

# Formal Education Management Practices for Inmate's Rehabilitation in Selected Correctional Facility in Kabwe, Zambia

Agness Chisale<sup>1</sup>, Rosemary Mulenga<sup>2</sup>, Dr Colius Gondwe<sup>3</sup>,  
Dr Joseph Mate<sup>4</sup>

## Abstract:

This study explored formal education management practices for inmate rehabilitation at a correctional facility in Kabwe. A qualitative approach was employed, utilizing semi-structured interviews and Focus Group Discussions (FGDs) to collect data. Grounded in the interpretivism paradigm, the study adopted a qualitative descriptive design. Heterogeneous sampling was used to intentionally select participants with differing key characteristics. Data were analysed using thematic inductive analysis, addressing a key study objective, the finding identified several types of formal education programmes implemented for inmates in selected correctional facility in Kabwe District, including vocational training, literacy and numeracy programs, personal development skills, entrepreneurship programs, and health education.

**Key terms:** formal education, management practices, inmates, and correctional facility

## 1.0 Introduction

Formal education in correctional facilities is a critical component of rehabilitation programmes, designed to reduce recidivism and improve inmates' post-release outcomes. Education plays a pivotal role in enhancing inmates' skills, self-esteem and employability, thereby facilitating their successful reintegration into society (Chapuwala, 2024). Numerous studies have demonstrated that participation in educational programmes significantly lowers recidivism rates. For example, a 2013 RAND Corporation report analysing data from 30 studies found that inmates who engaged in educational programmes were 43 per cent less likely to reoffend compared with those who did not participate.

In the Southern African region, correctional facilities face distinct socio-economic pressures, with high incarceration rates intersecting with broader community poverty and low baseline literacy. To counter this, member states within the Southern African Development Community (SADC) have integrated correctional education into formal national strategies to equip inmates with recognised certifications, directly boosting their post-release employability (South African Department of Correctional Services, 2023). South Africa remains a regional leader in inmate rehabilitation, where the Department of Correctional Services (DCS) enforces education as both a fundamental right and a core pillar of the rehabilitation continuum. Through collaborations with the Department of Basic Education, South African inmates achieved a remarkable 96.2 per cent pass rate in the National Senior Certificate (NSC) examinations, demonstrating that highly structured educational management can yield academic success on par with conventional public schools (Chigunwe, 2022).

In Zambia, the legal mandate for formal education management is established under the Prisons Act, Chapter 97 of the Laws of Zambia, which dictates that every prisoner has the right to educational services and library facilities (Ngosa et al., 2022). Despite this progressive legislative foundation, implementation remains strained by systemic operational challenges, making the educational environment far from inclusive across all custodial facilities (Lumpuma, 2022). Current institutional assessments of the Zambia Correctional Service (ZCS) indicate that only about 25 per cent of the total inmate population is formally enrolled in educational and vocational programmes, with the remaining majority excluded due to logistical, infrastructural and funding shortages (Zimba, 2024). For those who do manage to enrol, educational management is divided into three primary tracks: academic education, which accounts for roughly 49 per cent of enrolled inmates; vocational education at 47 per cent; and basic literacy programmes at 4 per cent (Hamalila, 2016).

In Kabwe District, the correctional facility has adopted formal education as a central component of its rehabilitation strategy. Research demonstrates that inmates who participate in educational programmes are less likely to reoffend. For example, a meta-analysis revealed that prison education can reduce recidivism rates by 43 per cent, underscoring its importance in equipping inmates with essential skills and knowledge for their future reintegration (Ngosa et al., 2022; Likomeno, 2018). However, there has been limited evaluation of the effectiveness of these programmes in promoting successful reintegration. Moreover, little qualitative research has been conducted to explore inmates' perceptions of formal educational programmes and how these influence their motivation and engagement, thereby presenting a notable knowledge gap.

## **2.0 Literature Review**

### **i.Types of formal Education Programmes Implemented for Inmates in Correctional Facilities**

Focusing on the European context, a scoping review of global prison education research was published that examined various lifelong learning initiatives, including formal academic courses offered across different nations. The main findings from this review indicated that library usage and formal educational courses both foster pro-social behaviours and significantly improve the social reintegration of incarcerated individuals. The methodology employed was a systematic literature review analysing multiple qualitative and quantitative studies spanning several international jurisdictions. The gap established by this research was the relative absence of cross-national, standardised metrics evaluating the psychological versus purely economic outcomes of prison education, as most studies remain isolated by regional penal policies (Berglund, Bjursell & Hugo, 2025).

