

PRACTICES, OPPORTUNITIES AND CHALLENGES OF SKILLS AND  
WORK RELATED PRISON REHABILITATION PROGRAMS AT KALITI  
PRISONERS CORRECTION CENTER

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An assessment of practices, opportunities and challenges of skills and work related prison rehabilitation programs at kaliti prisoners' correction center

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## **ABSTRACT**

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

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

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## **ACRONYMS**

COC: Certificate of Competency

FDRE: Federal Democratic Republic of Ethiopia

GED: General Educational Development

HSD Honest Significant Difference

ILO: International Labor Organization

NCVER: National Centre for Vocational Education Research

NGO: Non-Governmental Organization

PEP: Prison Entrepreneurship Program

UNODC: United Nations Office on Drugs and Crime

TVET: Technical Vocational Education and Training

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

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

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

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

Technical skill training and work rehabilitation program provided at prison plays an essential role in improving the wellbeing of inmates and society at large. It increases productivity, empowers inmates to become self-reliant and stimulates entrepreneurship in the practitioners (Olelewe, 2016). However, the prospects of such program that the government gives due attention by arranging access of land and budget can be adequately achieved through ensuring that: the vocational program is more market driven, ensuring high standard delivery to recipients, ensuring the availability and affordability of Technical and Vocational Education and Training (TVET ) Institutions. Nevertheless, vocational and work program in prison facing a number of challenges such as lack of facilities and materials for training, in adequate technical teachers, inaccessibility to credit, lack of raw materials and absence of market interlink age (Amedorme & Fiagbe, 2013).

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

Studies in Ethiopia, most of which are concerned with conditions of detention and human rights issues of prisoners, suggest that prison condition is harsh in the country, with prisoners largely suffering from extreme overcrowding, malnutrition, and unhygienic conditions (Addisu, 2012; Shambal, 2007). However, Ethiopian federal prisons commission establishment proclamation No.365/2003 permitted the commission to provide prisoners with academic education, vocational training, and social work and counseling services to facilitate their post-release rehabilitation and

respect for the law. Such kind of discrepancies between prisoners' rehabilitation needs and rehabilitation programs offered at prison centers in Ethiopia make rehabilitation ineffective and contribute to recidivism among inmates.

One of the best ways of rehabilitating prisoners is to take action within prison which increases their chances of finding employment on release. Such action will include prison work as well as training and education. Providing vocational skill training and work program for inmates have a significant role in reducing recidivism and economic development in most developed countries such as USA and Australia (Dawe, 2007). For example, there was growing evidence that, across Australia, correctional systems are building a „through care“ philosophy in which an integrated program of rehabilitation through skill training and work was emerged. And On average, being involved in skill training and work before initial release was associated with a decrease in the chance of returning to custody (overall, a reduction from 32% to 23% in the recidivism rate). These findings are very significant and approximate the findings of the United States Three-state recidivism study (Steurer, Smith & Tracy 2001), which is regarded as the most comprehensive and scientific study made on correctional education and training to date.

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

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

## **1.2 Statement of the Problem**

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

There are also previous studies conducted in Ethiopia with regard to prison conditions, contributing factors of recidivism and prison rehabilitation process that shows the challenges of prison rehabilitation. For example a research conducted on exploring factors contributing to recidivism at Dessie and Woldiya correctional centers indicated that lack of adequate rehabilitation and reintegration services (52.9%) are among the main factors for recidivism (Tegegn & Abadi,2018). Fitsume (2018) on his study of assessing barriers associated with

prisoner rehabilitation at Hawassa correctional facility also indicated that prisoner rehabilitation was a highly neglected issue and the rehabilitation rhetoric has not been supported by practical measures, indicating the fact that penal governance has remained a serious modality at the correctional facility. There is also other notable number of studies that examined the contributing factors to recidivism among released offenders in Ethiopia. According to Tegegn and Abadi, (2018), the most plausible reasons to explain the relatively high recidivism rate among released offenders were centered on the offenders' illiteracy, lack of vocational job skills, lack of interpersonal skills and criminal history.

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

As stated above, the previous studies focused on the living conditions of prisoners, contributing factors for recidivism and the advantages of rehabilitation in reducing reoffending but none of them focused on the practices, opportunities and challenges of skill and work related prison rehabilitation programs. The researcher did not encounter a study on the skill and work related prison rehabilitation of inmates. Plenty of research has examined preparation of inmates for life outside prison, but few studies have examined supporting them while they're there, says psychologist Robert Morgan. In addition to this the aforementioned studies were conducted in different places and with different ideas. Thus, the present study tried to fill such gaps by investigating the practices, opportunities and challenges of skill and work related prison Rehabilitation programs at Kaliti correction center which may help inmates cope with in their incarceration period, accepting that the prison is going to be their home for a period of time and they are thought how to live and survive in the prison environment.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

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

#### **1.3.2 Specific Objectives**

The specific objectives of this study was

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

### **1.4 Research questions**

- To what extent are inmates involved in skill and work related prison rehabilitation practices of Kaliti correction center?
- How are enabling situations used to improve the skill and work related services to be provided for inmates by Kaliti correction center?
- What are the existing/observed challenges in the rehabilitation efforts of Kaliti correction center? Particularly related to skills training and work.

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

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

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

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

### **1.7 Operational Definition of Terms**

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

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

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

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

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

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

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

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

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

Rehabilitative programs can be provided within or as part of criminal justice permission, such as incarceration or probation, but this is not a requirement of rehabilitative programming. The overall goal of such program is to reduce inmates' risk of recidivating by teaching them marketable skills which they can use to find and retain employment following release from prison. Vocational and technical training programs given for inmates within prisoner's correction center can also reduce institutional problem behaviors by replacing inmates' idle time with constructive work (Wilson, Gallagher, & MacKenzie 2000). In line with this idea, the issue of inmate's idleness as a major problem that needs solution is supported by Anderson (1982). According to Anderson, to minimize inmate idleness and to better prepare them for jobs after release, Federal and State correctional institutions should provide a variety of work opportunities like vocational training programs that can assist in the operation of prisons by having inmates get assisted in institutional maintenance tasks.

