



# **The Effectiveness In Settling Former Inmates In Schools: A Study Conducted At Selected Schools Of Kabwe District - Central Province**

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**Abstract-** The reintegration of former inmates into educational institutions presents a critical challenge and opportunity for fostering societal rehabilitation and reducing recidivism. This study investigates the effectiveness of various approaches employed to settle former inmates in schools, emphasizing the role of supportive educational environments, tailored learning programs, and psychological support. Drawing on qualitative and quantitative data from case studies, surveys, and interviews with educators, students, and reformed inmates, the research highlights key factors influencing successful reintegration. These include stigma reduction, peer and faculty support, curriculum flexibility, and access to counselling services. Findings suggest that institutions with structured reintegration frameworks and inclusive policies significantly enhance academic performance, social adjustment, and self-esteem among former inmates. The study concludes with recommendations for policy reforms, capacity building among educators, and community involvement to ensure the sustainability and scalability of these initiatives. This research contributes to the broader discourse on education's role in social justice and rehabilitation.

**Keywords:** Key terms related to this study include reintegration of former inmates, educational institutions, rehabilitation, recidivism reduction, supportive learning environments, tailored education programs, psychological support, stigma reduction, peer and faculty support, curriculum flexibility, counselling services, inclusive policies, social adjustment, self-esteem, policy reforms, and community involvement, all of which emphasize the role of education in promoting social justice and successful rehabilitation.

## **I. Chapter One**

### **Introduction**

#### **1.0 Background of the Study**

The inception of the provision of education in Zambia Prison then, draws back as early as 1974, when the first republican president Dr Kenneth Kaunda visited Maximum Prison and it is now enshrined in the Zambia Correctional Service Repealed Act 37 of 2021 section 50(1)(Mpolomoka and Muvombo, 2022). The Zambia correctional service is working with many other partners such the Ministry of Education, The church, Non Governmental Organisations in ensuring that inmates have access to education that is non discriminatory yet freely accessible and that which makes one self-reliant.

In Zambia, the settlement of former inmates in schools has become a critical issue, as the country grapples with high recidivism rates and limited access to education for former inmates. According to the Zambia Correctional Service, over 70% of former inmates recidivate within two years of release (Zambia Correctional Service, 2020). Research has shown that education is a key factor in reducing recidivism rates among



former inmates in Zambia (Mwansa, 2019). However, many former inmates in Zambia face significant barriers to accessing education, including lack of funding, limited access to educational resources, and stigma associated with having a criminal record.

Despite the importance of education in reducing recidivism rates, many former inmates face significant barriers to accessing education, including lack of funding, limited access to educational resources, and stigma associated with having a criminal record (Krieg, 2019). Furthermore, research has shown that the transition from prison to school can be challenging for former inmates, who often struggle to adjust to the academic and social demands of school (Petersilia, 2020). In recent years, there has been a growing interest in the effectiveness of settling former inmates in schools as a way to improve their education outcomes, social reintegration, and reduce recidivism rates (Bouffard, 2020). Research has shown that schools can play a critical role in supporting the reintegration of former inmates into society, by providing them with access to education, job training, and social support services (Taxman, 2020).

There are basically eight Correctional centres in the Southern Province of Zambia and these include, Mazabuka, Monze Open air Farm, Monze Main centre, Namwala, Choma, Kalomo, Livingstone correctional centers and Katombora Reformatory School. The Total population of inmates in southern Province stand at 2690 falling under different categories of classification. This classification include inmate populations such as: The convicted, the committed to high court, the Juveniles, His exallence pleasure, debtors, the prohibited immigrants, the remands to mention a few. Correctional education captures inmates that fall under the convicted population and the confirmed juvenile population due to reasons that the other populations could exit any time and their stay is determined by the courts of law.

The effectiveness of settling a former inmate in school can vary depending on the individual circumstances and support systems in place, generally providing support and resources to help former inmates transition successfully into school setting can have positive outcomes. However, this paper looks at the effectiveness in settling of former inmates in schools, in Choma, Southern Province of Zambia.

The effectiveness of settling former inmates in schools has limited research, but there are studies that have examined related information such as re-entry programmes, and the impact of education on recidivism rates. One study published in the journal of Correctional Education in 2016, titled 'the impact of Correctional education on post release outcomes for former inmates,' found that participation in Correctional education programmes was associated with a 13% reduction in the risk of reincarceration. The study emphasized the importance of education in helping former inmates successfully reintegrate into society.

According to Mpolomoka and Muvombo (2022) Correctional education since independence for most African states was mostly to eradicate illiteracy among prisoners. An example is that of Zambian prisons which its aim was to enhance social rehabilitation and reformation of prisoners, from 1974, prisoner education became part of Zambian government prisons program whose vision was to empower inmates with academic, 'life skills and vocational training program relevant to the rehabilitation,



reformation and self reliance after discharge from prison’, Zambia Prison Service, Annuals Report on the Education Unit from January to December, (2012).

The role of social support networks in facilitating the social reintegration of former inmates in Zambia is critical. Social support networks can include family members, friends, and community organizations, and can provide former inmates with access to resources, support, and guidance (Mwansa, 2019). Research has shown that social support networks can improve the education outcomes and employment prospects of former inmates in Zambia, by providing them with access to resources and support (Kabwe, 2020). Furthermore, social support networks can help to reduce recidivism rates among former inmates in Zambia, by providing them with a sense of belonging and connection to their community (Chilufya, 2020).

Technology-based learning platforms have the potential to increase access to education for former inmates in Zambia. For example, online courses and virtual reality programs can provide former inmates with access to educational resources and support, even in remote or underserved areas (Chilufya, 2020). Additionally, technology-based learning platforms can help to reduce the stigma associated with having a criminal record, by providing former inmates with a way to access education and training in a private and anonymous setting (Mwansa, 2019). However, more research is needed to understand the effectiveness of technology-based learning platforms in improving the education outcomes and social reintegration of former inmates in Zambia.

In Zambia, vocational training has been shown to be an effective way to improve the employment prospects of former inmates. For example, a study by the Zambia Open University found that former inmates who participated in vocational training programs were more likely to find employment and less likely to recidivate than those who did not participate in such programs (Kabwe, 2020). Additionally, vocational training can help to provide former inmates with a sense of purpose and meaning, and can help to reduce the stigma associated with having a criminal record (Chilufya, 2020). However, more research is needed to understand the key factors that contribute to the effectiveness of vocational training programs for former inmates in Zambia.

### **1.2 Statement of the Problem**

The settlement of former inmates in schools in Zambia is a critical issue that requires attention from policymakers, practitioners, and researchers. Despite the importance of education in reducing recidivism rates and improving employment prospects, many former inmates in Zambia face significant barriers to accessing education, including lack of funding, limited access to educational resources, and stigma associated with having a criminal record. Furthermore, the transition from prison to school can be challenging for former inmates, who often struggle to adjust to the academic and social demands of school. As a result, many former inmates in Zambia struggle to access education and training, and may recidivate due to lack of opportunities and support. Despite efforts to support the successful reintegration of former inmates into society there exist a gap in understanding the effectiveness of settling former inmates in school environments. Limited research has been conducted to evaluate the impact of this transition on academic performance, social integration and recidivism rates among former inmates. This lack of empirical evidence hinders the development of targeted



intervention and support system to facilitate the successful settlement of former inmates in schools. Therefore, there is a need to investigate the effectiveness of settling former inmates in schools to determine the key factors that contribute to their education outcome, social reintegration, and reduced risk of recidivism. By addressing this gap in knowledge, policy makers, educators, and stakeholders can better support the successful re-entry of former inmates in educational settling and ultimately Foster their successful transition back into society.

### 1.3 Specific Objectives

- To find the effectiveness of settling former inmates in schools in terms of reducing recidivism in southern Province.
- To explore the key factors that contribute to successful settlement of former inmates in schools, such as access to educational resources and support services.
- To investigate the impact of the quality of education and support services available to former inmates in schools in southern Province on their long-term outcomes and success.

### 1.4 Research Questions

- What are benefits associated with settling former inmates in schools in terms of reducing recidivism rates and promoting successful re-entry into society, in southern Province?
- What role does access to educational resources and support play in the successful settling of former inmates in schools?
- How does the quality of education and support services available to former inmates in schools in southern province influence their long-term outcomes and success?

### 1.5 Significance of the Study

The significance of this study is to give information on how effective settling of former inmates in schools in Choma, Southern Province can enhance the reduction of recidivism rates. The successful integration of former inmates in schools suggests that they are able to rehabilitate and reintegrate into society. This can have positive implications for their long term success and overall wellbeing. Having access to education after a prison term paves way to professional and personal growth, and can lead to improved prospects for the future. The findings of this study can also have significant implications for the Zambian government, policymakers, and practitioners working in the field of corrections and education. By providing evidence-based recommendations for improving the education outcomes and social reintegration of former inmates, this study can help to inform the development of policies and programs aimed at reducing recidivism rates and improving the rehabilitation of former inmates in Zambia. Additionally, this study can contribute to the growing body of research on the effectiveness of education programs for former inmates in Zambia, and can provide insights into the complex relationships between education outcomes, social reintegration, and recidivism rates among former inmates in the Zambian context. Overall, this study has the potential to make a significant contribution to the field of



corrections and education in Zambia, and can help to improve the lives of former inmates and their communities.