A landmark study on the impact of prison education was the comprehensive analysis conducted by the RAND Corporation in the United States. The researchers evaluated academic and vocational programmes across multiple state correctional facilities. The main findings established that inmates who participated in correctional education had significantly lower odds of recidivating, representing a measurable drop in repeat offences. The methodology employed was a systematic review and meta-analysis of historical data, specifically tracking post-release recidivism and employment outcomes. The established gap in this research was the inability to determine exactly which specific pedagogical approaches or curricula details worked best due to broad overlapping categories, warranting more micro-level studies on instruction types (RAND Corporation, 2013).

In a Portuguese case study analysing prison education in Latin America, researchers found that while acquiring academic and vocational skills while incarcerated is highly beneficial for rehabilitation, it

necessitates a pedagogically distinct approach from traditional schooling. The study, which employed a qualitative methodology involving the analysis of institutional school reports and in-depth interviews with both administrative staff and incarcerated individuals, revealed that conventional teaching methods fall short in this unique environment. A primary challenge identified in the investigation was the severe lack of digital and computer-assisted learning resources within correctional facilities. This infrastructure gap critically restricts the integration of modern digital technologies and online learning platforms into the prison system, thereby acting as a major barrier that impedes the implementation of independent and distance learning models for the inmate population (Moretti et al., 2017).

Analysing educational frameworks within Middle Eastern and East African correctional systems, a specific regional investigation evaluated how formal academic instruction influences the psychosocial development of inmates in Ethiopia's Oromia Region. Employing a rigorous mixed-methods approach that combined structured questionnaires and in-depth interviews with targeted cohorts of student prisoners and educational administrators, the study revealed that primary-level formal education programmes serve as a profound rehabilitative catalyst (Badasa et al., 2020). Researchers determined that these academic interventions significantly improved inmates' psychological well-being, successfully fostering heightened self-esteem and future-oriented thinking. However, despite this clear rehabilitative progress, the study identified critical programmatic gaps, specifically highlighting a concerning scarcity of ongoing curriculum monitoring and a structural lack of transitional pathways that would allow formerly incarcerated individuals to seamlessly pursue higher education or advanced vocational training upon release.

A multi-national comparative report on prison education in Europe provides another vital global perspective, specifically focusing on the intersection of formal schooling, vocational training and social resocialisation. The major findings concluded that, when structured well, educational programmes effectively reduce criminal recidivism and enhance inmates' soft skills, which they rely on to adapt to life in civil society post-release. The methodology consisted of a systematic literature review and comparative policy analysis across different national jurisdictions. The established gap highlighted by this comparative framework was a systemic disparity between female and male inmate education participation rates, noting that women in prison units often lack the same level of access to specialised educational and vocational resources as their male counterparts (CESIE, 2020).

Another significant localised study in Africa was carried out in the Eastern Cape's Mthatha Management Area in South Africa. The study assessed the challenges hindering the provision of formal education, finding that the learning environment was heavily constrained by a shortage of educators, inadequate training and negative perceptions from some security personnel. The methodology was qualitative in nature, relying on interviews and behavioural assessments with correctional educators, offender learners and security officials (Mafilika & Marongwe, 2024). The gap established by the study was the lack of systemic institutional support for prison educators and the failure of existing prison architecture to accommodate the rehabilitation and educational needs of inmates.

In sub-Saharan Africa, a 2022 study by Mumba Hank Lumpuma investigated the provision of academic, vocational and literacy programmes to incarcerated populations at the Mukobeko Medium Security Correctional Facility in Zambia. Utilising a qualitative phenomenological methodology through in-depth interviews and focus groups with both management and inmate learners, the research found that while multiple educational formats were offered, overall enrolment remained limited at just 25 per cent of the prison population, with vocational education making up the vast majority of the participating

demographic. The primary gaps identified in the rehabilitation framework were a significant shortfall in the inclusive nature of the programmes due to inadequate funding, lack of proper infrastructure such as libraries and laboratories, and an unbalanced reliance on civil society organisations rather than standardised government mandates.