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

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

### **Vocational Training**

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

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

#### **2.1.1.1 Prison Industries**

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

Although work rehabilitation have always served state needs by reducing prisoner idleness and lowering operating costs, prison industries have also become an important tool to provide offenders with useful job skills and training. Prison officials view these programs as adding value to the community by providing services and, through these services, a form of restorative justice, that is, reparation for harms to society (National Correctional Industries Association 1998). Some prison industries also have used private-sector partnerships to increase the opportunities for inmates and to create important ties with community organizations. Prison industries strive to be self-sufficient operations, not dependent on state funding. Some states have been successful in achieving self-sufficiency and have done so in part by eliminating

certain industries that were not efficient to operate or did not yield a profit (Lawrence et al 2002). Although prison industries use private sectors as an opportunity to increase apparentship, Anderson (1982) supposed that prison industries have difficulties in emulating the work environment of the private sector.

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

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

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

#### **2.1.1.3 Employment Service Program**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The second opportunity is to change practices; hence correctional instructor's skills could be improved and enhanced, both for teaching and for navigating instruction in correctional settings. Opportunities to improve research: Lawrence and his colleagues (2002) argued that a best practice survey of correctional programs could be conducted which includes the ability of correctional agencies to track offenders demand, participation, and program availability which could be improved and also the ability of correctional agencies to assess offenders' needs and match them with appropriate programming. Giles et al (2004) suggest that using employers group as another strategic opportunity that can lead to effective partnership arrangements between employer groups, the Department of Education and Training, the Department of Corrective Services and group training agencies established to support prisoner re-entry to the world of work post-release. These agencies provide employment linkages for ex-prisoners who have skill training or education while they were in prison.

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

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

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

The third target are Federal agencies, like department of education, labor and justice who provide financial support for in-prison programming and the fund provided can help Special Education programs for juveniles as well as some adult education programs (Lawrence et al,2002). Other targets are Non-Governmental Organizations which can offer programs to supplement prison programming with skills-based volunteer opportunities and work with correctional programs to create opportunities for offenders to learn building skills and help the community. The final target for the improvements of prison programming is Private Companies. State Departments of

correction also target private corporations for promoting and providing prison programming. Private corporations invest in correctional programming by offering business to local prison industries and training to offenders. Establishing such kinds of partnerships provides additional work opportunities for offenders, and private companies receive a reliable and flexible workforce for large projects.

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

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

### **2.6.1 Availability of Vocational programs**

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

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

### **2.6.2 Availability of Work Program**

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

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

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

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

#### Cost as a Common Obstacle

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

#### Offender Employment Challenges

Offender's unemployment is another challenge that inmates experienced even if they are completing the vocational program from correction centers. According to Anderson (1982) inmates are employed in two types of work programs: one is institutional work programs, which include activities such as housekeeping, food services, and day-to-day maintenance; and the second types of employment are industrial work programs, operated by Federal Prison Industries, which produce products for sale to Federal agencies. Even if prisoners were involved in skill training and work program to develop their opportunity, upon return to the community, former inmates faced a number of significant barriers to securing employment, particularly employment outside the low-wage sector. Some of the major barriers are identified by such sources as; (Holzer, Raphael, & Stoll, 2002; Sampson & Laub, 1997; Western et al., 2001) cited in (Stephen & Dudafa, 2016).

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

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

#### **2.7.1 Theory of Differential Association**

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

#### **2.7.2 Learning Theories**

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

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

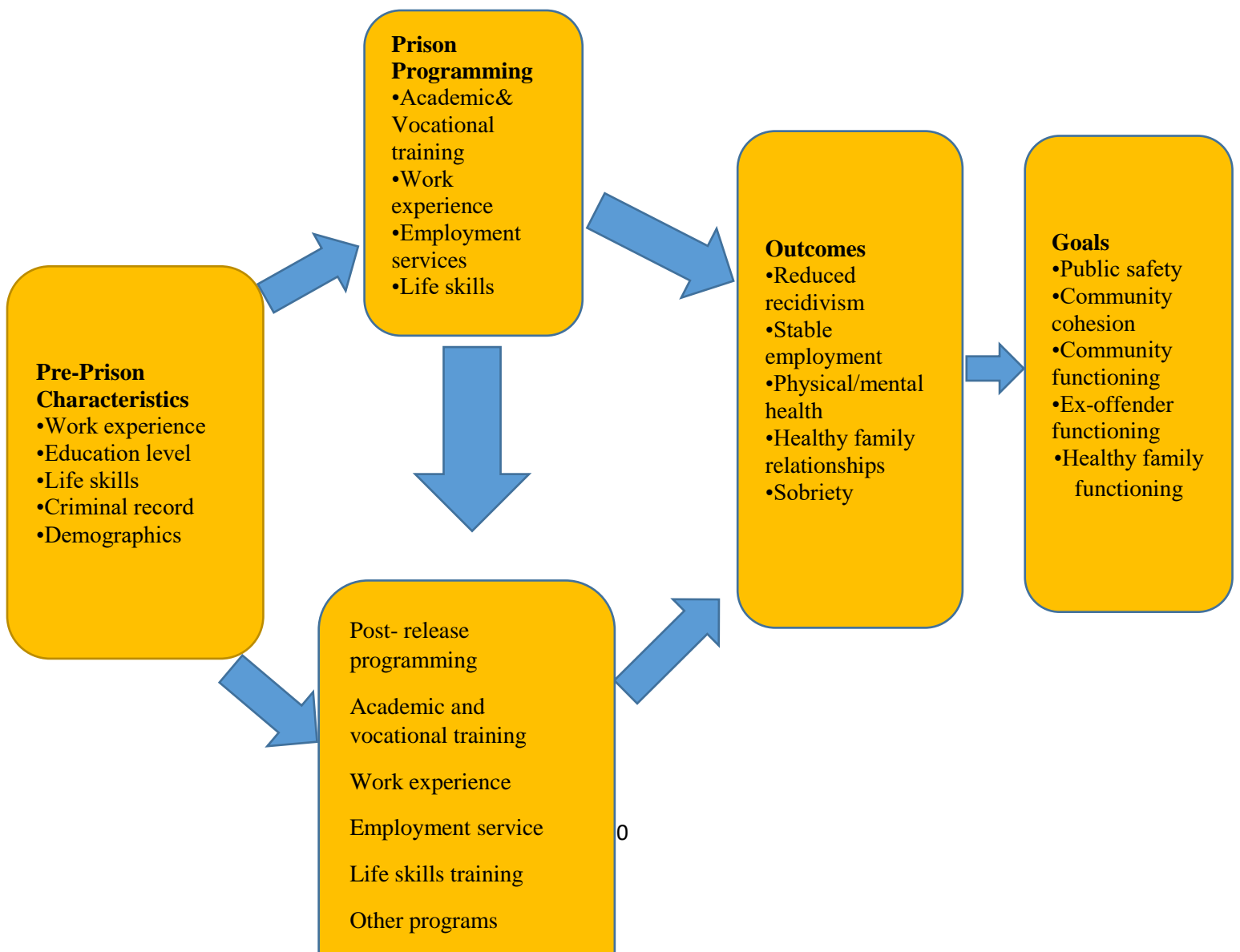
There is also another most convincing evidence that shows education for prisoners to have a positive effect on post-release behaviour of prisoners in the United States which is provided by the three-state recidivism study (Steurer et al, 2001). This study was conducted in the states of Maryland, Minnesota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

### **2.7.3 Interventions and Inmate Rehabilitation Needs**

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

## 2.8 Conceptual Framework

Figure 1. Conceptual Framework of Influences on and Outcomes of Individuals Released from Prison (Adapted from Lawrence et al, 2002).