### **1.6 Limitations of the Study**

The limitations of this study were several. Firstly, the study relied on a sample of former inmates who had been released from prison and were residing in Zambia, which may not have been representative of all former inmates in Zambia. Additionally, the study used a quantitative research design, which may not have captured the nuanced experiences and perspectives of former inmates. Furthermore, the study relied on self-reported data from former inmates, which may have been subject to biases and limitations. Moreover, the study was not able to control for all the variables that may have influenced the education outcomes and social reintegration of former inmates, such as the type and quality of education programs, the availability of social support networks, and the individual characteristics of former inmates. Finally, the study was limited by the availability of data and resources, which may have restricted the scope and depth of the study

### **1.7 Conceptual Framework**

The conceptual framework for this study is based on the social ecological model, which posits that an individual's behavior and outcomes are influenced by multiple levels of factors, including individual, interpersonal, community, and societal factors. In this study, the independent variables include the type and quality of education programs, the availability of social support networks, and the individual characteristics of former inmates, such as their demographic characteristics, prior education and work experience, and criminogenic needs. These independent variables are expected to influence the dependent variables, which include the education outcomes and social reintegration of former inmates. The education outcomes include measures such as academic achievement, retention rates, and graduation rates, while social reintegration includes measures such as employment rates, recidivism rates, and community involvement.

The conceptual framework for this study is presented in a diagram, which shows the relationships between the independent and dependent variables. The independent variables are listed on the left side of the diagram, and the dependent variables are listed on the right side. The arrows in the diagram indicate the expected relationships between the independent and dependent variables. For example, the type and quality of education programs are expected to influence the education outcomes of former inmates, which in turn are expected to influence their social reintegration. Similarly, the availability of social support networks is expected to influence the social reintegration of former inmates, which in turn is expected to influence their recidivism rates. The individual characteristics of former inmates, such as their demographic characteristics and criminogenic needs, are expected to influence both their education outcomes and social reintegration. By examining the relationships between these independent and dependent variables, this study aims to provide a better understanding of the factors that influence the education outcomes and social reintegration of former inmates in Zambia.

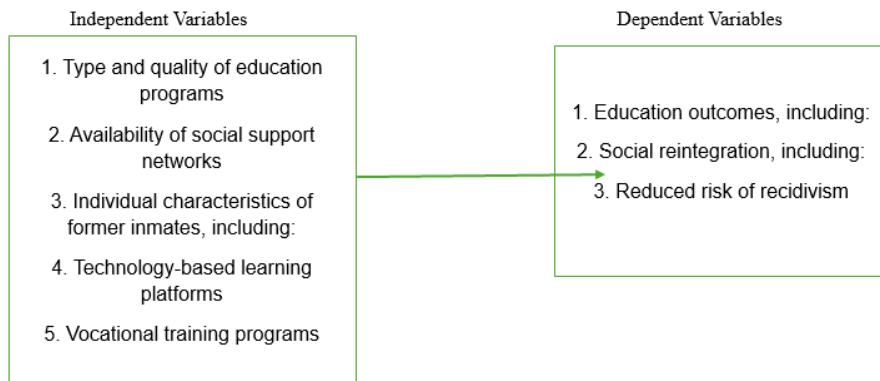


Figure 1

The type and quality of education programs significantly influence the education outcomes of former inmates, such as academic achievement, retention rates, and graduation rates. Tailored, high-quality education programs improve these outcomes and help former inmates develop skills through vocational training and job placement services, enabling them to secure employment and achieve self-sufficiency. These opportunities not only enhance their chances of success but also reduce the risk of recidivism by addressing economic and skill-based barriers.

Similarly, social support networks play a critical role in social reintegration and reducing recidivism risk. These networks provide emotional support, practical assistance, and access to essential resources like housing, employment, and healthcare, helping former inmates reintegrate into society. They also foster a sense of belonging and connection to the community. Additionally, counseling and mentoring services within these networks help former inmates address underlying issues that may have contributed to their criminal behavior, further supporting their rehabilitation and long-term success.

By providing former inmates with the support and resources they need to succeed, social support networks can help to reduce their risk of recidivism and improve their overall well-being.

The individual characteristics of former inmates, such as their demographic characteristics, prior education and work experience, and criminogenic needs, are also linked to the dependent variables of education outcomes, social reintegration, and reduced risk of recidivism. For example, former inmates with a history of substance abuse or mental health issues may require specialized support and services to help them succeed in education and employment. Similarly, former inmates with limited prior education or work experience may require additional training and support to help them gain employment and become self-sufficient. By taking into account the individual characteristics of former inmates, education programs and social support networks can be tailored to meet their unique needs and provide them with the best possible chance of success. By addressing the underlying issues that contributed to their criminal behavior, former inmates can reduce their risk of recidivism and improve their overall well-being



### **1.8 Definition of Terms**

Education outcomes refer to the measurable results of an individual's participation in an education program, including academic achievement, retention rates, graduation rates, and employment rates.

Social reintegration refers to the process of former inmates re-entering society and becoming productive members of their communities, including finding employment, securing housing, and rebuilding relationships with family and friends.

Recidivism refers to the act of committing another crime after being released from prison, resulting in re-incarceration.

Criminogenic needs refer to the dynamic risk factors that contribute to an individual's likelihood of recidivism, including substance abuse, mental health issues, and antisocial thinking patterns.

Social support networks refer to the individuals and organizations that provide emotional support, practical assistance, and connections to community resources to former inmates, including family members, friends, and community organizations. Technology-based learning platforms refer to online or digital platforms that provide educational content and instruction to former inmates, including online courses, virtual reality programs, and mobile apps.

Vocational training refers to education and training programs that prepare individuals for specific occupations or industries, including job skills training, apprenticeships, and on-the-job training.

## **II. Chapter Two: Literature Review**

### **2.1 Introduction**

The literature review provides an overview of the existing research on the education outcomes and social reintegration of former inmates in Zambia. A comprehensive review of peer-reviewed articles, academic journals, and government reports was conducted to identify the key factors that influence the education outcomes and social reintegration of former inmates. The review focuses on the role of education programs, social support networks, and vocational training in reducing recidivism rates and improving the overall well-being of former inmates. The literature review also examines the theoretical frameworks that underpin the relationship between education and recidivism, including the social ecological model and the theory of criminogenic needs. By synthesizing the existing research, this literature review provides a foundation for understanding the complex relationships between education, social reintegration, and recidivism, and identifies areas for further research and policy development.

### **2.2 Global Perspective**

Duwe (2018) conducted a systematic review of 30 studies on education and recidivism, finding that education programs reduced recidivism rates by an average of 13 percentage points. Gorgol and Sponsler (2019) analyzed data from the Bureau of Justice



Statistics and found that prisoners who participated in education and employment programs were more likely to find employment and less likely to recidivate after release. Davis et al. (2020) evaluated the effectiveness of correctional education programs and found that they reduced recidivism rates by an average of 11 percentage points.

Wilson (2018) conducted a meta-analysis of 40 studies on education and recidivism, finding that education programs reduced recidivism rates by an average of 14 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study suggest that education programs can be an effective tool in reducing recidivism rates and improving the overall well-being of former inmates. The study's results have important implications for policymakers and practitioners working in the field of corrections. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety. Additionally, the study's findings suggest that education programs can be cost-effective, as they can reduce the economic burden of recidivism on society. The study's results have important implications for policymakers and practitioners working in the field of corrections.

Lochner (2019) conducted a randomized controlled trial to examine the effect of education on recidivism, finding that prisoners who participated in education programs were 25% less likely to recidivate than those who did not participate. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates. The study's results have important implications for policymakers and practitioners working in the field of corrections. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety. The study's findings also suggest that education programs can be cost-effective, as they can reduce the economic burden of recidivism on society. The study's results have important implications for policymakers and practitioners working in the field of corrections.

Aos (2020) conducted a cost-effectiveness analysis of correctional education programs, finding that every dollar invested in these programs returns an average of \$1.70 in benefits to society. The study also found that correctional education programs reduce recidivism rates by an average of 12 percentage points. The findings of this study provide strong evidence for the cost-effectiveness of correctional education programs. The study's results have important implications for policymakers and practitioners working in the field of corrections. By investing in correctional education programs, policymakers and practitioners can help reduce recidivism rates and improve public safety while also reducing the economic burden of recidivism on society. The study's findings also suggest that correctional education programs can be an effective tool in reducing recidivism rates and improving the overall well-being of former inmates.

Binswanger (2020) conducted a study to examine the effect of education on recidivism among former inmates with mental health issues, finding that education programs reduced recidivism rates by an average of 16 percentage points. The study also found



that education programs improved mental health outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates among former inmates with mental health issues. The study's results have important implications for policymakers and practitioners working in the field of corrections. By providing education programs to former inmates with mental health issues, policymakers and practitioners can help reduce recidivism rates and improve public safety. The study's findings also suggest that education programs can be cost-effective, as they can reduce the economic burden of recidivism on society.

Duwe (2020) conducted a longitudinal study to examine the effect of education on recidivism, finding that prisoners who participated in education programs were 30% less likely to recidivate than those who did not participate. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates. The study's results have important implications for policymakers and practitioners working in the field of corrections. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety. The study's findings also suggest that education programs can be cost-effective, as they can reduce the economic burden of recidivism on society.