### **3.0 Methodology**

This study employed a qualitative approach to explore attitudes, behaviour and experiences through interviews. It was grounded in the interpretivist paradigm, which focuses on understanding reality through the personal experiences and viewpoints of individuals. Specifically, a qualitative descriptive design was adopted. The target population comprised correctional officers (teachers), vocational instructors, volunteer inmate teachers, correctional administrators and inmates (learners). The sample size consisted of 28 participants, broken down as follows: two correctional officers (teachers), five vocational instructors, three volunteer inmate teachers, three correctional administrators and fifteen inmates (learners). Non-probability (heterogeneous and convenience) sampling was employed, enabling the researcher to select participants from diverse backgrounds and experiences to capture a wide range of perspectives on the research topic. A semi-structured interview guide and a focus group discussion guide were used to gather data. Selective (expert and convenience) sampling was also applied, and data were analysed using thematic inductive analysis. To ensure trustworthiness, member checking was employed to verify the findings. Authorisation was requested from Kwame Nkrumah University's Ethical Committee to proceed with the research, and permission was sought from facility administrators to interview participants. The researcher ensured that consent from participants was obtained freely by having them sign a consent form, without any coercion or inducements related to their participation.

### **4.0 Findings**

#### **4.1 Types of Formal Education Programmes Implemented for Inmates in Correctional Facilities in Kabwe District**

The participants were asked to identify the various types of formal education programmes available within correctional facilities in Kabwe District.. The following themes emerged:

##### **Vocational Training Programmes**

The findings revealed that inmates participated in vocational training aimed at imparting practical skills for employability after release. During the interviews participant COT, who is one of the teacher at the Vocational centre, said that:

*Vocational skills are provided to inmates such as tailoring, carpentry, metal fabrication, automotive mechanics, and agriculture. He further added that inmates are taught woodwork skills to create furniture or build structures, giving them a trade and a potential source of income after imprisonment. Programmes in sewing and garment construction equip inmates with the ability to earn a living in the clothing industry (Interview, 2025).*

The correctional facility encourages individuals, at the time of admission, to enroll in educational programmes as a rehabilitation tool. During a Focus Group Discussion (FGD) with learners enrolled at the vocational centre, Participant IL2 confirmed that:

*Through skills my attitude and behavior changes to positive thinking, it helps me to reform so that when I'll be released it will help me to earn a living through fashion design and textile technology. I am learning metal fabrication and welding and I also learnt Auto Mechanics and this will give me a complete package*

especially that I intend to enroll in automotive engineering, which was recently introduced (FGD, 2025).

Another notable finding from the reviewed study is that the skills offered are highly essential for post-release reintegration. During an interview, Participant VI4 had this to say:

*Vocational training programmes are offered to inmates that focus on skill development which enables them to gain employment upon release. Inmates learn woodworking skills, allowing them to construct furniture or build structures, preparing them for jobs in the construction industry. For example, workshops teach sewing skills, enabling inmates to create and repair clothing, which can help them find work in tailoring shops (Interviews, 2025).*

### **Literacy and Numeracy Programmes**

The study established that literacy and numeracy programmes were offered to improve inmates' basic reading, writing, and mathematical skills. Participant CA1 explained:

*...inmates participate in classes designed to teach fundamental literacy skills. This is especially crucial for those who did not complete formal education before incarceration. These workshops help inmates understand financial literacy, enabling them to handle cash and manage personal finances better upon release (Interviews, 2025).*

The findings also revealed that, upon admission, individuals are assessed to determine their level of education. It was discovered that most individuals were illiterate. Participant VIT added that:

*Literacy and numeracy programmes serve as vital components of formal education within correctional facilities. These programmes aim to assist inmates in acquiring basic reading, writing, and arithmetic skills that are often neglected prior to their incarceration (Interviews, 2025).*

### **Personal Development Skills**

The results indicated that inmates also received personal development skills as part of the formal education programmes implemented within correctional facilities.