## **CHAPTER THREE**

### **RESEARCH METHOD**

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

#### **3.1 Description of Study area**

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

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

#### **3.2 Research Approach**

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

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

### **3.3 Research Design**

The researcher used descriptive cross sectional research design because the researcher want to address the data at one time. And also the objectives the researcher want to conduct can be conducted at one time only and descriptive research design is used to describe a phenomenon, situation or population. More specifically it helps to answer what, when, where and how questions.so it was appropriate to use descriptive cross sectional research design with the research objectives.

### **3.4 Source of data**

The researcher collected the data from both primary and secondary data resources to get valid information about our study.

**3.4.1 Primary sources:** what was used is interview and questionnaires' with the respondents

**3.4.2 Secondary sources:** secondary source of data was important for setting the back ground of the study. To do so I used various books, scientific journal, article, and reliable internet source. The data was collected from different website, library and books and I used both published and unpublished documents, reference books and internet.

### **3.5 Methods of data collection**

The research instrument that was used for data collection was both quantitative and qualitative collection method.

#### **3.5.1 Questionnaire**

Questionnaire is a survey instrument consisting useful questions for the purpose of gathering information from prisoners. Questionnaires include both open ended and close ended questions. Open ended questions are free so, the respondents are supported to write their own feeling and ideas.in Close ended data source the respondents are supported to make choices. So, the researcher used open ended to gather more information from the respondents and close ended question because it is easy to data analysis and to interpret. The researcher collected data using questionnaire from 139 respondents.

#### **3.5.2Interview**

The researcher employed semi structured interview because it is great to generate in depth information from the respondents. It was flexible for the researcher to know the respondent's response more deeply. It gives the needed information face to face. It is good for situations when we ask open ended questions. According to Genise (2002) using interview as a data collection method helps to obtain rich and detailed information about the issue and direct contact with the users often leads to specific, constructive suggestions. In this study, Semi Structured Interview Guide was used where some of the questions and list of topics was prepared by the researcher and was administered for prison administrative officials and new questions that came up during the interview was accepted.

### **3.6 sample size and sampling procedure**

#### **3.6.1 Sampling technique**

In the case of sampling techniques, the researcher employed both probability and non-probability sampling techniques to collect qualitative and quantitative data. From probability sampling technique the researcher used simple random sampling technique because the researcher have the actual sample frame of the prisoners and to select respondents for questionnaire. And from non-probability sampling technique the researcher used purposive sampling technique in order to select respondents purposively for interview.

### **3.6.2 Study Population**

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

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

### **3.6.3 Sample size**

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

The formula is (Yamane, 1967)

Where,

n = the sample size

N = the size of population

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

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

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

$$n = \frac{220}{1 + 220(0.05)^2}$$

$$n = \frac{220}{1 + 0.55}$$

$$n = \frac{220}{1.55} = 141.9354 \approx 142$$

Then, n=142

From this sample size 139 respondents was selected to gather data through questionnaire and 5 respondents was selected to gather data through interview.

## **3.7 Methods of data presentation analysis and interpretation**

Quantitative data was analyzed using descriptive statistics. Descriptive statistics including mean, standard deviation and percentage was used. The data gathered through interview was analyzed using thematic analyses based on the conceptual framework of the study. Thematic analysis has been defined broadly as "a way of seeing" and "making sense out of seemingly

unrelated material” ( Boyatzis, 1998). The goal of thematic analysis is to develop a story from the texts of interest. In this regard, (Guest ,MacQueen & Namey 2012) described that, the investigator notes patterns and themes from the coded texts. Probing words coded as groups, items of questions serve as category and different items that measured the same objective used as themes.

### **3.8 Data quality control mechanism**

To enhance the reliability and validity of the data the researcher is take data quality assurance. In order to apply a reliable data, the researcher took across check the data which was collected not be stored type. And the validity of the method was improved by knowing the actual behavior of the respondents, while the data was collected. This means respondents was asked and interviews while they are in a good condition

### **3.9 Ethical consideration**

The participant of the respondents on the applicable question was based on the willingness of the participants. The information obtained from the respondents was confidential and will only be used for the intended purpose. This study was conducted in manner that is consistent with ethical issue that to be considered conducting a research

## Chapter four

### 4.1 Data analysis and interpretation

#### 4.2 Introduction

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

#### 4.3 Demographic Information of Participants

Variable	Sub-variable	Freq (N= 131)	percent
gender	male	96	73.3
	female	35	26.7
	total	131	100%
age	18-28	58	44.3
	29-39	58	44.3
	40-50	15	11.5
	Total	131	100%
Education level	Elementary school	47	35.9
	High school	46	35.1
	Diploma	20	15.3
	First degree	12	9.2
	Masters	1	8
	If any other	5	3.8
	Total	131	100%

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

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

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

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

As it is shown in Table 4, over fifty percent (51.1%) of inmates agreed that there were clear selection benchmarks to participate in the rehabilitation programs (22.9% strongly agree and 28.2% agree). However, large numbers of inmates (29.5%) were chosen unable to decide and the remaining 19.1% disagreed with this idea. Near half (45.1%) of participants believed that there is equal access for both

sexes to participate in the program. Over 79% of inmates showed their involvement assisted to update their skill and learn different tasks at the correction center (37.4% strongly agree plus 42% agree). Close to sixty five percent (64.9%) of inmates reported that the rehabilitation program helped them to lead self-supporting and independent life (32.8% strongly agree & 32.1% agree). Even if 42.7% of participants agreed with government attention to the rehabilitation program, majority of respondents reported that they disagree (32.9%) and undecided (24.4%) about the attention given to the industrial attachments programs of prison. Regarding ongoing supports of technical trainer and payment systems, majority of inmates reported undecided (16.8% & 26.7% ) and disagree (44.3% & 48.8) respectively. However 57.3% of inmates agreed with the idea that the amount of work they did per day was reasonable. Half (50.4% ) of inmates believed that there is no system either to reward or punish for the quality of once effort in the skill and work rehabilitation practices of the correction center. Similarly majority of participants (39%) reported that they had difficulties to access resources while they need to do their jobs well. This all shows inmate's level of participation in skill and work rehabilitation practices of the prison with the mean of 32.73 and Std. deviation 7.69. To determine the extent of inmates involvement in the rehabilitation practice the researcher computed the average mean of ten (10) items with five scale  $\{ (5*10=50) + (1*10=10) \} = 60$  and used 30 out of 60 as a cut of point to label the extent as high (greater than 30) or low (lower than or equal to 30) and presented as follows.

