

***THE ROLE OF EDUCATION AND SKILLS TRAINING AT KALLITTI:
THE CASE OF ADDIS ABABA CITY PRISON ADMINISTRATION***

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

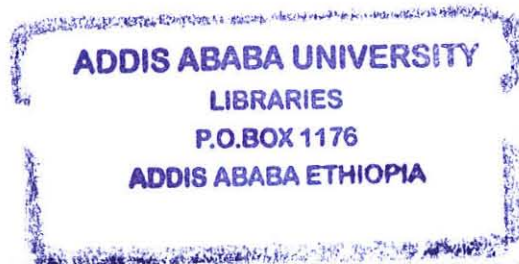
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Abbreviations

AAPSR- Addis Ababa Prison School of Record

ART- Annual Report of Tesfa

AU- African Union

CAI- computer aided instruction

CE- correctional education

DVV- institute of international cooperation of German adult education association

EFA- education for all

ESLCE- Ethiopian School leaving certificate Examination

EPRP- Ethiopian peoples Revolutionary party

FPA- Federal Prison Administration

GED- general education

KIF- key informants or officials and Prison administrators

MOE- ministry of education

NFE- non formal Education

NGO- non-governmental organizations

NPA- national prison Association

OLF- Oromo Liberation Front

PP- Participant respondents

PF- Prison fellowship

SAE- Seminar Adult Education

TVET- Technical and Vocational Education and Training

TVTTC- Tesfa vocational and technical training center

UNESCO- United nation's educational, scientific and cultural organizations

UN- United Nation

Abstract

This study attempted to discuss the role of Education and Skills Training Center at Kallitti in Addis Ababa prison administration. It addressed two basic issues on the role of the center. The first one was multi-faceted role of education and technical training while the prisoners were in the prison. The second important point was the role of education and the training in enabling the prisoners to live in harmony with the society in many aspects. To accomplish this, the study utilized qualitative research design that was implemented by collecting and analyzing qualitative data. Three data collection instruments were used, interview, observation and document analysis. The instruments were used to collect both primary and secondary sources of data. The primary data were collected from the institution under investigation, mainly from the trainees, the trainers, prison administration officials, and the released offender. The secondary data for this study were the available documents; like case records, trainees' report card, published prison dairies etc. Accordingly the study investigated series of the personal experiences of several individuals while they were in and after they were released from the center. Thus it was organized in to narrative analysis and several series of case studies. Respondents for the interview were selected through purposive sampling. Officials, trainees, trainers and released offenders were selected. The released offenders were selected through availability sampling. The purposeful selection of participants was done using different criteria, like experience in the prison at least above two years because they understood the area of training system. The other criteria was that they were participating in the training recently. Further criteria in selecting the administrative staff were based on experiences and those who had direct relation with the training center were selected as respondents for the study. In the analysis several factors that pushed individuals to commit crime and do many illegal activities were identified. Of those factors the most serious ones like extreme poverty, low educational background, and the type of occupation they engaged in before imprisonment were identified in order that the rehabilitation process through education and training would be successful. A number of education and technical training at least for limited percentage of the prisoners were given. Metal work, wood work, bricklaying, tailoring, weaving, hairdressing, embroidery, accounting and office managements were some of the trainings given in the center. Significant number of prisoners gained a lot from the trainings in many aspects. Economic advantage was the major one; prisoners could help themselves and their families. Next to economic, social and psychological advantages were prominent, which enabled the prisoners to be interactive and psychologically free from possible mental disturbance. In fact, a number of them also learnt in regular education program in the center from 4th- 10th grade. On the bases of the findings significant conclusions were made. Finally several recommendations are forwarded in order that the observable critical problems would be solved.

Chapter One

1. The Problem and its Approach

1.1 Background of the study

The Addis Ababa Prison Administration has been in existence for over 80 years. It was founded around 1923/24. The beginning of modern system of imprisonment and the establishment of prison along European lines were related to Ethiopia's association with European state. To get acceptance in the league of nation which began during the reign of Empress Zewditu started with the construction of the country's first modern prison establishment called *alem-bekagn* (enough with the world). After their occupation of the country the Italians not only influenced the name of prisons in Addis Ababa but also the name of many offices and institutions Ethiopia. Accordingly many prisons after them were called as *kerchele* from the Italian word "*carcure*" to incarcerate (Simeneh, 2004).

The Addis Ababa Prison Administration is one of the five federal prison administrations in the country. Previously it was in the center of Addis Ababa near by the building of African Union. It was one of the largest prisons in the country. It provided the prisoners in its custody with basic services such as shelter, food, health care and other social services (Tesfa, 2004).

However, beginning from July 2005 it is transferred to kallitti, about 25 kilometers from the center of Addis. The prison used to have 6 zones, but later it became an 8-zone prison center because of the increasing number of prisoners. As to the official report from the prison administration there were more than 5000 prisoners in 2011 year (ART, 2006). But other sources which were contributed by prisoners, mainly political prisoners claimed that the number of prisoners were double or triple of the mentioned number (Gada, 2005).

Historically, prison life in Ethiopia was gloomy and for political prisoners extremely brutal. The so-called process of rehabilitation often consisted of severe beatings, exhausting work and calisthenics, and political indoctrination. A public confession normally was proof of rehabilitation; in some cases, a political detainee's willingness to torture fellow prisoners was regarded as an indication of his penitence. Recreational facilities were rare, and no program

existed to assist prisoners after their release. Punishment was the major concern of prison officials. Conditions in smaller, more remote prisons were worse than in the prisons of Addis Ababa. As part of a program in the late 1970s to expand and improve the Ethiopian prison system, the Cuban government reportedly constructed new prisons that included facilities for solitary confinement (Tefera, 2003).

Educational activity in Ethiopian prisons was a post liberation phenomenon. It started in the form of general literacy education in 1942/43. It was during the period of Italian occupation that a small carpentry workshop was developed. At first this workshop was engaged in simple wood working activities for use in the prison. Soon after, weaving was also added. The activity of the workshop was interrupted after the liberation and did not start until 1955(Simeneh, 2004).

The provision of primary school education in the prison compound was established in the 1970's with the donation from individuals both within and outside the prison. Latter it was upgraded to include a secondary school and acquired better reputation for maintaining high standard (AASR1983).

Therefore, one of the institutions that give such education and skills training is Addis Ababa Prison administration in its education and skills training center. In the beginning of 1990's, the prison administration started to modify its principle regarding the treatment of prisoners (*Ibid*).

The new principle focuses on reform and rehabilitation of the prisoners. To implement this, various surveys were conducted by the prison administration. These surveys indicated that the majority of inmates were imprisoned for offences emanating from economic problems. Many come from extremely poor and disrupted families. Inmates in this category comprise over 65% of the total prison population. 70% of them were young, between 18 and 30 years. Moreover, most of them have only primary education or below. Therefore it was assumed that most of the offences committed in the city attributed to economic problems. Most of the offenders have no meaningful employment, usually because they can not find employment. So they become

habitual offenders. The majority of them have a strong desire to work but do not have the skill and training required for regular employment (AAPA, 2004).

Therefore the education and skills training center provides basic literacy, formal education, and skills training, since education and skills training are elements of social rehabilitation. Although the problem of rehabilitation is well understood, the opportunity for paid work is extremely limited. As a result education and training in useful skills is taken as essential element of prisoner rehabilitation, particularly for the able adults. During the mid 1990's mini skills training center providing training in skills such as wood work, sewing, and hair dressing started in the center. A subsequent survey revealed that those who completed such trainings were much less likely to offend the law and many graduates found employment on their release. It is clear that training in a variety of skills makes prisoners more responsible and self supporting (Tesfa, 2004).

As a result the present Tesfa education and skills training center was established in May 1998, having the following objectives:

- 1 to train up to 500 prisoners per year in selected skills
- 2 to provide work for selected prisoners who successfully complete their training, as much as possible, the work provided shall be such that it will enhance the prisoner's ability to earn an honest living after release
- 3 to certify (give accredited certificate) for those who successfully completed their regular education and training in order that they can be employed in different organizations after their release
- 4 to produced active and responsible citizen by providing formal education

So, this thesis discusses the role of education and skills training in Addis Ababa prison administration at Kallitti to bring meaningful change on the life of the offenders while they are in and after their release.

1.2 Statement of the Problem

Education in prisons should have purposes no less important than those of education in the community outside. In particular, the aims of prison education should be essentially the same as those in adult education. The primary aims of prison education services must be to facilitate the right to learn which all men and women have and which a key to their human development. The right to learn is defined in the declaration adopted by the 4th International UNESCO Conference on Adult Education. These are the right to read and write, the right to question and analyses, the right to imagine and create, the right to read about one's own world and to write history, the right to have access to educational resources and the right to develop individual and collective skills(Council of Europe, 1989).

Prison-related research Correctional educators have made enormous efforts by addressing the shocking problem of prison illiteracy. Beyond literacy, in order that correctional education has the potential to bring positive changes in offenders' lives. To consider prison education as only painkilling is to ignore its rich potential to contribute to the correctional role. To be rehabilitative, correctional education must be responsive to the particular learning needs of offenders, have content that focuses specifically on changing pro-criminal values, beliefs, and attitudes, and integrate its activities with other correctional treatment initiatives (Council of Europe, 1989).

The majority of offenders enter in to prison with poor academic skills. Too little attention is given to education in most correctional jurisdictions with little interaction with other areas of corrections. Even in settings where teachers are employees, corrections-specific training is generally not provided. Because of the lack of specialized services, prison teachers are usually forced to seek professional development in the outside teaching community and are disadvantaged in dealing with prison-specific problems. More recently; greater emphasis has been placed on coordinating the effort academic upgrading, vocational training, and prison industries. These efforts should be encouraged. Moreover, the educational program needs to be more closely integrated with programs on social skills, substance abuse, anger management and family violence (Townsend, 1991).

Prison administrations in Ethiopia have their own major objectives. The available literature deal with the prisons conditions throughout the country. On one extreme they underlined about the issue of human right, how the individuals who were in those centers because of different reasons had been treated badly (Mesfin, 2008; Tefera, 2003; Berhanu, 2009).

On the other hand, government affiliated literature and media also gave emphasis for the correctional measures which were taken and the formal educations which were performed in those centers. In fact, it is clear that the main objective of these centers should be taking correctional measures and enabling the offenders to be free from such acts for the future if they are in a situation to be released and let to the society as a full member or being productive even within the centers. The historical facts and perception about the centers was that “they are places where forced labour activities were carried out and different atrocities were practiced” However, these facts and perception should be removed from the minds of the offenders and the centers should be the real correctional centers as to the government authorities (Babele, 1989).

Besides all these, the correctional centers are giving education and technical training for the offender adults. One of these centers is Addis Ababa prison administration at Kallitti. Therefore, the intention of this thesis is to study about the role of this center, the missing part in the literature on the correctional centers in Ethiopia. So the study endeavors to answer the following research questions:

1. What are the basic purposes of education and technical training in the center?
2. What are the types of education and skills training given in the center?
3. What are the different education and skills training methods used in the center?
4. What are the contributions of the education and skills training for the offenders while they are in the center?
5. How does the education and skills training help to lead their life after their release?

1.3 Objectives of the study

1.3.1. General objectives

The broad objective of the thesis is to discuss the role of education and skills training center while the offenders are living in the prison administration and after they were released in improving their life.

1.3.2. Specific objectives

Specifically, this study is an attempt to address the diverse contributions of education and skills training carried out in the prison administration. Therefore the study intends to:

- 1 identify the role of the education and technical training on the psychological make up of the offenders
- 2 discuss the role of education and technical training on solving the economic problems of the offenders and their families
- 3 describe the contributions of education and technical training in developing positive social interaction within the center and after their release
- 4 Identify the role of education and technical training in helping the offenders to serve the community

1.4 Significance of the study

Accordingly, this study will have the following contributions:

1. fills the gap of knowledge about education and training in Addis Ababa prison Administration at Kallitti
2. indicates possible solutions or remedial points on how to expand and strengthen the technical training in the center
3. uses as a spring board for other researchers who wants to make further study on the issue
4. helps as a guide line for other similar centers or institutions to adapt some of the techniques of applications on the issue
5. Improves the image of the prison among the public, that it is correctional places where offenders improved their behaviors or corrected from their bad deeds.

1.5 Delimitation of the study

The scope of this study is confined to education and skills training center in Addis Ababa Prison Administration at Kallitti. In fact, the trainings performed in most of Ethiopian prison administrations. However, the researcher plans to address only one of the Addis Ababa prison administration's education and training center, because of the complexity of the issue, the short time given for the research in the university and scarcity of finance.

1.6 Limitation of the study

The time allotted for the field research and writing up is extremely short, particularly for those who did the field work with their usual work like the present researcher. It was very difficult to gather adequate information and made satisfactory analysis within this time. The other related problem for the researcher of this study during the field work was the time span in which interview the officials and prisoners. Most of the time officials were not available in their office under the pretext of having meetings. The prisoners were also allowed to be with the researcher only during the hours of training and works. On top of this some times the center was closed when the guards/ polices were on other duties and there were no persons to supervise or work at several check points from their respective zone to the training center. It was also extremely difficult for the researcher to move from one place to the other, or from one office to the other office within the prison compound. So, because of such interwoven problems, the researcher faced shortage of time and did the writing in hurry which could affect the quality of the thesis.

The second one was the scarcity or absence of some important documents. The administrators claimed that these documents were burnt during the change of government in 1991. This might be resulted in possible gaps on some of the arguments of this study. The third critical problem which influenced the field work was the prohibition of taking camera and tape recorder to the prison compound. This forced the researcher to depend only on wordings rather than supplementing the explanations with pictures.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter deals with the background of the role of education and skill training in Addis Ababa prison administration at Kallitti. The second chapter presents the review of related literature and the third chapter deals with the research design and methodology. The fourth chapter deals with presentation of analysis and interpretation of data. Summary of the findings, conclusion and recommendations were presented in the fifth chapter.

1.9.Operational Definition of Terms

Prison- is a place in which people are physically confined and, usually, deprived of a range of personal freedoms. Buildings where people are kept as a punishment for a crime they have committed, or while they are waiting for trial.

Prisoner- a person who is kept in prison as they are waiting for trial, or a person who has been captured, for example by an enemy and is being kept somewhere.

Offender- a person who commits a crime or a person that does something wrong that got trial in this context.

Correctional Center- is an adult male medium-security prison, totally dedicated to Substance abuse treatment.

Correctional Education- involves vocational training or academic education supplied to prisoners as part of their rehabilitation and preparation for life outside prison.

Training- any transfer of knowledge, skills or attitudes which are organized to prepare people/prisoner for productive activity or to change their working behavior.

In mate- is one of the people living in an institution such as a prison or a mental hospital.

Recidivism - released offenders' returning to prison for having committed new crimes. When former inmates commit new crimes and return to custody, imprisonment as Correction has failed because demonstrably insufficient changes were wrought while the criminal was in prison.

Chapter Two

2. Review of Related literature

2.1 Adult Education and Training

According to the constitution of many countries, an adult is legally one who has achieved the age of 18 years or over. The Ethiopian constitution and its subordinates like the family law define it in the same way. The constitution refers to the under eighteen as children. Accordingly for instance, in the document, Master plan for Adult and non-formal Education in Ethiopia, an adult is one who is 15 years older(MOE 2010).

Adult education and training refers collectively to the individuals engaged, agencies and institutions offering programs, methods and subject matter covered, function or skills proficiencies pursued. It also denotes the entire body of on going learning process, formal or non formal by people regarded as adults. It enables the society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualification. It also turns them in a new direction to meet their own needs and those of their society (Roger, 1992).