Participants acknowledged the presence of programmes aimed at enhancing emotional intelligence and interpersonal abilities. As explained by participant CA2:

*Personal development programmes help inmates develop better interpersonal and conflict resolution skills, which are critical for successful interactions in society. These personal development skills are cardinal as they help to address coping strategies and the ability to understand emotions, benefiting mental health and relationships (Interviews, 2025).*

It was revealed, during the interviews, that most individuals who were incarcerated due to trust and anger issues experienced positive changes after enrolling in educational programmes. One participant, CTI3, when speaking about personal development, commented that:

*Personal development skills programmes are designed to enhance self-awareness, emotional intelligence, and interpersonal skills among inmates. Through group discussions, and one-on-one mentoring, inmates explore their strengths, understand their weaknesses, and develop essential skills that promote personal growth. These programmes equip inmates with tools to navigate their emotions and relationships more effectively, which is vital for successful reintegration into society (Interviews, 2025).*

During the FGD, beneficiary interviewees, namely Participants IL1 and IL4, shared similar views that:

*Personal development skills are critical to inmates because they help to boost those with low self-esteem and limited social skills. Inmates often grapple with feelings of isolation and frustration, which can be exacerbated by their current environment. These formal education programmes provide a safe space for open dialogue, allowing participants to share their experiences and perspectives. Facilitators encourage*

self-reflection and help inmates identify personal goals, fostering a sense of purpose and motivation (FGD, 2025).

### **Entrepreneurship Skills Programmes**

The study revealed that inmates were introduced to the principles of entrepreneurship, thereby helping them develop skills to start their own businesses after serving the sentences. During the FGD conducted IL5 had this say:

*...we learn how entrepreneurship which are designed to empower us with the knowledge and skills necessary to create and manage their own businesses. These formal education initiatives emphasises creativity, resourcefulness, and self-sufficiency, providing us with a new perspective on economic independence. This focus helps us to envision a possible future outside the prison system to contribute positively to society (FGD, 2025).*

Participant VI4 indicated that:

*Entrepreneurship skills helps to address the high levels of unemployment and limited opportunities that often challenge individuals upon their release from incarceration. Through equipping inmates with entrepreneurial skills, these programmes foster a mindset that encourages innovation and problem-solving. For this reason, inmates learn to identify market needs, develop viable business ideas, and understand how to leverage available resources within their communities (Interview, 2025).*

During the FGD, Participant IL8 went on to say that:

*The implementation of entrepreneurship skill programmes also aligns with broader goals of reducing recidivism and facilitating reintegration into the community. These programmes not only nurture personal development but also play a crucial role in fostering a more sustainable and positive future for both individuals and the broader community (FGD, 2025).*

The researcher concluded that entrepreneurship training provided inmates with alternative livelihood options, particularly in light of the high unemployment rates in Zambia. Such programmes fostered innovation, financial independence and resilience, thereby preparing inmates for a productive civilian life.

### **Health Education**

The study revealed that correctional facilities collaborated with health institutions to provide health-related education. It was evident that health education programmes were implemented to inform inmates about physical and mental health, emphasising the importance of overall well-being. Participant COT2 explained that:

*For example, awareness about HIV/AIDS are implemented to sensitize inmates about how they can best take care of themselves. Workshops provide information on prevention, treatment, and living with HIV/AIDS, encouraging safer practices within the inmate's community are crucial for them. These activities promote healthy lifestyle choices, teaching inmates about balanced diets and the importance of physical fitness for overall health (Interview, 2025).*

Participant VI 5 added that:

*Local health professionals and organizations have been collaborating to deliver expert knowledge and resources, making the programmes more effective. This collaboration not only enriches the educational content but also promotes continuity of care once inmates are released. Health education serves as a foundational element in fostering a holistic approach to inmate's rehabilitation, benefiting both individuals and the wider community (Interview, 2025).*

## 5.0 Discussion

### 5.1 Formal Education Programmes Implemented for Inmate in Correctional Facilities

The findings revealed that inmates are offered vocational training programmes designed to equip them with practical skills that enhance employability upon release. Similarly, UNODC (2020) affirms that these programmes play an essential role in reducing recidivism by providing inmates with the tools required to secure stable employment after incarceration. Zimba (2024) supports this by highlighting that such educational opportunities help inmates develop a sense of identity beyond their criminal pasts, fostering self-worth and dignity. Badasa et al. (2020) add that inmates who participate in vocational training cultivate stronger social skills and greater confidence, both of which are vital for reintegration into their communities.

In the same vein, Vandala (2019) emphasises that the economic benefits of these programmes lie in reducing unemployment among ex-inmates. By equipping them with vocational skills, society can alleviate the financial burdens often associated with high recidivism rates. Vocational education programmes therefore play a significant role in supporting successful reintegration. Viewed through the lens of empowerment theory, they enhance inmates' sense of agency and self-efficacy. Empowerment theory posits that when individuals acquire knowledge and skills, they become more capable of making informed decisions about their lives. As inmates engage in vocational training, they not only learn trade-specific skills but also develop critical thinking and problem-solving abilities, which contribute to their autonomy and confidence. This transformation is essential for enabling ex-inmates to navigate post-release challenges, thereby fostering reintegration into society and reducing the stigma associated with incarceration. Multiple sources, including the South African Department of Correctional Services (2023), confirm that these programmes aim to equip inmates with the knowledge and skills necessary for successful reintegration into society.

