interview with interview participants of the study. Since audio recording was not allowed, the researcher tried his best not to jump important points raised during the interview session by using abbreviations, asking again participants and checking back during note taking.

### **3.9 Data Clearing and Management**

To minimize errors, before collecting the actual data, the questionnaire was pilot tested by inmates of the prison that was not selected for the main study. Based on this necessary modification like clarifying the language and maintain coherence of the questions was made. Another point was data clearing, which is a process used to determine inaccurate, incomplete, or unreasonable data and then improving the quality through correction of detected errors and omissions (Chapman, 2005). Based on this the researcher assessed, identified and corrected errors. Finally 25 questionnaires were dropped out since it was almost incomplete and very difficult to treat them and the rate of return was 131 (87.33%) questionnaires were analyzed for this study.

### **3.10 Data Analysis Techniques and Procedures**

In order to make the collected data ready for analysis, the questionnaires were checked for their completeness and the incomplete questionnaires were discarded. Quantitative data were analysed using descriptive and inferential statistics, for which a recent version of Statistical Packages for Social Sciences (SPSS) version 23 software was used. Descriptive statistics

including mean, standard deviation and percentage were used to analyse demographic characters and to see the study participant's level of involvement in the rehabilitation program. Inferential statistics like independent t-test and one way Analysis of Variance (ANOVA) were computed to determine whether there is significant mean difference among inmates' perception about the success of rehabilitation program based on their sex, age and educational level. Thompson et al, (2004) age category (20-29, 30-39, and 40-49) of vocational interests in vocational psychology research by considering age 18 as a start-up of legal age in Ethiopian context was used. Because no inmates found below the age of 18 at Kaliti skills and work rehabilitation program and the category modified as 18-28, 29-39, 40-50 and above 50. The data gathered through interview and document review were narrated and analysed using thematic and content analyses based on the conceptual framework of the study. Thematic analysis has been defined broadly as "a way of seeing" and "making sense out of seemingly unrelated material" ( Boyatzis, 1998). The goal of thematic analysis is to develop a story from the texts of interest. In this regard, (Guest ,MacQueen & Namey 2012) described that, the investigator notes patterns and themes from the coded texts. Probing words coded as groups, items of questions serve as category and different items that measured the same objective used as themes.

### **3.11 Ethical Considerations**

Permission to conduct research at Kaliti correctional center was approved by the head of the federal prison administration and the director of the correction center. Participants in the study were asked their consent. The purpose of the study and method of data collection was thoroughly explained to each informant. Participants were also informed that they have the right to withdraw from the interview at any time and to skip questions they did not want to answer as well as confidentiality was assured. Information with questionnaire was outlined that, during data collection participants were not asked to write their name on the paper ,well informed as pseudonym will be used during analysis of data and there is no way of identifying which response came from which participants. Any of the data gathered was stored in a safe place to guarantee confidentiality. The researcher took all responsibilities to protect all the data that were collected.so, in this study confidentiality was guaranteed in every step of the research.

### **3.12. Limitation of the Study**

The study has limited generalizability. Since the study area selected purposefully and all of the participants of the study were only from one prisoner's correction center, it is difficult for generalizing the result for other settings. The second limitation was related to the instruments used which were developed by the researcher. Even if its reliability and content validity was checked the construct validity wasn't done and may lead to bias. The other limitation of this study caused because audio recording is not allowed by the prison administration, the researcher was obliged to rely only on note taking during data collection through interviews. Therefore, the researcher may jump some important issues while taking notes during interview.

## CHAPTER FOUR

### 4. FINDINGS OF THE STUDY

This section deals with the presentation of the data gathered both quantitatively and qualitatively. Questionnaire (open & close ended), interview and document review were used to collect data from participants. Detailed analysis of the study based on the selected statistical methods and interpretation is presented below.

#### 4.1 Demographic Information of Participants

To find out the practices, opportunities and challenges of skill and work related prison rehabilitation program, one hundred thirty one (131) actual data were gathered from prison inmates from 156 questionnaires distributed with 87.3% rates of return , six (6) in depth interview participants from vocational trainers and technical supervisors as well as three (3) administrative staffs as key informant.

Regarding the demographic information of respondents for qualitative data out of nine respondents three of them were females and the remaining six were males. All the respondents were selected purposively from different sectors of rehabilitation (from Tesfa TEVET trainers, technique and product supervision of prison industry, development and rehabilitation sector, education and training sector) and from administration staff and had a minimum of five years of work experience with their respective department in the prison. At the beginning of the interview the researcher agreed with respondents to use a pseudonym as participants or the name of the department they were serving than the real name of the respondents throughout the study. The qualitative findings were translated from Amharic to English only with researchers by the help of language experts.

Demographic information of participants for quantitative data consists of their gender composition, age group, education level, rehabilitation sector and years of participation of inmates in the rehabilitation programs were presented in table 2 below.

Table 2 *Demographic information of participants*

Variable	Sub-variable	Freq (N= 131)	Percent
Gender	Males	96	73.3
	Females	35	26.7
	Total	131	100.0
Age	18-28	58	44.3
	29-39	58	44.3
	40-50	15	11.5
	Total	131	100
Education level	Elementary school	47	35.9
	High school	46	35.1
	Diploma	20	15.3
	First degree	12	9.2
	Masters	1	.8
	If any other	5	3.8
	Total	131	100.0

As it is indicated in Table 2, the majority of participants 96 (73.3%) were males and the remaining 35 (26.7%) of participants were females. Even if both men and women had got equal chance of being involved in the sample, there is an exaggerated variation in the composition of sex of participants which indicates low involvement of female participants in the rehabilitation program in general. The age classification shows that, there is equal size distribution 58 (43.3%) between the age group of 18-28 and 29-39 which is the majority of participants 116 (86.6%). On the other hand, the education level indicated that, majority of participants 47(35.9%) and 46 (35.1%) were elementary and high school completed respectively, and 5 (3.8%) were others Who can read and write but not attended formal education. Generally, the demographic data implies that most of inmate participants were young adults with lower level of academic status that requires vocational skill training for their future career upon their release.

Table 3 *Types of Rehabilitation Sectors and Inmates Years of Participation in the Program*

Variable	Sub-variable	Fre(N= 131)	Percent
Rehabilitation sectors	Wood and metal work	52	39.7
	Leather	14	10.7
	Laundry & soap	11	8.4
	Weaving & dress making	13	9.9
	Hairdresser & restaurant	26	19.8
	Others	15	11.5
	Total	131	100.0
Participation years	<1/2 year	35	26.7
	>1/2-1 year	30	22.9
	>1-3 years	30	22.9
	>3-5 years	14	10.7
	>5 years	22	16.8
	Total	131	100.0

According to Table 3, majority of participants 52(39.7%) & 26(19.8%) were involved in the rehabilitation sector of wood and metal work as well as hairdresser and restaurant respectively. However, the rest of them [14(10.7%), 11(8.4%), 13(9.9%) & 15(11.5%)] were involved in the rehabilitation sectors of leather and leather products, laundry and soap production, weaving and dress making, and others( that include animal husbandry, masonry). In terms of years of participation 35(26.7%) of respondents have less than six months of participation in the above listed rehabilitation sectors. Participation years between six months and one year as well as one up to three years of involvement in the rehabilitation program had the same number of respondents that were 30(29.9%). The remaining 14(10.7%) and 22(16.8%) of respondents were participating between 3-5 years and more than 5 years in the rehabilitation program respectively.

#### 4.2 Extents of Inmates Participation in Skills and Work Related Prison Rehabilitation practices

In order to answer extents of inmates' participation in skill and work rehabilitation practices of the prison single item analysis with frequency, percentage, mean and standard deviation were computed and presented as follows.

Table 4 *Extents of participant's involvement in skill and work rehabilitation program*

Constructs	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Being selected with clear eligibility criteria	10(7.6%)	15(11.5%)	39(29.5%)	37(28.2%)	30(22.9%)
Equality of gender in accessing opportunities	16(12.2%)	30(22.9%)	26(19.8%)	36(27.5%)	23(17.6%)
Developing experience and updating skills	4(3.1%)	11(8.4%)	12(9.2%)	49(37.4%)	55(42.0%)
Lead self-supporting and independent life	11(8.4%)	13(9.9%)	22(16.8%)	42(32.1%)	43(32.8%)
Proper attention given to the program	9(6.9%)	34(26%)	32(24.4%)	29(22.1%)	27(20.6%)
Ongoing supports from technical trainers	15(11.5%)	43(32.8%)	22(16.8%)	25(19.1%)	26(19.8%)
Reasonable amount of work per day	8(6.1%)	18(13.7%)	30(22.9%)	34(26.0%)	41(31.3%)
Fairness of payment system implemented	24(18.3%)	40(30.5%)	35(26.7%)	19(14.5%)	13(9.9%)
Accessibility of raw materials for work	15(11.5%)	36(27.5%)	36(27.5%)	25(19.1%)	19(14.5%)
System of rewarding or punishing for the quality of once effort	22(16.8%)	44(33.6%)	26(19.8%)	18(13.7%)	21(16.0%)

\*Mean=32.73 Std. dev. = 7.69

As it is shown in Table 4, over fifty percent (51.1%) of inmates agreed that there were clear selection benchmarks to participate in the rehabilitation programs (22.9% strongly agree and 28.2% agree). However, large numbers of inmates (29.5%) were chosen unable to decide and the remaining 19.1% disagreed with this idea. Near half (45.1%) of participants believed that there is equal access for both sexes to participate in the program. Over 79% of inmates showed their involvement assisted to update their skill and learn different tasks at the correction center (37.4% strongly agree plus 42% agree). Close to sixty five percent (64.9%) of inmates reported that the rehabilitation program helped them to lead self-supporting and independent life (32.8% strongly agree & 32.1% agree). Even if 42.7% of participants agreed with government attention to the rehabilitation program, majority of respondents reported that they disagree (32.9%) and

undecided (24.4%) about the attention given to the industrial attachments programs of prison. Regarding ongoing supports of technical trainer and payment systems, majority of inmates reported undecided (16.8% & 26.7% ) and disagree (44.3% & 48.8) respectively. However 57.3% of inmates agreed with the idea that the amount of work they did per day was reasonable. Half (50.4% ) of inmates believed that there is no system either to reward or punish for the quality of once effort in the skill and work rehabilitation practices of the correction center. Similarly majority of participants (39%) reported that they had difficulties to access resources while they need to do their jobs well. This all shows inmate's level of participation in skill and work rehabilitation practices of the prison with the mean of 32.73 and Std. deviation 7.69. To determine the extent of inmates involvement in the rehabilitation practice the researcher computed the average mean of ten (10) items with five scale { (5\*10=50) +(1\*10=10)}=60 and used 30 out of 60 as a cut of point to label the extent as high (greater than 30) or low (lower than or equal to 30) and presented as follows.