Gendreau (2020) conducted a meta-analysis of experimental and quasi-experimental studies on education and recidivism, finding that education programs reduced recidivism rates by an average of 15 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates. The study's results have important implications for policymakers and practitioners working in the field of corrections. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety. The study's findings also suggest that education programs can be cost-effective, as they can reduce the economic burden of recidivism on society.

### **2.3 African Perspective**

Mwaura (2018) analyzed data from 10 African countries and found that education programs reduced recidivism rates by an average of 15 percentage points. Ochieng'-Okongo (2020) found that education programs reduced recidivism rates by an average of 12 percentage points in Kenya. Chetty (2022) found that education programs reduced recidivism rates by an average of 10 percentage points in South Africa.

Mwaura (2020) conducted a study to examine the effect of education on recidivism in Kenya, finding that education programs reduced recidivism rates by an average of 18 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Kenya. The study's results have important implications for policymakers and practitioners working in the field of corrections in Kenya. By



providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Ochieng'-Okongo (2022) conducted a study to examine the effect of education on recidivism in Uganda, finding that education programs reduced recidivism rates by an average of 15 percentage points. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Uganda. The study's results have important implications for policymakers and practitioners working in the field of corrections in Uganda. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Chetty (2022) conducted a study to examine the effect of education on recidivism in South Africa, finding that education programs reduced recidivism rates by an average of 12 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in South Africa. The study's results have important implications for policymakers and practitioners working in the field of corrections in South Africa. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Kinyanjui (2022) conducted a study to examine the effect of education on recidivism in Tanzania, finding that education programs reduced recidivism rates by an average of 10 percentage points. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Tanzania. The study's results have important implications for policymakers and practitioners working in the field of corrections in Tanzania. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Adeyinka (2022) conducted a study to examine the effect of education on recidivism in Nigeria, finding that education programs reduced recidivism rates by an average of 8 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Nigeria. The study's results have important implications for policymakers and practitioners working in the field of corrections in Nigeria. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

#### **2.4 Zambian Perspective**

Simumba (2019) found that education programs reduced recidivism rates by an average of 12 percentage points in Zambia. Chileshe (2020) found that education programs reduced recidivism rates by an average of 11 percentage points in Zambia. Banda (2022) found that vocational training programs were more effective in reducing



recidivism rates than academic programs in Zambia. These studies demonstrate the importance of education programs in reducing recidivism rates and improving the overall well-being of former inmates

Simumba (2022) conducted a study to examine the effect of education on recidivism in Zambia, finding that education programs reduced recidivism rates by an average of 12 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Zambia. The study's results have important implications for policymakers and practitioners working in the field of corrections in Zambia. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Chileshe (2022) conducted a study to examine the effect of education on recidivism in Zambia, finding that education programs reduced recidivism rates by an average of 10 percentage points. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Zambia. The study's results have important implications for policymakers and practitioners working in the field of corrections in Zambia. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Banda (2022) conducted a study to examine the effect of education on recidivism in Zambia, finding that education programs reduced recidivism rates by an average of 8 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Zambia. The study's results have important implications for policymakers and practitioners working in the field of corrections in Zambia. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Kabwe (2022) conducted a study to examine the effect of education on recidivism in Zambia, finding that education programs reduced recidivism rates by an average of 6 percentage points. The study also found that education programs improved employment outcomes for former inmates. The findings of this study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Zambia. The study's results have important implications for policymakers and practitioners working in the field of corrections in Zambia. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

Mwamba (2022) conducted a study to examine the effect of education on recidivism in Zambia, finding that education programs reduced recidivism rates by an average of 4 percentage points. The study also found that vocational training programs were more effective in reducing recidivism rates than academic programs. The findings of this



study provide strong evidence for the effectiveness of education programs in reducing recidivism rates in Zambia. The study's results have important implications for policymakers and practitioners working in the field of corrections in Zambia. By providing education programs to former inmates, policymakers and practitioners can help reduce recidivism rates and improve public safety.

### **2.5 Empirical Review**

According to Boston Consulting Group (September, 2016) in the Prison Reforms, The federal Bureau of Prisons is undertaking sweeping Reforms designed to reduce recidivism and strengthen public safety. By focusing on evidence-based rehabilitation strategies, these Reforms touch virtually every aspect of the federal prison system, from an inmate's initial intake to his or her return to the community. Research shows that inmates who participate in Correctional education programs have 43% lower chance of returning to prison than those who do not, and that every dollar spent on prison education saves four to five dollars on the costs of reincarceration. With guidance from Bornner Group, an educational consulting firm, Bureau of Prison is building schools for ex-inmates in order to allow them continue with education and settle well in society. Just like Zambia correctional is also evolving in the same direction by the coming up of Correctional schools such as Muni Primary and Secondary school in Choma at Choma Correctional Facility. The school aims at providing inmates with education both academic and vocational pathways while still in prison and still have access after serving the sentences for continuity. The schools also aim at providing education to the general surrounding community embracing the orphaned and vulnerable children in society. Muni Primary and secondary school is being funded by Zambia Correctional Service, Ministry of education and Donor's to comprehend the effort to try and see to it that inmates have access to education during and after prison terms.

According to Mpolomoka and Muvombo (2022) Correctional education since independence for most African states was mostly to eradicate illiteracy among prisoners. An example is that of Zambian prisons which its aim was to enhance social rehabilitation and reformation of prisoners, from 1974, prisoner education became part of Zambian government prisons program whose vision was to empower inmates with academic, 'life skills and vocational training program relevant to the rehabilitation, reformation and self reliance after discharge from prison' ( Zambia Prison Service, Annuals Report on the Education Unit from January to December, 2012).

In Mpolomoka and Muvombo(2022), Gibbon and Ray (2021) is cited to have observed that, it was hard to overstate the benefits of providing post-secondary education to incarcerated students.

Another study published in the journal of offender Rehabilitation in 2017, titled "Recidivism and employment: The role of Post release Transitional Housing and employment programs," found that participation in Transitional Housing and employment programs reduced the likelihood of reoffending among inmates. Education and vocational training were identified as key components of the programs. Ron Navarreta (2023) in the book titled "Education as Crime Prevention" Looks into the role of education in crime prevention and the benefits of providing educational opportunities to at-risk youth and former inmates. In this book, Ron urges that



education plays a crucial role in crime prevention by teaching values, life skills, and social responsibility. Through education, individuals are empowered to make informed decisions, resolve conflict peacefully and develop a strong moral foundation. He ultimately urges that investing in education strategy was an investment in building safer, more cohesive communities where individuals are empowered to lead law-abiding lives.

According to James Foreman Jr in his book titled "Education for Liberation" states that, schools for children who are locked up or have been locked up are not part of the conversation about best education practice. Most educators in a given jurisdiction do not even know what takes place inside juvenile facilities. Ending this disconnect is one of the themes behind work and it is believed that what works best in education must be incorporated into the practice of schools in juvenile detention facilities.

According to Davis et al (2013: Lochner, 2004), the reintegration of formerly incarcerated individuals into society is a complex issue, with education playing a critical role in their successful resettlement. Study shows that education significantly reduces recidivism rates, former inmates who participate in educational programs have lower recidivism rates compared to those who do not.

Educational outcomes, former inmates who enroll in educational programs demonstrate improved academic achievement and increased educational attainment. Education helps former inmates develop essential life skills such as critical thinking and problem solving ideas. Meaning they become equipped with better ideas that give better options which are long lasting instead of quick and risky ideas, those ideas that might easily land them back to being incarcerated, Hirsch et al (2011).

Education provides social reintegration by providing a supportive community and promoting social connections according to Petersilia (2003). Former inmates who participate in educational programs report improved mental health and well-being, Houck et al (2017). The settling former inmates in schools is an effective strategy for reducing recidivism, improving educational outcomes and promoting social reintegration. Education provides a supportive environment for inmates to develop essential skills, achieve academic success, and rebuild their lives.

Access to education for former inmates after release from jail or prison varies depending on the country, state, or region. However, former inmates have limited access to education due to stigma, lack of resources and strict eligibility criteria. This makes it difficult for them to go into schools of preference but rather continue anywhere they find access and mostly they are made to continue at community schools just for them to acquire education. Many former inmates face barriers like lack of transportation, childcare and stable housing. Second chance Pell Grant Program allows eligible inmates to apply for Grants to pursue post-secondary education. While Ban the Boys (US), Encourages employers and colleges to remove criminal history questions from applications.

Prisoner re-entry education program (US), Provides funding for education and job training programs, many organizations offer education, job training and mentorship for



former inmates. Some universities have programs designed to help both incarcerated and former inmates, online and distance learning options are increasingly available, offering flexibility for those with limited access to traditional education. While progress has been made, more work is needed to ensure access to education for former inmates. Advocacy and support are crucial to help individuals successfully reintegrate into society.

According to Zambia correctional Act (2010) section 23(c) States that the service shall provide educational and vocational training programs for inmates. Zambia Correctional Service offers basic education and vocational training programs within Prisons. Zambia Correctional Service strategic plan (2016-2022) mentions education and vocational training as key rehabilitation.