Adult education also connects much more than school education with the life experiences of he students concerned. As one group of prison teachers stated, the adult learner has infinitely more knowledge of the world than even the most advantaged child. Side by side with the stress on participation is an emphasis on active ways of learning which are more appropriate than traditional, more passive, ways of learning. Based on motivation, goal-orientated and linked to solving problems. It is not fostered by the traditional teacher-student relationship nor does it fit into the traditional classroom learning. Community education is about taking part and experiencing, rather than listening in a passive way to the voice of the teacher (Knowles, 1975).

Organized training programs are divided in to two major categories: formal and non-formal. Formal education was the institutionalized, chronologically graded and hierarchically

structured education system, running from lower primary school to the upper reaches of the university, generally full time and sanctioned by the state (Roger, 1992).

Non-formal training; on the other hand, refers to the varied range of organized and semi-organized educational activities operating outside the regular structure and routine of the formal system, aimed at serving a range of learning needs of different sub groups. Most non-formal training programs are directed at serving important specific learning needs and benefiting adults not generally provide the purpose of the formal system. Non-formal training, unlike the informal one, is organized and institutionalized. It is systematic but not routine ((Zaudneh, 1994).

Non-formal training has certain similarities with the formal one. One example could be the fact that each trainee in both centers has to cover certain amount of hours to claim to have completed the prescribed courses and hours that the candidate has to pass a certain qualifying examination to be worthy of certificate that the institution awards. However, the differences are significantly mentioned in the majority of the literature. In some systems of education, non formal training is considered as left over category that may accommodate academically low performers and those who are incapable to succeed in joining higher and tertiary level formal training institutions (Zeleg, 999)

Another way of categorizing the non- formal training center is that it could be revived as a center for short-term classes received for adults and adolescents. Non-formal training for self-employment in the small scale industries is substantially different from training for wage-employment in the formal sector. Non-formal training for self employment is characterized by its intimate relationship with production, and its delivery of immediate outcomes (Zaudneh, 1994).

2.2. Historical Back ground of Education and Training in prison

The first recorded experience of prison of education took place inside an American prison. This was carried out at Walnut Street Prison in Philadelphia and an individual by the name William Rogers was giving instruction to the inmates (Lucas, 1985,).

Prison education has been historically loose and fragmented and essentially linked to the prevailing local prison administration. Nevertheless, a strong current of reform in prison education has been steadily growing in America since the beginning of the 19th century. In 1801; elementary education was offered at New York's New gate Prison for the "meritorious." The earliest extant record of prison education in New York State enshrined a testament to Bible literacy in the Session Laws of 1822: "It shall be lawful...to furnish a Bible for each prisoner confined in a solitary cell" (SAE, 1985).

This privilege was also given to all inmates in 1829: "It shall be era of the 1830s", education of inmates began to be more widespread. Maryland established the first school system for all prisoners during this decade by the mid-1800s; the Latter-Day Saints in Utah were operating a school in the territorial prison where classes were held every day, including Sundays (Timmins, 1989).

The strongest influence for reform of American prisons came from Australia by way of England and Ireland. In the early 1840s in a prison in Norfolk Island, off the coast of Australia, this included such correctional novelties as indeterminate sentencing, progressive housing, and classification, use of peer pressure to facilitate reformation, rehabilitative programs, and inmates' direct contact with the warden instead of through intermediaries (McCormick, 1931.)

Inmates could earn credits or marks towards early release through honest work, good conduct, vocational education towards post-release productivity, and study. Moonachie staffed his adult schools with educated convicts, and he rewarded prisoners with achievement prizes for reading aloud in the segregation unit, hospitals, dormitories, and larger houses. He also founded a library in the prison (McCormick, 1931).

Prisons was not as places of punishment for sins committed against society, but as places in which a reformation of morals and mind might take place through industrious occupation in physical work and vocational training and demonstration of correction through specific performance then education of adult prisoners, became the first benchmark in professional correctional education and a manifesto for prison literacy (McCormick, 1931).

By the 1960s, unevenness in prison education was the norm. Speaking favorably of some state and federal programs, but not of all, Paul Tappan summarized the situation of inmate literacy in 1960, as follows:

Formal academic education is provided in some prisons at several levels. Illiteracy, defined as performance at less than the fourth-grade level, prevails among about 30% of those offenders admitted to prison. Remedying this condition is one of the basic and challenging tasks of correctional education. Prisoners are often pathetically pleased when they learn to read letters from home and to write them. In the absence of adequate statistical studies, Tappan went on to estimate that another 30% of inmates had completed the seventh or eighth grades, and 10% were high-school graduates; less than 1% had graduated from college. Tappan noted the variations in prison attempts to provide supplementary training through classes and cell-study correspondence (Tappan, 1960: 90).

Even if there were very bad situations in prisons in the early 1930s, authors like McCormick saw signs of improving conditions in prison education. They named several states in which education and libraries were being improved; he remarked that the Federal Bureau of Prisons had established a division responsible for education and libraries and that the Committee on Institutional Libraries of the American Library Association and the Committee on Education of the American Prison Association were taking the lead “vigorously to stimulate educational and library work” (McCormick, 1931)

The widely disseminated Prison Library Handbook (1932) was the first attempt to describe standard library practice applicable to correctional institutions. Over the next generation, the initiatives grew, fostered by efforts like those of the Commission on Education in Correctional

Institutions in the State of New York, which published its Aims and Objectives of Education in Correctional Institutions (Pelzer, 1985).

2.3. Prison Education and Training

Prison education, involves vocational training or academic education supplied to prisoners as part of their rehabilitation and preparation for life outside prison. Prison education is sometimes carried out within the prison system, and sometimes provided by outside bodies, such as educational establishments. Similarly, funding can come from governments or private charities. There are some distinctive features of prison education. These pertain to characteristics of adults in prison and jails, the evolution of prison education, and the educational goals for purposes of rehabilitation in the context of organizational culture of penal institutions. Some of the issues that are highlighted in educational programs of prison education have surprising implications for adult education in many other settings, especially regarding obtaining support for program goals by stakeholders from the parent organization and public policy makers. Also there are many ways in which prison education parallels adult education out side (Angle, 1982).

2.4. The Paradigms of Prison Education and Training

Where one stands within the spectrum of opinion as to priorities in the prison depends upon the view of corrections that one holds. This theoretical attitude or paradigm directly influences one's understanding and practice of prison education and delivery of literacy. The search for a solution of how best to handle the problems of imprisonment has led different approaches (Gehring, 1986).

Most administrators and officers and many tax payers affirm law-and-order, punishment, reformation through "teaching them a lesson," by containment of offenders in order to protect society are the uppermost values and the prime reasons for the existence of a prison. Most inmates as well as many corrections reformers oppose this view. Besides these two extremely opposed points of view, diversified other paradigms are available: the religion or spirituality paradigm, the work paradigm (vocational-educational paradigm), the therapy paradigm, and any number of other paradigms (Gerhing, 1986).

The several sub-paradigms tend to emphasize this or that aspect of human learning and experience: mathematics, health and physical sports, music, the plastic arts and aesthetics education, the inter- and intra personal dimensions and social interaction, sex education, chemical-dependency education, family counseling, humanistic therapy, a “human resource development model”, social education, criminal justice and computers(Robbert,1997).

. Prison educators tend to affirm some version of a cognition paradigm or a moral-, social-, or humanistic education paradigm. While acknowledging the need for security, educators reason that when a prison functions as a school, rather than as a cage or a warehouse or a hospital or an asylum, it will achieve greater success in changing inmates for the better (Gehring, 1986).

2.4.1. The Punishment Paradigm

Some prison officials are supporters of the penal paradigm not only by notion of cultural influence but also due to the suspicion that has developed in many about prisoner rehabilitation and prison administrators. Some prison administrators interested in delimiting the size, power, and effectiveness of correctional education programs because they are willing to permit the development and expansion of correctional education programs only to the extent that they serve managerial purpose (Pecht, 1983).

To go beyond that limit is to threaten the management/security function, and it is unrealistic to expect superintendents to undertake such risks. They are dictators in their willingness to allow the proliferation of educational programs in the basic literacies that make prisoners rational and job skills are always useful for the maintenance of the physical plant. But when it comes to postsecondary programs in prisons, they are perceiving higher education as a haven for ideologies that are contrary to the concept of control. Anti-intellectualism is alive among prison administrators of this type. College programming is frequently seen as contradictory, rather than complementary, to management goals in prisons. They attempt to fight for the primacy of security over every other consideration, and in many cases they view educators with considerable disregard as the naive, temporary intruders from outside. Numerous

suggestions have been made to foster cooperation to improve this intolerable situation, the most appealing of which is, perhaps, a paradigm of helpful (Hamm, 1988).

However the breakdown in communication between the two groups of professionals responsible for the education of inmates may be resolved. This human factor is a notable cause of the failure of many literacy and education programs in prisons, and this human factor appears to be the towering problem-to-be-resolved in prison literacy today (Hamm, 1998).

2.4.2 The Education Paradigm

Advocacy of the education paradigm is as old as the prison reform movement itself, and it received a great boost forward after a time. Education of inmates has come to be perceived as holding more promise for the rehabilitation of offenders than any other correctional paradigm. Some of them advocated what they called "Social Education": socialization of inmates both through the give and take of daily life and through formal instruction "direct education" in literacy and other subjects. Seeing that the majority of inmates was not so much anti-social as "non-social," having been "recruited in large numbers from the undereducated and underprivileged groups in the population as to this group. They urged guardians to "make a moral life possible and desirable" by teaching inmates occupational skills. To socialize inmates, they proposed "direct education," by which they meant literacy instruction and other forms of adult basic education, libraries, some form of the "honor system," and socialization in community life through the self-government of inmate community organization (Ross & McKay, 1979).

Such community organization would give the prisoner the opportunity to learn by doing under a system where the warden's authority is not renounced. Supervision, ideally, would be general rather than specific in order to let the community make and corrects its own mistakes. One benefit of an inmate community organization is that it would make the way "more easy for all types of education". The several elements that are available within social education have been elaborated individually by various prison educators, but, surely, the best theoretical and practical paradigm is one that holds the many parts together (Mac cormick, 1931).

The effects of the education paradigms have been observed in several prisons a multi-faceted program which focused on university level courses in the humanities due to recidivism was reduced from through training adolescent female offenders in interpersonal problem-solving and social perspective-taking by teaching them how to assume roles as therapists for their peers (Ross, 1979).

2.4.3. Moral Education Paradigm

The other form of education paradigm in prison education is moral education. Democratic versions of moral education have been tried with varying degrees of success. One is by structuring individual life within a community in which the checks-and-balances of peer pressure, along with a developing sense of individual responsibility, suggested the norms of democracy through social interaction (Kohlberg, 1986).

Experiments by expertise show the positive out come of the process. Fore instance, Lawrence Kohlberg, who developed his “stages of moral development” partly in response to prison environments, yields the interpretation that, typically, inmates reason morally at “lower” stages than do control groups on the outside. The implication of this seemingly self-evident conclusion would be that educators of inmates need to address the interrupted development of the cognitive process as it relates to the interrupted moral development of perpetrators. When this is done, the studies indicate, the inmates’ level of moral reasoning advances. Like other cognitive acts, the moral act, an act of the will informed by reason, is a question of intellectual skill, a learned ability (Kohlberg, 1986).

2.4.4 Democratic Self-Rule in the “Just Community”

A morality paradigm too narrowly conceived can be questioned. Morality conceived of democratically in a framework of inmate self-rule in a “just community” of their own devising, however, adequately approximates the larger society in accord with the norms by which inmates upon release shall live. Educators argued that experiential impingements of morality, role models, and environmental factors lend realism to the context of moral development. The cognitive stage is a necessary but not sufficient condition for the parallel moral stage, just as the moral reasoning stage is a necessary but not sufficient condition for parallel moral behavior. Thus a crude determinism is avoided but an attempt made to establish causal links

between intellectual growth, growth in moral reasoning, and evidence of moral behavior (Duguid, 1974).

Gehring reasoned that the first theme specific to the cognitive-moral process associated with democracy is literacy. Skills basic to literacy generalization and abstraction, deduction and inference, reasoning and problem-solving, imagination and self analysis are also necessary for social habilitation; they accrue when basic academic skills are learned, and they are enhanced when learned in conjunction with social responsibility (Gehring, 1988).

2.4.5 The Cognitive Element

Moral reasoning, the exercise of democracy, and inquiry into the humanities are all, cognitive processes. The effort to get inmates to think about their situation is the characteristic note of the education paradigm as it has been amplified before, and employed to unify the correctional education enterprise based on cognitive psychology as opposed to behavioral psychology. A cognitive moral approach to correctional education involves the inmate's own effort to identify and correct his or her own criminal-thinking errors, understood as a cause of criminal behavior. This paradigm is summarized, especially in view of the failure of other paradigms: "Cognitive or cognitive-moral and democratic methods should be applied to prepare better citizens so that prisons can be transformed into schools" (Gehring, 1986).

Approach to correctional habilitation includes strong emphasis on a cognitive component, which means intervention modalities that can influence inmates' cognitive functioning, such as modeling, negotiation-skills training, problem-solving, interpersonal skills training, role-playing, rational-emotive therapy, and cognitive behavior modification (*Ibid*).

Few supporters, correctional programs, they discovered that "many offenders have never acquired critical reasoning skills." Effective "cognitive corrections," is characterized by rational self-analysis, self-control training, means-end reasoning, critical thinking, training in interpersonal cognitive problem solving and social perspective-taking, with an emphasis on process cognitive skills as opposed to specific content (Ross ,1979).

2.4.6. Andragogy

The idea was taken from the words of Thomas Jefferson, a “father of democracy” and of the University of Virginia, who wanted to empower the whole people. To appeal morally-cognitively to adult inmates in at least a somewhat democratic context and in study of their membership in the human community, is to entail the principles of Andragogy (Knowles, 1986).

Among the methods of Andragogy, “contracting” and “peer tutors” are especially effective with inmates. Perhaps more than in any other professional educational guild prison educators, whose students are very adult, have taken instruction on adult learning to heart. An andragogical approach is required when educating adult inmates especially because they can be very frustrating students who often behave like children, inmates need their teachers to treat them like adults so that they can overcome their behavioral and emotional (as well as educational) retardation and learn that they are adult (Knowles, 1986).

Adult inmates in their capacity as students are described by their tutors as follows:

Inmates register powerfully emotional, intensely personal reactions to characters portrayed in literature and historical figures whose lives and actions they feel as affecting, eliciting from inmate students moral critiques about self, others, and life (Knowles, 1986).

Inmates are highly motivated, egocentric in their thinking; interested in the existential meaning of their studies more than in the abstract or theoretical meaning; so eager to learn that they overcome their personal problems in the attempt (Kiser, 1987).

Inmates lack the academic social graces. They are willing to interrupt one another and the teacher; have a short attention span; are nervous, withdrawn, defensive, or loud-mouthed; wander in and out of class at will; fail to report promptly to class; talk to one another instead of participating in the group effort; express arch disapproval of one another in class; and engage in power plays and disruptive behavior in the classroom to enhance their sense of freedom and importance (Duguid, 1988).