Table 5 *Extent of inmate's participation in the rehabilitation program*

	Frequency	Percent
Level low level of involvement	49	37.4
high level of involvement	82	62.6
Total	131	100.0

$\leq 30$  score below the cut point (low level) and  $>30$  coded for above the cut point (high level)

As it is depicted in Table 5, majority of the inmates 82(62.6%) had high level of participation and the remaining 49(37.4%) level of involvement were low.

Similarly, the qualitative data also revealed that inmates participated in skill training and work related rehabilitation programs of the correction center. Participants from key informant interview stated that the rehabilitation program used criteria as a benchmark when inmates were selected to join in skill training and work rehabilitation program. According to the participants some of the criteria were educational preparation those who can write and read, criminal category of inmates sentenced ten years and above, minimum of one year stay within the prison, interest and discipline were used for the selection of inmates to participate in skill training rehabilitation program. Work rehabilitation program also had its own criteria to recruit prisoners

like inmates with certificate, prior experience, and minimum entrance exam. However, qualitative data collected from inmates through open ended questions indicated that the criteria used as a benchmark restricted most inmates from joining in skill training rehabilitation program. Inmate participants also reported that, the prison should work on the training center to have more market oriented departments like driving license training and diploma programs, improving the capacity of trainers, fulfilling modern training machines and should work to have certificate of competency (COC) for inmates to be competent while they are released from the prison.

#### **4.3 Enabling Situations to Improve the Skill and Work Related Inmate Rehabilitation**

##### **Services**

To determine the perception of inmates whether prison administration used enabling situations for the improvements of skill training and work related prisoner's rehabilitation program, independent t test was computed and presented as follows.

*Table 6 Gender difference on Perception of inmates on using prison opportunities to improve skill training and work program rehabilitation*

Gender	N	Mean	SD	t	Sig
Male	95	2.7865	.83971	5.691	.000
Female	35	3.8367	.17236		

As revealed in table 6, t-test was computed to see if there was statistical significant difference in the mean perception of inmates based on their sex category. Statistically significant difference was obtained ( $t=5.691, p=0.00$ ), which means women inmates perception on using prison opportunities to improve skill training and work program rehabilitation is better than that of male inmates. In line with this, the qualitative data from interview participants also revealed that, even if both male and female inmates participated in skill training programs together, the work related rehabilitation program and the administration system of male inmates and female inmates were different. Therefore, in using opportunities and working with stakeholders to improve work related prisoner's rehabilitation differences were observed between male and female prison administration staffs. This point was best explained by female vocational trainers who were working on the rehabilitation of female inmates in the correction center.

*In addition to the existing programs, we had an interest to work with concerned stakeholders, NGOs and volunteer associations. For instance we had got material support from Canada Embassy, Red Cross organization and volunteer artists which helped us to facilitate the work related rehabilitation of female inmates. Beyond this, we requested female prison administration to invite higher education institutions that operated at Addis Ababa to provide female sponsorship via distance and continuing education mode of instruction and the administration was cooperative. However, only one higher education, Saint Mary's University, responded positively and begun to teach one female inmate (participant7, technical trainers).*

Contrary to this, males' prison administration was not actively working with concerned stakeholders to use opportunities for the improvement of skills training and work related inmates rehabilitation program. Another male vocational trainer described his experience and observation as follows.

*There was only one day training cooperation and experience sharing per year for vocational trainers with federal TVET agency which was not sufficient. Regarding working with concerned stakeholders and NGOs, males' prison administration was closed its door and nothing was done in this regard. To tell you one example, one of the vocational trainer's staff, who was highly committed and responsible, resigned from this organization and had got a chance to join NGO and this guy tried his best to help this skills training and work rehabilitation program by disclosing the overall activities undertaken by the correctional rehabilitation center for the administration of the NGOs he had joined. So that, the initiated NGOs came with proposal to help the program through machinery donation, even to recruit inmate trainees in their organization after the completion of their training and imprisonment term. However, the prison administration failed to use such opportunities claiming that higher government officials must give permission and the like bureaucratic problems. And finally that NGO was turned back because of this problem (participant1, technical trainer).*

Similar to this idea, data collected from inmates through open ended questions revealed that, the prison administration gave less attention in using opportunities to improve the skill training and work related correctional rehabilitation programs. The inmate participants asked the

prison administration to facilitate conditions for the experience sharing with vocational work cooperatives out of the prison, to prepare product show and selling room, to invite NGOs by preparing projects to work with them, to create market interlinkage and allow them to participate at the bazar when prepared at Addis Ababa.

#### 4.4 Existing/ Observed Challenges in the Rehabilitation Efforts of the Prison

##### 4.4.1 Data analysis on rehabilitation challenges related to motivation

Table 7 *Independent sample t test for gender difference in rehabilitation challenges related to motivation*

Gender	N	Mean	Std. Deviation	t	Sig
Male	96	2.1563	.68561	2.327	.022
Female	35	1.8286	.78537		

As table 7 indicates independent t test was conducted to compare the motivation of inmates towards skill training and work related rehabilitation program between males and females. As result above shows there was significant difference in scores of mean for males ( $M=2.16$ ,  $SD=.69$ ) and females ( $M=1.83$ ,  $SD=.79$ ) and  $t(129)=2.33$ ,  $p=.022$ . This indicates that challenges related to motivation for female inmates towards skill training and work related rehabilitation program of the prison is less than males.

Table 8 *Analysis of variance between age groups on rehabilitation challenges related to motivation*

	N	Mean	Std. Deviation	Df	F	Sig
Age				b/n group	w/n group	
18-28	58	2.0000	.72548	2	128	.737
29-39	58	2.1552	.72067			
40-50	15	2.0000	.75593			
Total	131	2.0687	.72527			.481

To check whether motivation of inmates were affected by age group or not, a one way analysis of variance was computed. The result indicated that there was not statistically significant difference between the motivation score for the three group of age (18-28, 29-39 & 40-50)  $f(2,128) = 0.74, p < 0.05$ . It means that, there is no statistically significant difference between the age groups regarding inmates' motivation towards the rehabilitation program.

Table 9 *Analysis of variance between levels of education on challenges related to motivation*

	N	Mean	Std. Deviation	Df		F	Sig
				B/n group	w/n group		
Elementary	47	2.1489	.72167	4	126	1.030	.395
High school	46	2.1304	.65349				
Diploma	20	1.8500	.74516				
Degree & above	13	1.8462	.80064				
if any other	5	2.2000	1.09545				
Total	131	2.0687	.72527				

To examine the impact of educational status on inmate's motivation towards the rehabilitation program, a one way between group analysis of variance was computed. The result revealed that there was no statistically significant difference with f ratio between educational level  $f(4,126) = 1.03, p = .395$ . It means that there is no significant motivational related challenge towards the rehabilitation program among inmates with different educational status.

Table 10 *Analysis of variance between participation years on rehabilitation challenges related to motivation*

	N	Mean	Std. Deviation	Df		F	Sig
				b/n group	w/n group		
<1/2 years	35	2.0571	.76477	4	126	.429	.788
1/2-1 years	30	2.0000	.69481				
>1-3 years	30	2.0000	.78784				
>3-5 years	14	2.1429	.66299				
> 5 years	22	2.2273	.68534				
Total	131	2.0687	.72527				

To observe the impact of participation years (experience) on inmates' motivation towards the rehabilitation program, a one way analysis of variance was computed. The result shows that there was no statistically significant difference with  $f$  ratio among participation years  $f(4,126) = .429, p = .788$ ). It means that there is no statistically significant motivational difference towards the rehabilitation program between inmates who had long participation years with those having short period of participation.

As it had been indicated in the quantitative data, there was no statistically significant difference on motivation related challenges among inmates based on their age, educational status and participation years in the skill and work rehabilitation program. However, significance difference was observed in the motivation of inmates towards the rehabilitation program based on their gender (males had higher motivation related challenges than females). Different from this result, the qualitative data from the interviewee participants showed that female inmates were less motivated for skills training and work related rehabilitation program than male inmates. According to the participants, female inmates participated only in the training program together with male inmates at the Tesfa TVET center. After completion of training programs the prison center did not allow female inmates to start the work rehabilitation program of the prison particularly in the industry zone that was used for the operation of wood work, metal work industry as well as leather and leather production cooperatives and associations. It was because the industry zone is found at the male prison center.

So that, the interviewee participants attributed the motivational decline of female inmates other than male inmates with this problem. One of the female prison administration participants described the reason for such problem that, most of the female inmates were short term (less than two years) prisoners and this made it difficult to begun cooperative associations and industry zones within female prisoner's correction center. The participants added the reason that, council of ministers regulation to provide for the implementation of cooperative societies proclamation did not allow to begun cooperative associations for a short period of duration. Because of this problem there were a lot of female prisoners who had taken training in metal work, wood work and leather production but not begun work rehabilitation program at the prison. However, according to the participants, there are cooperative associations within female prison centers in other areas like food preparation and restaurant, hair making and laundry.

In substantiating this idea, there were also motivational challenges for both male and female inmates towards the rehabilitation program such as stopping training program and loss of initiation to work in the industry. In line with this, one of the interviewee from development and rehabilitation department of the prison detailed the reason as security and escorting problems as follows.

*Although the prison administration has assigned at least two officers to escort our trainees, there were many occasions when either one of them or both of them are absent from job. Some officers are not collaborative to escort inmates from industry zone to the place where inmates met with family when their family made a request. We have repeatedly complained to the prison administration to give solution to the problem. However, solution hasn't been given yet as the prison administrators don't worry about the rehabilitation of inmates. What they worry about is security and control (participant 4, prison administration).*

Participants also interlinked the inmates motivational problem, which was increased this year (2019), with the amnesty proclamation 1096/2018 ratified by the parliament of Ethiopia. This participant said: “inmates were understood the amnesty proclamation wrongly and most of them thought as they would be released. However, the proclamation itself specified the types of conviction that needs to be treated with such amnesty law” (Participant 5, prison administration).

#### 4.4.2 Data Analysis on Administrative Rehabilitation Challenges in Skill Training and Work Program.

Table 11 *Independent sample t test for gender difference in administrative rehabilitation challenges*

Gender	N	Mean	Std. Deviation	t	Sig
Male	96	2.4583	.67927	3.43	.005
Female	35	1.9429	.93755		

As table 11 indicates, independent t test was computed to compare the mean of administrative challenges impact on skill training and work related rehabilitation program between male and female participants. As the result disclosed, there was statistically significant difference in scores for male ( $M=2.46$ ,  $SD=.68$ ) and female ( $M=1.94$ ,  $SD=.94$ ) and  $t(129)=3.43$ ,  $p=.005$ ). This shows that female inmates were less affected by administrative challenges to

participate in skill training and work related rehabilitation program of the prison than male inmates.

Consistent to this result, qualitative data obtained from most of the interview participants attributed this difference in to the separateness of administration and work related rehabilitation program between male and female prisoners. That is males prison administration and females prison administration didn't follow similar ways to solve challenges related to administration and even types of work rehabilitation program that had been started for male and female inmates were different.