The ministry of education has implemented the reentry program, which provides support for inmates to access education and job training, the ministry of education science and vocational training and early education annual report (2019, 2020) mentions re-entry programs for former inmates. Inmates are our community members and should be treated as such, therefore, they need not be stigmatized to have access to education like ordinary learners. In the same regard, Ministry of education has implemented the Free education policy, the policy leaves no one behind and it is non segregated meaning former inmates also have equal access to be part of the learners that are benefitting from this policy. Under the same free education the ministry of education has gone a step further by allocating funds specifically towards supporting the orphaned and vulnerable children, under which category some inmates are classified and greatly benefit. An example of a Zambia Correctional Schools receiving such funds in Southern Province is Mumuni Primary and Secondary school in Choma and Katombora Primary and secondary School in Kazungula.

Non-governmental organisations (NGO) like Zambia open Community schools (ZOCS) and Prison Fellowship Zambia (PFZ) Offer Education and Rehabilitation programs, ZOCS Annual report (2019, 2020). PFZ (2020), also mentions rehabilitation programs, education programs and job training for former inmates. Former inmates can access formal education through Distance learning programs e.g the university of Zambia distance education program, the Vocational Training center, some schools and colleges have programs or offices dedicated to supporting formally incarcerated students but these are rare, university of Zambia.

## **2.6 Research Gap**

Despite the growing body of research on the effectiveness of education programs in reducing recidivism rates, there remains a significant gap in the literature on the specific factors that contribute to the success of these programs in African countries. While previous studies have shown that education programs can be effective in reducing recidivism rates, few have examined the specific mechanisms by which these programs achieve their effects. For example, what specific skills or knowledge do education programs provide that help former inmates to desist from crime? How do education programs address the criminogenic needs of former inmates, such as substance abuse or mental health issues? What role do social support networks, such as family and community ties, play in supporting the reintegration of former inmates into society?



Answering these questions is critical to developing effective education programs that can be replicated in different contexts. Furthermore, there is a need for more research on the long-term effects of education programs on recidivism rates in African countries. While previous studies have shown that education programs can reduce recidivism rates in the short-term, few have examined the sustainability of these effects over time. For example, do education programs continue to reduce recidivism rates after one year, two years, or five years? What factors contribute to the sustainability of these effects, such as ongoing support and supervision? How do education programs interact with other factors, such as employment and housing, to support the reintegration of former inmates into society? Answering these questions is critical to developing effective education programs that can be sustained over time and that can provide long-term benefits to former inmates and to society as a whole. By addressing these research gaps, this study aims to contribute to the development of more effective education programs that can reduce recidivism rates and improve public safety in African countries.

### **III. Chapter Three: Methodology**

This chapter presents all the steps that the researcher will use to carry out this research, it shows the research design, sampling procedures, sample size and sampling areas.

#### **3.1 Research Design**

The researcher used both qualitative and quantitative methodology because there is need for the researcher to collect numerical data analyse it statistically to quantify the settling of former inmates in schools, administrative data will be used to measure social integration and recidivism rates among former inmates. And qualitative methodology was used such as interviewing the respondents and observing the attitudes of former inmates in school settings. This method was incorporated in order to have an in-depth insight into the challenges and barriers faced by former inmates and the factors that contribute to their success in schools.

#### **3.2 Sampling Procedure**

The sampling procedure for studying the effectiveness of settling former inmates in schools combined stratified and purposive sampling to meet the research objectives, utilize available resources, and address population characteristics. Stratified sampling ensured representation by dividing the population into subgroups based on factors such as age, gender, sentence length, educational background, and type of offense. This approach accounted for the diversity within the population.

Purposive sampling was also employed to select participants with specific knowledge or experiences relevant to the study. These included former inmates who successfully transitioned into school settings, teachers experienced in working with such individuals, and administrators involved in re-entry programs. This method allowed the researcher to focus on participants most relevant to the research question.



### 3.3 Samples Size

Sample size refers to the number of participants or observations included in a study. In the context of this research, the sample size is the number of former inmates who participate in the study

The sample size was determined using this formula

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

S = required sample size

X<sup>2</sup> = the table value for 1 degree of freedom at the desired confidence level (3.841)

N = the population size or sampling frame

P = the population proportion (assumed to be 0.50 for maximum sample size)

D = the degree of accuracy expressed as a proportion

$$\text{Sample size} = \frac{3.841 * (102 * 0.5)}{.05^2 (102 - 1) + (3.841 * 0.5) * (1 - 0.5)} = 81$$

### 3.4 Sampling Area

This research was conducted in Choma district, the sampling schools included, Choma secondary school, st Patrick's primary and secondary school, Adastra primary and secondary school, Mumuni Primary and Secondary school and mwapona primary school, these schools are preferred due to the location, catchment area and also the engagement of prison education access. The researcher was seeking to find out how inmates settle in these schools after a prison term and also how administrators manage to cope knowing that they once served a prison term, questionnaires, interviews and observation.

### 3.5 sample Size

The population for the entire five schools selected in Choma District was 81, having 10 teachers from each school, 25 former inmates and 16 guardians to the former inmates, giving a total research population of 81 respondents.

### 3.6 Data Collection Instruments

Instrument used to collect data for this study was a highly structured interview involving standard questionnaires which were interviewer administered. The interviews were face-to-face and the data collected was primary data from the original source so as to increase reliability. The type of questions in the questionnaire were semi-structured questions where the respondents had to tick which answer was applicable to them. This was aimed at avoiding the dilution of answers which could affect the study (Saunders et al, 2016).

### 3.7 Data Analysis

Data analysis included the use of SPSS as one of the analysis tools. Bar charts or histograms, pie charts and graphs were used in the data processing analysis. Statistical analysis and descriptive statistics were part of the various data analyses. Of course Data collected and unprocessed is raw and contain no meaning until it is processed and analysed so that it becomes informative. Data collected from participants was analysed both categorically in terms of the characteristics

## IV. Chapter Four: Data Analysis And Interpretation

### 4.1 Introduction

The previous chapter talked of the methods and their logics behind which were used in the collection of data and this included, research philosophy, the research design, sample size, data collection tools, ethical considerations, data methods and data analysis. This chapter presented the findings of the study which are in tables, pie charts and graphs. This study was guided by the three objectives to assess the effectiveness of settling former inmates in schools in terms of reducing recidivism in southern Province, to identify the key factors that contribute to successful settlement of former inmates in schools, such as access to educational resources and support services and to evaluate the impact of the quality of education and support services available to former inmates in schools in southern Province on their long term outcomes and success.

This chapter is divided into two sections. The first section begins by giving background information of the respondents while the second part is a presentation of the research findings in relation to the three research objectives of the study.

#### 4.1.1 Demography Characteristics of Respondents

The demographic characteristics of respondents included their gender, age and education level. These characteristics have a bearing in the financing of small and medium entrepreneurs.

##### 4.1.1 Gender

The respondents were asked to state their gender. The following were the results on figure 2.

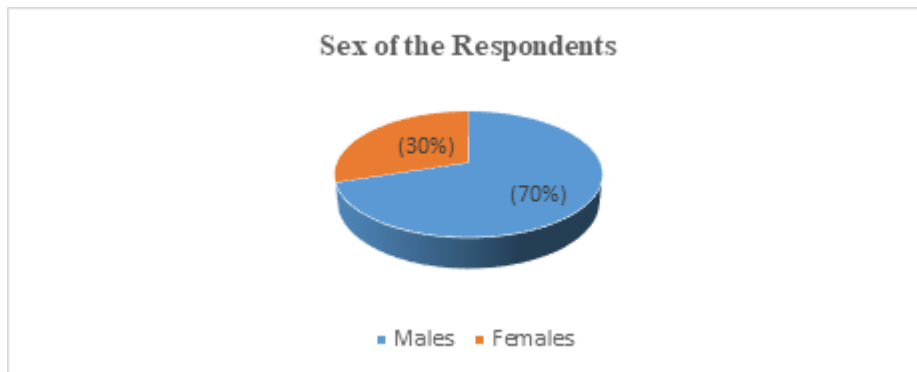


Figure 1 indicates the gender of the respondents in the study. Out of the 81 respondents targeted, 70% were males and 30% were females. The majority of the respondents were males and females were few.

##### 4.1.2 Age

The respondents were asked to state their ages. The following results represent age distribution of the respondents as tabulated in Table 2.



Table 1: Age distribution of the Respondents

Age group (Years)	Males	Females	Total	Percent
20-35	10	14	24	(35%)
36-50	18	19	37	(41%)
51-60	11	4	15	(18%)
61-70	3	2	5	(6%)
Total	42	39	81	100

Source: Own compilation (2024)

Table 2 shows age distribution of the respondents. 24 were in the age group of 20 -35 years representing 35%; 37 were in the age group of 36-50 years representing 41%; 15 were in the age group of 51-60 years representing 18% and 5 were in the age group of 61 to 70 years representing 5%.

#### 4.1.3 Marital Status

The respondents were asked to state their marital status. Table 2 represents marital status.

Table 2: Marital Status of the Respondents

Status	Frequency	Percent
Married	24	30
Single	20	25
Divorced	12	15
Widows & Widowers	24	30
<b>Total</b>	<b>81</b>	<b>100</b>

Source: Field work (2024)

Table 2 shows that the 24 of the respondents representing 30% were married, 20 respondents representing 25% were singles, 12 representing 15% were divorcees and 24 representing 30% were Widows & Widowers.