A further aspect of andragogy is the style of reward offered. Everyone works to gain rewards, inmates no less so. School children study to earn gold stars, and inmate-students will study better and smarter, achieving long-term goals, if short-term rewards are andragogically appropriate. In a model literacy program, valuable and desirable incentives are offered to stimulate achievement and success. Incentives include higher pay for prison work on completion of GED, shortening the prison time of participants, more free time for study, presence of female instructors in all-male facilities, emphasizing promotion to the next higher educational level while in prison, and making the library richer and more accessible (Aos, S., and Lieb, R. 1999)

2.6. Prison Education and Skill Training Experiences of Different Countries

2.6.1 Canada

Educational programs for Canadian inmates have also been varied across provinces and types of penal institutions. A distinctive and exemplary approach evolved in British Columbia during the 1970s and 1980s in which educational institutions conducted programs for inmates. This effort began in 1972, when the university of Victoria conducted a pilot correctional education program at the British Columbia penitentiary and Matsqui Institution, and by 1973 the program was formalized by a contract between the university and the Canadian Penitentiary Service. More recently, Simon Fraser University began a similar prison education program through its institute for the humanities (Duguid, 1990).

The university thus sought to create a community in the prison comparable to the experience that students might enjoy out side as responsible members of a just democratic society. In their student role, inmates explored influences on their behavior. course content emphasized history and the social sciences and was used to help inmates progress in their cognitive development(problem solving, choosing, and decision making, especially related to life changes), moral development(strengthening a socially acceptable sense of morality), and development of self-esteem (many inmates felt like failures, even as criminals, by virtue of having been caught (Knox, 1992).).

Experience in the alternative education community sharpens contrasts between the student's role, their role as prisoners in an authoritarian total institution, and various roles in the community after release to imprisonment. As students, inmates experience the democratic climate of courses and pursue action learning projects that help them internalize functioning as community members. More advanced inmates also serve as teaching assistants for credit courses and teach non credit courses for the inmates. For the inmates able and willing to pursue a university B.A. program, the benefits from participating in this alternative educative community include a sense of responsibility that might help them to function well in the outside community after their release (Sutton, 1992).

Other noteworthy correctional education programs have occurred in other provinces for different inmate populations. Another approach to basic education uses educational television. The program consists of broadcasts of closed-circuit videotapes in to cells and one-to-one tutorial with protective glass between inmate and teacher (Duguid, 1990).

The first term of studies has already begun. In addition, DVV international supports a nationwide network of alternative adult education centers that also offer learning activities in prisons. The idea is to stimulate and improve nationwide discussion around a sector that still remains seriously neglected (Knox, 1992).

2.6.3 Britain

The evolving basis for and practice of correctional education can be seen in Britain since 1948, when local education authorities assumed responsibility for provision of educational activities in prisons. Two issues persisted: the balance between punishment and rehabilitation and the question of whether freedom could be trained for in captivity. Outside provision of educational opportunities resulted in significant increases in correctional education – from token support prior to 1948 to recent annual expenditures of about 2 percent of the total budget. This figure allowed four hundred full time education staff members and about three thousand part-time teachers, including lecturers and tutors from universities and voluntary associations. Yet tensions between education and security persisted (Anderson, 1981).

The educational approach shifted from rehabilitation within the prison context, to educational opportunities in preparation for release, to adjustments of both education and prison conditions to promote re-socialization in the context of normalization in a reality prison. Availability of Open University distance education courses that employed educational technology constituted a major new resource for correctional education, but actual access by inmates depended greatly on conditions in each prison. Access also reflected public and prison staff attitudes as well as inmate education level and motivation. As in Canada and the United States, provision of correctional education by higher education institutions benefited inmates with higher levels of educational attainment more than functionally illiterate prisoners (Knox, 1992).

2.6.4 Australia

Correctional education in Australia shares with other countries problems of distance and sparse population, which contribute to limited educational opportunities in small prisons and post release transitions for inmates far from home. Vocational education has been a top priority, but such programs have confronted barriers related to competition with labour unions, lack of up to date technology, and shifting market trends. Limitations in vocational education and restrictions on prison jobs constrained inmates' employability after release. Educational programs for inmates have been increasingly strengthened by collaboration with regional colleges of technical and further education (Duguid, 1990).

2.6.5 Tanzania

Vocational education is also a major emphasis for correctional education in Tanzania, within an overall national policy of education for self-reliance that stresses relevance, application, critical thinking, and cooperation. Correctional education has been similar to programs in other educational institutions and has sought to prepare people for low, medium, and high technologies and generally balanced community and national development. Prison education has been included not only inmates but also prison staff members who receive (Sutton, 1982)

2.7 Prison Condition in Ethiopia

Detailed information on Ethiopia's prison system was limited. Only generalized data were available prison in the sense of detaining potential claimants to the throne had been a common practice in Ethiopia at least since the medieval period. Except the reigning monarch and his son, his relatives on male line were usually imprisoned in royal prisons to ensure political stability and avoid power struggle. Royal prisons such as Amba Gishen and Wehni Amba were the best examples (Simeneh, 2004).

The major forms of punishment were flogging amputation, confiscation of property, banishment, payment of fines, hanging etc. thieves were publicly flogged in areas where many people were gathered usually market places to teach others a lesson as “እኔን ያየህ ተቀጣ” . Besides the medieval experience, there was a detention center at Gafat during the reign of Emperor Tewodros. Its major function was detention of criminals waiting for trial or execution references to the imprisonment of European captives during the reign of Tewodros indicate that it was harsh and included forced labour, torture, beating and shacking. The beginning of modern prison in Ethiopia was related to Ethiopian association with European states to get acceptance in the league of nation (Pankharst, 1966)

The first modern prison, *Alem Bekagn* in the compound of *Kerchele* was constructed in 1924. its construction and structure octagonal architecture confirming to the European building structure appropriate for modern methods of prison(*zebtiya*). *Alem Bekagn* prison which was established during the reign of empress Zwuditu was expanded later after the accession of Hailesilassie to power. Mersehazen was appointed as administrator of this prison on the eve of Italian invasion. According to new times and Ethiopian news more than 35,000 prisoners lost their lives during the period of Italian occupation in this prison due to bad handling and torture of prisoners (Mersehazen, 2000).

Although the imperial regime achieved some progress in the field of prison reform, most prisons failed to adopt modern penological methods. Government-published figures on prison populations since 1974 are incomplete and misleading. Amnesty International, the London-

based human rights organization, and a few individuals who survived detention and escaped from the country have described the gloomy faces of prisons in the country (Tefera, 2003).

The military regime had also jailed political dissidents at numerous other prisons in Addis Ababa, including Fourth Division headquarters; the Third Police Station, which also served as national police headquarters and an interrogation center; and the Grand (Menelik's) Palace. Most police stations and army garrisons also had jails. Each *kebele* and peasant association operated a jail in its jurisdiction. Association headquarters in each *wereda* and *awraja* also had prisons (Tefera, 2003).

In 1978 the government proposed a plan for deploying large numbers of inmates imprisoned for minor offenses to work on minimum-security state farms as part of the agricultural development plan. A prison farm at Robi in Arsi provided facilities for about 850 prisoners. A single institution oversaw the rehabilitation of male juvenile criminal offenders. There was no comparable facility for female juvenile offenders, who usually were placed in the custody of their parents or guardians. In exceptional pre-1974 cases, the authorities jailed juveniles in larger prisons. After the emergence of the Marxist regime, a large but unspecified number of youthful political detainees of both genders were held in prisons and association jails. Many were released after a period of "political rehabilitation." (Pankhrust, 1958).

Historically, prison life in Ethiopia was gloomy and for political prisoners extremely brutal. The so-called process of rehabilitation often consisted of severe beatings, exhausting work and calisthenics, and political indoctrination. A public confession normally was proof of rehabilitation; in some cases, a political detainee's willingness to torture fellow prisoners was regarded as an indication of his penitence. Recreational facilities were rare, and no program existed to assist prisoners after their release. Punishment was the major concern of prison officials. Conditions in smaller, more remote prisons were worse than in the prisons of Addis Ababa. As part of a program in the late 1970s to expand and improve the Ethiopian prison system, the Cuban government reportedly constructed new prisons that included facilities for solitary confinement (Tefera, 2003).

The human rights organization also indicated that conditions in the Central Prison, which Menilek II had built in the nineteenth century, had improved in the 1980s. The prison's 4,500 inmates were allowed regular family visits, and relatives were permitted to send food, laundry, books, medicine, and other "comfort" items to jailed family members. Although the Central Prison provided basic medical treatment, the authorities authorized prisoners to see an independent physician or to seek treatment at local hospitals. During daylight hours, prisoners were free to associate with each other (Ehetu, 1994).

The Central Prison opened a shop where small items were sold; a nursery and a primary school were established for children who stayed with their imprisoned mothers; and a secondary school was created where prisoners taught or studied. Additionally, prisoners were free to open their own recreational and educational facilities (Mesfin, 2008).

Despite these findings, however, Amnesty International concluded that the Central Prison suffered from "inadequate medical care, poor hygiene, delays in obtaining professional medical or hospital treatment, overcrowding of cells . . . [and] . . . epidemics of cholera and meningitis." In addition, conditions at other special detention centers were substandard. In regional prisons, Amnesty International found prison conditions to be much worse than those in Addis Ababa because of greater overcrowding and poorer hygiene and medical facilities (Mesfin, 2008; Berehanu, 2006).

Emphasis in larger prisons was placed on work during confinement for criminal offenders, but these activities generally were limited to individuals serving long sentences. Priority was given to production, and there was little effort to provide vocational training. The largest prison industry was weaving, which was usually done on primitive looms. The prison weavers produced cotton material used for making clothes and rugs. Carpentry was a highly developed prison industry, and inmates produced articles of relatively good quality. Other prison industries included blacksmithing, metalworking, jewelry making, basket weaving, flour milling, and baking. Those short-term prisoners not absorbed into established prison industries worked in gardens that provided food for some of the penal institutions (Simeneh, 2004).

Income from materials produced by prison labor was applied to the upkeep of penal facilities. Prisoners received about 10 percent of the proceeds derived from the sale of items, but typically most of these funds were dedicated to communal projects intended to improve prison amenities. Although prison industries were not geared to rehabilitation, some inmates acquired useful skills. In certain cases, the government permitted work furloughs for some classes of political prisoners. Most prison guards were military veterans who had received small plots of land in exchange for temporary duty at a prison. Under this system, the guards changed frequently as the duty rotated among a number of such persons living in the vicinity of a penal institution (Simeneh, 2004).

2.8. Prison Education and Training in Ethiopian

2.8.1. Prison Education and Training during the Imperial Regime

Educational activity in Ethiopian prisons was a post liberation phenomenon. It started in the form of general literacy education in 1942/43. It was during the period of Italian occupation that a small carpentry workshop was developed. At first this workshop was engaged in simple wood working activities for use in the prison. Soon after, weaving was also added. The activity of the workshop was interrupted after the liberation and did not start until 1955. When it started in 1955 it employed eight workers with monthly allowance of 1000 Birr. In July 1962, this workshop was expanded and was inaugurated as a small scale industry (Simeneh, 2004).

The industry started real activity in January 1963. The industry was composed of bakery, grinding mill, tailoring, display rooms for industry products, minor making section, weaving section and a cement block and brick making section. Together with small room for library industry was constructed. The remuneration for worker prisoners was paid not in wages but in the form of *daregot*(a system by which food and other necessary commodities were paid recompense for work)(Simeneh, 2004).

Working prisoners got additional food like bread daily and other food like sugar and pasta on a monthly basis for their service to the industry. Educational activities in the prison started in 1942. By 1962 out of the total number of prisoners 40% were reported to have been involved in some kind of technical and educational activities. As it is mentioned above education was

limited to general literacy education before 1974. kerechele like other prisons all over the country, was allowed to use the income that was drawn from productive activities to build capacity after 1962. The vocational training center gave various types of courses both in English and Amharic. Most of these courses took not more than 6 months. Some took 8, 9, 12 and even 18 months. There was also a course, which took one or two months (AAPSR, 1983).

Prisoners in the 1960s were given short term training not more than three months to identify the Ethiopian alphabet read and write in Amharic and compute the fundamental of arithmetic , addition, subtraction, multiplication and division. A substantial number of prisoners became recipients of the opportunities provided by the general literacy education particularly after the 1960s. In the year 1966/67 for instance in the three consecutive terms each program taking three month of training (Simeneh, 2004).

2.8.2. Prison Education and Training during the *Derg* Regime

Although there was general literacy education in *karchelle* even before the revolution, its activities saw some relapse in the five year after the revolution. But in the year 1978/79 even before the drive for expansion of elementary and secondary education began, general literacy education was resumed with greater vigor. Student prisoners attended the program From July 1978 to March 1983 1992. The number of student who completed the program successfully also increased a great deal compared to the pre- revolution period (Tefera, 2003).

General literacy program which was also being carried out all over the country since the early years of the revolution continued until the end of the Derg period. There were even times when the prison administration made it a precondition for non literate prisoners to attend the literacy education program to get possible privileges. Given the coercive manner in which the Derg had carried out most of its campaigns in the country, this is not surprising at any rate general literacy education was compulsory through out the *derg* period (Ahadau, 2003).

Vocation training given in English was given to those students who were above grade 12. Training in Amharic was given to those students below grade 12. more over the level of

education which was imparted to those above grade 12 was more advanced when compared to those below grade 12(AAPR,1983).

Like the academic stream, the vocational stream was also vibrant and offered many courses. This sector was established in *kerchelle* about the same time as academic education was upgraded to secondary level, i.e., some time in 1979. On its establishment, the vocational stream had five departments and in it there were commercial education, technical education, agricultural education, health education and hand crafts education (AAPSR, 1983).

While the members of MEISON prisoners dominated the academic stream, their ardent enemy EPRP's young agents political prisoners enrolled to skills training. Such condition of division of fronts within the school competition for excellence was become one manifestation of contradiction between the two powerful civilian groups (Kiflu, 1998).

In modern sector, skills are obtained from initial and service training offered by public and private organization; wage employment are used as a means of providing skills to many informal sector entrepreneurs. The vocational stream which structured with five departments expanded its programs of training over time between 1979/1980 December 1982 for instance, 21 types of vocational crash courses were given in 38 different programs. Until December 1982, 2071 student prisoners took vocational training in various disciplines and received certificate. The technical training which took 4-6 month includes courses in auto power plant, auto mechanics, building construction, wood working and wood technology (Simeneh, 2004).

Agricultural courses on the other hand, include training in animal science, poultry, bee-keeping gardening, horticulture, and others. Hand crafts training in such courses like tailoring and design were also given courses in health education include training as health assistant, general health care and first aid. Commercial education includes courses in purchasing, book keeping auditing, accounting drafting. Such diverse training in various disciplines continued to be provided until the end of the *derg* period (Abera, 2004).

Other courses were also added to the above list of various times. Courses like wood and pest control were offered by the agriculture department. Marketing and business law under the business department, Mechanical drawing, fuel system in the technical department, laboratory technical in the health department. These courses were offered with running degrees of theoretical and practical emphasis. If we take the technical course in automotive, mechanics, drawing, tailoring and design wood working, there was the mechanism within the prisons which enabled the practical application of such training (AAPSR, 1983).

There were in the industry, the tailoring and design and the automotive repairing section which were used for practical application of theoretical knowledge. The agricultural course in horticulture and poultry also had practical venues like poultry broad design site and the prison garden. Training in health education on the other hand, such as training laboratory technicians, health assistants were in deed assisted by practical application of lesson in the classroom. This was done in the prisons health center which also employed the labour of prisoners during training as well as after the complete of their training. Before and after the revolution provided certain work opportunities for prisoners. As we have seen already the industry created work opportunity for 500-550 prisoner workers after 1962 establishment of industry in a modern form. After the revolution between 1974 and 1976 the number of prisoners working in industry slightly increased. By this time the industry had the capacity to accommodate up to 600 worker prisoners. After some years in 1983/84 the industry employed more than 600 prisoners' workers and 48 permanent workers from outside the prison as site (Tamirat, 2003).