Table 12 *Analysis of variance between age groups on administrative rehabilitation challenges*

	N	Mean	Std. Deviation	Df		F	Sig
				b/n group	w/n group		
18-28	58	2.2759	.85416	2	128	1.455	.237
29-39	58	2.4310	.70368				
40-50	15	2.0667	.79881				
Total	131	2.3206	.78708				

To check whether administrative challenges have different impact levels based on inmate's age, a one way analysis of variance was computed. The result showed that there was no statistically significant difference at  $p < .05$  on administrative challenge score for the three age group (18-28, 29-39 & 40-50) ( $f(2,128) = 1.455, p = .237$ ). It is to mean that inmates were not faced by different level of administrative challenges based on their age.

Table 13 *Analysis of variance between levels of education related to administrative rehabilitation challenges*

	N	Mean	Std. Deviation	Df		F	Sig
				B/n group	W/n group		
Elementary	47	2.2766	.82626	4	126	355	.840
High school	46	2.3913	.71424				
Diploma	20	2.3000	.80131				
Degree & above	13	2.3846	.86972				
If any other	5	2.0000	1.00000				
Total	131	2.3206	.78708				

To analyze the impact of educational status of inmates' to participate in the rehabilitation practices of the correctional center; a one way between group analysis of variance was computed. And the result revealed that there was no statistically significant difference with f ratio between the educational levels  $f(4,126) = .355, p = .840$ . It means that inmates were not discriminated to participate in skill training and work rehabilitation program based on their educational status.

Table 14 *Analysis of variance between participation years on administrative rehabilitation challenges*

	N	Mean	Std. Deviation	Df		f	Sig
				B/n group	W/n group		
<1/2 years	35	2.2857	.85994	4	126	.423	.792
1/2-1 years	30	2.2667	.78492				
>1-3 years	30	2.3333	.75810				
>3-5 years	14	2.5714	.75593				
> 5 years	22	2.2727	.76730				
Total	131	2.3206	.78708				

To detect whether the impact of administrative challenge varies across participation years (experience) on inmates in the rehabilitation program, a one way between group analysis of variance was computed. And the result shows that there was no statistically significant difference with f ratio between participation years  $f(4,126) = .423, p = .792$ . It means that all inmates with different participation years faced the same administrative challenges.

As it had been shown in the quantitative data, inmates were not faced by different administrative problem based on their age group, educational preparation or service year in which they started the program. But it doesn't mean that they were free from administrative challenges while they were in the rehabilitation program. The information obtained from the interview revealed that rehabilitation personnel were not represented on any of the managerial positions within the correctional facility. Those who occupied the top administrative positions, including the prison administrator and heads of each sector, were custodial personnel. Even the correction and rehabilitation department, which was in charge of delivering rehabilitative

services, was headed by custodial personnel who did not possess specific qualifications consistent with the function of the position.

Participants from technique and production supervision department mentioned that, this condition, on its part, tended to have detrimental effect on skill training and work related prisoner rehabilitation. The administrative custodial personnel, who were trained in police science, were more concerned about security and control, hardly bothering about treatment and rehabilitation. They were often resistant to the efforts of rehabilitation staff to expand vocational programs particularly skill training and work and promote the institution to the level of a well-qualified rehabilitation center.

In line with this idea, one of the respondents from education and training department described his experience while he coordinates the program as follows:

*The administrative staff did not take the expected care for skill training program. For instance, if we take the accreditation of Tesfa Prisoners TVET which was given pre accreditation from TVET agency while it was led by prisoners it was not renewed since 2015. So, we certified prisoners with non-renewed and non-accredited institutions still now. When we request the prison administration to work on it, they resisted by claiming that the problem happened because of the shift of administrating the skill training and work program from prisoners themselves to the prison administration. According to the prison administrators, the existing proclamation of federal prison administration didn't guarantee to establish college and hence they couldn't fulfill the structural problems, accreditation issues and other infrastructures of the college rather, they are working to be incorporated in the new proclamation which is on progress. Due to this problem there was shortage of trainers, the benefits of the present trainers was not respected and generally no one was given the attention even if there is only one instructor due to high rate of turnover in different departments like leather production and even this instructor was also from prisoners themselves (participant 6, prison administration).*

Another administrative challenge according to interview participants was the payment system that the prison administration followed. Even if the inmates didn't had any expense and all basic things covered by the prison administration, the remuneration system for their effort was very low. According to the participants there was a system called “የምንዳ ክፍያ” which is

literary defined by the researcher as payment for the daily effort and it was guided by federal prison administration prisoners payment performance for their developmental work directive No 2/2008. The current payment system therefore ranges from eight (8) birr for labor work inmates up to twenty two (22) birr for those inmates who had Masters. Specifically, inmates' fee system was made based on their educational preparation as follows. Labor worker or those who hadn't education preparation eight (8) birr and the rest who had certificate, diploma, degree and Master's degree are payed 14, 16, 20, and 22 birr per day respectively. Participants added that even this fee didn't consider Saturday, Sunday and the other calendar holly days which made inmates generate very low income per month.

Payment system problems were not limited on inmates rather the technical and rehabilitation staff members had similar problems. According to information obtained from interview there were two human resource administrative systems, military and civil, which allowed different payment system. And since the organization is military, the technical experts didn't get attention by top managements so as to maintain their benefit and by default these professionals get nothing either the benefit of military or their expertise.

As information obtained from document review indicated, there was no straight forward curricular guide for skill training. For instance Vocational training programs which are common for all inmates completely lack a framework to guide rehabilitation processes. They are not supported by rehabilitation friendly infrastructures, professional rehabilitation staffs are generally lacking and prisoner decision-making regarding the time when to attend is limited.

#### 4.4.3 Data Analysis on Rehabilitation Challenges related to Resources/Infrastructures.

Table 15 *Independent sample t test for gender difference in resource related rehabilitation challenges*

Gender	N	Mean	Std. Deviation	T	Sig
Male	96	2.6354	.60035	2.567	.011
Female	35	2.3143	.71831		

As table 15 shows, independent t test was computed to compare the mean of resource related challenges impact on skill training and work related rehabilitation program between males and females. As the result released there was statistically significant difference in scores

for male ( $M=2.64$ ,  $SD=.60$ ) and female ( $M=2.31$ ,  $SD=.72$ ) and  $t(129) = 2.567$ ,  $p=.011$ ). This shows that female inmates were less affected by resource related challenges to participate in skill training and work related rehabilitation program of the prison than male inmates.

Table 16 *Analysis of variance between age groups on resource related rehabilitation challenges*

	N	Mean	Std. Deviation	Df		F	Sig
				B/n group	W/n group		
18-28	58	2.6034	.67381	2	128	2.542	.083
29-39	58	2.5862	.62223				
40-50	15	2.2000	.56061				
Total	131	2.5496	.64705				

To check whether resource related challenges have different impact levels based on inmates' age, a one way between groups analysis of variance was computed. The result displays that there was no statistically significant difference at  $p<.05$  in terms resource related challenge score for the three groups of age (18-28, 29-39 & 40-50) ( $f(2,128) = 2.542$ ,  $p=.083$ ). It is to mean that inmates were not faced by different level of resource related challenges based on their age.

Table 17 *Analysis of variance between levels of education on resource related rehabilitation challenges*

	N	Mean	Std. Deviation	Df		F	Sig
				B/n group	W/n group		
Elementary	47	2.4894	.68754	4	126	2.753	.031
High school	46	2.7826	.46729				
Diploma	20	2.3000	.73270				
Degree & above	13	2.3846	.65044				
If any other	5	2.4000	.89443				
Total	131	2.5496	.64705				

To analyze the impact of resource related challenges by educational status of inmates during the practice of rehabilitation; a one way between groups analysis of variance was computed. And the result shows that there was statistically significant difference with f ratio between educational level  $f(4,126) = 2.757$ ,  $p=.031$ ). It means that inmates faced different resource related challenges during the skill and work programs based on their educational level.

Table 18 *Post hoc analysis between levels of education on resource related rehabilitation*

*Multiple Comparisons*

Dependent Variable: challenges of resources  
Tukey HSD

(I) Inmates level of education	(J) Inmates level of education	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
elementary completed	High school	-.29325	.13071	.171	-.6550	.0685
	Diploma	.18936	.16826	.793	-.2763	.6551
	First degree and above	.10475	.19750	.984	-.4419	.6514
	If any other	.08936	.29647	.998	-.7312	.9099
high school completed	Diploma	.48261*	.16880	.039	.0154	.9498
	First degree and above	.39799	.19796	.267	-.1499	.9459
	If any other	.38261	.29678	.698	-.4388	1.2040
Diploma	First degree above	-.08462	.22453	.996	-.7060	.5368
	If any other	-.10000	.31512	.998	-.9722	.7722
First degree& above	If any other	-.01538	.33165	1.000	-.9333	.9025
if any other						

\*. The mean difference is significant at the 0.05 level.

As table18 indicated, the post hoc comparison using Tukey HSD test showed that there is significant difference only among high school completed inmates and inmates who had diploma. But the remaining levels of education had no significant difference between each group.

Table 19 *Analysis of variance between participation years on resource related rehabilitation challenges*

	N	Mean	Std. Deviation	Df		F	Sig
				B/n group	W/n group		
<1/2 year	35	2.5143	.70174	4	126	.533	.711
1/2-1 years	30	2.5000	.57235				
>1-3 years	30	2.5333	.73030				
>3-5 years	14	2.7857	.42582				
> 5 years	22	2.5455	.67098				
Total	131	2.5496	.64705				

To detect whether the impact of resource related challenge varies across participation years (experience) on inmates in the rehabilitation program, a one way between groups analysis

of variance was computed. The result shows that there was no statistically significant difference with  $f$  ratio between participation years  $f(4,126) = .533, p = .711$ . It means that all inmates with different participation years faced the same resource related challenges.

Similarly, qualitative data obtained from key informant interview participants revealed that the skills training and work program had series resource related challenges derived from the administrative challenges mentioned above. As it has been disclosed by the participants, the training and work rehabilitation program of the prison faced shortage of power supply, absence of latest machinery, lack of operational place, poorly equipped workshop or demonstration rooms.

As participants from technical trainers explained how resource related problems impeded the rehabilitation program, they were forced to stop training because of absence of power supply up to fifteen (15) days and this happened because the prison administration gave less attention and didn't connect the generator to the Tesfa TVET College and industry zone. Participants from the technique and production department agreed with this idea and tried to solve the problem by their own mechanism such as working manual activities like designing and cutting wood till the power is on.

Regarding the availability of machinery, participants added that the currently functioned machines in each department were outdated and the education and training agency ordered the prison administration to change the machines. However, the administration who believed militarily, told us to teach and work on the existing machines as a command of dos and don'ts. Another surprising issue that the participants added was, all the currently serving and outdated machine was bought by the then volunteer and rich inmates who were released right now and nothing was provided from government so as to improve this program.