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

$\leq 30$  score below the cut point (low level) and  $>30$  coded for above the cut point (high level)  
 As it is depicted in Table 5, majority of the inmates 82(62.6%) had high level of participation and the remaining 49(37.4%) level of involvement were low.

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

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

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

To determine the perception of inmates whether prison administration used enabling situations for the improvements of skill training and work related prisoners rehabilitation program, independent t test was computed and presented as follows.

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

Gender	N	Mean	SD	t	Sig
Male	95	2.7865	.8397 1	5.691	.000
Female	35	3.8367	.1723 6		

As revealed in table 6, t-test was computed to see if there was statistical significant difference in the mean perception of inmates based on their sex category. Statistically significant difference was obtained ( $t=5.691$ ,  $p=0.00$ ), which means women inmates perception on using prison opportunities to improve skill training and work program rehabilitation is better than that of male inmates. In line with this, the qualitative data from interview participants also revealed that, even if both male and female inmates participated in skill training programs together, the work related rehabilitation program and the administration system of male inmates and female inmates were different. Therefore, in using opportunities and working with stakeholders to improve work related prisoner's rehabilitation differences were observed between male and female prison administration staffs. This point was best explained by female vocational trainers who were working on the rehabilitation of female inmates in the correction center *In addition to the existing programs, we had an interest to work with concerned stakeholders, NGOs and volunteer associations. For instance we had got material support from Canada Embassy, Red Cross organization and volunteer artists which helped us to facilitate the work related rehabilitation of female inmates. Beyond this, we requested female prison administration to invite higher education institutions that operated at Addis Ababa to provide female sponsorship via distance and continuing education mode of instruction and the administration was cooperative. However, only one higher education, Saint Mary's University, responded positively and begun to teach one female inmate (participant7, technical trainers).*

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

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

Similar to this idea, data collected from inmates through open ended questions revealed that, the prison administration gave less attention in using opportunities to improve the skill training and work related correctional rehabilitation programs. The inmate participants asked the prison administration to facilitate conditions for the experience sharing with vocational work cooperatives out of the prison, to prepare product show and selling room, to invite NGOs by preparing projects to work with them, to create market interlinkage and allow them to participate at the bazar when prepared at Addis Ababa.

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

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

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

Gender	N	Mean	Std.Deviation	t	Sig
Male	96	2.1563	.68561	2.327	.022
Female	36	1.8286	.78537		

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

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

Age	N	Mean	std. deviation	Df		F	sig
				b/n group	w/n group		
18-28	58	2.0000	.72548	2	128	737	481

29-39	58	2.1552	.72067
40-50	15	2.0000	.75527
Total	131	2.0687	.72527

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
Elementary	47	2.1489	.72167	4	126	1.030	.395
High school	46	2.1304	.65349				
Diploma	20	1.8500	.74516				
Degree	5	1.8462	.80064				
If another	13	5	1.09545				
Total	131	2.0687	.72527				

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

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

N	Mean	Std. Deviation	Df	F	Sig		
b/n group			w/n group				
<1/2 years	35	2.0571	.76477	4	126	.429	.788
1/2-1 years	30		2.0000			.69481	

>1-3 years	30	2.0000	.78784
>3-5 years	14	2.1429	.66299
> 5 years	22	2.2273	.68534
Total	131	2.0687	.72527

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

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

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

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

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

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

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

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

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

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

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
18-28	58	2.2759	.85416	2	128	1.455	.237

29-39	58	2.4310	.70368
40-50	15	2.0667	.79881
Total	131	2.3206	.78708

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
Elementary	47	2.2766	.82626	4	126	355	.840
High school	46	2.3913	.71424				
Diploma	20	2.3000	.80131				
Degree & above	13	2.3846	.86972				
If any other	5	2.0000	1.00000				
Total	131	2.3206	.78708				

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
<1/2 years	35	2.2857	.85994	4	126	423	792
1/2-1 years	30	2.2667	.78492				
>1-3 years	30	2.3333	.75810				
>3-5 years	14	2.5714	.75593				

> 5 years	22	2.2727	.76730
Total	131	2.3206	.78708

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

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

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

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

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

Another administrative challenge according to interview participants was the payment system that the prison administration followed. Even if the inmates didn't had any expense and all basic

things covered by the prison administration, the remuneration system for their effort was very low. According to the participants there was a system called “የ ምን ሊከፈል ያለ” which is

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

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

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

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

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

Gender	N	Mean	std. deviation	F	sig
Male	96	2.6354	.60035	2.567	.011
Female	35	2.3143	.71831		

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

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
18-28	58	2.6034	.67381	2	129	2.542	.083
29-39	58	2.5862	.62223				
40-50	15	2.2000	.56061				
Total	131	2.5496	.64705				

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

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
Elementary	47	2.4894	.68754	4	126	2.753	.031
High school	46	2.7826	.46729				
Diploma	20	2.3000	.73270				
Degree & above	13	2.3846	.65044				
If any other	5	2.0000	.89443				
Total	131	2.5496	.64705				

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

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

Variable: challenges of resources

Tukey HSD

(I) Inmates level of education	(J) Inmates level of education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
Lower Bound elementary	High school	-.29325	.13071		
			Upper Bound		
			.171	-.6550	.0685

completed						
Diploma	.18936	.16826	.793		-.2763	.6551
First degree and above	.10475	.19750	.984		-.4419	.6514
If any other high school completed	.08936	.29647	.998		-.7312	.9099
Diploma	.48261*	.16880	.039		.0154	.9498
First degree and above	.39799	.19796	.267		-.1499	.9459
If any other Diploma	.38261	.29678	.698		-.4388	1.2040
First degree above	First degree	-.08462	.22453	.996	-.7060	.5368
If any other First degree& above	-.10000	.31512	.998		-.9722	.7722
	If any other	-.01538	.33165	1.000	-.9333	.9025

As table 18 indicated, the post hoc comparison using Tukey HSD test showed that there is significant difference only among high school completed inmates and inmates who had diploma. But the remaining levels of education had no significant difference between each group.