This was mainly because of the increase capital of the industry and its manufacturing capacity as a result of the purchasing power of new implements and the construction of a big modern bakery mainly after 1978/79. Between 1974 and 1978 the monthly allowance of the industry rose to Birr 9000 from 700 prior to the revolution. The industry manufactured various products like furniture beds, carpets etc. it also began to sign contracts with government organization to produce various types of wood works and metal works in the production of such products prisoner works were the major actor. Their laborers were used not only within the prison but also outside for construction, agriculture and other productive purposes. Prisoners were employed in various sectors. These sectors included small scale industrial manufacturing,

gardening, food preparation, bakery, garage working, health care and wards of prisoners' patients work as clerks ((Simeneh, 2004).

2.8.3. Prison Education and Training post 1991

The different education and trainings which were given in the prison administration were interrupted for long because of the change of the government. It began to be given again the skill training. The main activities which can be considered as a land mark in the post 1991 activities in Addis Ababa prisons administration is completing a constructive activities already in place. A rehabilitated prisoner is one who succeeds in the outside world on his release and does not return to prison international standards on the treatment of prisoners dictated that prison authorities need to base their activities on giving prisoners the resources and skills they need to survive in the outside world after serving their sentences (Tesfa, 2004).

According to some documents produced by political prisoners, the prison administration enclosed a triple or more number of prisoners. For instance according to an article contributed to news paper *Gadaa* September 20, 2010 by an individual by the name Bekele Jirrata, who claimed that he is narrating his personal experience, The walls and roofs of the prison houses are made of corrugated iron sheets Because of the suffocation created by overcrowding, the lack of sanitation, the shortage of toilets and bathrooms, the lack of medical treatments, the lack of sleeping places, many prisoners suffer from TB (Tuberculosis) and other diseases, everybody through the prison coughs. The prison compound is very small; it's dusty during the dry time and muddy during the rainy season; it's overcrowded and difficult to move around (*Gadaa*, 2010).

The largest inhabitants are illiterates, the adult population making a good proportion. Part of the solution to economic and social problems is education and this can't be achieved by in-school education only. It is apparent that the majority of the population cannot be expected to participate in learning activities through the existing formal education system. In view of this, Non-formal Adult education (NFAE) has a significant role in providing knowledge and training to prison. (PF, 2010)

According to the Ethiopian penal code, prisons are places of rehabilitation for offenders so that they could be able to lead a decent life once returned to their respective communities. Life skill training would enable prisoners to acquire the skill that could create job, self-employment and income generating opportunities to men & women prisoners while in prison and when released from the prison (Tesfa, 2004).

Chapter Three

3. Research Design and Methodology

Under this chapter, the method or methods that are used through out the study, the source of data, samples and techniques of selecting respondents and other instruments used for data collection and data analysis techniques will be discussed in brief.

3.1. Research Method

This study utilizes qualitative research design because of the fact that qualitative research design highly concerned with participants' meaning of life in the research. The qualitative research design is useful to promote dialogue, emancipate the oppressed and empower the weak through participation which is the main purpose of a research (Creswell, 2007).

This philosophical perspective argues that reality is socially constructed by individuals and this social construction leads to multiple meanings. Different persons bring different conceptual frameworks to a situation based on their experiences, and this will influence what they perceive in a particular situation. Therefore, the researcher must attempt to understand the complex and often multiple realities from the perspectives of the participants. Different scholars identified different strategies of qualitative inquiry. One of them is Creswell who recommended five traditions of qualitative research namely; narrative, phenomenology, ethnography, case studies and grounded theory. Creswell pointed out his reason of stating the five approaches that is their usefulness and popularity.

The research methods that have been applied through out the study are investigating series of the personal experiences of several individuals while they were in and after they were released from the center. So it consists of narrative analysis and several series of case studies. Narrative analysis is a form of inquiry in which the lives stories or experiences of individuals is collected and analyzed. The information gathered would be retold by the researcher in to a narrative chronology. In the end, the narrative combines views from the participants' life experiences with those of the researcher in a collaborative form (Creswell, 1999).

The final outcome of the cases are assumed as representative of the majority of the offenders who got training in the center. Hence the study has been carried out by collecting and analyzing qualitative data.

3.2. Source of Data

This study utilized both primary and secondary sources of data. The primary data from the institution under investigation, mainly the trainees, the trainers, prison administration officials, and the released offender are the primary source of data. The secondary sources of data for this study are the available documents; like case records, trainees' report card, published prison dairies etc.

3.3. Sampling Techniques

Pertaining to sampling techniques, purposive sampling has been applied for data collection. Qualitative researchers select their participants based on their characteristics and knowledge as they relate to the research questions being investigated. The researchers' primary concern is to explore individuals in their natural context, and they have little interest in generalizing the results beyond the participants in the study. According to Patton (1990), "The logic and power of purposeful sampling lies in selecting information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research".

All the respondents, officials, trainees, trainers and released offenders were the sources of information and were purposely selected. The later respondents, released offenders, were selected through availability sampling. The purposeful selection of participants has been done using different criteria, like experience in the prison at least above two years because they understand the area of training system. The other criteria is that they were participating in the training recently. Further criteria in selecting the administrative staff are based on experiences and those who have direct relation with the training center are selected as respondents for the study.

In the present academic year, there are 226 regular offender learners and 300 evening members and their families learners. In the skills training there are 112 offender trainees in the

regular program. In the evening training program there are 71 members and their families. About 35 prisoners are learning in the distance education. Therefore the total number of learners and trainees are about 709. Of this 709, only 350 are prisoners. Thus of this 350 prisoners 12 of them were selected as participants. More over 5 administrative staffs, 2 trainers, 1 program coordinator and 1 head of the training center were selected as respondents. Generally 20 respondents have been interviewed for this study.

3.4. Instrument of Data Collection

It was planned to collect data using three instruments of data collections. The first one was Semi- structured interview was designed and made with concerned officials, teachers and the prisoners. The second instrument was observation. Using the already prepared observation lists, different activities of the center particularly the training (wood work, metal works, horticulture, weaving, tailoring, hair dressing, accounting, IT and the like) and the workshop (machines for wood and metal work, swing machine etc) as well as the products (sofa, tables, chairs, a number of utensils, different types of cotton cloth etc) and the library were observed. The third instrument was document analysis. magazines, purchasing receipts, trainees attendance list, legislation manual, achieves, proclamations and declarations , list of free service trainers and administrators' list, NGO contribution document and other related files were analyzed

3.5. Procedures of Data Collection

In the actual field work, the researcher spent about 30 working days in the study site. First the researcher informed the issue to the Federal Prison Office and gave them the letter of recommendation from the university. The Prison office wrote a letter to the Addis Ababa Prison administration. Then researcher went directly to the office of education and training officer of the prison. Then they allowed to the researcher collect data by consulting different concerned individuals and groups. Then interview which was conducted in three rounds, at first for preliminary information about the participants; secondly the core of the interview questions were presented to the officials to get permission and lastly interviewing was held with the concerned officials trainers and offenders in order to cross check and confirm.

3.6. Ethical Considerations

The study considered all ethical concerns in to consideration. The prison administration were consulted and informed about the purpose of the project and got their full cooperation. The respondents were also informed about the purpose of the study and their right to give response to the question or not. In addition respondents were told that their information and identity would be held confidential. After getting agreement from the respondents, the interview was held. In addition permission was asked from officials and offenders for observation of the workshop and the products. Respect for the participants (prisoners), mainly they were approached and treated as equal with the other respondents in the prison administration. Not only the officials, but also the prisoners were told about the purpose of the research.

3.7. Validity and Reliability of the study

Qualitative validity means the accuracy of the findings by employing certain procedure. The procedures thrust worthiness, authenticity and credibility when the research approach is consistent across different researchers and different projects (Gibbs, 2007).

In order to preserve the validity of this study each thematic categories of the analysis are established based on the methodological and theoretical triangulation. The triangulation method is served as away of checking from documents the officials, the trainers, the trainees.

The triangulation activity began during content analysis of documents in literature review part and well applied in data interpretation and analysis part. The study included detailed narrative descriptions using narrative passages to convey the findings which are crucial to show the diverse perspectives of the participants and the training. I also informally talk to the people who are not participants of the study with the intention of maximizing the validation of the study.

Reflectivity is a core characteristic of qualitative research. Good qualitative research comments by the researchers about how their interpretation of the finding is shaped by their background such as gender, culture, history and socio- economic origin (Creswell, 2009).

Reliability is a time taking task to accomplish. It is inconsistent and less meaningful in qualitative study due to the ongoing social change as beginning investigation. The study will provide adequate ground for people who wants to inquire more other detailed procedure of the study will make the study dependable.

3.8. Data Analysis

The data collected through interview observation and document analysis was discussed qualitatively. Analysis is made through holistic approach in order to develop a full picture of the problem by digging and reporting multiple perspectives. Identifying the multi-faceted factors involved in a situation and generally show larger picture that emerged in the process of study. The research question and thick description of the problem is attained through contents or thematic analysis method. The first steps of the analysis was organized and prepare the data for analysis by transcribing interview sorting and arranging data based on the source of information. The second step was sequencing the data in to short note to make it easier for coding and categorizing concepts. The third step which is coding is done first using open coding in order to identify the properties and dimensions of the concepts, next coding was axial coding which is the act of relating categories to subcategories along the lines of their properties and dimension. After categorizing concepts and making themes, at the end writing up was carried out.

Chapter Four

4. Data Presentation and Analysis

This part of the study deals with the presentation, analysis and interpretation of the data gathered from selected respondents and documents. Since the data were mostly qualitative, the analysis and interpretations were also following the same procedure. Some of the analyses seem subjective. However, the researcher tried to triangulate such issues from different angles including personal observation to be more proximate to the correct or absolute understanding.

4.1. Respondents' Profile

Respondents for this study are broadly divided in to two categories, prisoners and members of the prison administration. The purposeful selection of participants has been done using different criteria, like experience in the prison at least above two years because they understand the area of training system. The other criteria is that they were participating in the training recently. Further criteria in selecting the administrative staff are based on experiences and those who have direct relation with the training center are selected as respondents for the study.

Individuals who were prisoners and trained in Tesfa training center but now lead their life outside the prison are also interviewed. Here the criterion for selection is only their willingness to give interview.

Prisoners-respondents profile. Table. 1

N o	partici pants	ag e	sex	Educatio nal back ground	Years for imprisonment	Jobs before imprisonment
1	PP1	64	Male	general literacy	3	tailor
2	PP2	25	M	8 th grade	10	Garage
3	PP3	26	F	6 th	10	Daily laborer
4	PP4	23	F	6 th	5	Bar leady
5	PP5	40	F	12 th	15	merchant
6	PP6	21	M	6 th	5	Weaver
7	PP7	25	M	8 th	4	-----
8	PP8	30	M	10 th	7	Car driver
9	PP9	32	M	4 th	13	Daily laborer
10	PP10	18	M	6 th	3	-----
11	PP11	29	M	10 th	8	Broker
12	PP12	21	M	7 th	2	-----

Four important points can be underlined from the above table. One of the points is the age of respondents; almost all of them except one are within the range of energetic and productive age. Having such energetic and productive members of the community in prison custody has significant influence on the economic and social condition of their respective community. Hence there should be correctional education and technical training to rehabilitate them and in order that they should not engage in crime or offend the society. The second one is the

educational level of the respondents. Their maximum education level is 12th grade. This is an indication that peoples with low level of education could not be employed in satisfactory work and because of this they commit crime. The third point that should be underlined is the job of the offenders before their imprisonment. Most of them could not earn adequate income from these occupations which pushed them to engage in illegal activities. Fourthly, the types of crimes they committed are mainly the result of their low income and exposure. The majority of them were accused of theft that was the direct result of economic problem at least at the surface level. The same is true of drug smuggling, contraband and document forgery, even if there have social elements in the problem.

Table.2Admimstrative staff respondents (officials) profile

No	Admimstrative staff respondents	age	sex		Education
				Experience in years	
1	KIF1	43	M	23	Diploma
2	KIF2	32	F	14	Degree
3	KIF3	48	F	32	Diploma
4	KIF4	35	M	12	Degree
5	KIF5	48	M	23	Degree

Inmate administrators

6	KIF6	50	M	26	Degree
7	KIF7	48	M	23	MA
8	KIF8	39	M	18	MA
9	KIF9	29	M	8	Diploma

One can observe from the above profile of officials or administrators that they are well educated, trained and experienced. Therefore, the possible limitations and challenges of the training and education center were the result of material and financial scarcity as well as absence of good will or positive attitude to the program and prisoners.

4.2. The Purpose of Education and Training in Addis Ababa Prison

Administration

As to the report of prison administration in 1983, the majority of inmates were imprisoned for offences emanating from economic and social problems. For instance many of them (about 65%) came from extremely poor and disrupted families and about 70% of this population were young whose age varies from 18-30. A significant number of these prisoners were habitual offenders. On top of this the majority of them had only primary education or below (Tsfa, 2004)

From this one can understand that most offences or crimes committed were attributed to economic causes. Most of criminals have no meaningful employment, usually because of their educational status. However, even if it was available they did not want to participate in simple manual/labor work that did not need to have special skills. As to the same report mentioned that most of them needed to participate in works that require special skills and experience which they had not. This directly leads to the issue of training and enabling these offenders to have the skill that they need to work according to their interest.

On the other hand, even if the official reports under lined that the majority of the offenders were habitual offenders because of economic reasons, other sources indicate that there were also significant number of political prisoners; like members and supporters of OLF who were relatively well trained in different skills and educated in different profession. There were also large numbers of prisoners who were imprisoned because of the offences/crimes they did during the *dereg* regime whose offence can not be associated with immediate economic reasons (Berhanu, 2005).

Not only the available documents but also the prison authorities or officials asserted that, even if there were a number of reasons for the imprisonment of inmates, the majority of them were imprisoned because of economic reasons. Most of them have the level of primary or below primary education school experiences. Thus many of them were accused of theft, plunder, murder, rape and the like. Along with this the officials underlined that the young prisoners had been daily laborers and some females prisoners were prostitutes. Mainly the youngsters were from the community with low level of income and illiterate and unemployed parent or family members. In fact as to the explanation of the officials, these groups of youngsters with the ages varies from 18-30 were subjected/ exposed to different addictions and lead life full of chaos and turbulence. These multi-faceted crises led them to commit crime and end up in prison (Interview on January, 2011).

Therefore, the prison officials claimed that they thought it is better to rehabilitate these offenders both economically and socially. Instead of simply keeping them in the prison custody, it was advisable to educate and train them in different skills that enables them to live in harmony with the community from social aspect and enable them to have possible skills that help them to work and lead their life after their release. Even while they were in the prison ,it enables them to get employment opportunity which in turn gave them economic advantage and healthy psychological feeling (Interview, January, 2011).

Accordingly, depending on the educational policy of the country, the center was established to educate and train the inmates in different skills. This was planned to implement after grouping the inmates in to three categories;

- a) Those that get trial
- b) Those that wait for trial
- c) Those that get trial for one or more offence and wait for the other.

Thus the groups under the first category could join the regular education and technical training as long as they have interest. However the second and the third groups are allowed to participate in the general literacy program if they are illiterate at each zone of the prison.

Concerning the education and technical training center, as much as possible, the center tried to give skill training for the offenders according to their interest so as to rehabilitate them economically, socially and psychologically (Interview, January, 2011).