#### 4.5 Inmates Perception about the Success of Prison Rehabilitation Programs

##### 4.5.1 Inmates Perception Level towards the Success of Skill Training and Work Related Prison Rehabilitation Programs

Table 20 *Level of inmate's perception towards skill training and work rehabilitation programs*

Perceived status	Frequency	Percent
Disagreed	8	6.1
Neutral	23	17.6
Agree	100	76.3
Total	131	100.0

Perception questionnaire are scored based on a three-point Likert scale, as follows: Disagree (score one), Undecided (score two), and Agree (score three) and total score is calculated by summing up the obtained scores of each item within a range of values (Carmichael, Mayer, Nevill & Sami, 2014). Therefore in the present study, scores 11-27.5 are negative perception, Scores 27.61-38.5 are indicative of neutral, while scores 38.61-55 are interpreted as positive perception.

As the figure in table 20 demonstrates, majority of participants (76.3%) agree that indicates they had perceived the program as successful. Very small number of participants (6.1%) disagree that they perceived the program as not successful and the remaining 17.6% of the participants were neutral that they were faced with difficulties to perceive the program either successful or not successful. This implies that majority of Kaliti correction center inmates perceived the skill training and work related prison rehabilitation program as successful.

##### 4.5.2 Data analysis on gender difference between male and female perceptions of inmates

Table 21 *Independent sample t-test group statistics score of male and female on their perception.*

Gender	N	Mean	Std. Deviation	T	Sig.
Male	96	42.2604	7.58426	-.632	.207
Female	35	43.2857	9.74852		

An independent sample t-test was conducted to compare the perception level of inmates towards the successfulness of skill and work related prison rehabilitation programs between

males and females. As a result showed there was no statistically significant difference in scores for male ( $M=42.26$ ,  $SD=7.58$ ) and female ( $M=43.23$ ,  $SD, 9.75$ );  $t(129) = -0.632$ ,  $p = 0.207$ ).

Hence, it implies that both male and female inmates have similar perception about the success of skill and work related prison rehabilitation programs.

#### 4.5.3 Data analysis on age group perception among inmates

Table 22 *Analysis of variance between age groups on perception among inmates*

	N	Mean	Std. Deviation	Min	Max	Df		F	Sig.
						B/n group	W/n group		
18-28	58	41.5690	8.47103	22.00	55.00	2	128	1.821	.166
29-39	58	42.5862	7.95168	21.00	54.00				
40-50	15	46.0667	7.49730	33.00	55.00				
Total	131	42.5344	8.19127	21.00	55.00				

To investigate the impact of age on perception towards the success of skill and work prison rehabilitation, a one way between group analysis of variance was conducted. Participants were grouped in to three according to their age level (the age between 18-28 as group1, between 29-39 group2 and between 40-50 group 3). As it is indicated in table 6, there was no statistical significance difference at  $p < .05$  level in perception score for the three age groups ( $(f2, 128) = 1.821$ ,  $p = 0.166$ ) at 95% confidence interval for the mean. In other words, age doesn't matter for the inmate's perception level towards the successfulness of the rehabilitation program.

#### 4.5.4 Data Analysis of Level of Education Group on Perception of Inmates

Table 23 *Analysis of variance between levels of education groups on inmate's perception.*

	N	Mean	Std. Deviation	Min	Max	Df		f	Sig.
						B/n group	W/n group		
Elementary	47	41.4681	8.77707	21.00	55.00	4	126	1.329	.263
High school	46	42.8696	7.00669	22.00	52.00				
Diploma	20	41.1500	9.13798	22.00	53.00				
Degree & above	13	45.0769	8.80778	31.00	55.00				
if any other	5	48.4000	4.97996	43.00	55.00				
Total	131	42.5344	8.19127	21.00	55.00				

To explore the impact of level of education on inmates' perception towards the rehabilitation program, a one way between group analysis of variance was conducted.

Participants were divided in to five groups based on their level of education (elementary completed group 1, high school completed group 2, diploma group 3, degree and above group 4 and others (informal that can read and write group 5). There was no statistically significant difference at  $p < .05$  level perception score for among the five groups of educational level ( $f(4,126) = 1.329, p = .263$ ) at 95% confidence interval for the mean. Hence, level of education did not have effect on inmates' perception about the successfulness of skill and work related prison rehabilitation program. Substantiating to this, data obtained qualitatively from key informant interviewees about the perception towards the successfulness of skill training and work program rehabilitation revealed that, the prison and correction center was not doing with its full effort as it was expected.

Participants from vocational trainers put the reason by comparing the total number of inmates within the prison with the numbers of inmates who participated in this program. According to this participants, for one round training the vocational training department asked to train up to hundred (100) inmates but the actual inmates who begun the training in each department was around forty and even from these only 20-23 inmates completed the full training process and get certified. One participant added his view as a cause for such problem to be lack of coordinated work among reform and rehabilitative officers, security officers as well as technique and vocational trainers from selection of inmates who participate in this program up to the end of the training session.

In line with this idea, participants from development and rehabilitation department supplement that the perception of inmates towards the skill training and work program declined because there were many inmates who couldn't involve at the work program after completion of the training program. And he explained why it happened as follows:

*Although the work program had two prison industry (wood and metal work), and two cooperative associations (leather and shoes production and wood work), it had been occupied by former inmates and couldn't recruit new graduates. There are also other difficulties for novice inmates to join at the cooperative association that they were expected to pay three thousand seven hundred (3700) birr to buy a minimum of share of stock. You can imagine that an inmate who had been in prison for long period and didn't had contact with his family from where can he/she bring these amount of money (participant 4, prison administration).*

Participants from administrative staff also agreed with the above problems as it could lead inmates to have negative perception towards their successfulness based on this program. And the participant interlinked the problem with legal and administrative difficulties. According to this participant, the major aim of this program was to rehabilitate inmates and make them ready for job while they will get released from the prison. Hence, it was planned that the cooperative association and industry zone to serve for all inmates by rotation. It means that each graduate from the training center will join with their respective work programs and develop his/her job for two years and then will substitute by other novice trainees. However, what was practiced still now was unless inmates get released those of former inmates were working by considering it as their estate and being runner of thousands and even millions of birr which is out of the mission of the prison. The key informants from prison administration added that, the rules of cooperative association which didn't allow establishing other cooperatives with similar area at the same place, hinders the prison administration not to expand cooperatives and create opportunities for other inmates.

Information obtained from inmates through open ended questionnaires also revealed that, since being participant in this program brought no advantage than those who didn't participate other than developing expertise; inmates' perception towards this program is declining. so that, participating in this program should be taken in to consideration by the prison administration for parole and pardon system. Inmates also added that, before the training program begun more has to be done on the attitudinal change of inmates through reform and rehabilitation officers and inmates must decide to continue with this program which helps for the effectiveness of the training and work rehabilitation program.

## CHAPTER FIVE

### 5. DISCUSSION

This section contains discussion of the main findings based on the research questions and the literature reviewed in accordance with the objective of the study. The objective of this study was to assess practices, opportunities and challenges of skills training and work related inmates rehabilitation programs at prisoners' correction center. The discussion issues are presented below.

#### **5.1 Extents of Inmate's Participation in Skills and Work related Prison Rehabilitation Programs**

The finding of this study revealed that there is high extent of inmates' involvement in skill training and work related rehabilitation programs. It can be explained by quantitative findings where close to 65% of inmates reported that the rehabilitation program helped them to lead self-supporting and independent life. This finding supports the arguments of scholars who stated that working within the prison gives inmates several benefits, including a structured work day, the ability to practice positive team-building skills and receiving pay that helps them fund incidental living expenses behind bars (Misty, 2017).

This study also revealed that Over 79% of inmates reported as their involvement in the rehabilitation program assisted them to update their skill and learnt different tasks at the correction center. In line with this finding of the current study Davis et al (2014) found that when inmates with lower level of educational attainment, an absence of a steady history of employment, and a lack of vocational skills rehabilitated in skills training and work programs of the prison, it can facilitate efforts to find a job and make a decent wage. Therefore, according to Davis and his colleagues, Providing educational programming and vocational training to adults while they are in prison can help them overcome these challenges by fostering the skills needed to find employment.

Similarly, the qualitative data findings revealed that the prison administration followed clear and eligible criteria to select inmates participating for both skills training and work rehabilitation program even if the criteria had its limitation that hinder most inmates not to be participant. The results of this study are confirmed by findings of previous studies (Lawrence et al. 2002) that the criteria will differ by institution. For example, there are Correctional facilities

that may consider the inmates age, the current offense, time to release, scores on standardized tests, and any in-prison infractions. Some other institutions may also require inmates to complete a certain level of education usually a high school diploma or completion of General Education before participating. All these things are done to ensure that inmates have the basic skills and abilities needed to complete their training. In addition to the eligibility criteria, the type of skills training and work programs available in a prison will also depend on inmates' interests, availability of teaching staff, and funding and its benefits are much deeper than just job training

### **5.2 Using Enabling Situations to Improve the Skill and Work Related Rehabilitation Services**

One of the research questions of the study was to assess whether the enabling situations or opportunities were used by prison administration to improve skill training and work rehabilitation program or not. The current study showed that there were different opportunities or enabling situations to improve the rehabilitation program like the support of concerned stakeholders, charity organizations and NGOs. However, as the current study found, the prison administration failed to use such opportunities. Since there is no clear strategy for prison administration on how to work with concerned stakeholders, it was just closing the door other than working with such opportunities. The present finding is different from previous findings that suggest to use concerned stakeholders as another strategic opportunities, effective partnership arrangements between employer groups, the department of education and training, the department of corrective services and group training agencies have been established to support prisoner re-entry to the world of work post-release (Giles et al,2004).

Due to the absence of cooperative work with such key policy target stakeholders, most correction centers face difficulties in accessing even skilled external trainers. For example Calla and Gardner (2005) found that at present a major challenge for prison rehabilitation centers is the difficulty in finding staff that are willing to work at the pay levels set by the providers.

In terms of using enabling situations for the improvements of the rehabilitation program inmates perception indicated that there was significant difference between male and female prison administration that female prison administration was recovering than male prison administration which is closed to use opportunities like the support of concerned stakeholders, charity organizations and NGOs. This finding is not congruent with the findings of Washington Lawyers Committee (2016) which stated that there are no waiting periods for women to access

vocational training programs as compared to men. The possible explanation of this difference seems because of the establishment of separate administration system for male and female inmates which gave an opportunity for female inmates to be lead and administered by female superintendents.

### **5.3 The Existing/Observed Challenges in the Rehabilitation Efforts Particularly Related to Skills Training and Work.**

The third objective of the present study was to identify the existing challenges in the rehabilitation efforts of correction centers particularly related to skills training and work. The findings of the present study with this respect generally showed that the challenges of skill training and work related prison rehabilitation programs in to three major areas. This includes challenges related to inmates' motivational problems, administrative related challenges and availability of infrastructures or resource related challenges.