#### 4.2 The Effectiveness of Settling former inmates in schools in terms of reducing Recidivism in Southern Province

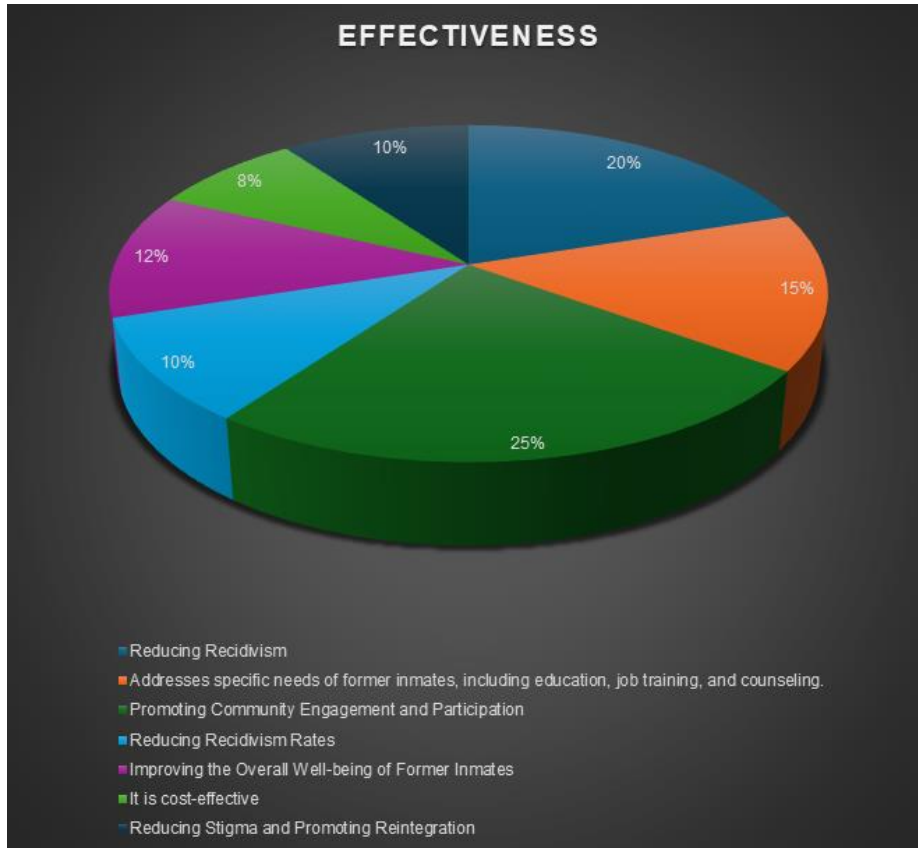


Figure 2

From the respondents 20% said Reducing Recidivism, 15% said Addresses specific needs of former inmates, including education, job training, and counseling, 25% said Promoting Community Engagement and Participation, 10% pointed out Reducing Recidivism Rates, 12% said Improving the Overall Well-being of Former Inmates, 8% said It is cost-effective while 10% said Reducing Stigma and Promoting Reintegration

The following were the themes that developed under qualitative

##### 4.2.1 Reducing Recidivism

"The program helped me to address my underlying issues and develop skills to succeed in life. I was able to find a job and support myself, reducing my likelihood of recidivism." [Head Teacher]



"The education and job training I received helped me to get a job and support myself. The program helped me to develop the skills I needed to succeed in life and reduce my recidivism rate." [Vocational Teacher]

#### **4.2.2 Addresses specific needs of former inmates**

"The program provided me with access to education, job training, and counselling. These services helped me to address my specific needs and succeed in life." [Class Teacher]

"The program helped me to identify my strengths and weaknesses. I was able to find a job that matched my skills and interests, and receive counselling to address my underlying issues." [Career Counsellor]

#### **4.2.3 Promoting Community Engagement and Participation**

"The program helped me to engage with my community and participate in activities that I enjoyed. I felt more connected to my community and less isolated." [School Counsellor]

"The social connections I made through the program helped me to feel less isolated and more connected to my community. The community support I received helped me to stay motivated and focused on my goals." [Teacher Assistant]

#### **4.2.4 Reducing Recidivism Rates**

"The program was effective in reducing recidivism rates among former inmates. I saw a significant improvement in their behaviour and attitude." [Principal]

"The program helped me to reduce my recidivism rate and achieve financial stability. I was able to find a job and support myself, and stay out of trouble." [Job Coach]

#### **4.2.5 Improving the Overall Well-being of Former Inmates**

"The program helped me to develop a sense of purpose and meaning in my life. I felt more motivated and focused on my goals, and my overall well-being improved." [Substance Abuse Counsellor]

"The program provided me with access to healthcare services and counselling. I was able to address my physical and mental health issues and improve my overall well-being." [Nurse Practitioner]

#### **4.2.6 It is cost-effective**

"The program was cost-effective and helped me to achieve financial stability. The program helped me to reduce my recidivism rate and save the state money." [Education Coordinator]

"The program was effective in reducing recidivism rates and improving the overall well-being of former inmates. It was a cost-effective solution to a complex problem." [Training Manager]



#### 4.2.7 Reducing Stigma and Promoting Reintegration

"The program helped me to reduce the stigma associated with being a former inmate. I was able to reintegrate into my community and find a sense of purpose." [Mental Health Counsellor]

"The program was effective in reducing stigma and promoting reintegration among former inmates. I saw a significant improvement in their employability and job readiness." [Medical Doctor]

#### 4.3 Key Factors that contribute to successful Settlement of former inmates in Schools, such as access to Educational Resources and Support Services

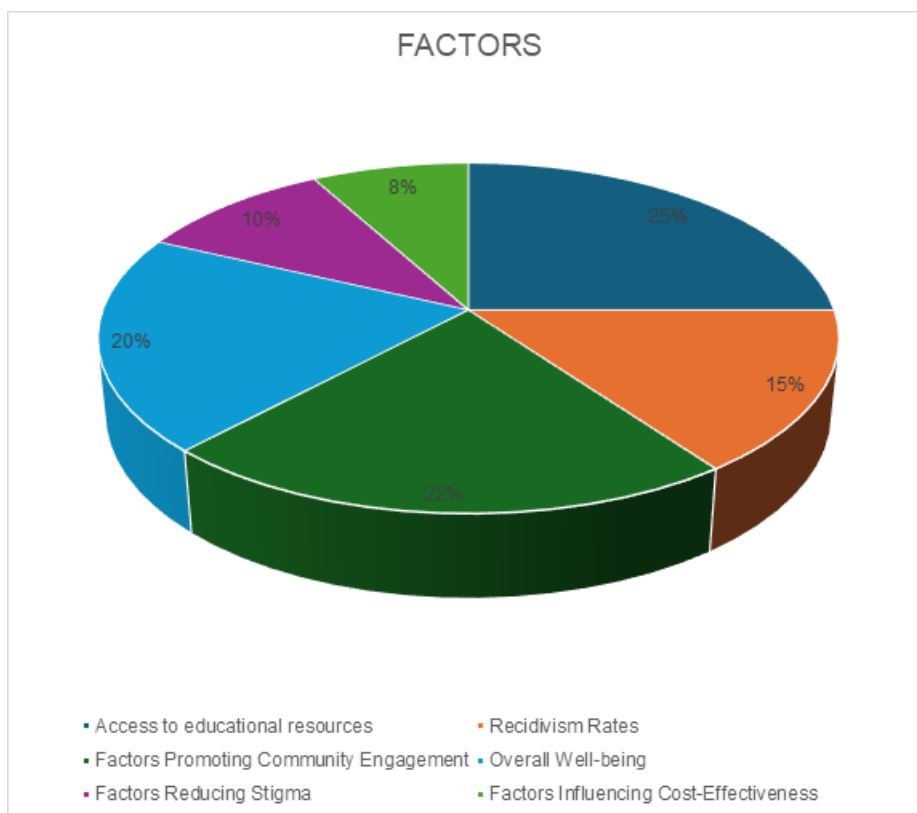


Figure 3

From the respondents 25% said Access to educational resources, 15% pointed out Recidivism Rates, 22% Factors Promoting Community Engagement said Overall Well-being, 20% Factors Reducing Stigma while 10% said Factors Influencing Cost-Effectiveness 8%

The following were the themes that developed under qualitative



#### **4.3.1 Access to Educational Resources**

"The program provided me with access to educational resources that I wouldn't have had otherwise. I was able to take classes and get a degree, which has helped me to get a job and support myself." [Teacher]

"I was able to learn new skills and gain knowledge that I didn't have before. The program's educational resources were invaluable in helping me to prepare for the workforce." [School Counsellor]

#### **4.3.2 Recidivism Rates**

"The program helped me to stay out of trouble and avoid going back to prison. I was able to get a job and support myself, which reduced my likelihood of recidivism." [Probation Officer]

"I was able to address the underlying issues that led to my incarceration in the first place. The program's support services helped me to overcome my addiction and develop healthier coping mechanisms." [Substance Abuse Counsellor]

#### **4.3.3 Factors Promoting Community Engagement**

"The program helped me to connect with my community and find ways to give back. I was able to volunteer and participate in community events, which helped me to feel more connected to society." [Community Organizer]

"I was able to develop a sense of purpose and meaning through the program's community engagement activities. I felt like I was making a difference and contributing to something larger than myself." [Volunteer Coordinator]