Unfortunately, offenders, coordinator training and their relatives complained that the above mentioned officials said this simply for lip-service. They underlined that the government and the prison authorities had no interest and purpose to establish the education and technical training center. What the government contributes for the running of program is energy and water. That was why most of the responsibilities to establish and furnish the center were laid on the shoulder of the donor individuals and NGOs (Tesfa, 2004).

Generally, it can be underlined that the education and technical training center was established having the following purposes in to consideration:

- 1 the technical training to train up to 500 prisoners every year in selected and marketable skills
- 2 provide work for those prisoners who successfully complete their training
- 3 enhance the prisoners ability to earn an honest living after release
- 4 to certify (give accredited certificate) for those who successfully completed their regular education and training in order that they can be employed in different organizations after their release
- 5 To produce active and able citizens by providing formal education.

After the objectives were set in such away, the actual process of foundation of the education and training center took place through series of steps. It is these steps that clearly show us the extent of the attention the government, NGO's and individual donors gave to the foundation of the center to achieve the aforementioned objectives. Initially, a joint committee consisting of 13 members, 12 from prisoners and 1 from the prison administration who was the coordinator of development and rehabilitation was established on May 1998 to start the process. The committee finalized the formulation of the project document. As to the prison administrators, following this, a number of forums were organized and great majority of the prisoners had the

opportunity to discuss on the project and offer their ideas to enrich it. As a result, final amendments were made, systems for project management were developed and the project team was organized (Legislation Document, 1998).

As part of the process, the prison administration allocated 4000 meter square land for the building. Then a corner stone was laid on July 1998 a construction works was started on August 1999. From the very beginning the project got acceptance among donor agencies, individuals and some international organizations. (*See the name of list of donors and individuals attached at the back of the thesis*). So, supporting the proposal several humanitarian organizations, individuals and Embassies of different countries made both material and financial aids for the foundation of the center. Of the Aids, those of Selam Children's Village, British and French embassies were significantly important. As a result some 2 million Ethiopian Birr was secured to date in cash and kind which has substantially covered the construction costs (Tesfa, 2004).

The construction work in all four blocks has been finalized. The total floor area covered was 1914 meter square. Priority was given to technical training; as a result a large portion of this space was allocated to workshops for practical training. The rest were reserved for classrooms and offices. In October 2003, most of the construction work was completed and the buildings became ready for use (ART, 2003).

4.3. Types of Education and Technical Trainings in Addis Ababa Prison Administration

As it can be observed from the initial project document of the training, the following were the types of skill training. Because of the legislation of the prison administration, both sexes could not be trained together in one room or under one roof. There fore there was the traditional tendency of gender based training. There were skill training given only for male prisoners and there were also others given only for female prisoners. There were also trainings planned to be given for both sexes. Types of training planned for male prisoners were wood work, metal work, plumbing, weaving, tailoring bricklaying and stone carving. Training planned for female prisoners were dress making, embroidery, weaving, home economics and hair dressing. The trainings that were given for both sexes were computer studies, secretarial skills and office

management, accounting, sales and marketing, management, building technology and auto mechanics (Tesfa, 2004).

After the preparation was relatively completed, with aid of donor and some able prisoners, the center managed to start training activities in the following skills.

Metal work; - part of the construction work of the metal workshop was finalized with the assistance of Selam village. Its extended assistance has enabled the center to equip the workshop with the required machines, tools, workbenches and other accessories. However, because of the change of prison site from the heart of Addis Ababa to kallitti, it was interrupted and began the training in the new site after building the workshop and other related facilities by the support of NGOs like Partner in the horn of Africa and the labor and skill support of prisoners and their families and relatives. For instance Selam village assigned a director and one instructor, and under its complete supervision, the training in general and metal work started and 25 prisoners enrolled (Interview, January, 2011).

Food preparation and catering; - training in this field also started in October 2003 with 10 female prisoners. Again, this was made possible with the full assistance secured from Selam village. Equipments, working capital, trainers, supervisory staff, required for this course were provided by Selam(Interview, January, 2011).

Accountancy program; - this was a certificate and diploma program that runs from one to three years. The training is given in accordance with the curriculum set by the ministry of education. Some 80 prisoners were enrolled in these courses and the first batches were graduated from the certificate courses by the end of July 2004. This program was started by the concerted efforts of the inmates themselves. Well-qualified prisoners, all with an appropriate degree were serving as instructors and coordinators, while those who had the capacity provided financial support to cover all the associated expenses (Interview, January, 2011).

Brick; two types of bricks are produced, 15 and 20 centimeter open and 10 centimeter closed.

Every inmate who can read and write as well performs as simple arithmetic could join the program. The products of this activity were also needed badly in the market regardless of the limited capacity of the center.

Weaving; - during the researcher's field work there is no training because of the absence of interest among the inmates. But the workshop was still functioning by employed weaver prisoners and producing different size of cotton cloth or toga like *gabi*, *netela* and scarf by the order of customers from outside(Interview, January, 2011)..

Tailoring; - It was mostly the training given to male. They trained in sewing different types of dresses or clothes. They began the training by drawing a design on paper and cutting and sewing a paper. Then according to their interest they specialize in sewing different types of dresses and clothes. Similarly few of them were also trained in designing and painting on clothes.

Hairdressing; - Here the trainees trained in different style of hair dressing. Of the female inmate only about 5 percent were engaging in the training because of the absence of space.

Many of the trainings in the center were limited to female inmates because of lack of space for female to carry out the training separately. It is also forbidden to train male and female together. Therefore even if there were a number of trainings planned at the beginning, only few of them are functioning and serving the female inmate. (Interview, January, 2011).

Formal education; - in the previous regime formal education from 1st -12th grade was given. Even most of students in each grade level accomplished their education excellently. Education center in Prison administration was one of the schools where national exams were successfully passed by most of the students. Besides the formal teaching learning activities, there were supplementary lessons by means of radio beginning from the end of 1970s. Evening programs were also arranged for prisoners who had work in their day time. There were also health education programs in the evening during the same decade (letter from prison guards to prison administrators, dated, 4/12/69 EC).

After 1991, formal education in the prison was allowed to be given to the 10th grade. However, the evening programs terminated to be given to the prisoners. It began to be given only for the members and their families (Interview, January, 2011).

General adult literacy program; - mainly emphasized reading and writing. As to respondents there were shortage of teaching material and teaching aid. This might have resulted in restricting the continuity and effectiveness of the program. The organization that runs the program was not providing the participants with materials after they had finished the time allocated for educational program. As it is well known budget was not allocated for the program. Since most of the teachers were volunteers, they did not carryout the program seriously(Interview, January, 2011)..

4.4. Methods of Teaching and Training in the prison

The enrollment or admission criteria of the training; - According to the explanation of the officials and trainers, first the center announced to invite the interested prisoners. The admission criteria are who have the preliminary skills in general literacy and duration in the prison. The notice was posted at each zone of the prison administration. Then, the prisoners would apply for those trainings in the zone official and registered for the training. Even if large number of prisoners wanted to join the training, only small portion of the prisoners get the chance to be trained (Interview, January, 2011).

One of respondent asserted that let alone other future advantage from the training, simply coming here and spending time in education, training and working was considered as a big privilege. Having registered and get the training was considered some what as winning a lottery. For instance in one year, according to the trainees in metal work of about 280 applicants only 30 were accepted and get the chance for training (Interview, January, 2011).

Even if it was not begun at the initial stage recently wood work is becoming the broadly implemented training and source of income for the center. Currently, there are about eight sections under the department of wood work. These are canning section, machine section,

planting/fixing section, dyeing section architectural section, resort chairs and tables, sofa section and store/ material section. Here even more than the metal work, large number of inmates applied for the training. Some times about 500 prisoners apply for a space accommodate only 30 trainees (Interview, January, 2011).

According to the trainees the number of applicant is very large because of the availability of market and employment opportunity in the field. One of the interviewee underlined that he got the training after his fourth round application. They need the training badly. It serves them a lot; they can get market and work on it even while they are in the prison. In comparison to the other field of training, wood work is more diversified and has market from the different section of the society, from poor to rich, from individual home consumption to huge organizations. For instance in the section they call as (*masheg*) caning or warping, they warp woods for beds, *bifie*, window, door, corridor-box, etc. in the fixing room they fix *bifie*, door, *comedino*, bed etc and in architectural section they designed and prepared different articles for ornaments, decorations etc. All the other sections of wood work are also surprisingly active (Observation on January, 2011).

The other badly needed training is accounting. This training is given only for few inmates. The first criterion is completing secondary education according to the education policy of the government. In fact the training is given not only for inmates but also for members and their families. The training is given by inmate teachers freely with out any payment (Interview, January, 2011)

In the case of certificate and diploma level training in different fields in level I, II, III trainees who fulfilled the criteria of the ministry of education are invited. The main criterion is their 10th grade result. Accordingly Tesfa training center posted a notice at each zone of the prison.

Formal education: for students who want to enroll the formal education from 4th to 10th grades, school directors announced for the registration of the new academic year beginning from the month of April to September. Then the prospective students asked to provide their documents mainly the certificate for the grade they intend to register. They submitted it to the

rehabilitation and development coordinator's office through their parents or relatives. Then this office screens them out and transfers their file to the school director (Interview, January, 2011).

Next to the enrolment means, the inputs are the other significant issue to be discussed in the process of implementing the education and training program. Of this teachers or trainers come first. Potentially, there is no problem of trainers since there are a number of qualified even over qualified prisoners in the prison administration. Teachers who taught in the center were qualified and at time overqualified. There were not only diplomas and BA holder but also some with second degree and even PhD. In fact this is not surprising as a substantial number of the educated member of the society, were imprisoned because of different reasons. For instance, during the *derg* regime they were accused of anti revolutionary activities, a number of them with similar political problems or other related issues like corruption in the existing government. For trainings like accounting, computer science and other related professions there were a number of prisoners who could serve as teachers. Initially there was a problem of trainers in technique and vocational education and training. The critical problem along with this was absence of possibilities to update their knowledge and skill with the new innovation and technologies (Interview, February, 2011).

Besides teachers and trainers, library is also crucial for the healthy run of the program. Library is important not only for the prisoners who join the training center but also for other literate prisoners who want to spend their time by reading. As to the trainees there is a library in the compound but does not have adequate space for reading but important to borrow books and materials. The prison library started to function in 1962. However in the 1960s it existed as a very insignificant component of the prison. It was very small in size and with a very limited number of books and services. The library continued as an insignificant component of the prison even after the revolution until 1979/80. The library improved its activities only after the construction of the new room in early 1980 following which it started out new schemes to systematize its activities. The organization of the library was improved and the classification of books was systematized its activities. In 1978/79 the library had about 2400 books. The number of books was raised to 3600 in the year 1979/1980 with the donation of additional books to the library from 20 different governmental and non governmental organizations. The

number of readers are also said to have been increasing from time to time. Newspapers and magazines also began to be sold in the library (Simeneh, 2004).

Measures continued to be taken to build the capacity of the library in the various aspects. In the year 1982/83 the library possessed more than 4590 books. Moreover, it was in this year that the number of staff of the library was raised from two to five. Books were acquired by the prison library from various sources. Donations were the major means by which books were acquired. Governmental organizations such as the national bank of Ethiopia, Addis Ababa University, the Ethiopian Air force, kuraz publishing enterprise, commercial bank of Ethiopia and others donated many books. Non governmental organizations like the British council, UNO, Alliance Ethiopian Françoise as well as private school humanitarian organization were donating books to the library (AAPSR, 1978- 1983).

The duration of education and training; - wood work, metalwork hairdressing, tailoring, brake layering is about six months. The allotted time 30 percent is for theoretical classroom learning and 70 percent for practical training. For instance in a training scheduled for six months, the first one month is for entrepreneurship and the rest five months are for theoretical introduction and practical training. The very critical problem in the training process is the interruption or pending because of different reasons. The other related problem is the ridged program in which, there is no room to help the trainees in their spare time since the training center is closed on both Saturday and Sunday including on public, national and international holidays. Just like the metal work, the training in wood work is scheduled for six months. All the practical application is carried out with the market or orders of the customers in each section of wood work. Activities that are carried out in each section are interrelated and some times independent to each other (Interview, February, 20011).

4.5. Challenges to run Education and Training in Addis Ababa Prison Administration

Even if most of the education and training programs and infrastructures were ready, because of lack of working capital, it became almost impossible to start operation at the initial stage. The workshops were not equipped with the necessary machines, tools and other accessories. A number of programs were pending due to a shortage of funds required for the purchase of

necessary machines, tools and accessories. There was lack of funds to cover the annual running costs of phase one plan which covers the activities mentioned below: professional trainings like, auto mechanics, information technology, general mechanics, woodwork technology, building technology, marketing and supplies management and adult (commoners) trainings like, hair dressing, weaving, dressmaking and tailoring, embroidery, carpentry, bricklaying and stone carving and plumbing(Tesfa, 2004).

However, the big challenge in the training center is the transfer of the prison (commonly called as *alembekagn*, *zebtiya* or *kerchele*) from the heart of Addis Ababa near by AU head quarter to kalltti. There fore the previously built center after a series of efforts was abandoned and the prison was left with another big assignment, i.e., organizing the training center again. Accordingly as it was done before, by the aid of different individuals and NGOs, it was reorganized and began training in the new site in 2006(Interview, January, 2011).

In fact it is said that the AU has paid the necessary compensation for the displacement. But that money paid for compensation was not used to reconstruct and reorganize the center at Kallitti. Rather they used only the ruins materials they took from the previous center to Kalltti ((Interview, February, 2011).

The other common challenge for the success of the training is dropout case. As to the trainers and trainees, there are three possible reasons for this. The first reason is the transfer of either the trainer or trainees to other prisons in the country. The other two are because of release of both the trainers because of trail or mercy and trainees because of mercy. The trainers and the trainees do not know why they are transferred from one prison to the other. But the officials said that the transfer is because of scarcity of rooms. But according to some prisoners when the offenders violets the rules and regulation of the prison administration they will be transferred to other harsh center as a punishment.

In fact political prisoners particularly youngsters accused as members and supporters of OLF commented that they used the case as a source of in come through corruption; i.e., those who

have money to give do not transferred to the more harsh prisons in the lowland hot localities of the country like Ziway, Shewarobit and Dedesa (*Gadda, 2003*).

Of course, still as to the officials, there are also other related reasons for the transfer; like by the application of the prisoner himself to centers who can be visited by relatives etc. The Third reason for the dropout is because of health problem. In fact, as it is reported repeatedly by victims and external bodies including human right watch and amnesty international the prison condition in the center is not healthy and there is critical problem of treatment and medication. Along with this, there are also accidents taken place in workshops. Most of the Trainees are in a feeling of desperation and absentminded and subjected to injury or cut by machines (Interview, January, 2011).

In the case of wood work, the first observable problem is the size of the class room and workshop. The second which is also common to metal work is the problem of repairing nonfunctional or broken machines and tools. The training is repeatedly interrupted because of the problems that are observed also in the case of metal work. In general purchasing several inputs or materials is lengthy and time consuming and resulted in the pending of the training for more than the scheduled time (*Tesfa, 2004*).

The attitude or the concern of prison authorities for the center is another challenge. They do not consider it as significant component of the correctional process. There are no also expected counselors in deferent departments of the center. Scarcity of inputs particularly materials and finance is critical in the training center. As it is well known the training center was established by the donation of different NGOs and individuals.