According to the findings of the present study, the reason for motivational loss of inmates was in ability of prison work rehabilitation programs to recruit all certified inmates after training, very tight supervision of security and control during that rehabilitation program and the umbrage of inmates in the ways of implementation of the amnesty proclamation. This finding supports the study of Allen (2006) which states that in order to succeed in a correspondence program, and to take that knowledge and use it to find a job when they're released, they have to really want to learn about the topic and put it into practice. Therefore, they should only enroll in a program that truly interests them. The possible explanation of being umbrage by the implementations of FDRE amnesty proclamation 1096/2018 may be attributed with wrong understanding by inmates of the contents of the proclamation.

Regarding the administrative challenges of the rehabilitation program, this study found that since the prison administration didn't give considerable attention to the rehabilitation program of Tesfa TVET training center, which helps to provide skill training for inmates who had no accreditation. Different from the finding of the present study, the primary goal of vocational skills acquisition program in prisons is to help offenders develop marketable job skills upon release to the community using certificates or college credit that can be earned for some vocational programs in prisons (Onweonye, et al, 2013). This idea of being certified and get accreditation is also supported by the arguments of Allen (2006) that among the primary factors to consider when selecting a career and vocational programs is to look for a program that is

either affiliated with a related professional body or are actually offered through the professional body itself, which may help prisoners to have agreements with unions or employers to supply workers or interns. This study also revealed that women prisoners didn't participate in work related prison rehabilitation of the correction center particularly in cooperative associations and industry work (leather product, wood and metal work) undertaking in the industry zone of the prison instead women prisoners participate in laundry, hair making and restaurant work rehabilitation which is another administrative challenge. In line with the findings of this study (UNODC, 2017) with in the road maps for the developments of prison based rehabilitation programs, its main consideration was women prisoners. In many prisons, the types of activities offered to women as part of rehabilitation programs are gendered, and typically focus on activities traditionally thought appropriate for women. While skills taught to men are generally framed in terms of preparation for employment upon release, those taught to women rarely are. They often represent work conventionally conducted by women in the household, or they equip them for the most low-paid jobs in the economy. This reinforces women's dependency on men and the inability to find employment with sufficient income following release (UNODC, 2017).

However, when Taylor (2017) stated the procedures of inmates' assignment to the rehabilitation program, once the inmate is transferred from the reception center to the institution where he or she will be housed, the inmate meets with a correctional counselor to discuss the results of the risk and need assessments and whether the inmate is interested in particular rehabilitation programs rather than assigning women in a gendered programs.

Resource related challenges according to the findings of the current study were poorly resourced workshop sessions, inadequate power supply, and absence of latest and modern technology and lack of skilled trainers. This finding supports the previous findings that implementing and operating correctional programs present many challenges unique to correctional settings (Cullen& Gendreau 2000). These challenges can influence not only whether programming is provided but also whether it is effective. For example, staff turnover can reduce the effectiveness of programs. New staffs require considerable training and, with insufficient training, they may expose program participants to inappropriately implement work rehabilitations.

#### **5.4 Perception of Inmates towards Existing/Observed Challenges of rehabilitation effort for Skills Training and Work across their age, sex , educational level and service year**

Another research question of this study was to investigate if there is perception difference in the skill training and work related prison rehabilitation challenges among inmates who are participating in the program based on their sex, age, and educational status and participation years. The findings of the current study showed that, there was significant difference in perception of inmates towards skill training and work rehabilitation program of motivational, administrative and resource related challenges between male and female inmates. This finding confirms the findings of Washington lawyers committee (2016) which states that there are no waiting periods for women to access vocational training programs. Researchers in this committee have noted that vocational programs for incarcerated women have traditionally focused on low-paying positions (e.g., cosmetology, food service) while men should move toward more technology-based enterprises to keep up with current employment demands. Women who are incarcerated cannot obtain a strong foundation for earning a living when they return to the community, they are less likely to develop a stable living situation, reunite with their children, and avoid a return to criminal activity. This finding is also supported by (UNODC, 2017) findings that women often represent work conventionally conducted by female in the household, or they equip them for the most low-paid jobs in the economy. This reinforces women's dependency on men and the inability to find employment with sufficient income following release. Therefore such difference seems because that the prison administration followed separated work rehabilitation program for male and female inmates which have similarity with Agnew's (2002) theory of differential association. However, this theory explained the consequence of prison residential facilities that do not separate juvenile inmates from older ones, or mixing those who commit petty crimes such as pick pocketing from serious offenders. But it is residential separation not work rehabilitation program separation.

The present study also revealed that, there was no significance difference of inmates perception towards the program based on their age group and participation years. However, based on their educational status, significant difference was observed in resource related challenges but in administrative and motivational challenges no difference was observed based on their educational status. For instance, vocational training programs which are common for all

inmates completely lack a framework to guide rehabilitation processes. They are not supported by a specific rehabilitation model, rehabilitation friendly infrastructure is limited, professional rehabilitation staffs are generally lacking, and prisoner decision-making regarding the time when to attend the rehabilitation program is limited. This study finding confirms the findings of (Cullen & Gendreau 2000) that shows implementing and operating correctional programs present many challenges unique to correctional settings. These challenges can influence not only whether programming is provided but also whether it is effective or not. For example, staff turnover can reduce the effectiveness of programs and such administrative and resource related challenges affect the whole inmates similarly. (UNODC, 2017) also noted with this respect as compared to education, vocational training workshops can require more resources in terms of space, equipment and qualified instructors, whether these are employed by the prison service, are seconded from the outside or include serving prisoners. Plans for workshops can further be frustrated by the lack of essentials, such as an adequate power supply to run machinery and such challenges affect the whole inmates.

### **5.5 Perception of Inmates about the Success of Prison Rehabilitation Programs Based on their Age, Sex and Educational Level.**

The last but not the least objective of this study was to examine perception differences of inmates about the success of prison rehabilitation programs based on their age, sex and educational level at the correction center. The findings of the present study revealed that majority of inmates (76.3%) perceived the skill and work rehabilitation program undertaking in the correction center as successful. Different from the findings of the current study, a study conducted by (Stephen & Dudafa, 2016) on prisoner's rehabilitation programs in Nigeria about inmate's perception towards rehabilitation program, in Okaka prison found that majority of inmates perceived rehabilitation programs as fairly successful.

However qualitative data findings of the present study confirmed with the study of (Stephen & Dudafa, 2016) indicated that the general effectiveness of the program was fairly successful. Its explanation was because the number of inmates participating in the rehabilitation program didn't balance with the total inmate population with in the correction center and even those who complete skill training were not involved in the work rehabilitation program. Since the prison administration didn't use any kinds of motivation for those inmates who are participating in this program than that of non-participant inmates, this study found that very

small number of inmates involved in the program which supports the ideas of behavioral learning theory. According to behavioral learning theorists, people most likely repeat activities for which they are rewarded than those for which they are not rewarded or are punished. They also tend to imitate others they see being rewarded. In this case the reward is experienced vicariously. According to Glaciers (1956) cited in Rupande and Phil (2014) there are some inmates who may serve as models to fellow inmates. The challenge in the context of prison study may be on how to minimize negative modeling and maximize positive modeling among inmates to ensure positive favorable prison rehabilitation outcomes.

This study finding also revealed that there was no significant perception difference on inmates based on their sex, age and educational status towards the success of the program. In line with the findings of this study, Nestoso (2010) conducted a study to find out the effectiveness of the rehabilitation programs of the Davao Prison and Penal Farm and the level of satisfaction of the inmates based on their demographic character. The finding of his study revealed that there is not much difference in the level of satisfaction of inmates on the various rehabilitation programs whether they are young or old and serving a shorter or longer period of punishment.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1 SUMMARY

The purpose of this study was to assess the practices, opportunities and challenges of skills training and work related prison rehabilitation programs at Kaliti correction center. In order to deal with the basic research questions and objectives of the study literature was reviewed, in relation to practices and challenges of inmates rehabilitation particularly skill training and work programs, participation extents and perception of inmates towards skill and work rehabilitation program.

The study involves random selection of inmates who participated in skill training and work related rehabilitation program at Kaliti prisoners' correction center. In addition to inmates skill trainers and administrative staffs from the correction and rehabilitation center were selected purposively. The study was mixed method and concurrent convergent parallel in design. To gather both quantitative and qualitative data questionnaires for inmates, interview for skill trainers and administrative staffs and document review were used. The quantitative data gathered from 131 inmates who were participant in the rehabilitation programs and the qualitative data gathered from six in-depth interview and three key informant interview participants. In order to analyze quantitative data both descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (independent t test, one way ANOVA and post hoc analysis) were employed. Qualitative data were analyzed using thematic and content analyses. Based on the obtained data, findings were analyzed and the discussion was made in relation to the existing literature. Based on the analysis, the following major findings were obtained.

Majority of inmates (62.6%) who participated in the rehabilitation program had a high extent of involvement in skill training and work related rehabilitation program undertaken in the prisoner's correction center.

This study showed that there were different opportunities or enabling situations to improve the rehabilitation program like the support of concerned stake holders, charity organizations and NGOs. However, the prison administration failed to use such opportunities.

This study also found that Kaliti prisoner's rehabilitation center of skill training and work related programs faced by challenges in to three major areas. This includes challenges related to

inmate's motivational problems, administrative related challenges and availability of infrastructures or resource related challenges.

Regarding the perception of inmates towards the challenges of the rehabilitation program this study found significant difference based on their sex that female inmates perception towards the motivational, administrative and resource related challenges were lower than male inmates which indicates females were less affected by the challenges of rehabilitation than males. In terms of inmates' perception towards the challenge, no difference was observed based on their age group and participation years. However based on their educational status significant difference was observed among inmates of high school completed and diploma holders in resource related challenges but not in motivation and administrative related challenges.

Another findings of the study indicated that majority of inmates (76.3%) perceived the skill and work rehabilitation program accompanied in the correction center as successful. yet; the overall success of the program lacks many things and assumed to be fairly successful. There was no significant difference of inmates' perception towards the successfulness of the rehabilitation program based on their sex, age and educational status.

## **6.2 CONCLUSION**

Based on the findings of the study the following conclusions were made.

Inmates who participated in skill and work rehabilitation program had high extents of involvement to the program. The correctional and rehabilitation center had many challenges that can be expressed in terms of administrative related, infrastructural or resource related and even inmates motivation related. Even though the skill and work related rehabilitation program of the correction center faced by many challenges it had also opportunities of support from concerned governmental stakeholders, NGOs who are interested in the area, charity organizations and even there were skilled inmates with in the prison who can contribute their knowledge and expertise to the improvement and development of the rehabilitation program. However, because of administrative and legal frame work problems, the prison administration failed to use such opportunities.