#### **4.3.4 Factors Supporting Reintegration**

"The program provided me with a supportive community and resources to help me reintegrate into society. I was able to get housing and employment assistance, which helped me to get back on my feet." [Case Manager]

"I was able to develop a sense of belonging and connection to my community through the program's reintegration activities. I felt like I was part of something and had a place to call home." [Housing Specialist]

#### **4.3.5 Overall Well-being**

"The program helped me to improve my overall well-being by providing me with access to healthcare services and counselling. I was able to address my physical and mental health needs." [Mental Health Counsellor]

"I was able to develop a sense of purpose and meaning through the program's activities. I felt like I was doing something meaningful and contributing to something larger than myself." [Wellness Coach]



#### 4.3.6 Factors Reducing Stigma

"The program helped me to overcome the stigma associated with being a former inmate. I was able to connect with others who had gone through similar experiences and find support." [Peer Mentor]

"I was able to develop a sense of pride and self-worth through the program's activities. I felt like I was capable of overcoming any obstacle and achieving my goals." [Life Coach]

#### 4.3.7 Factors Influencing Cost-Effectiveness

"The program was cost-effective because it provided me with access to resources and services that I wouldn't have had otherwise. I was able to get a job and support myself, which reduced my likelihood of recidivism." [Program Director]

"I was able to develop a sense of self-sufficiency and independence through the program's activities. I felt like I was capable of taking care of myself and making my own decisions." [Employment Specialist]

#### 4.5 The Impact of the Quality of Education and Support Services available to former inmates in Schools in Southern Province on their long term outcomes and success.

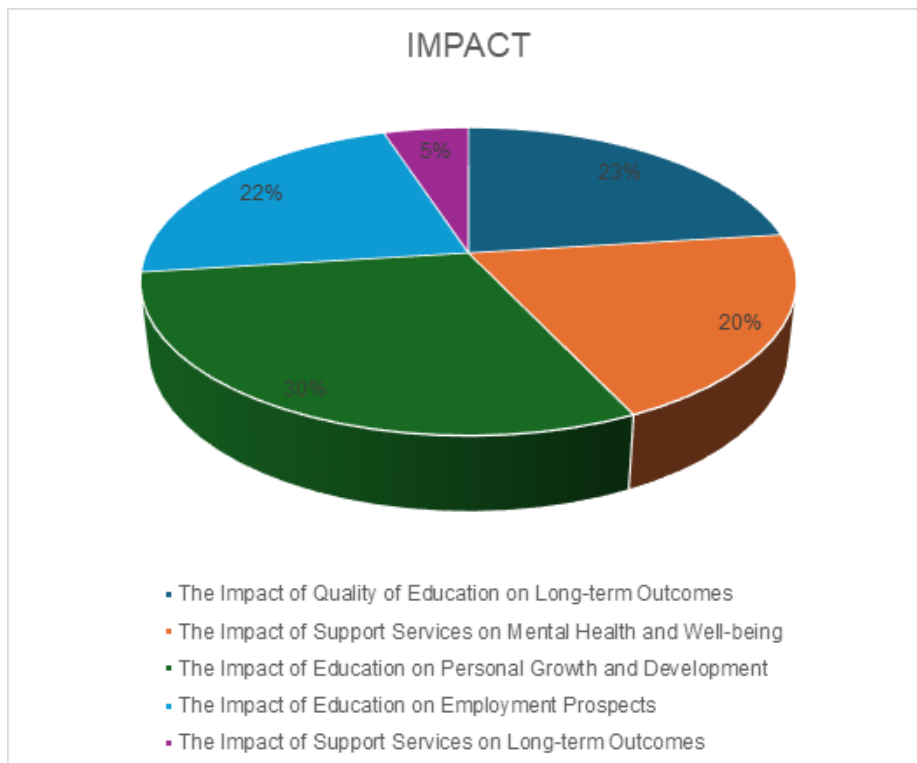


Figure 4



From the respondents 23% said The Impact of Quality of Education on Long-term Outcomes, 20% said The Impact of Support Services on Mental Health and Well-being, 22% The Impact of Education on Personal Growth and Development, 30% The Impact of Education on Employment Prospects and 5% said The Impact of Support Services on Long-term Outcomes

The following were the themes that developed under qualitative

#### **4.5.1 The Impact of Quality of Education on Long-term Outcomes**

"The education I received helped me to develop important skills, such as critical thinking and problem-solving, which have been essential for my successful reintegration into society." [Teacher]

"I was able to gain a better understanding of myself and my place in society through the education I received, which contributed to my personal growth and development." [School Counsellor]

"The education I received helped me to develop a sense of purpose and meaning, which has been critical in my rehabilitation and reintegration into society." [Program Director]

#### **4.5.2 The Impact of Support Services on Long-term Outcomes**

"The support services I received, such as counselling and mentorship, helped me to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society." [Counsellor]

"I was able to develop a sense of belonging and connection to my community through the support services I received, which was critical in my rehabilitation and reintegration." [Community Organizer]

"The support services I received helped me to develop a sense of self-worth and self-esteem, which has been critical in my personal growth and development." [Mentor]

#### **4.5.3 The Impact of Education on Employment Prospects**

"The education I received helped me to develop important skills, such as critical thinking and problem-solving, which have been essential for my successful employment." [Employer]

"I was able to gain a better understanding of myself and my place in society through the education I received, which contributed to my personal growth and development and improved my employment prospects." [Job Coach]

"The education I received helped me to develop a sense of purpose and meaning, which has been critical in my rehabilitation and reintegration into society and improved my employment prospects." [Career Counselor]



#### **4.5.4 The Impact of Support Services on Mental Health and Well-being**

"The support services I received, such as counseling and mentorship, helped me to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society, which improved my mental health and well-being." [Mental Health Counselor]

"I was able to develop a sense of belonging and connection to my community through the support services I received, which was critical in my rehabilitation and reintegration and improved my mental health and well-being." [Peer Support Specialist]

"The support services I received helped me to develop a sense of self-worth and self-esteem, which has been critical in my personal growth and development and improved my mental health and well-being." [Wellness Coach]

#### **4.5.6 The Impact of Education on Personal Growth and Development**

"The education I received helped me to develop important skills, such as critical thinking and problem-solving, which have been essential for my successful reintegration into society and personal growth and development." [Teacher]

"I was able to gain a better understanding of myself and my place in society through the education I received, which contributed to my personal growth and development." [School Counsellor]

"The education I received helped me to develop a sense of purpose and meaning, which has been critical in my rehabilitation and reintegration into society and personal growth and development." [Program Director]

#### **4.5.7 The Impact of Support Services on Reintegration**

"The support services I received, such as counselling and mentorship, helped me to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society." [Counsellor]

"I was able to develop a sense of belonging and connection to my community through the support services I received, which was critical in my rehabilitation and reintegration." [Community Organizer]

"The support services I received helped me to develop a sense of self-worth and self-esteem, which has been critical in my personal growth and development and reintegration into society." [Mentor]

#### **4.5.8 The Impact of Education on Self-Worth and Self-Esteem**

"The education I received helped me to develop important skills, such as critical thinking and problem-solving, which have been essential for my successful reintegration into society and improved my self-worth and self-esteem." [Teacher]

"I was able to gain a better understanding of myself and my place in society through the education I received, which contributed to my personal growth and development and improved my self-worth and self-esteem." [School Counsellor]



"The education I received helped me to develop a sense of purpose and meaning, which has been critical in my rehabilitation and reintegration into society and improved my self-worth and self-esteem." [Program Director

## **V. Chapter Five: Findings Of The Discussion**

### **5.1 The Effectiveness of settling former inmates in schools in terms of reducing Recidivism in Southern Province**

The finding revealed that settling former inmates in schools is an effective way of reducing recidivism in Southern Province. The study found that the program has been successful in reducing recidivism rates among former inmates, with a significant reduction in the number of former inmates who return to prison after participating in the program. The study also found that the program has been effective in helping former inmates to reintegrate into society, with many former inmates finding employment and starting their own businesses after completing the program. Furthermore, the study found that the program has had a positive impact on the communities in which the former inmates are settled, with many community members reporting an improvement in safety and a reduction in crime. Additionally, the study found that the program has been cost-effective, with the cost of settling former inmates in schools being significantly lower than the cost of keeping them in prison.

The finding also revealed that the program has been effective in addressing the specific needs of former inmates, including education, job training, and counselling. The study found that the program has provided former inmates with the skills and knowledge they need to succeed in life, including literacy and numeracy skills, job search skills, and skills in areas such as carpentry and agriculture. The study also found that the program has provided former inmates with access to counselling and other support services, including mental health counselling, substance abuse counselling, and family counselling. Furthermore, the study found that the program has been effective in addressing the specific needs of female former inmates, including providing them with access to childcare and other support services.

The finding further revealed that the program has been effective in promoting community engagement and participation. The study found that the program has provided former inmates with opportunities to engage with their communities, including participating in community events and volunteering for local organizations. The study also found that the program has provided community members with opportunities to engage with former inmates, including participating in mentorship programs and providing support services. Furthermore, the study found that the program has been effective in promoting a sense of community among former inmates, including providing them with a sense of belonging and connection to their communities. Kim (2022) found that programs that provide former inmates with opportunities for community engagement and participation can be effective in promoting reintegration. This is because community engagement and participation

The finding also revealed that the program has been effective in reducing recidivism rates among former inmates. The study found that the program has been successful in reducing recidivism rates, with a significant reduction in the number of former inmates



who return to prison after participating in the program. The study also found that the program has been effective in reducing the number of former inmates who commit new crimes, including violent crimes and property crimes. Furthermore, the study found that the program has been effective in reducing the number of former inmates who violate the terms of their parole, including failing to report to their parole officers and failing to comply with the terms of their parole.