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

	N	Mean	std. deviation	b/n group	w/n group	F	sig
<1/2 years	35	2.5143	.70174	4	126	533	.711
1/2-1 years	30	2.5000	.73030				
>1-3 years	30	2.5333	.73030				
>3-5 years	14	2.7857	.42582				
> 5 years	22	2.5455	.67098				
Total	131	2.5496	.64705				

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

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

Similarly, qualitative data obtained from key informant interview participants revealed that the skills training and work program had series resource related challenges derived from the administrative challenges mentioned above. As it has been disclosed by the participants, the training and work rehabilitation program of the prison faced shortage of power supply, absence

of latest machinery, lack of operational place, poorly equipped workshop or demonstration rooms.

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

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

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

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

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

Perceived status	frequency	percent
Disagreed	8	6.1
Neutral	23	17.6
Agree	100	76.3
Total	131	100.0

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

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

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

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

Gender	N	Mean	std. deviation	F	sig
Male	96	42.2604	7.58426	.632	.207
Female	35	43.2857	9.74852		

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

males and females. As a result showed there was no statistically significant difference in scores for male ( $M=42.26$ ,  $SD=7.58$ ) and female ( $M=43.23$ ,  $SD, 9.75$ );  $t(129) = -0.632$ ,  $p= 0.207$ ). Hence, it implies that both male and female inmates have similar perception about the success of skill and work related prison rehabilitation programs.

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

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

	N	Mean	std. deviation	min	max	b/n group	w/n group	F	sig
18-28	58	41.5690	8.47103	22.00	55.00	2	128	1.821	.166
29-39	58	42.5862	7.95168	21.00	54.00				
40-50	15	46.0667	7.49730	33.00	55.00				
Total	131	42.5344	8.19127	21.00	55.00				

To investigate the impact of age on perception towards the success of skill and work prison rehabilitation, a one way between group analysis of variance was conducted. Participants were grouped in to three according to their age level (the age between 18-28 as group1, between 29-39 group2 and between 40-50 group 3). As it is indicated in table 6, there was no statistical significance difference at  $p<.05$  level in perception score for the three age groups ( $(f^2, 128) = 1.821$ ,  $p= 0.166$ ) at 95% confidence interval for the mean. In other words, age doesn't matter for the inmate's perception level towards the successfulness of the rehabilitation program.

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

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

	N	Mean	std. deviation	min	max	b/n group	w/n group	F	sig
Elementary	47	41.4681	8.77707	21.00	55.00	4	1.329	1.329	.263
High school	46	42.8696	7.00669	22.00	52.00				
Diploma	20	41.1500	9.13798	22.00	53.00				

Degree & above	13	45.0769	8.80778	31.00	55.00
If any other	5	48.4000	4.97996	43.00	55.00
Total	131	42.5344	8.19127	21.00	55.00

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

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

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

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

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

Participants from administrative staff also agreed with the above problems as it could lead inmates to have negative perception towards their successfulness based on this program. And the participant interlinked the problem with legal and administrative difficulties. According to this participant, the major aim of this program was to rehabilitate inmates and make them ready for job while they will get released from the prison. Hence, it was planned that the cooperative association and industry zone to serve for all inmates by rotation. It means that each graduate

from the training center will join with their respective work programs and develop his/her job for two years and then will substitute by other novice trainees. However, what was practiced still now was unless inmates get released those of former inmates were working by considering it as their estate and being runner of thousands and even millions of birr which is out of the mission of the prison. The key informants from prison administration added that, the rules of cooperative association which didn't allow establishing other cooperatives with similar area at the same place, hinders the prison administration not to expand cooperatives and create opportunities for other inmates.

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

## **Chapter five**

### **5.1 conclusion and recommendation**

#### **5.2 conclusion**

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

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

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

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

#### **5.3 Recommendation**

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

**Intervention Related Recommendations**

□ As the prison administration cares for security and control, the rehabilitation sector particularly skills training and work program need to get attention. Compared to the total inmates population there are very small number of inmate participants, the reform and rehabilitative treatment personnel such as psychologist and sociologist, should work on inmates to bring attitudinal change and make them ready for skill training and work before joining the program.

□ Within the TESFA prisoners TVET center, there are lack of vocational trainers even some department trainers are covered by inmates and most departments had only one trainer without assistant. Therefore, more qualified vocational instructors in various departments should be recruited for the training of the prisoners and the present instructor skills could be improved and enhanced, both for teaching and for navigating instruction in correctional settings.

□ Prison authorities should make strategic partnership and collaboration with concerned stakeholders. These will facilitate in building synergies and equipping prisons with

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

□ The Kaliti prisoner correction center should introduce more vocational cooperative associations and industries which help to recruit more inmates who will graduate from Tesfa TVET center. Especially female inmates hadn't access to work on cooperative associations and industries in the prison industry zone of the correction center.

□ According to behavioral learning theorists, people most likely repeat activities for which they are rewarded than those for which they are not rewarded or are punished. Therefore, the prison administration should adopt a system like considering it for parole and padrone to motivate inmate participants in this program and to use as positive role model for other inmates as it is conducted in different countries.

#### Legal and Regulatory Issues Related Recommendations

□ Since the existing proclamation of federal prison administration didn't guarantee the prison administration to lead skills training and work program including Tesfa TVET center and says nothing about reintegration of inmates, the prison authorities and concerned government organs should work to reform the proclamation and legal framework should specify the role of concerned stakeholders in the successful and sustainable rehabilitation of inmates.

□ The federal prison administration inmate's payment performance for developmental work directives No 2/2008 ,which is not consider the current value of money, should be revised and federal cooperative societies agency principles should be modified and contextualized to the prison context.

#### Future Research recommendation

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

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**Appendix A: Questionnaire**  
**Wolkite University**  
**College of behavioral and educational science**  
**School of Psychology**  
**Questionnaire for inmates**

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

Please respond to all questions and do not write your name  
 Thank you in advance for your cooperation!!