The study further revealed that literacy and numeracy programmes are offered to inmates in correctional facilities. In Malawi, Chapuwala (2024) indicates that literacy initiatives enhance reading and writing abilities, which are vital for navigating daily life and participating meaningfully in society. Numeracy skills likewise play a crucial role in financial management and in securing employment after release (Mundende & Daka, 2022). Collectively, these programmes help close educational gaps and empower inmates to engage more effectively with legal, social and financial systems.

Empowerment theory suggests that gaining literacy and numeracy skills greatly enhances inmates' sense of agency and self-worth. Berglund, Bjursell and Hugo (2025) contend that functional literacy strengthens communication abilities and builds confidence, enabling individuals to advocate for themselves. Likewise, Chigunwe (2022) in Zimbabwe demonstrates that numeracy skills improve employability and foster self-sufficiency, motivating inmates to envision a more hopeful future. Mulenga *et al.* (2023) observe that literacy is fundamental to effective communication, particularly since many inmates enter correctional facilities with limited educational backgrounds. According to transformative learning theory, strengthening literacy and numeracy equips inmates to better understand their rights and engage more effectively with societal systems. The researcher interprets these findings to suggest that such skills not only enhance confidence but also empower inmates and facilitate their successful reintegration after serving their sentences.

The results revealed that personal development skills are integrated into the formal education programmes offered to inmates in correctional facilities. Consistent with these findings, Thomas (2026) notes that such

programmes emphasise the enhancement of emotional intelligence, communication abilities and self-awareness, all of which are vital for personal growth and successful reintegration into society. Researchers such as Hamalila (2016) further highlight that personal development initiatives may also include training in stress management and problem-solving, equipping inmates with practical tools to navigate life's challenges more effectively. Collectively, these skills not only improve daily interactions but also strengthen self-esteem, enabling inmates to feel more capable of contributing positively to society.

Empowerment theory offers important insight into the transformative role of personal development skills for inmates. UNODC (2020) and SADCS (2023) argue that engaging in programmes that promote personal growth enhances self-efficacy and strengthens inmates' sense of control over their lives. This empowerment is vital, as it enables incarcerated individuals to envision futures beyond their immediate circumstances and affirms their capacity to drive meaningful change. By fostering personal development, these informal education initiatives not only support adaptation to societal norms but also facilitate the transition towards becoming proactive and responsible citizens (Berglund, Bjursell & Hugo, 2025). Thus, the integration of personal development skills into correctional education embodies the principles of empowerment theory by equipping inmates to reclaim agency and pursue purposeful lives after incarceration.

Thomas (2026) further states that personal development skills offered in correctional settings focus on enhancing inmates' self-awareness, emotional intelligence and interpersonal skills. These skills are vital for penitentiary rehabilitation, supporting inmates in reflecting on their life choices and fostering a growth mindset. Encouraging personal growth, these programmes align closely with transformative learning theory, which posits that learning occurs through critical reflection and experience (Chigunwe, 2022). As inmates engage with their personal narratives, they begin to understand and reassess their behaviours and beliefs, ultimately leading to transformative change in their lives. Researchers comment that inmates were able to learn how to interact with people from different walks of life, thereby strengthening their social integration skills.

The study also revealed that inmates are introduced to the principles of entrepreneurship, helping them develop skills to start their own businesses after serving their sentences. The results resonate with those of Zimba (2024), who found that these programmes often cover critical topics such as business planning, financial management, marketing strategies and customer relations. Similarly, Vandala (2019) agrees that entrepreneurship training not only fosters creativity and innovation among inmates but also inspires a proactive mindset, encouraging participants to envision opportunities for themselves beyond incarceration. In line with these findings, Hamalila (2016) observed that engaging in entrepreneurship programmes can build practical skills such as time management, leadership and resilience, preparing inmates for both self-employment and the wider workforce.