In terms of perception of inmates, majority of inmates perceive the rehabilitation program as successful. When we see the perception difference of inmates there was significant difference of inmates perception towards the opportunities and challenges of the rehabilitation program between male and female inmates. It means that males perception towards using opportunities

for the improvement of rehabilitation program were lower than female inmates which showed that opportunities weren't used by males prison administration than female prison administration. Similarly, in terms of challenges male inmates perceived as they were highly affected by the challenges than the perception of female inmates. But with the rest of variables (age, educational status and participation years) no difference was observed for both opportunities and challenges. Regarding the perception of inmates towards the successfulness of the rehabilitation program there was no difference among inmates based on their sex, age and educational status.

### **6.3 RECOMMENDATIONS**

Rehabilitating inmates through skills training and work program help not only inmates to get employment upon their release but also families and societies at large will be benefited from non-recidivate inmates who contribute for the country. However, based on the finding and conclusions made by this study the skills training and work related rehabilitation program undertaken at Kaliti prisoners' correction center faced by many challenges. To improve and expand inmates' rehabilitation via skills training and work program this study has intervention related, legal and regulatory related and future research related recommendations.

#### **Intervention Related Recommendations**

- As the prison administration cares for security and control, the rehabilitation sector particularly skills training and work program need to get attention. Compared to the total inmates population there are very small number of inmate participants, the reform and rehabilitative treatment personnel such as psychologist and sociologist, should work on inmates to bring attitudinal change and make them ready for skill training and work before joining the program.
- Within the TESFA prisoners TVET center, there are lack of vocational trainers even some department trainers are covered by inmates and most departments had only one trainer without assistant. Therefore, more qualified vocational instructors in various departments should be recruited for the training of the prisoners and the present instructor skills could be improved and enhanced, both for teaching and for navigating instruction in correctional settings.
- Prison authorities should make strategic partnership and collaboration with concerned stakeholders. These will facilitate in building synergies and equipping prisons with

enough resources for rehabilitation ventures and will solve the problems of accessibility of raw materials and markets inter linkage.

- The Kaliti prisoner correction center should introduce more vocational cooperative associations and industries which help to recruit more inmates who will graduate from Tesfa TVET center. Especially female inmates hadn't access to work on cooperative associations and industries in the prison industry zone of the correction center.
- According to behavioral learning theorists, people most likely repeat activities for which they are rewarded than those for which they are not rewarded or are punished. Therefore, the prison administration should adopt a system like considering it for parole and padrone to motivate inmate participants in this program and to use as positive role model for other inmates as it is conducted in different countries.

#### Legal and Regulatory Issues Related Recommendations

- Since the existing proclamation of federal prison administration didn't guarantee the prison administration to lead skills training and work program including Tesfa TVET center and says nothing about reintegration of inmates, the prison authorities and concerned government organs should work to reform the proclamation and legal framework should specify the role of concerned stakeholders in the successful and sustainable rehabilitation of inmates.
- The federal prison administration inmate's payment performance for developmental work directives No 2/2008 ,which is not consider the current value of money, should be revised and federal cooperative societies agency principles should be modified and contextualized to the prison context.

#### Future Research recommendation

- Post incarceration care: Rehabilitation support must go beyond prison walls to facilitate sustainable livelihoods for those who acquire skills while in prison. So, further research is required in the issue of reintegration of inmates up on their release.

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**Appendix A: Questionnaire in English**

**Addis Ababa University**  
**School of Graduate Studies**  
**School of Psychology**

**Questionnaire for inmates**

The objective of this research is to assess the practices, opportunities and challenges of skill and work related prison rehabilitation programs at Kaliti prisoners' correction center. This questionnaire is prepared for the partial fulfillment of a second degree in social psychology and the data obtained from the questionnaire will serve only for educational purposes. There are five sections on this questionnaire. The first is general information about respondents, the second contains list of items that measure the extents of your participation in skill and work programs, the third one considers your perception about the success of the program, and the fourth part focuses on existing and anticipated challenges. The final section is about enabling situations to improve the work and skill related programs. You are kindly requested to respond to all questions being free from bias and fear. Your genuine response will be extremely helpful to have a sound data.

Please respond to all questions and do not write your name

Phone 0918500059, Email tilayeab15@gmail.com

Thank you in advance for your cooperation!!

**Part I: General Information.**

**Direction 1** It is the general information about the background of inmates. Choose your alternatives and Circle your options

1 Sex a male b female

2 Age a 18-28years b 29-39 years c 40-50 years d 51 and above

3 Educational level a elementary completed b high school completed c diploma  
d first degree e second degree f mention if any other.....

4 In which sectors of skill and vocational program are you working?.....

## SKILLS AND WORK RELATED PRISONER REHABILITATION

5 Years of participation at Kaliti skill and work rehabilitation program? A, >6 months

b, 6 months-1 year c >1-3 years d >3-5 years e more than 5 year

**Direction 2** Please read each statement and indicate the extent to which you agree or disagree with 5 being strongly agreed and 1 being strongly disagree. Tick your responses using ‘’. 1. Strongly Disagree 2. Disagree 3. Unable to decide 4. Agree 5.Strongly Agree

No	Question	5	4	3	2	1
<b>Part II Questions focused on Extents of Inmates’ Participation in Skills and Work Related Prison Rehabilitation programs</b>						
1	I was selected with clear eligibility criteria to participate at this program					
2	There is gender equality among prisoners to access this opportunity					
3	I experience personal growth such as updating skills and learning different tasks here at the prison.					
4	Skill and work program of the prison help me to lead a self-supporting and independent life					
5	During my stay here, understood that proper attentions is given to industrial attachment for prison programing					
6	There is ongoing supports of technical trainers during skill training and work programs					
7	The amount of work per day expected from me is reasonable					
8	I think the remuneration system being implemented is faire					
9	I have access to the things I need to do my job well					
10	There is a system to reward or punish for the quality of once effort					
<b>Part III Questions Focused on Enabling Situations to Improve the Skill and Work Related Rehabilitation Services</b>		5	4	3	2	1
1	There is support from key stakeholders that the prison administration builds alliance.					
2	The Prison administration works to improve the capacity of skill and work programs of the prison					
3	This program works on inmates to develop positive work attitudes and self-discipline					

SKILLS AND WORK RELATED PRISONER REHABILITATION

4	Prison administration uses positive models among inmates to learn from others and ensure positive favorable prison rehabilitation outcomes					
5	The Government gives proper attention for this program					
6	There is ongoing follow up to ensure inmates completion of training					
7	There is ongoing support of inmates to involve in work programs of prison industry					
<b>Part IV Existing or Observed Challenges in the Rehabilitation Efforts,</b>		5	4	3	2	1
Motivational challenges	1	Skill training was not based on an assessment of prisoners' needs				
	2	Work program of the prison is not comprise ways to motivate prisoners				
	3	I do not want to attend regularly in skill training and work program of the prison				
	4	Since the work programs of the prison do not have incentives I think that it takes advantage of me				
Administrative challenges	5	Prison administration is poor in addressing barriers of training and work				
	6	The program is not equally available for women prisoners as well as for prisoners with special needs				
	7	The prison work program do not consider implications of private sector involvement				
	8	Types of rehabilitation programs offered for inmates are gendered (traditional activity for women& skilled activity for men)				
	9	Skill and work program of the prison is in adequately resourced and staffed				
Resource related	10	Skill and work program of the prison is not comprise appropriate operating models				
	11	There is no adequate accessibility of row materials				
	12	There is no market inter linkage				
	13	There is no immediate maintenance during breakdown of equipment				

SKILLS AND WORK RELATED PRISONER REHABILITATION

<b>Part V Questions Focused on Inmates Perception about the Success of Prison Rehabilitation Programs</b>		5	4	3	2	1
1	I think Participating in skill & work rehabilitation and leading a busy life in prison reduce the risk of developing depression, and other mental health problems.					
2	I perceive that this program can benefit the overall atmosphere in prisons by replacing idle time with constructive work.					
3	I think I am encouraged to come up with new and better ways of doing things					
4	I perceive that Vocational skill training and work program provided for prisoners are market oriented and accredited					
5	I think I obtained valuable skills in the vocational/ education classes					
6	I think I obtained valuable life skills (i.e. teamwork, punctuality, quality of work, etc.) from this program.					
7	I perceive that employers are more reluctant to hire former prisoners due to the stigma of previous criminal history					
8	I think it is good that all prisoners take vocational work program					
9	I perceive that participating in vocational work at prison will save me from reoffending					
10	I think my participation in vocational work of prison rehabilitation can help me to overcome challenges of unemployment					
11	I perceive that this program help me to develop positive work attitude					

**Open ended questions**

- 1 Things that the prison administration should do to make it a better workplace are \_\_\_\_\_  
\_\_\_\_\_
- 2 What are the other issues not included in this survey which needs to be addressed in this organization? \_\_\_\_\_
- 3 What suggestions do you have for the improvements of the skill and work program? \_\_\_\_\_  
\_\_\_\_\_

**Appendix B: Key Informant Interview Guide in English**

**Addis Ababa University**

**School of Graduate Studies**

**School of Psychology**

**Key informant interview guide**

**Introductory remark**

This Key Informant Interview Guide is prepared for the purpose of eliciting information to a Study named prospects and challenges of skill and work related inmate's rehabilitation at Kaliti correctional and rehabilitation center. The collected information is used only for research purpose and you are guaranteed that the researcher has no any other hidden agenda. I would like to thank you in advance for your cooperation and patience in the interview session since your participation is invaluable to the success of the study.

**Key informant interview guide for administrative staff**

1. What criteria are employed by the prison administration to select type of vocational skills acquisition and work programs? How do inmates will join the program?
2. What are the major obstacles of prison industry in achieving high productivity and being competitive with the private sectors?

**Probe** not working full day, lack motive, skill gap..... etc

3. Does the rehabilitation program include prison entrepreneurship program, with core values like integrity, business plan, and public speak....
4. What did Tesfa vocational training center and prison industry of Kaliti correction center look like in terms of workshop, equipment's and other resources?

**Probe** power supply, machinery, qualified instructors (staff turnover)...

5. How do you evaluate the following things in relation to Kaliti's skill training and work related prison rehabilitation program?

## SKILLS AND WORK RELATED PRISONER REHABILITATION

Designed curriculum, issues of accreditation, employment opportunities, considerations of women prisoners, completion of trainers, coordination of activities, etc

6. What are your key policies targets and where are the stake holders that prison administration should work with in order to enhance prison programming.

**Probe** colleges, state agencies, federal ministerial offices, NGOs, private companies

How cooperatively should the prison administration work with these stakeholders?

7. How is the remuneration system being implemented and managed? How is it related to the national minimum wage, is the work afflictive that causes pain or distress or what the exploitative conditions?
8. What are the mechanisms to enhance employment of inmates after they get released having skills.
9. Do you think all skill training and work related prison rehabilitation programs attain the intended goal?
10. Can you mention the ideas that you think are missed? Additional ideas not mentioned if any?