**Part I: General Information.**

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

- 1 Sex a male b female
- 2 Age a 18-28years b 29-39 years c 40-50 years d 51 and above
- 3 Educational level a elementary completed b high school completed c diploma d first degree e second degree f mention if any other.....
- 4 In which sectors of skill and vocational program are you working?.....
- 5 Years of participation at Kaliti skill and work rehabilitation program? A, >6 months b, 6 months-1 year c >1-3 years d >3-5 years e more than 5 year

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

No	Question	5	4	3	2	1
	Part II Questions focused on Extents of Inmates’ Participation in Skills and Work Related Prison Rehabilitation programs					
1	I was selected with clear eligibility criteria to participate at this program					
2	There is gender equality among prisoners to access this opportunity					
3	I experience personal growth such as updating skills and learning different tasks here at the prison.					

4	Skill and work program of the prison help me to lead a self-supporting and independent life					
5	During my stay here, understood that proper attentions is given to industrial attachment for prison programing					
6	There is ongoing supports of technical trainers during skill training and work programs					
7	The amount of work per day expected from me is reasonable					
8	I think the remuneration system being implemented is faire					
9	have access to the things I need to do my job well					
10	There is a system to reward or punish for the quality of once effort					
<b>Part III Questions Focused on Enabling Situations to Improve the Skill and Work Related Rehabilitation Services</b>		5	4	3	2	1
1	There is support from key stakeholders that the prison administration builds alliance					
2	The Prison administration works to improve the capacity of skill and work programs of the prison					
3	This program works on inmates to develop positive work attitudes and self-discipline					
4	Prison administration uses positive models among inmates to learn from others and ensure positive favorable prison rehabilitation outcomes					
5	The Government gives proper attention for this program					
6	There is ongoing follow up to ensure inmates completion of training					
7	There is ongoing support of inmates to involve in work programs of prison industry					
<b>Part IV Existing or Observed Challenges in the Rehabilitation Efforts,</b>		5	4	3	2	1

1	Skill training was not based on an assessment of prisoners' needs					
2	Work program of the prison is not comprise ways to motivate prisoners					
3	I do not want to attend regularly in skill training and work program of the prison					
4	Since the work programs of the prison do not have incentives I think that it takes advantage of me					
5	Prison administration is poor in addressing barriers of training and work					
6	The program is not equally available for women prisoners as well as for prisoners with special needs					
7	The prison work program do not consider implications of private sector involvement					
8	Types of rehabilitation programs offered for inmates are gendered (traditional activity for women& skilled activity for men)					
9	Skill and work program of the prison is in adequately resourced and staffed					
10	Skill and work program of the prison is not comprise appropriate operating models					
11	There is no adequate accessibility of row materials					
12	There is no market inter linkage					
13	There is no immediate maintenance during breakdown of equipment					
<b>Part V Questions Focused on Inmates Perception about the Success of Prison Rehabilitation Programs</b>		5	4	3	2	1
1	I think Participating in skill & work rehabilitation and leading a busy life in prison reduce the risk of developing depression, and other mental health problems.					
2	I perceive that this program can benefit the overall atmosphere in prisons by replacing idle time with					

	constructive work.					
3	I think I am encouraged to come up with new and better ways of doing things					
4	I perceive that Vocational skill training and work program provided for prisoners are market oriented and accredited					
5	I think I obtained valuable skills in the vocational/ education classes					
6	I think I obtained valuable life skills (i.e. teamwork, punctuality, quality of work, etc.) from this program.					
7	I perceive that employers are more reluctant to hire former prisoners due to the stigma of previous criminal history					
8	I think it is good that all prisoners take vocational work program					
9	I perceive that participating in vocational work at prison will save me from reoffending					
10	I think my participation in vocational work of prison rehabilitation can help me to overcome challenges of unemployment					
11	I perceive that this program help me to develop positive work attitude					

**Open ended questions**

1 Things that the prison administration should do to make it a better workplace are \_\_\_\_\_

\_\_\_\_\_

2 What are the other issues not included in this survey which needs to be addressed in this organization? \_\_\_\_\_

\_\_\_\_\_

3 What suggestions do you have for the improvements of the skill and work program? \_\_\_\_\_

\_\_\_\_\_

**Appendix B: Key Informant Interview Guide**

**Wolkite University**  
**College of behavioral and educational science**  
**School of Psychology**  
**Key informant interview guide**

**Introductory remark**

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

**Key informant interview guide for administrative staff**

1. What criteria are employed by the prison administration to select type of vocational skills acquisition and work programs? How do inmates will join the program?

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

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

3. Does the rehabilitation program include prison entrepreneurship program, with core values like integrity, business plan, and public speak....

4. What did Tesfa vocational training center and prison industry of Kaliti correction center look like in terms of workshop, equipment's and other resources?

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

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

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

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

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

How cooperatively should the prison administration work with these stakeholders?

7. How is the remuneration system being implemented and managed? How is it related to the national minimum wage, is the work afflictive that causes pain or distress or what the exploitative conditions?

8. What are the mechanisms to enhance employment of inmates after they get released having skills.

9. Do you think all skill training and work related prison rehabilitation programs attain the intended goal?

10. Can you mention the ideas that you think are missed? Additional ideas not mentioned if any?

**Appendix C: In depth Interview Guide**  
**Wolkite University**  
**College of behavioral and educational science**  
**School of Psychology**  
**In depth interview guide**

**Introductory remark**

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

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

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

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

2. Does the rehabilitation program include prison entrepreneurship program, with core values like integrity, business plan, and public speak....

3. What did Tesfa vocational training center and prison industry of Kaliti correction center look like in terms of workshop, equipment's and other resources?

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

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

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

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

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

How cooperatively should the prison administration work with these stakeholders?

6. How is the remuneration system being implemented and managed? How is it related to the national minimum wage, is the work afflictive that causes pain or distress or what the exploitative conditions?

7. Do you think all skill training and work related prison rehabilitation programs attain the intended goal?

8. Can you mention the ideas that you think are missed? Additional ideas not mentioned if any?

**አዳስ አበባ ዩንቨርሲቲ**  
**የዴህረ-ምረቃ ፕሮግራም**  
**የሰነድ-ሌቦና ትምህርት ክፍል**

የዚህ ፅሁፌ ዲሰሳዊ መጠይቅ ዋና ዓላማ በአዳስ አበባ ቃሉቲ ማረሚያ ቤት ውስጥ የሚሰጠው የሙያ ትምህርትና የክህልት ስሌጠና እንዲሁም በስራ የማረምና የማነፅ ፕሮግራምን የተግባር ስራ፣ ተግዲሮቶችና ያለ መሌካም አጋጣሚዎችን ሆመሆየት ነው። ፡ መጠይቁ ሆሁሆተኛ ዲግሪ ማሟያ የተዘጋጀ ከመሆኑም በሊይ ከመጠይቁ የሚገኙ መረጃዎች ሙሉ በሙሉ ሆትምህርት ዓላማ ብቻ የሚውሉ ይሆናሉ ፡ ፡