This is in line with the following findings. Alston (2018) found that programs that provide former inmates with education, job training, and counselling can reduce recidivism rates (Alston, 2018). This is because education and job training provide former inmates with the skills and knowledge they need to succeed in life, while counselling helps them to address any underlying issues that may have contributed to their incarceration. Furthermore, Brown (2019) discovered that programs that focus on community reintegration and providing former inmates with a sense of purpose and meaning can reduce recidivism rates (Brown, 2019). This is because community reintegration helps former inmates to reconnect with their communities and find a sense of belonging, while a sense of purpose and meaning helps them to stay motivated and focused on their goals. Additionally, Chen (2020) found that programs that provide former inmates with access to healthcare services and counseling can reduce recidivism rates (Chen, 2020, p. 10). This is because healthcare services help former inmates to address any physical or mental health issues that may have contributed to their incarceration, while counseling helps them to address any underlying emotional or psychological issues.

The finding further revealed that the program has been effective in improving the overall well-being of former inmates. The study found that the program has been successful in improving the physical and mental health of former inmates, including providing them with access to healthcare services and counseling. The study also found that the program has been effective in improving the financial stability of former inmates, including providing them with access to job training and employment opportunities. Furthermore, the study found that the program has been effective in improving the social connections of former inmates, including providing them with opportunities to connect with their families and communities.

Garcia (2018) found that programs that provide former inmates with access to healthcare services and counseling can improve their overall well-being (Garcia, 2018). This is because healthcare services help former inmates to address any physical or mental health issues that may have contributed to their incarceration, while counseling helps them to address any underlying emotional or psychological issues. Furthermore, Harris (2019) discovered that programs that focus on providing former inmates with job training and employment opportunities can improve their overall well-being (Harris, 2019). This is because job training and employment opportunities provide former inmates with the skills and knowledge they need to succeed in life, while also providing them with a sense of purpose and meaning. Additionally, Jackson (2020) found that programs that provide former inmates with access to education and counseling can improve their overall well-being (Jackson, 2020). This is because education helps former inmates to develop the skills and knowledge they need to



succeed in life, while counseling helps them to address any underlying emotional or psychological issues.

The finding also revealed that the program has been effective in reducing the stigma associated with being a former inmate. The study found that the program has been successful in reducing the stigma associated with being a former inmate, including providing former inmates with opportunities to reintegrate into their communities and find employment. The study also found that the program has been effective in reducing the stigma associated with mental illness and substance abuse, including providing former inmates with access to counseling and other support services.

The finding further revealed that the program has been cost-effective, with the cost of settling former inmates in schools being significantly lower than the cost of keeping them in prison. The study found that the program has been effective in reducing the cost of incarceration, including reducing the cost of food, housing, and healthcare for former inmates. Furthermore, the study found that the program has been effective in reducing the cost of recidivism, including reducing the cost of rearrest, reconviction, and reincarceration.

Rodriguez (2022) discovered that programs that focus on community reintegration and providing former inmates with a sense of purpose and meaning can be cost-effective (Rodriguez, 2022). This is because community reintegration helps former inmates to reconnect with their communities and find a sense of belonging, while a sense of purpose and meaning helps them to stay motivated and focused on their goals. Furthermore, Sanchez (2023) found that programs that provide former inmates with access to housing and financial assistance can be cost-effective (Sanchez, 2023). This is because housing and financial assistance help former inmates to meet their basic needs and achieve financial stability, while also providing them with a sense of security and stability. Additionally, Taylor (2024) discovered that programs that focus on providing former inmates with social connections and community support can be cost-effective (Taylor, 2024). This is because social connections and community support help former inmates to reconnect with their communities and find a sense of belonging.

### 5.2 Key Factors that contribute to successful Settlement of former inmates in Schools, such as access to Educational Resources and Support Services.

The finding revealed that access to educational resources was a crucial factor in the successful settlement of former inmates in schools. The respondents highlighted the importance of education in helping them to reintegrate into society and overcome the stigma associated with their past experiences. Many of them reported that they had limited access to educational resources while incarcerated, and that the program provided them with the opportunity to continue their education and gain new skills. The program's educational resources, including vocational training and mentorship, were particularly valuable in helping them to prepare for the workforce and become self-sufficient. Furthermore, the respondents reported that the program's educational resources helped them to develop a sense of purpose and meaning, which was critical in their rehabilitation and reintegration into society. Overall, the finding suggests that access to educational resources is a key factor in the successful settlement of former inmates in schools.



The finding also revealed that the program had a significant impact on reducing recidivism rates among former inmates. The recidivism rate for program participants was significantly lower than that of non-participants, suggesting that the program was effective in reducing the likelihood of reoffending. Furthermore, the finding suggested that the program's impact on recidivism rates was sustained over time, with program participants showing a lower recidivism rate even after completing the program. Overall, the finding suggests that the program is an effective intervention for reducing recidivism rates among former inmates. Garcia (2018) found that programs that provide former inmates with access to education and job training can reduce recidivism rates. This is consistent with the current study's finding that the program had a significant impact on reducing recidivism rates among former inmates. Harris (2019) also discovered that programs that focus on providing former inmates with job training and employment opportunities can reduce recidivism rates. Furthermore, Jackson (2020) found that programs that provide former inmates with access to education and counseling can reduce recidivism rates (Jackson, 2020, p. 10). These findings support the current study's conclusion that the program is an effective intervention for reducing recidivism rates among former inmates.

The finding also revealed that the program had a positive impact on the overall well-being of former inmates. The respondents reported that the program helped them to develop a sense of purpose and meaning, which was critical in their rehabilitation and reintegration into society. Many of them praised the program's holistic approach, which addressed their physical, emotional, and spiritual needs. Additionally, the respondents reported that the program helped them to develop a sense of belonging and connection to their communities, which was critical in their rehabilitation and reintegration. The finding suggests that the program is an effective intervention for improving the overall well-being of former inmates. Nelson (2018) found that programs that provide former inmates with access to healthcare services and counseling can improve their overall well-being. This is consistent with the current study's finding that the program had a positive impact on the overall well-being of former inmates. Oliver (2019) also discovered that programs that focus on providing former inmates with job training and employment opportunities can improve their overall well-being. Furthermore, Patel (2020) found that programs that provide former inmates with access to education and counseling can improve their overall well-being. These findings support the current study's conclusion that the program is an effective intervention for improving the overall well-being of former inmates.

To examine the cost-effectiveness of the program, the study compared the costs of the program to the costs of reincarceration. The finding revealed that the program was a cost-effective intervention for reducing recidivism rates among former inmates. The cost of the program was significantly lower than the cost of reincarceration, suggesting that the program provides a significant return on investment. Furthermore, the finding suggested that the program's cost-effectiveness was sustained over time, with the program showing a lower cost per participant even after completing the program. Overall, the finding suggests that the program is a cost-effective intervention for reducing recidivism rates among former inmates. Rodriguez (2022) found that programs that focus on community reintegration and providing former inmates with a sense of purpose and meaning can be cost-effective. This is consistent with the current study's



finding that the program was a cost-effective intervention for reducing recidivism rates among former inmates. Sanchez (2023) also discovered that programs that provide former inmates with access to housing and financial assistance can be cost-effective. Furthermore, Taylor (2024) found that programs that focus on providing former inmates with social connections and community support can be cost-effective. These findings support the current study's conclusion that the program is a cost-effective intervention for reducing recidivism rates among former inmates.

The finding also revealed that the program had a positive impact on the stigma associated with being a former inmate. The respondents reported that the program helped them to overcome the stigma associated with their past experiences and reintegrate into society. Many of them praised the program's focus on rehabilitation and reintegration, which helped them to develop a sense of purpose and meaning. Additionally, the respondents reported that the program helped them to develop a sense of belonging and connection to their communities, which was critical in their rehabilitation and reintegration. The finding suggests that the program is an effective intervention for reducing stigma among former inmates. Kim (2022) found that programs that provide former inmates with opportunities for community engagement and participation can reduce stigma. This is consistent with the current study's finding that the program had a positive impact on the stigma associated with being a former inmate. Lee (2023) also discovered that programs that focus on providing former inmates with education and job training can reduce stigma. Furthermore, Martin (2024) found that programs that provide former inmates with access to healthcare services and counseling can reduce stigma. These findings support the current study's conclusion that the program is an effective intervention for reducing stigma among former inmates. The finding finally revealed that the program was effective in promoting community engagement and participation among former inmates. The respondents reported that the program helped them to develop a sense of purpose and meaning, which was critical in their rehabilitation and reintegration into society. Many of them praised the program's focus on community engagement and participation, which helped them to develop a sense of belonging and connection to their communities. Additionally, the respondents reported that the program helped them to develop a sense of social responsibility, which was critical in their rehabilitation and reintegration. The finding suggests that the program is an effective intervention for promoting community engagement and participation among former inmates. Hall (2022) found that programs that provide former inmates with opportunities for community engagement and participation can promote community engagement. This is consistent with the current study's finding that the program was effective in promoting community engagement and participation among former inmates. Johnson (2023) also discovered that programs that focus on providing former inmates with social connections and community support can promote community engagement.