Currently the center's main source of income is the modest revenue it generates from sales of goods and services. This income enables the center to continue the education and training and work. There fore there is no any budget allocation from the government. On top of this there is a lengthy bureaucracy on the process of purchasing materials that are used for the training. There is also a shortage of man power to carry out some activities which seem trivial but very critical. For instance if the guard called for meeting or training there will not be guards to count

and inspect the prisoners who come to the center at different check points (nterview, January, 2011).

Teachers are also prisoners, when they are released at certain level of the lesson the class would be interrupted. There fore the center frequently can not complete the training according to the schedule and forced to do thing in pending. The shortage of class room and work shop is also another observed problem as it has been mentioned above(Interview, January, 2011)..

The regular educations from 4-10th grade it self is in very serious challenges all the time. The absence of preparatory classes (11th and 12th grade) resulted in the absence of interest and courage among students in the secondary school. They assume that even if they could score good grades in ESLCE they could not join the preparatory class. Even the secondary education up to 10th grade is considered as trivial, for instance students in the school have to pay to sit for the national exam since it is considered as non government school like community or missionary schools. Their request for the opening of preparatory class in the center is not succeeded since they were told that the center is not up to the standard to open preparatory class. The last but not least challenge is the enrollment criteria and the prevalence of nepotism. As to some prisoners, prisoner-administrators and trainers, the criteria which are on the legislation are not used most of the time (Interview, January, 2011).

4.6. Efforts made to over-come the challenges

The prisoners/ trainees complained that, in the center they do not have the right to speak or comment on the problems or foreword their problems to the officials. In case they did, no body is ready to respond. The only possible way to solve their problems like absence of inputs is writing a proposal for material or financial aids to different NGOs(Interview, January, 2011)..

What we can clearly observe from the above descriptions challenges, the government and prison authorities, do not seem that they have interest and commitment to fulfill this interest of the inmates. The entire project proposal to establish a training center and the process of putting it in to practice has no due support of the government. The challenges the prisoners faced were attempted to be solved by external bodies. It seems that the term correctional center in place of

prison or punishment center is not actually implemented. What available evidence and the personal observation of the researcher indicate is that, the prison officials and the government is still under the punishment paradigm of prison attitude. The personal interview with one of the female prison administrator clearly asserted this attitude. As to the claim of this administrator there is no need of treating them democratically and providing them with all these privileges in order that they will not inter in to another possible crime after their release (Interview, January 2011)

There fore for the officials, the purpose of having prison administration is to punish criminals not to train or educate even feed them properly although they pretend to narrated what they are familiar with from different sources about prison administration/ correctional center.

4.7. The Role of Education and Training in the Center

Even if there are a number of limitations, challenges and attitudinal problems, the education and training center played significant role in the improving and betterment of the life of inmates in several aspects. As to the officials, the prisoners are equipped with the knowledge, skill and experience that enable them to live in harmony with community after their release and mix with community because of the presence of the training center. Particularly, after the training, they will not be exposed to the situation that forced them to commit crime. These contributions of the training in the center can be explained from different points of view. For the sake of simplicity and understanding the present researcher divided it in to five categories; economic, social, psychological, educational, and sports and entertainments.

4.7.1. Economic

According to the interview the researcher made with prison officials, the training center has significant economic contributions. For instance, they asserted that instead of being dependent on the society, the training he/she gets from the center makes him/her self-reliant. They could help their families by the skill they get from this training center. They can be employed in different organizations or self employed. The same officials added that the prisoners who get the chance of training are also advantageous while they are in the prison. They can be

employed in the training center itself and earn income. It enables them to support their family or they can save money that helps them to begin their own job immediately after their release (Interview, January, 2011).

In the same manner the prison administrator argued that the prisoners learnt a lot of skills while they are in the training centers. It creates the opportunity for some of them to learn skill in handcrafts. Some employed and works in metal works. Wood work and weaving also accommodated a number of them. Others work in more advanced training activities. It also helps in developing self confidence that in turn helps them to be confident to lead their life.

The income they earn while they are in the prison helps them to support their family or relative. If they do not have family or relative to support they consume it by themselves, it makes life easy for them. The center also gives accredited certificate that enables them to be employed. In fact, on the process the training center strengthen it self and develop capacity by the contribution of the trainees while they are in or after their graduation. Despite all these contribution, still the capacity of the center is very limited. It is not in a position to accommodate all the prisoners who wanted to have the training (Interview, January, 2011).

The interview the researcher made with prisoner-administrators also enriches this idea of economic advantage for the trainees. One of them underlined that even if the main purpose of the center is training, the prisoner- administrator provides for market all the products produced on the process by the trainees and teachers. Then he/she make survey on the issue that which materials are needed more on the market, and depending on that the next trainees and graduated prisoners can involve and support themselves and their families (Interview, January, 2011).

As it has been mentioned above, even if their number is insignificant, the prisoners who got the chance of training described the economic advantage they get from the training as follows: *PP₁* says that he was sentenced to three years imprisonment. He was the head of a family and his family led their life by his income. He told to the researcher that he was a tailor. He has kids who can not support themselves. After his imprisonment his family was dispersed and he

PP₂ said that he was a sentenced prisoner. He spent many years in the prison. He has tried to get training but it was too difficult since the center admitted limited number of trainees. After a time he got the chance to be trained in wood work which is the most favorite of the trainings given in the center. Then he began to get significant amount of money.

Like *PP₂*, *PP₁₀* also narrated his prison experience and the training he got from the center. He was a sentenced prisoner. He has been in the prison for five years and trained in wood work. Now he is employed as a wood worker in the center. If he and his friend produce one *qumsatin*, they will be paid 160 birr. So as he confidently mentioned they can earn this amount of birr in their own pace it can be in a week or two. He added that the job saved them from the assumption/feeling that they do not have a work to do (Interview, January, 2011).

PP₉ said that initially he was from the country side because of the absence of land and other means of livelihood he migrated to Addis Ababa. However things were not to his expectation. Then he joined street children and participated in committing crime and imprisoned. Now after the training in wood work he can survive by him self here in the prison and after his release (Interview, January, 2011).

Similar story was narrated by *PP₁₁*. He was trained in wood work when the training center was at *kerchele*. He used to work privately by purchasing raw materials from out side by the help of relatives. He has paid in percent for the training center. He and his three friends produced articles like photo frames, dressing table and the like by his coordination. Their relatives out side help them in sealing what they produced. He full heartedly said that he has saved about 8,000 and his friends also saved similar amount. He commented during the interview with the researcher “to your surprise there are many young prisoners here. But because of the absence of such opportunity for the majority, many of them are in a sort of psychological stress” (Interview, January, 2011).

To add one more trainee, PP₆ have been here for the last four years. He was a weaver before his imprisonment. He has seven children. Here he is working as a weaver and training other interested prisoners. He is supporting him self and his family by what he earns (interview, January, 2011).

As an expression of post release economic role of the education and training center, the life experience of a post release respondent is representative. He narrated his experience in the prison and how he began to lead his life after release using the skill he gained because of the training he took while he was in prison.

I was imprisoned for 15 years. Initially both I and my mother were imprisoned, then my mother released early and I was there for 15 years. I have completed my regular education to 12th grade before my imprisonment. After two years I got the chance to be trained in wood work. Since I have a very good performance, I was employed as an assistant trainer. I have earned 70-120 birr per month. As a matter of chance, I came across individuals who have wood working workshop in the prison wood work training center. They asked me that having this excellent skill, why don't you have your own in one of the zones in the prison? My big challenge was who would provide me raw materials, since there should be relatives from out side who can provide me the necessary raw materials. One of them gave me promise, to provide me raw materials by his relatives and then I began to work several articles, particularly photo frames, cup tables, cross and the like. I continue to work relatively for long. In the midst of all this one day my cousin came to visit me. I strongly request him to seal what I have produced and provide/ buy for me raw materials from out side. Then I began to produce big utensils made of wood which helped me to strengthen my self economically. I became free from worrying about my life after release. I was toiling the whole day and spent the night in excellent sleep. On the process I became strong enough to support my mother. After my release, I have rented a room for work shop immediately after one and a half month. All individuals who know me while I was in prison became my customers. My products are best in quality and brought me more number of customers. Now I

have employed 15 workers in my workshop and separated room for production and seal. I have bought also one pick up vehicle for transporting materials and products to the home of my customers (Interview, January, 2011).

He strongly commented the prison condition that there were a number of barriers to be effective even if there were numerous skilled prisoners. The absence of relatives/ facilitating body who provide those raw materials was the major one. The other problem is what they face after release. Since they do not have much contact or familiarity with the out side community, they could not get place to work. He recommended that if there is a room to have interaction with micro enterprise (*አነስተኛና ጥቃቅን*) before release, there would be easy for them to have a place where they contribute for the community and help themselves.

It is in fact advisable to have a post release follow-up procedures in Ethiopian prison like other countries. Since most of them were imprisoned because of theft. They released after a year or two however, they enter in to the same practice immediately after they leave the main gate of the prison compound. There fore they come to prison now and again. So, it is advisable to equip such habitual prisoners with certain skill that enabled them to survive with out theft after release. Some times prison compound is considered as a place where individuals “skilled” in theft, mischief etc rather than corrected or educated because of the absence of chances for the majority to be skilled in different aspect. Even, more it plays the role of diskilling, demoralizing etc and worsening the matter instead of improving it.

In general, after training even with out taking any training a number of prisoners are employed here in the prison or engaged in self help activities. They are employed as trainers, teachers, daily laborers, administration and finance, as inspectors in check points, sport and entertainment, shops, lounges, tailoring, washing and ironing clothes, hair dressing and shaving, shoe shining etc. The following figure vividly explains the above argument about economic role of Tesfa education and training center. The prisoners employed in different sections of the training center earned a significant amount. For instance a respondent who works in administrative office of the training center is paid from 30-100 birr per month. In the wood work section there are more than 70 employed prisoners (AASCR, 2004)

Their minimum salary is 60 birr and the maximum is 150 birr. Those prisoners who work in the lunge got the minimum salary from 40-50 birr. Prisoners who are employed in the weaving section are paid the minimum salary 40 birr and maximum salary is 150 birr. In the metal works they are paid the minimum salary 60 birr and the maximum salary 80 birr. And as it is mentioned above the minimum salary for those who work in an office of Tesfa are 30 and maximum is 100 birr (Interview, January, 2011).

4.7.2. Social

Prison officials declared, it is commonly understood that individuals imprisoned when they threatened or affected the security of the community in which they live. Thus to reduce or solve this problem the training they are given in the education and technical training center plays a significant role.

It enables them to bring behavioral change that helps them to live in harmony with the community. Particularly the interaction they will have would be cooperative, they will discourage idleness, and appreciate toiling and get daily bread. For instance a youngster who is imprisoned because of theft would learn the shames of stealing others' property. Even he could be an entrepreneur because of the training he/she gets from the center. While they are in, it contributed for their positive social interaction with their colleagues. They shared experiences; develop team spirit that will contribute for life after release (interview, February, 2011).

Prisoner-administrators also argue that why they are serving the center for free or insignificant payment. They say that prisoners who have the necessary knowledge and skill could serve the center or other prisoners that enables them to get social respect, psychological satisfaction and spend their spare time. According to the prisoner-administrators, the foundation of the center contributed not only to train and enable others to get skill for future purpose but also it enables peoples who have the potential to serve their community, country and the center play their own role. They repeatedly mentioned that the service they are giving has its own social and

psychological function for the prisoner-administrators; like instead of sitting idle it enables them to interact, get respect from their colleagues and develop self confidence. For instance a given prisoner-administrator performs the following activities: (interview, February, 2011).

- 1 Assisted by the officials of the center, he/she plan the routine activities of the center
- 2 He/she reports the progress of activities in the center to the board
- 3 He/she checks whether qualified teachers are assigned to the center
- 4 He/she facilitated the certification of the trainees
- 5 He/she supervise whether the resources of the center are utilized for the planned purpose
- 6 He/she registered or prepared a record for the new admitted trainees
- 7 He/ she prepares the training schedule
- 8 He/she announces expose the activities of the training center for the public and organizations (governmental and non-governmental)
- 9 Prepare annual graduation ceremonies
- 10 Perform all the financial activities of the center
- 11 Inspect the resources of the center regularly
- 12 Organize all the documents of the office of the director and provides incase they are needed

One of the trainees (*PP12*) responded to the question asked by the researcher concerning the advantage he got from the training was tend to be social role. He said that he is a brick layer. He and his friends are producing bricks 10, 15 and 20 inches. And he earns four birr per a day. Surprisingly he described that even if there are about seven zones in this prison, they can not communicate to each other. But they can interact with each other at the training center and it gives them the opportunity to meet and share ideas with others besides the economic advantage he gains. He concludes "It enables me to forget that I am a prisoner" (interview, February, 2011).

4.7.3. Psychological

As to the administrator, the training has numerous advantages beyond correctional role for the inmates. If there were no such activities the inmates spend their time simply either by sleeping or sitting idle. This resulted in deep thinking about his fate, his family and the like which led to psychological unrest. Thus the training enabled the inmates to be interactive and spend busy day time in which he/she did not worry about those routines. Besides psychological role, the prison administration is provided with religious teaching/preaching in order to make the inmates tolerant and ways to overcome the challenges that they face throughout their lifetime. The atmosphere provides them with the full understanding and sensitive to the feeling of peoples from different social background. For instance, political prisoners felt a sense of responsibility or taking care of other prisoners etc. Of the trainings, some of them needed badly because they serve the prisoners even while they are around their dormitories. Wood work and some hand crafts needed not only for economic advantage but also for psychological reasons that they make prisoners busy and are in hurry activities the whole day and evening around their dormitories with out rest and enables them to forget where they are because of the presence of many orders from customers (interview, January, 2011).

Most of the time administration and other routine activities of the center are managed by the prisoners. The top management of the prison oversees the management of Tesfa and provides the necessary guidance. The prisoners engaged in management, they provide free service on voluntary bases. The instructors and the trainers also provide free service to fellow prisoners. The center being an appropriate space where knowledge and skill could be utilized officially the inmates from enjoying the benefits of productive life. The psychological damage that imprisonment causes also varies from prison to prison could be minimized here by making themselves busy. Some prisons like the focus of this study provides the opportunity, the challenges to its inmates to be learnt, understanding and sensitive to the feeling of popular with different work activities (Interview, February, 2011).

Naturally, the prison creates the feeling of being alienated from and ignorant of things that are taking people out side the contours of the prison. The prison keeps its inmates from having

direct exposure to productive life, technology and way of life out of its own setting. It also censors information that comes from the outside into prison and deprives prisoners the right to choose what information they should get or not. The prison denies its inmates the right to have direct participation in the economic social and political life of their society (Interview, February, 2011).

Therefore whatever daily activities that make prisoners busy or active contributed for minimizing their psychological unrest by enabling them to forget or neglect the situation they are in which. The interview the researcher made with some of the trainees in Tesfa is overloaded with prisoners' argument that the training center made them mentally healthy. Some of them claim that they went almost mad immediately after their imprisonment because of the strange atmosphere they face there. But the training center brings them to slightly different and healthy atmosphere that enables them to feel relatively free (Interview February, 2011).

For example the personal experience of *PP₂* depicted the situation clearly. As to this trainee he said that he was sentenced to 12 years in the prison. He never got any training for three years. He had no family, any supporter. He said that since there was no any work or thing to do he was in a sort of stress from morning to evening. He was imprisoned when he was 22 years old. When he thinks of his future life, how to lead life after release he feels hopelessness. He applied to get training for two consecutive years, but he could not succeed. He got the chance in the third round to train in metal work because of his previous experience before imprisonment he used to work in a garage. Then he has been trained for one and half month in entrepreneur and five months in metal work. Then because of his good result he was employed as assistant trainer in the center and began to produce items ordered by customers. All the experiences helped him as to his assumption, to work and lead his life after his release. It also contributed for his attitudinal change that to what extent work is very important. He claimed that he became free of psychological stress after he got the employment in the center. He feels free that he does not consider himself as prisoner so it also contributed for healthy mind (Interview February, 2011).