መጠይቁ በአምስት ክፍል ሲሆን ክፍሉ 1 አጠቃላይ መረጃ፣ ክፍሉ 2 የታራሚዎች ተሳትፎ መጠን፣ ክፍሉ 3 ከፕሮግራሙ የሚጠበቁ መሌካም አጋጣሚዎች፣ ክፍሉ 4 በፕሮግራሙ እያጋጠሙ ያለና ሉያጋጥሙ የሚችሉ ተግዲሮቶች እና ክፍሉ 5 በፕሮግራሙ የተሳተፉ ውጤታማነት አመሰግካክት በታራሚዎች እይታ ጋር የተያያዙ ጥያቄዎችን ያካትታል ፡ ፡

መመሪያ 1: መጠይቁን በሚሞላበት ጊዜ የሚከተሉትን መመሪያዎች ከግምት ውስጥ ያስገቡ ፡ ፡

- ስምዎን መግላት አያስገባም
- መሌስዎን በተሰጠው ባድቦታ ሊይ አማራጭዎን በማክበብ ወይም የምሌክት አስቀምጡ

ስህተት ብብርዎ በቅዴሚያ አመሰግናሁ!

ክፍሉ አንድ አጠቃላይ መረጃ  
 መመሪያ 2 ከቀረቡት አማራጮች የእርስዎን ሃሳብ የያዘውን ፉቁሌ ያክብቡ  
 1 ያታህ ወንቶ ሆሴት  
 2 ዕድሜ ህ 18-28 ዓመት ሆ 29-39 ዓመት ሷ 40-50 ዓመት መ 51 እና ከዛ በሊይ  
 3 የትምህርት ተረጃ (የእርስዎን ከፊተኛውን የትምህርት ተረጃዎን ይምረጡ)

ሀ የመጀመሪያ ተረጃ ያጠናቀቀ /ች ሆ 2ኛ ተረጃ ያጠናቀቀ /ች ሷ ዱፕልማ  
 መ የመጀመሪያ ዲግሪ ሠ 2ኛ ዲግሪ ረ ላሊ ካህ  
 ይጥቀሱ .....  
 4 የሚሰሩበት የሙያ ክፍል  
 መጠሪያ .....

5 በማረሚያ ቤቱ የክህልት ስሌጠናና ስራ ፕሮግራም የተሳተፉ ዘመን  
**SKILLS AND WORK RELATED PRISONER REHABILITATION 91**  
 ሀ ከ6 ወር ያነሰ ሆ ከ6 ወር - 1 ዓመት ሷ 1-3 ዓመት መ 3-5 ዓመት ሠ ከ5 ዓመት በሊይ  
 መመሪያ 3 እያንዳንዱን ዎር ፊተነገር በማንበብ የመስማማት ወይም ያህመስማማት መጠንዎን በምርጫ ሊይ የራይት <input type="checkbox"/> ምሌክት ያዴርጉ ፡ ፡

ማስታወሻ ቁጥሮቹ ማህትም 5 በጣም እስ ማማህሁ 4 እስ ማማህሁ 3 ህመወስን እቸገራህሁ 2 አሌስ ማማም 1 በጣም አሌስ ማማም የሚወከለናቸው: :

	ጥያቄዎች	5	4	3	2	1
	ክፌሌሁህት: የታራሚዎች የሙያና የክህልት ተሳትፎ መጠንን በተመሳሳይ					
1	በዚህ ጥራት ስም ህመሳተፊ ስመረጥ ግሌፅ የመመዘኛ መስጫዎች ነበሩ					
2	በጥራት ስምተጠቃሚ ህመህን ታራሚዎች በሁሉም ደታ እኩሌ እዴሌ አሊቸው					
3	በጥራት ስም መሳተፊ የክህልትና የስራ ሌምዳን አሳዴጎ ሌኛሌ					
4	ጥራት ስም ስምን በመርዲት ከጥገኝነት ነፃ ህይወት እንዴመራ አግዞኛሌ					
5	የማረሚያ ቤቱን የክህልት ስሌጠና ከኢንደስትሪ ጋር ህማስተሳሰር አስገቢ ሆኖ ተሰጥቶ እየተሰራ መሆኑን በቆይታየተገንዝቤአህሁ					
6	በክህልት ስሌጠናና ስራ ወቅት የቴክኒክ አሰሌጣኞች ያሉ ተቋረጠ ዴጋፊ አዴርገውሌኛሌ: :					
7	በቀን እንዴከነውን የሚጠበቅ ብኝ ስራ አሳማኝነው					
8	የታራሚዎች ክፍያ ስርዓት ፊት ሃዲነው በየአሰባህሁ					
9						

	ስራዎን በአግባቡ እንዲከናወን የሚያግዙኝ ነገሮች ተሟሌቷል					
10	ማነኛውም ታራሚ በስራው የሚሸህምበትም ሆነ የሚጠየቅበት ስርዓት አሁን					
	ክፍሌ 3 የክህልት ስሌጠናና የስራ ፕሮግራሙ መሳካት የሚያግዙ መሆኑም አጋጣሚዎች	5	4	3	2	1
1	ማረሚያ ቤቱ አብረዉት እንዲሰሩ ስምምነት ከተዎራረማቸው አጋር አካሊት ዴጋፊ እናገኛሁን					
2	የማረሚያ ቤቱ አስተዳዳሪ የስራና ክህልት ስሌጠና ፕሮግራሙን አቅም ለማሳደግ እየሰራነው					
3	በፕሮግራሙ ታራሚዎች አወንተዊ የስራ አመራሮች እንዲያዲብሩ ይቻላል					
4	አስተዳዳሪ ከታራሚዎች መካከሉ አወንተዊ አራያነት ያሉቸውን ታራሚዎች በመምረጥ ላልች እንዲማሩበትና እንዲበረታቱ ይቻላል					
5	መንግስት ህግግ ፕሮግራሙ አስፈላጊነት ከረገደ ስጥቷል					
6	ታራሚዎች ስሌጠናቸውን እንዲያጠናቅቁ ቀጣይነት ያሁኑ ዴጋፊ ይቻላል					
7	ታራሚዎች በማ/ቤቱ የኢነደስትሪ ስራ ተሳታፊ እንዲሆኑ ተከታታይ ዴጋፊ ይቻላል					
	ክፍሉ አራት : በማረሚያ ቤቱ የክህልትና የስራ ፕሮግራም ሊይ እያጋጠሙ ያለ ተግዳሮቶችን በተመሥከተ	5	4	3	2	1