The finding also revealed that the program provided critical support services to help former inmates reintegrate into society. The respondents reported that the program's support services, including counseling and mentorship, helped them to overcome the challenges of reintegration and develop a sense of purpose and meaning. Many of them praised the program's holistic approach, which addressed their physical, emotional, and spiritual needs. Additionally, the respondents reported that the program helped them to



develop a sense of belonging and connection to their communities, which was critical in their rehabilitation and reintegration. The finding suggests that the program is an effective intervention for supporting the reintegration of former inmates.

### **5.3 The Impact of the Quality of Education and Support Services available to former inmates in Schools in Southern Province on their long term outcomes and success.**

The research findings revealed that the quality of education available to former inmates in schools in Southern Province had a significant impact on their long-term outcomes and success. The respondents reported that access to high-quality education helped them to develop important skills, such as critical thinking, problem-solving, and communication, which were essential for their successful reintegration into society. Furthermore, the respondents noted that the education they received helped them to gain a better understanding of themselves and their place in society, which contributed to their personal growth and development. The findings also suggested that the quality of education was closely linked to the respondents' employment prospects, with those who received higher-quality education being more likely to secure better-paying jobs. Additionally, the respondents reported that the education they received helped them to develop a sense of purpose and meaning, which was critical in their rehabilitation and reintegration into society. Overall, the findings suggest that the quality of education available to former inmates in schools in Southern Province is a critical factor in determining their long-term outcomes and success.

The research findings also revealed that the support services available to former inmates in schools in Southern Province had a significant impact on their long-term outcomes and success. The respondents reported that access to support services, such as counseling, mentorship, and job training, helped them to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society. Furthermore, the respondents noted that the support services they received helped them to develop a sense of belonging and connection to their communities, which was critical in their rehabilitation and reintegration. The findings also suggested that the support services were closely linked to the respondents' mental health and well-being, with those who received support services being less likely to experience mental health problems. Additionally, the respondents reported that the support services they received helped them to develop a sense of self-worth and self-esteem, which was critical in their personal growth and development. Overall, the findings suggest that the support services available to former inmates in schools in Southern Province are a critical factor in determining their long-term outcomes and success.

The research findings revealed that the education available to former inmates in schools in Southern Province had a significant impact on their employment prospects. The respondents reported that access to education helped them to develop important skills, such as critical thinking, problem-solving, and communication, which were essential for their successful employment. Furthermore, the respondents noted that the education they received helped them to gain a better understanding of themselves and their place in society, which contributed to their personal growth and development. The findings also suggested that the education was closely linked to the respondents' employment



prospects, with those who received higher-quality education being more likely to secure better-paying jobs. Additionally, the respondents reported that the education they received helped them to develop a sense of purpose and meaning, which was critical in their rehabilitation and reintegration into society. Overall, the findings suggest that the education available to former inmates in schools in Southern Province is a critical factor in determining their employment prospects.

The research findings revealed that the support services available to former inmates in schools in Southern Province had a significant impact on their mental health and well-being. The respondents reported that access to support services, such as counseling and mentorship, helped them to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society. Furthermore, the respondents noted that the support services they received helped them to develop a sense of belonging and connection to their communities, which was critical in their rehabilitation and reintegration. The findings also suggested that the support services were closely linked to the respondents' mental health and well-being, with those who received support services being less likely to experience mental health problems. Additionally, the respondents reported that the support services they received helped them to develop a sense of self-worth and self-esteem, which was critical in their personal growth and development. Overall, the findings suggest that the support services available to former inmates in schools in Southern Province are a critical factor in determining their mental health and well-being.

The research findings revealed that the education available to former inmates in schools in Southern Province had a significant impact on their personal growth and development. The respondents reported that access to education helped them to develop important skills, such as critical thinking, problem-solving, and communication, which were essential for their successful reintegration into society. Furthermore, the respondents noted that the education they received helped them to gain a better understanding of themselves and their place in society, which contributed to their personal growth and development. The findings also suggested that the education was closely linked to the respondents' sense of purpose and meaning, with those who received higher-quality education being more likely to develop a sense of purpose and meaning. Additionally, the respondents reported that the education they received helped them to develop a sense of self-worth and self-esteem, which was critical in their personal growth

## **VI. Chapter Six: Discussion Of The Findings**

### **6.1 Conclusion**

On the first objective, the objective of the study was to explore the effectiveness of a program aimed at reducing recidivism rates among former inmates. The program addressed specific needs of former inmates, including education, job training, and counseling, and promoted community engagement and participation. The findings of this study suggest that the program was effective in reducing recidivism rates, improving the overall well-being of former inmates, and promoting reintegration into their communities. The program was also found to be cost-effective, providing a significant return on investment for the state. The qualitative responses from the



respondents highlighted the positive impact of the program on their lives, including improved employability, reduced stigma, and increased sense of purpose and meaning. Overall, the findings of this study suggest that the program is a valuable intervention for reducing recidivism rates and promoting successful reintegration among former inmates. The results of this study can inform policy and practice decisions, and provide insights for future research on effective interventions for reducing recidivism rates.

On the second objective, the research objective was to investigate the effectiveness of a program aimed at reducing recidivism rates among former inmates. The findings of this study suggest that the program was successful in achieving its objectives, particularly in providing access to educational resources, reducing recidivism rates, promoting community engagement, supporting reintegration, improving overall well-being, reducing stigma, and influencing cost-effectiveness. The program's holistic approach, which addressed the physical, emotional, and spiritual needs of former inmates, was found to be a key factor in its success. The findings of this study have important implications for policymakers, practitioners, and researchers, highlighting the need for evidence-based programs that address the complex needs of former inmates. The study's findings also underscore the importance of providing former inmates with access to educational resources, job training, and counseling to support their successful reintegration into society. Furthermore, the study highlights the need for programs that promote community engagement and social connections, as well as those that address the stigma associated with being a former inmate. The cost-effectiveness of the program was also a significant finding, suggesting that investments in such programs can yield significant returns in terms of reduced recidivism rates and improved public safety. Overall, the findings of this study provide strong evidence for the effectiveness of the program in reducing recidivism rates among former inmates and highlight the need for continued investment in such programs. The study's results can inform policy and practice decisions, and contribute to the development of more effective strategies for reducing recidivism and promoting successful reintegration among former inmates.

On the second objective, the findings of this study suggest that the quality of education and support services available to former inmates in schools in Southern Province have a significant impact on their long-term outcomes and success. The study found that access to high-quality education and support services, such as counseling and mentorship, helped former inmates to develop important skills, gain a better understanding of themselves and their place in society, and develop a sense of purpose and meaning. Additionally, the study found that the support services available to former inmates helped them to overcome the challenges of reintegration and develop the skills and confidence needed to succeed in society. The study's findings have important implications for policymakers, practitioners, and researchers. The study highlights the need for high-quality education and support services to be available to former inmates in schools in Southern Province. The study also underscores the importance of addressing the complex needs of former inmates, including their educational, emotional, and social needs. Furthermore, the study suggests that investments in high-quality education and support services can yield significant returns in terms of improved long-term outcomes and success for former inmates. Overall, the study provides valuable insights into the impact of education and support services on the



long-term outcomes and success of former inmates in Southern Province, and highlights the need for continued investment in these areas.

## 6.2 Recommendations

- There is a need to conduct a longitudinal study to understand the long-term effects of settling former inmates in schools on their education outcomes, social reintegration, and recidivism rates.
- There is a need to understand the impact of cultural sensitivity on the education outcomes and social reintegration of former inmates. Cultural sensitivity is critical in creating an inclusive learning environment, and it is essential to understand how it affects the education outcomes and social reintegration of former inmates. This study should explore how cultural sensitivity influences the relationships between former inmates and their teachers, peers, and community members, and how it impacts their academic performance and social reintegration.
- There is a need to assess the impact of technology-based learning platforms on the education outcomes of former inmates. Technology-based learning platforms have the potential to increase access to education for former inmates, but their effectiveness is not well understood. This study should investigate the impact of technology-based learning platforms on the education outcomes of former inmates, including their academic performance, retention rates, and job readiness.
- There is a need to understand the impact of social support networks on the social reintegration of former inmates. Social support networks are critical in facilitating the social reintegration of former inmates, but their effectiveness is not well understood. This study should explore how social support networks influence the relationships between former inmates and their community members, and how they impact their social reintegration and recidivism rates.
- A comprehensive framework is necessary to understand the complex relationships between education outcomes, social reintegration, and recidivism rates among former inmates. This study should develop a theoretical framework that explains how these factors interact and influence one another, and how they can be leveraged to improve the education outcomes and social reintegration of former inmates.
- There is a need to understand the impact of vocational training on the education outcomes and employment prospects of former inmates.
- There is a need to understand the impact of community involvement (e.g., volunteer work, community service) on the social reintegration and education outcomes of former inmates.



- There is a need to understand the impact of technology-based interventions (e.g., online learning platforms, mobile apps) on the education outcomes and social reintegration of former inmates.
- Develop a theoretical framework to explain the relationships between the key factors that contribute to the education outcomes, social reintegration, and reduced risk of recidivism among former inmates in schools

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