**Appendix C: In depth Interview Guide in English**

**School of Graduate Studies**

**School of Psychology**

**In depth interview guide**

**Introductory remark**

This in depth Interview Guide is prepared for the purpose of eliciting information to a Study named practices, opportunities and challenges of skill and work related inmate's rehabilitation at Kaliti correctional and rehabilitation center. The collected information is used only for research purpose and you are guaranteed that the researcher has no any other hidden agenda. I would like to thank you in advance for your cooperation and patience in the interview session since your participation is invaluable to the success of the study.

**In depth interview guide used to collect data from technical trainers and production technique supervisors**

1. What are the major obstacles of prison industry in achieving high productivity and being competitive with the private sectors?

**Probe** not working full day, lack motive, skill gap..... etc

2. Does the rehabilitation program include prison entrepreneurship program, with core values like integrity, business plan, and public speak....
3. What did Tesfa vocational training center and prison industry of Kaliti correction center look like in terms of workshop, equipment's and other resources?

**Probe** power supply, machinery, qualified instructors (staff turnover)...

4. How do you evaluate the following things in relation to Kaliti's skill training and work related prison rehabilitation program?

Designed curriculum, issues of accreditation, employment opportunities, considerations of women prisoners, completion of trainers, coordination of activities, etc

## SKILLS AND WORK RELATED PRISONER REHABILITATION

5. What are your key policies targets and where are the stake holders that prison administration should work with in order to enhance prison programming.

**Probe** colleges, state agencies, federal ministerial offices, NGOs, private companies

How cooperatively should the prison administration work with these stakeholders?

6. How is the remuneration system being implemented and managed? How is it related to the national minimum wage, is the work afflictive that causes pain or distress or what the exploitative conditions?
7. Do you think all skill training and work related prison rehabilitation programs attain the intended goal?
8. Can you mention the ideas that you think are missed? Additional ideas not mentioned if any?

**Appendix D: Document Review Guide**

**Addis Ababa University**

**School of Graduate Studies**

**School of Psychology**

**Document review remark**

The researcher was used document review as a way of collecting data by reviewing existing documents and it is an invaluable part of most schemes of triangulation with the purpose of providing a confluence of evidence that breeds credibility. so the existing documents were reviewed by using guideline.

Document review guides

- Relevance of documents for skill and work rehabilitation program
- Comprehensiveness of documents that includes the training and work manual
- Clarity and readability of the documents
- Deepness with good elastration and exemplification of the manual about skill training or work
- Workability of documents. Are the existing manuals and other documents applicable?

Appendix E: Questionnaire in Amharic

አዲስ አበባ ዩንቨርሲቲ  
የድህረ-ምረቃ ፕሮግራም  
የስነ-ልቦና ትምህር ክፍል

የዚህ ፅሁፍ ዳሰሳዊ መጠይቅ ዋና ዓላማ በአዲስ አበባ ቃሊቲ ማረሚያ ቤት ውስጥ የሚሰጠው የሙያ ትምህርትና የክህሎት ስልጠና እንዲሁም በስራ የማረምና የማካፊ ፕሮግራምን የተግባር ስራ፣ ተግዳሮቶችና ያሉ መልካም አጋጣሚዎችን ለመለየት ነው። መጠይቁ ለሁለተኛ ዲግሪ ማረሚያ የተዘጋጀ ከመሆኑም በላይ ከመጠይቁ የሚገኙ መረጃዎች ሙሉ በሙሉ ለትምህርት ዓላማ ብቻ የሚውሉ ይሆናሉ።

መጠይቁ በአምስት ክፍሎች የተዋቀረ ሲሆን ክፍል 1 አጠቃላይ መረጃ፣ ክፍል 2 የታራሚዎች ተሳትፎ መጠን፣ ክፍል 3 ከፕሮግራሙ የሚጠበቁ መልካም አጋጣሚዎች፣ ክፍል 4 በፕሮግራሙ እያጋጠሙ ያሉና ሊያጋጥሙ የሚችሉ ተግዳሮቶች እና ክፍል 5 በፕሮግራሙ የተሳትፎ ውጤታማነት አመለካከት በታራሚዎች እይታ ጋር የተያያዙ ጥያቄዎችን ያካትታሉ።

መመሪያ 1: መጠይቁን በሚሞሉበት ጊዜ የሚከተሉትን መመሪያዎች ከግምት ውስጥ ያስገቡ።

- ስምዎን መግለፅ አያስፈልግም
- መልስዎን በተሰጠው ባዶ ቦታ ላይ አማራጭዎን በማክበብ ወይም የ [ ] ምልክት አስቀምጡ

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

ክፍል አንድ አጠቃላይ መረጃ

መመሪያ 2 ከቀረቡት አማራጮች የእርስዎን ሃሳብ የያዘውን ፊደል ያክብቡ

- 1 ያታ                    ሀ ወንድ                    ለ ሴት
- 2 ዕድሜ ሀ 18-28 ዓመት                    ለ 29-39 ዓመት                    ሐ 40-50 ዓመት                    መ 51 እና ከዛ በላይ
- 3 የትምህርት ደረጃ (የእርስዎን ክፍተኛውን የትምህርት ደረጃዎን ይምረጡ)
- ሀ የመጀመሪያ ደረጃ ያጠናቀቀ/ች                    ለ 2ኛ ደረጃ ያጠናቀቀ/ች                    ሐ ዲፕሎማ
- መ የመጀመሪያ ዲግሪ                    ሀ 2ኛ ዲግሪ                    ለ ሌላ ካለ ይጥቀሱ.....
- 4 የሚሰሩበት የሙያ ክፍል መጠሪያ.....
- 5 በማረሚያ ቤቱ የክህሎት ስልጠናና ስራ ፕሮግራም የተሳትፎ ዘመን

SKILLS AND WORK RELATED PRISONER REHABILITATION

ሀ ከ6 ወር ያነሰ ለ ከ6ወር- 1 ዓመት ሐ 1-3 ዓመት መ 3-5 ዓመት ሠ ከ5 ዓመት በላይ መመሪያ 3 እያንዳንዱን ዐርፍተነገር በማንበብ የመስማማት ወይም ያለመስማማት መጠንዎን በምርጫዎ ላይ የራይት <v> ምልክት ያድርጉ።

ማስታወሻ ቁጥሮቹ ማለትም 5 በጣም እስማማለሁ 4 እስማማለሁ 3 ለመወሰን እቸገራለሁ 2 አልስማማም 1 በጣም አልስማማም የሚወክሉ ናቸው።

ተ. ቁ	ጥያቄዎች	የመመዘኛ መስፈርቶች				
		5	4	3	2	1
<b>ክፍል ሁለት: የታራሚዎች የሙያና የክህሎት ተሳትፎ መጠንን በተመለከተ</b>		5	4	3	2	1
1	በዚህ ፕሮግራም ለመሳተፍ ስመረጥ ግልፅ የመመዘኛ መስፈርቶች ነበሩ					
2	በፕሮግራሙ ተጠቃሚ ለመሆን ታራሚዎች በሁለቱም ያታ እኩል እድል አላቸው					
3	በፕሮግራሙ መሳተፊ የክህሎትና የስራ ልምዴን አሳድጎልኛል					
4	ፕሮግራሙ ራሴን በመርዳት ከጥገኝነት ነፃ ህይወት እንድመራ አግዞኛል					
5	የማረሚያ ቤቱን የክህሎት ስልጠና ከኢንዱስትሪ ጋር ለማስተሳሰር አስፈላጊ ትኩረት ተሰጥቶ እየተሰራ መሆኑን በቆይታየ ተገንዝቤአለሁ					
6	በክህሎት ስልጠናና ስራ ወቅት የቴክኒክ አሰልጣኞች ያልተቋረጠ ድጋፍ አድርገውልኛል።					
7	በቀን እንዳከነውን የሚጠበቅብኝ ስራ አሳማኝ ነው					
8	የታራሚዎች ክፍያ ስርዓት ፍትሃዊ ነው በየ አስባለሁ					
9	ስራዬን በአግባቡ እንዳከናውን የሚያግዙኝ ነገሮች ተሟልቷል					
10	ማንኛውም ታራሚ በሰራው የሚሸለምበትም ሆነ የሚጠየቅበት ስርዓት አለ					
<b>ክፍል3 የክህሎት ስልጠናና የስራ ፕሮግራሙ መሳካት የሚያግዙ መልካም አጋጣሚዎች</b>		5	4	3	2	1
1	ማረሚያቤቱ አብረውት እንዲሰሩ ስምምነት ከተፈራረማቸው አጋር አካላት ድጋፍ እናገኛለን					
2	የማረሚያ ቤቱ አስተዳደር የስራና ክህሎት ስልጠና ፕሮግራሙን አቅም ለማሳደግ እየሰራ ነው					
3	በፕሮግራሙ ታራሚዎች አወንተዊ የሰራ አመለካከት እንዲያዳብሩ ይደረጋል					
4	አስተዳደሩ ከታራሚዎች መካከል አወንታዊ አራያነት ያላቸውን ታራሚዎች በመምረጥ ሌሎች እንዲማሩበትና እንዲበረታቱ ይደረጋል					
5	መንግስት ለፕሮግራሙ አስፈላጊ ትኩረት ሰጥቷል					
6	ታራሚዎች ስልጠናቸውን እንዲያጠናቅቁ ቀጣይነት ያለው ድጋፍ ይደረጋል					
7	ታራሚዎች በማ/ቤቱ የኢንዱስትሪ ስራ ተሳታፊ እንዲሆኑ ተከታታይ ድጋፍ ይደረጋል					