13	የ መሳሪያዎች ብሌሽት ሲያጋጥም ያጣን ጥገና የሚቀረጣ አላላቸው					
	ከ ፌሌ አምስት በማረሚያ ቤቱ የክህልትና የስራፕሮግራም የተሳትፍ ውጤታማነት አመቻካክት በታራሚዎች እይታ	5	4	3	2	1
1	በፕሮግራሙ መሳተፍና ስራ የበዛበት የማረሚያ ቤት ህይወት መምራቱ ዲብርትና የመሳሰለ የአእምሮ ጤና ችግሮችን እንዲያስተካክል አስባላሁ					
2	ፕሮግራሙ የሚባከነውን የታራሚዎች ጊዜ በውጤታማ ስራ በመተካት የማረሚያ ቤቱን ሁሉን ተናዊ ሂደት ይጠቅማል ብዬ አስባላሁ					
3	ስራዎችን በአዲስና በጥሩ መንገድ ለማስረጃ እየተገፈፈሁ እንዲሁ ይሰማኛል					
4	የሚሰጡ የክህልት ስሌጠናዎችና የስራፕሮግራሞች ገበያተኮርና እውቅና ያሉቸው እንዲሁ አምናላሁ					
5	በማረሚያ ቤቱ የሙያ ት/ቤት ጠቃሚ ክህልት እያገኘሁ እንዲሁ ይሰማኛል					
6	በማረሚያ ቤቱ የስራፕሮግራም ጠቃሚ የህይወት ክህልት (የቡድን ስራ፣ ስዓት አክባሪነት፣ ጥራት ያላቸው ስራ፣) እንዲገኝሁ አስባላሁ					
7	የስራ ቀጣሪዎች የታራሚዎችን የኋሊ ታሪክና የወንጀል ደርጊት በማሰብ ወደ ስራ ሉያ ሰማሩን ያቃዩኞች የሚሆኑ አይመስሉኝም					
8	ሁሉም ታራሚዎች የሙያ ስሌጠናውን ቢሳተፉ ጥሩ ነው ብዬ አስባላሁ					
9	በፕሮግራሙ መሳተፍ በደጋጭ ወንጀል እንዲሰራ ያግዘኛል					

	ብዩ አስባህሁ					
10	በፕሮግራሙ መሳተፍ የሰራአጥነት ችግራትን ማመቅረፍ ይረዳኛል ብዩ እንምታህሁ					
11	ፕሮግራሙ አወንተዊ የሰራአ መህካክት እንዲደብር እንዲገዘኝ አስባህሁ					

ተጨማሪ ክፍት ጥያቄዎች

1 የማረሚያ ቤት አስተዳዳሪ ፕሮግራሙን የበህግ ጥሩ የሙያና የሰራ መቅሰሚያ ማድረግ ለሰራተኛው የሚገቡ ነገሮች የሚሰጡትን ሃሳቦች ይዘርዝሩ ::

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2 ፕሮግራሙን ማሳተፍ የሚያግዙ የራስዎን አስተያይቶች ይዘርዝሩ

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3 በዚህ ዲሰሳዊ መጠይቅ ያሊካተቱት ክፍሎች ነገር ግን መካተት የነበረባቸው ሃሳቦች ካለ እባክዎ በዘርዘር ይግለጹ ::

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**Appendix F: Key Informant Interview Guide in Amharic**

ወካይ የቃህ-መጠይቅ ጥያቄዎች

ውዴ የዚህ ጥናት ተሳታፊዎች ቃህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ቃህ ማረሚያ ቤት ውስጥ የሚሰጠው የሙያ ትምህርትና የክህልት ስሌጠና እንዲሁም በሰራ የማረምና የማነፅ ፕሮግራም ያለበትን ተግዳሮቶችና ያለ መሌካም አጋጣሚዎችን ማመላከት ነው :: ቃህ መጠይቁ ህሁህተኛ ዲግሪ ማሟያ የተዘጋጀ ከመሆኑም በሊይ ከቃህ መጠይቁ የሚገኙ መረጃዎች መለስ መለስ ህትምህርት ዓላማ ብቻ የሚውል ይሆናል ::

ስህተት ብብርዎ በቅዴሚያ አመሰግናህሁ!

1. እስረኛ አስተዳዳሪ እየተሰጡ ያለትን የሙያ ትምህርትና የክህልት ስሌጠናዎች ማመረጥ የተጠቀማቸው መስጋሮቶች ምን ምን ናቸው? ታራሚዎች ስለእነዚህ ነው ወይስ ዚህ ፕሮግራም የሚቀረፅበት?



2. ፕሮግራሙ ተጨማሪ የጾታ ጠራና የህይወት ክህሎት ስሌጠናን ያካትታል? ሆስፒታል የአንድነትና አብሮ መስራት ክህሎት፣ ሃሳብን የመግላት፣ የቢዝነስ እቅድ የማውጣት ....
3. ካሊቸው የሰርቶ ማሳያ ቁሳቁሶችና አጠቃላይ ግብዓቶች አንጻር ተስፊ የታራሚዎች ቴክኒክና ሙያ ማሰሌጠኛ ማዕከሌ እና የማረሚያ ቤቱ ኢንደስትሪ እንዳት ይገባል? ሆስፒታል የኤላክትሪክ ሃይሌ አቅርቦት፣ ማሽኖች፣ የበቁ መምህራን መሌቀቅ .....
4. በዚህ ፕሮግራም ውስጥ የሚከተሉትን ጉዳዮች እንዳት ይገመግሙ?  
 የስሌጠና ካሪኩሎተር ምዝገባ፣ የእውቅና ሁኔታ፣ የስራ እድሌ፣ ሴቶችን ታሳቢ ስህተት ማደራጀት
5. ማረሚያ ቤቱ እንዲሁ አጋር አካሊት የሚጠቀሙት አካሊት አለ? እነማን ናቸው? ሆስፒታል  
 የቴክኒክ ስራ ሰሪዎች፣ የክሌሌ ተቋማት፣ የሚንሰጥ ስራ መስሪያ ቤቶች፣ የግሌዴር ጅቶች
6. ሁሉም የክህሎት ሙያ ስሌጠናዎች እና የስራ ፕሮግራሞች የታቀዱትን ዓላማ እያሳኩ ነው ብሎ ያስባለ? እንዳት? ቢያብራሩኛ
7. ተጨማሪ ማካተት አላቸው የሚሉት ሃሳቦች ካለ? ይጠቀሱኛ