The other significant psychological role of the center is to the families and parents of prisoners. As to the actual observation of the researcher, and interview with parents who have prisoner sons, they thought that prisons are centers of punishment and hardship. But after observing that their sons are given chance to learn or when they are asked to bring the school record of the sons for the same purpose, they become very happy, even some of them become too emotional and burst to tears. One of the mothers says “if my son is learning what more I need? No more this is what I am toiling for...” and burst to tears (Interview February, 2011).

4.7.4. Academics

As to some of the respondents the training and center has also contributed from education point of although it is very limited because of different reasons. For instance, PP₇ has been here for seven years. He said that he has learnt up to 8th grade before his imprisonment. After his drop out from school he was working on erecting electric poles. After his imprisonment he brought his documents and precedes his education to 10th grade. He passed the exam successfully by scoring 3.25. Now he is a third year student of accounting. In fact he commented that the formal education in the center is only up to tenth grade and the training here is only ten plus and there fore most of the prisoners could not learn here but some of them attempted in distance education. Unfortunately, now the government closed the distance education and most of the prisoners who plan to learn are discouraged. The education program here in the center has several problems. The first one is limitation of space and the classrooms are iron sheet in both roof and wall, too cold and too hot depending on the temperature out side. Still because of lack of space they can no learn, teach from 1-3 grads, particularly those who have no certificate of lower grads could not learn (Interview February, 2011).

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In general it can be said that only 5 percent of the total prisoners engaged in the education and training process in one way or the other. As evidences clearly show us the formal prison education center had significant role in the previous regimes than the present. It is declining gradually from time to time because of lack of interest and attention from prison officials. Of course this does not mean the program is totally collapsed (Interview February, 2011).

There are students still asserting that the benefits a lot from the formal education from 4th - 10th grade. *PP₇* and *PP₈* said that in the formal education, the center has significant role. For instance, one of them mentions that when he came to this prison he did not know how to read and write. But he has learnt how to read and write when the center was at kerchele. He is now in 8th grade; he stands 1-3 in classroom exam rank. He hopes that when he will be released from here he continues his education and engages in different works(Interview February, 2011)..

The second respondent (*PP₈*) said that, he took the ESLCE here in the center and scored a good grade. Now he is studying accounting. He believed that he can engage in several jobs and helps him self. To his conclusion studying serves in many ways, it enables him to spend his time in studying instead of worrying about his future or thinking evil things. In fact because of the situation in prison and the students are also mature enough, they scored distinguished grade in their national exams. One real example recorded here during the *derg* regime asserted this. The performance of student prisoners who took ministry and ESLCE exam of grade 6,8, and 12, the results were impressive and self explanatory by their own as it is depicted in the table below.

Performance of students in grade 6 and 8 ministry and 12th grade ESLCE

year	Grade 6			Grade 8			Grade 12		
	Students enrolled for exam	Those who scored above	failure	Students enrolled for exam	Those who scored above	failure	Students enrolled for exam	Those who scored above	failure
1980	59	51	-	38	32	2	244	92	
1981	112	77	5	98	68	7	466	242	
1982	192	119	9	119	98	6	576	320	
1983	144	107	-	141	110	8	462	122	

Table .3

Source (Simeneh ,2004)

In the prison compound not only the formal education is carried out but also adult literacy programs are carried out to some extent. *PP₇* describes that in the non formal literacy campaign, some of them can read and write, and perform arithmetic as well as the informed the evils of crime. But the majority of illiterate prisoners do not participate in the process. Even most of them do not know the presence of the program. They think only on how to spend the night and day (Interview February, 2011).

The other respondents underline the weaknesses of the program and consider its presence as almost nominal. For example *PP₅* mentioned that the education given here is not regular.

The prisoners teach them reading, writing and arithmetic. Even if it is not regular it enables the respondent as he says to identify alphabets. If it continues he hopes that he can read and write well. It also enables him to feel free. When he is at the site of literacy program there are jokes and funny thing that make them laugh or happy. The respondent comment that they are not told them about other things besides the alphabets. She does not here about health education, environmental education and democracy. Even, when they quarrel with each other or conflicts happen, they are told to take care otherwise they will be accused of another crime and sentenced to life imprisonment (Interview February, 2011).

PP₃ also comments that it is nominally called writing, even it has no desk, and the program depends on the good will of prisoner volunteers. When they feel well they teach, when they do not they leave it. So it is not satisfactory. Most of the time the prisoners spend their time in the compound by observing prisoners who are boiling coffee, cooking *wot*, quarrelling with each other (Interview February, 2011).

As it can be understood from the respondents, the adult literacy program is mainly emphasized on reading and writing. There are shortage of teaching material and teaching aid. This might have resulted in restricting the continuity and effectiveness of the program. The organization that runs the program is not providing the participants with materials after they had finished the time allocated for educational program. As it is well known budget is not

allocated for the program. Since most of the teachers were volunteers, they are not carryout the program seriously. It is also the problem of adult prisoner fellow consistency.

There fore the prison administration seem to think and apply punishment paradigm the education or correctional paradigm although the center is renamed as correctional. What is observed in the center is not corresponded to adult learning principles. The principle says adults who have the tendency for self reliance are ready for relevant education for being afraid of environmental factors. Here adults are not in a free and friendly situation and are not ready to learn. This is because they have the fear and suspicion that the environment is not convenient for change and development. Generally adults can be ready for behavioral change if their environment is healthy or conducive for development of self reliance.

As one can understand from the respondents mentioned above, most of the prisoners used to be disadvantaged both socially and economically. They did not enroll to school or dropout early. So they had no chance to be qualified and employed in well paid occupation before imprisonment.

The other significant educational role of Tesfa is its contribution to the workers and their families in upgrading themselves and improving their educational status. According to prison administrator in the post 1991 experience, most of the peoples who are given the chance are the staffs and their families. The same respondent claims that the center contributing a lot in building the capacity of the workers here. Some members completed their secondary education and studied at diploma level because of the presence of this center here(Interview February, 2011)..

Similarly in the evening program large number of members and their families are learning. They also trained in the vocational and skill training with very minimal fees. Indirectly this learning and training center contributed for betterment of prison administration and enables the prison administration to use new scientific methods of administration and technological inputs. Mainly training in accounting and IT, several members become familiar to new scientific and technological innovations. Computer literacy is also one of the common training in which

members were trained. Even according to some evidences the number of members got service from the training center is almost equal to that of the prisoners, although they do not play significant role in strengthening the training center (Interview, February, 2011).

The following table shows us this proportion.

Table. 4 number of students trained in the center from 1992-1996 EC

no	Year in EC	Number of Students in the regular program				Number of <i>member</i> <i>students</i> in the evening program		
		males	females	members	total	males	females	total
1	1992	345	21	4	570	299	195	494
2	1993	792	40	3	835	166	251	417
3	1994	501	20	6	527	169	314	483
4	1995	640	23	10	673	235	297	532
5	1996	611	20	10	641	291	293	584

Source, report to the prison official from the training center date 18/9/96 EC

4.7. 5. Sports and Entertainment

During the *derg* regime the prison compound runs by the sports and entertainment committee. The clubs were *nib* (bee), *Awuraris* (rhinoceros), *gureza* (colobus monkey), *tikur abay* (blue Nile) *waliya* and *niyala*. Here even if, its economic value is more observable, the sport field of the prison compound is serving the trainees in the training center. For instance a prisoner who has money would rent the field for a year or half a year (AASCR, 1983)

The he would rent the field in 10-15 birr for 90 minutes or per a game. Prisoners can enjoy it in one way and earn money on the other way. Most of the time the money earned in this way is used for “compound development” like sanitation, recreation service etc. the same is true in *carambula* individuals prisoners rent it in 50 cents per game and one- third of the income still given to the purpose of “compound development”. Similarly volley ball the field is rented for

one birr per game and used for the same development. There is also basket ball in the same manner rented for 5 birr per a game. Table tennis is also commonly played by prisoners who rented 25 cents per a game.

Several types of sports are also there for service without payment. The prisoners enjoyed sports like push-up, running race, sit and stand, *dama*, chase, *gebeta*, domino etc. (Interview, February, 2011).

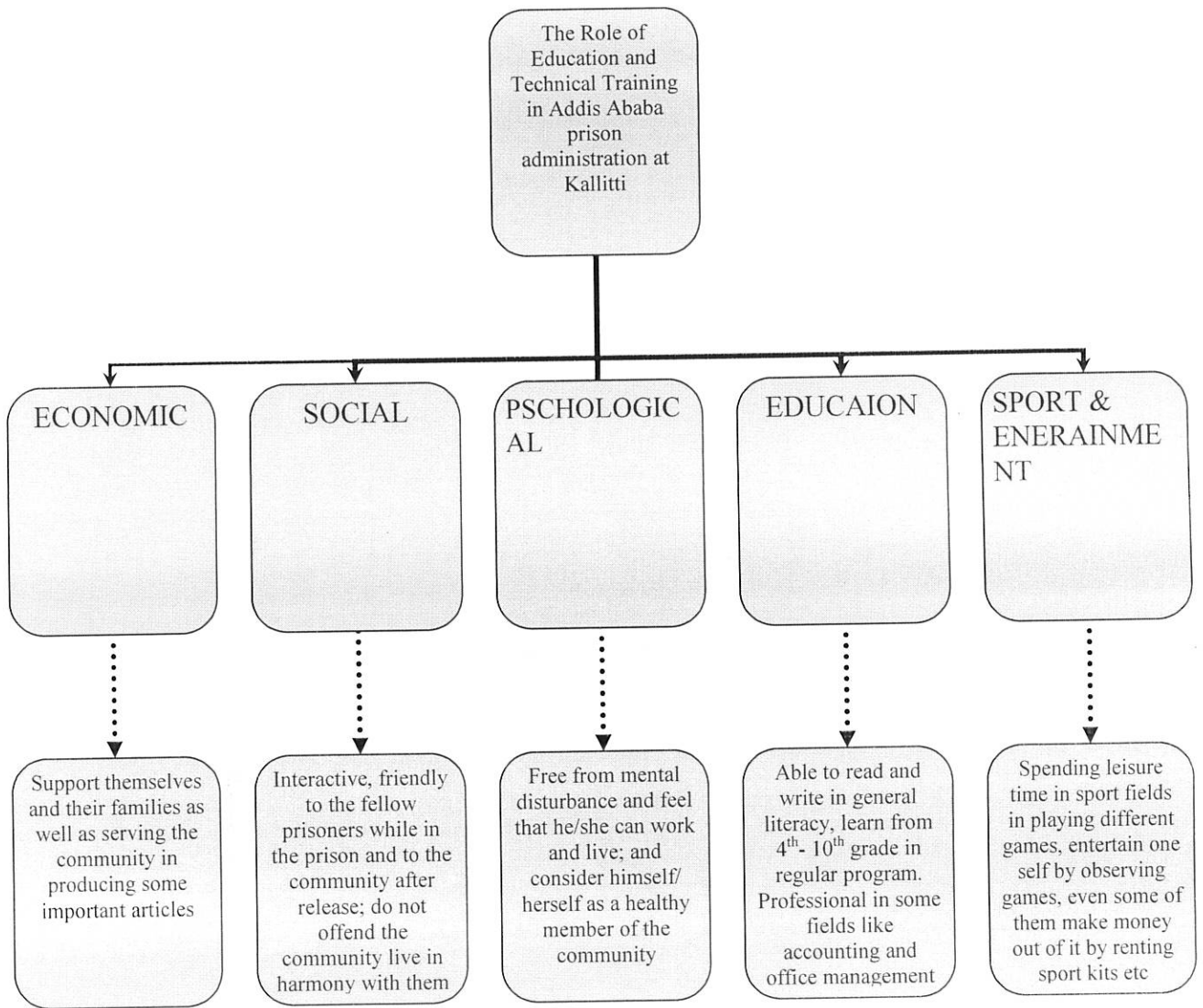


Diagram 1 the role of Education and Technical Training center

Chapter five

5. Summary, Conclusion and Recommendations

5.1. Summary

The main objective of this study was to identify the significant roles of education and skill training center. To achieve this broad objective, several specific objectives and research questions were set.

Related literature were reviewed for two main reasons; one was to have good understanding about the topic from broad to specific, from international to national, and from national to local level. Secondly to identify the possible gaps of knowledge or issues which are over looked or marginalized and to fill in that gaps of knowledge or contribute to the overlooked or marginalized issues. Conceptual frame work of prison education and paradigms, experiences of prison education of different countries from each continent of the world and the roles of prison education were the issues discussed in the reviewed literature.

To answer the research questions and achieve the specific objectives, data collection was compulsory activity of this study. There fore about three instruments of data collections were chosen depending on the nature of the topic and the situation in which the respondents were found. Interview, observation, and document analysis were used. Of these instruments the bulk of the data which were used for this study were collected through interview and document analysis. Interviewing prisoners, trainers/ teachers, prison officials, and post realese ofender took much of the time planned for field work through out this study. After all the necessary data were collected, interpretations and analysis were made. The information collected from the sources were organized, interpreted and explained mostly by paraphrasing the words of respondents and by quoting their “exact words” in certain cases. Accordingly the study identified the following major findings:

- since the major causes for imprisonment of individuals were economic problems and social disorders, the center was established to rehabilitate the prisoners both economically by equipping them with the necessary skills that enables them to earn money and socially

by giving them the proper correctional education and treatment so that they will live in harmony with the society after release

- even if it is full of irregularities, there are several attempted means to educate and train prisoners to equip them with the necessary skills and proper knowledge as well as to bring the expected behavioral change
- although there are thousands of prisoners, the center could provide the necessary training and education only for few hundreds of them
- most of the challenges facing to carryout the training and education program in the center is resulted from the attitude of prison authorities that considers prisons as place of punishment rather than correction in practice
- almost all the challenges faced were attempted to be solved by the prisoners themselves by writing outstanding proposals for fund raising
- in spite of all the problems the center played significant roles in solving the economic, social, psychological, educational and other related problems of prisoners
- the prisoners solve their and their families economic problems after they were trained in different skills in the center
- the center rehabilitate prisoners socially by enabling them to develop good interaction with fellow prisoners in different zones of the prison, with their colleagues in the training center as well as to have proper communication and act among the community after their release
- the training center helps the prisoners in making them free from worrying about their future simply by sitting idle and free from psychological unrest
- it helps them to proceed their education from certain level to another progressive level and enables the illiterate adults to be literate by participating in the basic adult literacy program in the prison

5.2. Conclusion

The following conclusions are forwarded on the bases of the findings.

The peoples who are imprisoned because of economic problems and social disorder are the active and productive members of the society whose age varies from 18-30. This has a significant influence on the economic progress of a given country when a numerous member of its active and productive citizens spent their time in prisons.

As it can be observed from the attempted means of educating or training prisoners, there is abundant potential to transform the prison to a real correctional center from punishment center. There is also clear observable potential to transform the site to a place of innovations and creativity that in turn contributed significantly for the economic development of the country.

It is clear that all the challenges that are prevailing around the center emanates from the traditional attitude that prisoners should be the place where criminals should be punished. This may be the result of the perception that criminals are “evil peoples” and could not be productive and good citizens, for instance the attitude that peoples become criminals / thief for it is their habit or interest “*lieba lamelu dabo yilisal*”.