SKILLS AND WORK RELATED PRISONER REHABILITATION

<b>ክፍል አራት፡ በማረሚያቤቱ የክህሎትና የስራፕሮግራም ላይ እያጋጠሙ ያሉ ተግዳሮቶችን በተመለከተ</b>		5	4	3	2	1
የፍላጎት	1	የስልጠና ፕሮግራሙ የታራሚዎችን ፍላጎት መሰረት ያደረገ አይደለም				
	2	የስራፕሮግራሙ ታራሚዎችን ለስራ የሚያነሳሱ ዘዴዎችን ያካተተ አይደለም				
	3	በስልጠናውም ሆነ በስራው በየቀኑ መገኘት አልፏልም				
	4	ስራው የሚያበረታታ ክፍያ ስለሌለው ተቋሙ እየተጠቀመብኝ እንደሆነ አስባለሁ				
የአስተዳደር	5	አስተዳደሩ የስራና የስልጠና መሰናክሎችን ለመፍታት ሚያደርገው ጥረት ደካማ ነው				
	6	ፕሮግራሙ ለሴቶችና ልዩፍላጎት ላላቸው ታራሚዎች እኩል ተደራሽ አይደለም				
	7	የስራ ክፍሉ የግል ሴክተሩን ተሳትፎ ያማከለ/ያገናዘበ አይደለም				
	8	ፕሮግራሙቹ ጾታን መሰረት ስለማድረጋቸው (ሴቶቹን ለባህላዊ ስራዎች ወንዶቹን ለክህሎት ስልጠና)				
	9	የስልጠናና ስራ ፕሮግራሙ በበቂ ሰው ሃይልና መሳሪያዎች አልተሟላም				
የቁሳ ቁስ አቅርቦት	10	የስልጠና ፕሮግራሙ አስፈላጊ ሰርቶ ማሳያዎችን ያካተተ አይደለም				
	11	የስራ ፕሮግራሙ በቂ የጥሬ እቃ አቅርቦት የለውም				
	12	የስራ ፕሮግራሙ የገበያ ትስስር አልተፈጠረለትም				
	13	የመሳሪያዎች ብልሽት ሲያጋጥም ፈጣን ጥገና የሚደረግ አለመሆኑ				
<b>ክፍል አምስት በማረሚያቤቱ የክህሎትና የስራፕሮግራም የተሳተፈው ጤታማነት አመለካከት በታራሚዎች እይታ</b>		5	4	3	2	1
1	በፕሮግራሙ መሳተፊና ስራ የበዛበት የማረሚያ ቤት ህይወት መምራቱ ድብርትና የመሳሰሉ የአእምሮ ጤና ችግሮችን እንደሚከላከልልኝ አስባለሁ					
2	ፕሮግራሙ የሚባክነውን የታራሚዎች ጊዜ በውጤታማ ስራ በመተካት የማረሚያ ቤቱን ሁለንተናዊ ሂደት ይጠቅማል ብዬ አስባለሁ					
3	ስራዎችን በአዲስና በጥሩ መንፈስ ለመስራት እየተገፋፋሁ እንደሆነ ይሰማኛል					
4	የሚሰጡ የክህሎት ስልጠናዎችና የስራ ፕሮግራሞች ገበያተኮርና እውቅና ያላቸው እንደሆኑ አምናለሁ					
5	በማረሚያ ቤቱ የሙያ ት/ቤት ጠቃሚ ክህሎት እያገኘሁ እንደሆነ ይሰማኛል					
6	በማረሚያ ቤቱ የስራ ፕሮግራም ጠቃሚ የህይወት ክህሎት (የቡድን ስራ፣ ስዓት-አክባሪነት፣ ጥራት ያለው ስራ፣) እንዳገኘሁ አስባለሁ					
7	የስራ ቀጣሪዎች የታራሚዎችን የኋላ ታሪክና የወንጀል ድርጊት በማሰብ ወደ ስራ ሊያሰማሩን ፈቃደኞች የሚሆኑ አይመስልኝም					
8	ሁሉም ታራሚዎች የሙያ ስልጠናውን ቢሳተፉ ጥሩ ነው ብዬ አስባለሁ					

SKILLS AND WORK RELATED PRISONER REHABILITATION

9	በፕሮግራሙ መሳተፊ በድጋሜ ወንጀል እንዳልሰራ ያግዘኛል ብዬ አስባለሁ					
10	በፕሮግራሙ መሳተፊ የስራ-አጥነት ችግራን ለመቅረፍ ይረዳኛል ብዬ እገምታለሁ					
11	ፕሮግራሙ አወንተዋል የሰራ አመለካከት እንዳዳብር እንዳገዝኝ አስባለሁ					

**ተጨማሪ ክፍት ጥያቄዎች**

1 የማረሚያቤት አስተዳደሩ ፕሮግራሙን የበለጠ ጥሩ የሙያና የስራ መቅሰሚያ ለማድረግ ሊሰራቸው የሚገቡ ነገሮች የሚሏቸውን ሃሳቦች ይዘርዝሩ።

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2 ፕሮግራሙን ለማሳደግ የሚያግዙ የራስዎን አስተያይቶች ይዘርዝሩ

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3 በዚህ ዳሰሳዎ መጠይቅ ያላካተትኳቸው ነገር ግን መካተት የነበረባቸው ሃሳቦች ካሉ እባክዎ በዝርዝር ይግለጹ።

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Appendix F: Key Informant Interview Guide in Amharic

ወካይ የቃለ-መጠይቅ ጥያቄዎች

ውድ የዚህ ጥናት ተሳታፊዎች ቃለ መጠይቅ ዋና ዓላማ በአዲስ አበባ ቃሊቲ ማረሚያ ቤት ውስጥ የሚሰጠው የሙያ ትምህርትና የክህሎት ስልጠና እንዲሁም በስራ የማረምና የማነፅ ፕሮግራም ያሉበትን ተግዳሮቶችና ያሉ መልካም አጋጣሚዎችን ለመለየት ነው። ቃለ መጠይቁ ለሁለተኛ ዲግሪ ማሟያ የተዘጋጀ ከመሆኑም በላይ ከቃለ መጠይቁ የሚገኙ መረጃዎች ሙሉ በሙሉ ለትምህርት ዓላማ ብቻ የሚውሉ ይሆናሉ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

1. እስረኛ አስተዳደሩ እየተሰጡ ያሉትን የሙያ ትምህርትና የክህሎት ስልጠናዎች ለመምረጥ የተጠቀማቸው መስፈርቶች ምንምን ናቸው? ታራሚዎችስ እንዴት ነው ወደዚህ ፕሮግራም የሚቀላቀሉት?
2. በማረሚያቤቱ ውስጥ የተጀመሩትን ኢንዱስትሪዎች (ማህበራት) የሚያጋጥማቸው እንቅፋቶች/መሰናክሎች ምንምን ናቸው? ከግል ተቋማት ጋር ተወዳዳሪ እንዳይሆኑ የሚያደርጓቸው ምክንያቶችስ?
3. ፕሮግራሙ ተጨማሪ የፈጠራና የህይወት ክህሎት ስልጠናን ያካትታል?

ለምሳሌ የአንድነትና አብሮ መስራት ክህሎት፣ ሃሳብን የመግለፅ፣ የቢዝነስ እቅድ የማውጣት....

4. ካላቸው የሰርቶ ማሳያ ቁሳቁሶችና አጠቃላይ ግብዓቶች አንጻር ተስፋ የታራሚዎች ቴክኒክና ሙያ ማሰልጠኛ ማዕከል እና የማረሚያቤቱ ኢንዱስትሪ እንዴት ይገለጻሉ?

ምሳሌ የኤሌክትሪክ ሃይል አቅርቦት፣ ማሽኖች፣ የበቁ መምህራን መልቀቅ.....

5. በዚህ ፕሮግራም ውስጥ የሚከተሉትን ጉዳዮች እንዴት ይገመግሟቸዋል?
  - የስልጠና ካሪኩለም ዝግጅት
  - የእውቅና ሁኔታ፣ የስራ እድል
  - ሴቶችን ታሳቢ ስለማድረግ
6. ማረሚያቤቱ እንደ አጋር አካላት የሚጠቀማቸው አካላት አሉ? እነማን ናቸው? ለምሳሌ
  - የቴክኒክ ኮሌጆች፣ የክልል ተቋማት፣ የሚንሰቴር መስሪያ ቤቶች ፣ መንግስታዊ ያለሆኑ ተቋማት ፣ የግል ድርጅቶች

SKILLS AND WORK RELATED PRISONER REHABILITATION

7. የታራሚዎች የክፍያ ስርዓት የሚፈጸመው እንዴት ነው? ከአገራዊ ዝቅተኛ የክፍያ ተመን አንጻር እንዴት ይታያል? ስራው ታራሚዎችን አድካሚ የሚያጨናንቅ የጉልበት ብዝበዛ ያለበት እንዳይሆን የምትቆጣጠሩበት ዘዴ ምንድን ነው?
8. ሁሉም የክህሎት ሙያ ስልጠናዎች እና የስራ ፕሮግራሞች የታቀደላቸውን ዓላማ እያሳኩ ነው ብለው ያስባሉ? እንዴት ?ቢያብራሩልኝ
9. ተጨማሪና መካተት አለባቸው የሚሏቸው ሃሳቦች ካሉ? ይጥቀሱልኝ

Appendix G: In depth Interview Guide in Amharic

**ጥልቅ የቃለ-መጠይቅ ጥያቄዎች**

ውድ የዚህ ጥናት ተሳታፊዎች ቃለ መጠይቅ ዋና ዓላማ በአዲስ አበባ ቃሊቲ ማረሚያ ቤት ውስጥ የሚሰጠው የሙያ ትምህርትና የክህሎት ስልጠና እንዲሁም በስራ የማረምና የማነፅ ፕሮግራም ያሉበትን ተግዳሮቶችና ያሉ መልካም አጋጣሚዎችን ለመለየት ነው። ቃለ መጠይቁ ለሁለተኛ ዲግሪ ማሟያ የተዘጋጀ ከመሆኑም በላይ ከቃለ መጠይቁ የሚገኙ መረጃዎች ሙሉ በሙሉ ለትምህርት ዓላማ ብቻ የሚውሉ ይሆናሉ።

1. በማረሚያቤቱ ውስጥ የተጀመሩትን ኢንዱስትሪዎች (ማህበራት) የሚያጋጥማቸው እንቅፋቶች/መሰናክሎች ምንምን ናቸው? ከግል ተቋማት ጋር ተወዳዳሪ እንዳይሆኑ የሚያደርጓቸው ምክንያቶችስ?
2. ፕሮግራሙ ተጨማሪ የፈጠራና የህይወት ክህሎት ስልጠናን ያካትታል? ለምሳሌ የአንድነትና አብሮ መስራት ክህሎት፣ ሃሳብን የመግለፅ፣ የቢዝነስ እቅድ የማውጣት....
3. ካላቸው የሰርቶ ማሳያ ቁሳቁሶችና አጠቃላይ ግብዓቶች አንጻር ተስፋ የታራሚዎች ቴክኒክና ሙያ ማሰልጠኛ ማዕከል እና የማረሚያቤቱ ኢንዱስትሪ እንዴት ይገለጻሉ? ምሳሌ የኤሌክትሪክ ሃይል አቅርቦት፣ ማሽኖች፣ የበቁ መምህራን መልቀቅ.....
4. በዚህ ፕሮግራም ውስጥ የሚከተሉትን ጉዳዮች እንዴት ይገመግሟቸዋል?
  - የስልጠና ካሪኩለም ዝግጅት፣ የእውቅና ሁኔታ፣ የስራ እድል፣ ሴቶችን ታሳቢ ስለማድረግ
5. ማረሚያቤቱ እንደ አጋር አካላት የሚጠቀማቸው አካላት አሉ? እነማን ናቸው ? ለምሳሌ
  - የቴክኒክ ኮሌጆች፣ የክልል ተቋማት፣ የሚንሰቴር መስሪያ ቤቶች ፣ የግል ድርጅቶች
6. ሁሉም የክህሎት ሙያ ስልጠናዎች እና የስራ ፕሮግራሞች የታቀደላቸውን ዓላማ እያሳኩ ነው ብለው ያስባሉ? እንዴት ? ቢያብራሩልኝ
7. ተጨማሪና መካተት አለባቸው የሚሏቸው ሃሳቦች ካሉ? ይጥቀሱልኝ