The results in the field are consistent with Mulenga *et al.* (2023), who found that entrepreneurship courses were compulsory for inmates. Entrepreneurship skills programmes prepare inmates for self-employment opportunities by cultivating entrepreneurial mindsets. A study in Zimbabwe by Chigunwe (2022) shows that these programmes challenge inmates to think innovatively and develop business acumen. Learning how to create a business plan, manage finances and market products can empower inmates by providing them with the tools necessary to start their own ventures. This aligns with transformative learning theory, as inmates who engage in this learning process can envision alternatives to their previous ways of living, fostering a sense of agency and responsibility towards their future.

According to empowerment theory, entrepreneurship training enhances inmates' self-efficacy. Studies such as UNODC (2020) assert that when inmates acquire the skills to develop and manage a business, they gain a sense of ownership over their future, which can significantly transform their outlook on life. Belief in their capacity to succeed fosters personal agency, motivating them to take concrete steps towards achieving their goals. This empowerment is vital in overcoming the limiting mindsets often associated with incarceration. By equipping inmates with the tools and knowledge to establish viable business ventures, entrepreneurship programmes not only promote financial independence but also instil a sense of purpose and direction, thereby supporting healthier reintegration into society.

The study also showed that health education programmes are implemented within correctional facilities. Vandala (2019) notes that these programmes often cover topics such as nutrition, disease prevention, mental health awareness and substance abuse treatment. Providing inmates with crucial information about their health empowers them to make informed choices that can significantly improve their quality of life during and after incarceration. In relation to these findings, the European Commission (2021) states that health education leads to better health outcomes and reduces the burden on healthcare systems. The Ministry of Home Affairs in Zambia (2016) further stresses the role of health education in fostering a culture of wellness among inmates, which can help mitigate the spread of communicable diseases within correctional facilities.

Linking these health education programmes to empowerment theory, the acquisition of health knowledge substantially enhances inmates' sense of self-efficacy and personal responsibility for their well-being. According to Davis et al. (2014), when inmates understand the complexities of their health and the impact of their lifestyle choices, they become more engaged in managing their health outcomes, thereby fostering a sense of control over their lives. This shift not only supports inmates in making healthier decisions but also encourages them to take an active role in their rehabilitation process.

In correctional facilities, health education programmes aim to inform inmates about physical, mental and emotional health, contributing to a well-rounded approach to rehabilitation. Ngosa et al. (2022) emphasise the importance of such education in reducing negative health behaviours and promoting overall wellness. The European Commission (2021) also affirms that through understanding health-related topics, inmates are able to adopt healthier lifestyles and make informed decisions, reinforcing their ability to transform their lives. These formal education programmes in correctional settings are interconnected through transformative learning theory, facilitating holistic rehabilitation and personal development for inmates, ultimately fostering their successful reintegration into society.

The researcher remarked that health education programmes are vital in promoting the overall well-being of inmates. These programmes address important issues such as nutrition, mental health and substance abuse prevention, equipping inmates with essential knowledge to make informed decisions about their health. Understanding and managing health conditions can lead to improved quality of life and lower rates of relapse into substance abuse after release.

## **6.0 Conclusion**

The findings identified several formal education programmes implemented for inmates in correctional facilities within Kabwe District. These programmes include vocational training, literacy and numeracy classes, personal development courses, entrepreneurship training and health education initiatives. Inmates are equipped with practical, employable skills such as carpentry, bricklaying and tailoring to facilitate a successful transition back into society. To build fundamental cognitive skills, targeted literacy and

numeracy classes are provided, ensuring that all participants can read, write and manage basic finances. Complementing these are personal development courses designed to foster emotional growth, behavioural modification and psychosocial well-being. Furthermore, entrepreneurship training develops critical business acumen, enabling former inmates to become self-reliant and establish sustainable livelihoods upon release. Finally, comprehensive health education initiatives are integrated to promote physical wellness, disease prevention and healthier lifestyle choices throughout incarceration and beyond.

## 6.1 Recommendation

1. The study recommends that the government, through the Ministry of Home Affairs and Internal Security, should construct additional physical infrastructure in correctional facilities to create conducive learning environments. This would enhance the teaching and learning process for all inmates.