If such very small training and education center played a significant role in solving the economic, social, psychological and educational problems of prisoners, it can be said that if adequate budget and other necessary infrastructure and provisions are supplied, it would be transformed in to industrial workshop in many aspects like metallurgy, textile, wood work, buildings and other professions.

It does not mean that economic development and provision of social welfare brought the situation in which there is no crime and imprisonment of individuals. Still exaggerated economic disparity, prevalence of drug smuggling and addiction also lead individuals or groups to commit crimes like theft, plunder, murder and rape.

5.3. Recommendations

Depending on the findings and conclusions elaborated above, the following recommendations are made to transform the prison which had been a punishment center to a full-fledged correctional center.

- It is advisable if the prison administration/ authorities have commitment in helping the training center by facilitating the process using all the potential there in the prison. Allocation of reasonable amount of budget and provision of the necessary equipment, and tools to the center helps to cool down the popular assumption and prisoners complain that the prisons are hells where peoples are punished because of the sins the commit. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible.
- Social education should be included as practical elements of the training that enable the prisoner to manage their daily life within the prison, with a view to facilitate his or her return to society
- .It is also advisable that the education and the training center should perform its activities every effort should be made to encourage the prisoner to participate actively in all aspect of education regularly and accepts more number of trainees who have interest using flexible criteria
- There should be willingness and strong commitment from side of prison officials in reestablishing education and training center at least to the extent that it was at *kerchele* by spending the money paid to the center as compensation by the African Union
- It is also possible to minimize the hectic environment in the prison custody by providing all the prisoners with duties that made them busy or all of them should have things to do like training, education, work as to their interest and ability. It can be said that all these active and productive labor should not be spoiled with out contributing some thing to the nation in one form or another
- It is not advisable to deny the political prisoners the advantage of training and education as well as other works where they can contribute a lot.
- Having reasonable relation with the out-side community for training and future work is also very important. Mainly the education and training center and its graduates would have strong relation with micro enterprise agencies of the country.

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Appendixes

Addis Ababa University School of Graduate Studies

Department of Curriculum and Teachers Professionals Development Studies

Program: Adult and Lifelong Learning

Appendix-A

I. Semi- structure interview for the trainers

The purpose of these interviews is to get relevant information on the role of education and training Addis Ababa prison administration accordingly, this study depends on the sincerity and frankness of your response.

Demographic data

- 1 Educational back ground-----
- 2 Age-----
- 3 sexes-----
- 3 Responsibility-----
- 4 work experience -----

1. What are the basic purposes of education and training
6. What kind of teaching and learning activities exist in the skill program?
7. As to your assumption to what extent it is appropriate to your needs?
8. Does the program incorporate the following principles? How?
 - Learner –center teaching methodology activity based approach
 - Flexible approach
 - Adaptability of delivery
 - Making it relevant to local needs
 - Gender equality
 - Use locally available resource
9. To what extent the administration system is participatory for the trainees?
10. How the offenders get admission to the training program in the prison?
11. What are the major problems that hinder the implementation of the training?
12. What are the major strategies used in this prison training center to overcome these problem?
13. What you suggest to improve the vocational training in the prison training center?

14. Is there a free flow of communication between correctional officers and facilitators?
15. What type of cooperation exists between prison authorities and prison educators to implement the training properly?

Thank you!

Appendix B

II. Semi-structure Interview for the offenders/ Trainees

The purpose of these interviews is to get relevant information on the role of education and training Addis Ababa prison administration accordingly, this study depends on the sincerity and frankness of your response.

I. Demographic data

1. age _____
2. sex -----
3. educational status before imprisonment _____
4. your occupation before imprisonment _____
5. What type of training have you taken from the training center?
6. What benefits did you get from the training?
7. Do the trainings are provided with adequate resources on time to run the program effectively?
8. What do you observe as weaknesses in the training program?
9. Who are the buyers of your products?
10. Do adequate educational services available at the training center?
11. Is training to be skilled in different techniques given as much emphasis as learning to know or promoted self -knowledge?
12. How is the training in this center designed specifically to meet offender' adult needs?
13. What is the teacher/tutor's role in using technology?
14. Does the prison library have adequate and up-to-date reading materials?

Thank you!

Appendix C

III. Semi- structured Interview for the prison officials

The purpose of these interviews is to get relevant information on the role of education training program in Addis Ababa prison administration at Kallitti. Accordingly, this study depends on the sincerity and frankness of your response.

. Demographic data

- 1 Educational back ground-----
- 2 Age-----
- 3 sexes-----
- 3 Responsibility-----
- 4 work experience -----
- 6 What are the factors that pushed the offenders to commit crime?
 - Economic
 - Social etc
- 7 How do you level the frequent age of the offenders? Are they adolescent, youngsters, middle ages etc?
- 8 What is the employment status of the offenders before they commit crime?
- 9 How the education and training program in this center was established?
- 10 What is the major purpose of the program?
- 11 Do you think that the prison authority/ officials supervise the center whether it gives the training properly?
- 12 As to your assumption to what extent the training is appropriate to solve the multi- dimensional problems of the offenders?
- 13 Is the center provided with the necessary equipment and training man power?
- 14 What is the educational status of the trainers or teachers?
- 15 Are they from the prison or from out side?

- 16 What are the criteria to employ these trainers?
- 17 In your opinion, to what extent the training integrated with the daily life of the offenders and their families?
- 18 Does the program provide experience in democratic and moral-ethical growth?
- 19 Does the program include vocational education that enables rather than degrades, meets the inmates' own career aspirations and sense of capacity and satisfaction, responds to the needs of the marketplace, and includes instruction in consumer awareness, work attitudes?
- 20 Are qualified consultants expert in the training center consistently available to review and evaluate education programs in the prison?

Thank you!

Appendix D

IV. Semi structure Interview for the post release offender

The purpose of these interviews is to get relevant information on the role of education training program in Addis Ababa prison administration at Kallitti. Accordingly, this study depends on the sincerity and frankness of your response

I. Demographic data

1. Age _____ 2. Sex male _____ female _____.
- 3 For how long you are in the correctional center _____
4. Educational background before imprisonment _____
5. Is there post-release follow-up standard procedure from the prison center?
6. For how long have you stayed in the prison training centre?
7. What type of products do you produce in your company?
8. Who are your customers after you released?
9. Were the customers satisfied with your product?
- 10 At what extent your product in the level of market computation?

Thank you!

Appendix E

V. Observation check list

The aim of this checklist is to gather relevant information on the condition of the facilities of the work shop of the training center

1. Name of the prison/ training center _____

2. Year of establishment _____

3. Geographical location _____

Region ----- Wereda----- kebele-----

2. Adequacy of workshop facilities

	No	Low	Fair	Good	V. Good	Excellent
A. equipment or machines	_____	_____	_____	_____	_____	_____
B. hand tools	_____	_____	_____	_____	_____	_____
C. teaching aids	_____	_____	_____	_____	_____	_____
D. raw materials	_____	_____	_____	_____	_____	_____
E. condition of equipments	_____	_____	_____	_____	_____	_____
F. adequate classroom	_____	_____	_____	_____	_____	_____

3. Condition of the equipment or machines with respect to

	No	Low	Fair	Good	V. Good	Excellent
A. relevance to the local situation	_____	_____	_____	_____	_____	_____
B. appropriateness to contents of text book	_____	_____	_____	_____	_____	_____
C. appropriateness to the capacity of the trainer	_____	_____	_____	_____	_____	_____
D. appropriateness to the capability of the trainees	_____	_____	_____	_____	_____	_____
E. relevance of the world of work	_____	_____	_____	_____	_____	_____

F. up to date in technology advancement -----

4. The content and level of training

	No	Low	Fair	Good	V. Good	Excellent
A. sewing	_____	_____	_____	_____	_____	_____
B. embroidery	_____	_____	_____	_____	_____	_____
C. weaving	_____	_____	_____	_____	_____	_____
D. basketry	_____	_____	_____	_____	_____	_____
E. crafts	_____	_____	_____	_____	_____	_____
F. metal works	_____	_____	_____	_____	_____	_____
I. brick making	_____	_____	_____	_____	_____	_____
M. tailor	_____	_____	_____	_____	_____	_____

9 .the library condition

A table-----

B Chair _____

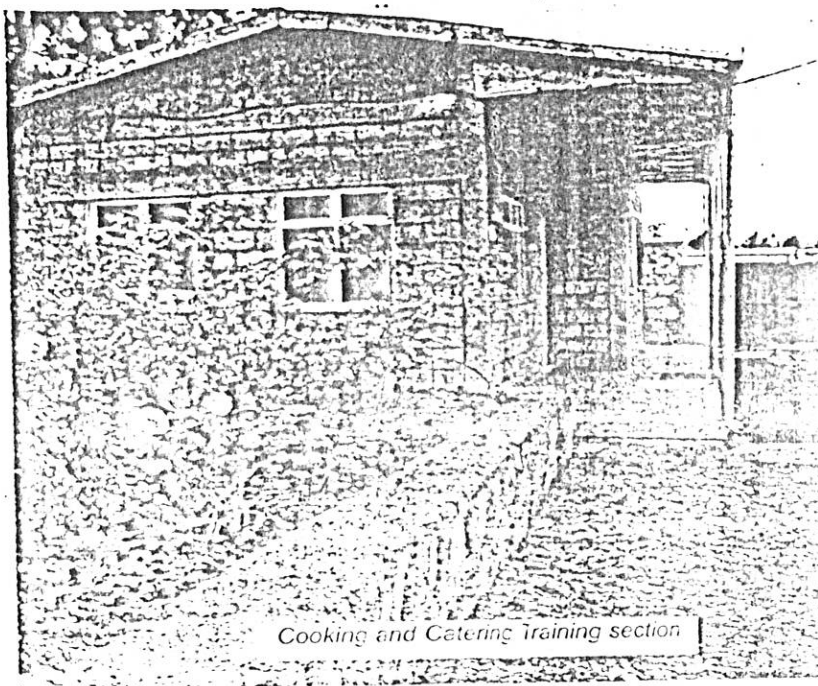
C Book _____

D reference material _____

F teacher reading room _____

.....Cash contributions

NAME	AMOUNT IN BIRR
Ato Tesfaye Fante	300
Dr Melkamu Alemayehu	400
Ato Laykune Fitwe	450
Ato Menweyelat Mekonen	700
Ato Asamnew Desta	350
Ato Baheru Desta	350
Ato Belete Yeneneh	300
W/rt Tigest Enuk	400
W/ro Selamawit Neguse	500
Ato Getu Gelata	10000
Ato Tebekew Eshin	5000
Ato Khalid Omar	10000
Mastewala Mekonen	400
Ato Saied Kasse	450
Ato Mengestu Mekonen	650
W/ro Zenebech Tesfaye	450
Ato Yehaneaw	200
Ato Tishun Tegene	300
W/ro Sita Yusuf	500
W/ro Sorit Beza	500



Cooking and Catering Training section

Founder Committee
Members of the Center

- Negussie Hailu
- Munir Duri
- Eskinder Kidane
- Zuber Mohamed
- Eshetu Yehdego
- Haji Imam Muzien
- Negusie Hunegnaw
- Abeba Gebre Hiwot
- Munit Terefe
- Dersoma Abshero
- Mohamed Kasim
- Fiseha Gebreyes
- Shewangezaw Worku
- Lulit Tesfaye
- Haile Meleket

Committee Members
of the Center at various stage of
the project

- Shewa Arkabeti Girma
- Haile Taye
- Abdurahman Mohamed
- Melaku Zenebe
- Girma Assefa
- Girazmach Hadis Nur Husien
- Lema DeGol
- Dr Mohamed Abdulgani
- Negash Haile

Incumbent Committee
Members of the Center

- Zuber Mohamed
- Abebaw Desta
- Hirair Behensilian
- Sami Yusuf
- Fitsumzeab Asgedom
- Abebaw Gelaye

You give a man a fish, you feed him for a day; you show him how to fish, you feed him for a life time

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Name of Donor	Description	Value	Name of Donor	Description	Value
Selam Children's Village	Construction Service Building Material Training Service Tools & Equipment	Over 300,000	Emillio	Cement	5,440
Selam Children's Village			Negussie Hailu	Electric Material	646
Selam Children's Village			Eyasu Berhe & Ma	Metal Sheet	1,850
Selam Children's Village			MOSEBEZ	Gravel Sand	137
British Embassy	Workshop Machinery	225,000	Lemlem Atakelet	Gravel Stone	5,000
Netsanet Yehdego	4 Computers	30,000	Negusie Hailu	Cement	5,000
NCR	1 Computer	7,000	Fatuma Mursel	Gravel Sand	800
Salhadin Ibrahim	1 Computer	7,000	Gizaw Tena	Mat	25,000
Eleni Genna	1 Laptop Computer	3,000	Yonas Tsegaye	Earth moving service	5,800
Salhadin Ibrahim	2 Computer	28,000	Husnia Abdulahi	Main Gate	8,900
Salhadin Ibrahim	1 Printer	6,000	Eedrya & Roda Ha' Ture	Upper Window	4,200
Selam Hailu	1 Printer	6,000	Negusie Hailu	Building Material	4,200
Central Printing	Printing Services	10,000	Zuber Mohamed	Building Material	10,000
Tibur Abay	1 Furniture	400	Haji Imam	Mixer service	66,560
Claudio Nardelli	2 Furniture	1,000	Negussie Hailu	Building material	10,000
Emanawit Kidane	1 Computer	6,000	ETCO	Building material	1,955
Girma Kebede/Alew	1 Sofa	5,000	Behrene Gebrez	Electrical material	1800
Gizachew Asfaw	Printing Service	600	Atreha G/ Egziabher	Building material	4,900
Zeki Kelifa	Computer paper	3,000	Futeumzeab Asgedom	Building material	1800
David Valle	Furniture	700	Negusie Hailu	Building material	1200
Ali Ahmed	Furniture	2,340	Sami Yusuf	Building material	4600
Negusie Hailu	Gravel Sand	8,160	Abebaw Desta	Building material	850
Negusie Hailu	Stone	860	Hadis Zewdie	Furniture	4230
Salhadin	Sand	19,800	Abebaw Desta, Hirayer		3500
Negusie Hailu	Window & Doors	7,000	Echinsilian, Fiteumzeab	Office furniture	2500
Girma Kebede & Alew	Printer	2,700	Asgedom and Sami Yusuf	TV set	1250
Sunshine Construction	Cement	1,619	Sami Yusuf		2000
Negussie Hailu	Stationery Supplies	860	Hirayer Behinsilian	Building material	35495
Gehna Desta	Sand	860	Selam Children's Village	Building material	2000
Negusie Hailu	Sand	4,200	Gebre Egziabher Amaye	Construction and	
Salhadin Ibrahim	Selected Material	6,000	Hirayer Behinsilian	building material	
Orlando	Pump work	1,720	Ekun Miheretu	Construction and	
Negusie Hailu	Sand	117		building material	2000
Abiy Gena	Stationery Supplies	12,000	Sami Yusuf	Fittings and Teaching aid	5035
Halle Gebre Sellasie	1 Hollow Block M/C	7,000	Fiteumzeab Asgedom	Building material	10607
Yasin Kadir	1 Water Tank	4,940	Dolphin Sh Co &		
Gesawi Tena	130 Metal Sheet	500	Tena Transport P.C	Transit & Transport	
Zeki Kelifa	1 Tool	1,333		Service for importing	
Semu	Gravel sand			Medical Equipment	30000

Pledges from donors

Prospect Ethiopia has pledged 456 computers (used) for training prisoners and the consignment is expected to arrive late this year (2004)



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