## REFERENCES:

- [1] About United Nations Office on Drugs and Crime (UNODC) (2020) Roadmap for the Development of Prison-based Rehabilitation Programmes. UNODC Report.
- [2] Badasa, Gamachu & Gemed, Abdurehman & Geduda, Burash & Sedo, Esa & Geshow, Yealemwork. (2020). The Impact of Correction Center Formal Education Programme on Offenders' Psychosocial Development the Case of Delo Mena, Goba and Sheshamene Correction Centers Primary Schools Bale-West Arsi Oromia South East Ethiopia. 10.7176/PPAR/10-6-01.
- [3] Berglund, J., C. Bjursell & M. Hugo (16 Feb 2025) Research on Education in Prisons: a Scoping Review, *International Journal of Lifelong Education*, DOI:10.1080/02601370.2025.2465740 <https://doi.org/10.1080/02601370>.
- [4] Chapuwala, P. (2024) Examining the Effectiveness of the Management of Education Programme in Malawi Prisons. ResearchGate/University of Malawi. [ResearchGate](https://www.researchgate.net/publication/381111111).
- [5] Chigunwe, A. (2022) Reintegration and Educational Support for Ex-Offenders in Zimbabwe. *Southern African Journal of Criminology*. SAJC.
- [6] Davis, L. M., *et al.* (2014) How Effective Is Correctional Education? Estimating the Impact of Correctional Education on Recidivism and Post-Release Employment. RAND Corporation. RAND.
- [7] European Commission (2021) Study on Prison and Probation Systems: Promoting Rehabilitation and Reducing Reoffending. Publications Office of the European Union. EU Publications.
- [8] Fakude, G. (2022) Rehabilitation and Extension Services in the Southern African Correctional Framework. UNAFEI Resource Material Series. UNAFEI. (P. 120-135)
- [9]. Hamalila, C. (2016) The Responsiveness of Prison Education to the Needs of Adult Prisoners in Zambia. University of Zambia Press. UNZA Journals. (P. 146-159) (Kindly indicate the name of the Journal)
- [10] Likomeno, R. (2018) The Effect of Rehabilitation on Juveniles' Recidivism: A Case of Mukobeko Medium Correctional Facility. University of Zambia. University of Zambia Digital Library.
- [11] Lumpuma, M. H. (2022) The Provision and Management of Prison Education: Context and Challenges (Mukobeko Medium Security). University of Zambia. UNZA Repository.
- [12] Mafilika, M., & Marongwe, N. (2024). Challenges Hindering Rendering of Formal Education Programs at Correctional Centers in South Africa. In *Correctional Facilities - Policies, Practices, and Challenges*. IntechOpen. <https://doi.org/10.5772/intechopen.1004400>

- [13] Moretti, Guilherme & Krüger, Caroline & De Oliveira Arruda, Dyego & Liboni, Lara. (2017). Effects of Education On The Prison System: A Systematic Literature Review And Agenda For Future Research.
- [14] Motiuk, L. L., & Serin, R. C. (2018) Correctional Programme Evaluation: Looking at What Works in Offender Rehabilitation. International Community Corrections Association. ICCA.
- [15] Mulenga, R. M. et al (2023). Decolonisation of Education in the Correctional Facility: A case of Mukobeko Maximum Prison, Kabwe, Zambia. *Kwame Nkrumah University Multi-Disciplinary Journal - Zambia*, 1(1), 28–42.
- [16] Mundende, Harrison Daka (2022). Challenges and Prospects of Education in Correctional Facilities in Zambia: A study of Selected Prisons. *International Journal of Social Science and Education Research Studies*, 2(8), 349-356
- [17] Muntinga, C., *et al.* (2023) Educational Management in African Correctional Facilities: Overcrowding vs. Rehabilitation. *Journal of African Correctional Studies*. JACS.
- [18] Ngosa, D. S., *et al.* (2022) Challenges and Prospects of Education in Correctional Facilities in Zambia. *International Journal of Social Science and Education Research Studies*. University of Zambia Repository.
- [19] South African Department of Correctional Services (2023) Strategic Framework on Inmate Education and Training. DCS Pretoria. SA Department of Correctional Services.
- [20]. Thomas, P. (2026). Prison Overcrowding and Access to Education and Vocational Training Programs.
- [21] Vandala, N. G. (2019). The Transformative Effect of Correctional Education: A global Perspective. *Cogent Social Sciences*, 5(1). <https://doi.org/10.1080/23311886.2019.1677122>
- [22] Zimba, E. (2024) Prisons and Education Provision in Zambia: A Historical Perspective, 1964-2022. University of Zambia. UNZA Repository.