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THE UNIVERSITY OF YAOUNDE I

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CENTRE (CRFD) IN "SOCIAL AND
EDUCATIONAL SCIENCES"

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SCHOOL IN EDUCATION AND EDUCATIVE
ENGINEERING

**PRISON EDUCATION AND SOCIO-PROFESSIONAL
DEVELOPMENT OF INMATES: CASE OF DETAINED MINORS IN
YAOUNDE CENTRAL PRISON**

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DEDICATION

TO GOD ALMIGHTY FOR THE GIFT OF PARENTS

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ABSTRACT

The objective of the study was to examine the quality of prison education on the socio-professional development of inmates after release of detained minors at the Yaounde central prison. The research approach that underpins the study is the mixed methodology; the content analysis was used to analyze data collected from the field using interview guide while the quantitative data collected through questionnaire was analyzed using the spearman rank correlation formula. This was deemed appropriate because the study seeks to understand the social world through the lenses of the participants by examining and interpreting it. Through interaction with research participant and application of qualitative methods as well as quantitative, the study tried to understand how education takes place in the prison and the various challenges that come along with it, as well as proposals on how make it more conducive. The findings were analyzed through examination and construction of themes. Findings revealed that the reason for increase in the rate of recidivism was because education of minors in the prison was not taken seriously as educational materials for the students as well as the teachers were either not available or in short supply, as a result both the students and the teachers are left struggling with the few materials they have to give an adequate education to the minors, also, most of the teachers here are just volunteers and not trained teachers that master pedagogy as a result the minors always face difficulties coping with the quality of teaching when in main school streams. It is obvious that education of the prisoners is not just integrating them back into mainstream schools and the society, but also requires that they be well equipped with what is required in order to better insert in society after their release from prison hence reducing the rate of recidivism. The study further points to the need for teachers, volunteers and even waders to be train on education in prison and be provided the various equipment and materials necessary for effective education to take place and also on how to go about life in all its all its spheres. Finally, the study calls on other researchers to work on possibilities for teachers to be adequately prepared, with skills and information through workshops and in-service training, for an inclusive education context. Researchers could further probe into possibilities of adjusting policies and political will to the advantage of prison education.

Key words: prison education, socio-professional development , inmates

Cette étude a été menée sur l'éducation pénitentiaire et le développement socioprofessionnelle des détenus après leur libération: cas des mineurs détenus à la prison centrale de Yaounde . L'objectif de l'étude était d'examiner la qualité de l'éducation pénitentiaire sur le développement socioprofessionnelle des détenus après la libération des mineurs détenus à la prison centrale de Yaounde . La stratégie de recherche qui sous-tend l'étude est la méthodologie mixte; la méthode qualitative a été utilisée pour analyser les données collectées sur le terrain à l'aide du guide d'entretien tandis que les données quantitatives collectées au moyen de questionnaires ont été analysées à l'aide de la formule de corrélation de rang de lancier. Cela a été jugé approprié parce que l'étude cherche à comprendre le monde social à travers les lentilles des participants en l'examinant et en l'interprétant. Grâce à l'interaction avec les participants à la recherche et à l'application de méthodes qualitatives et quantitatives, l'étude a tenté de comprendre comment l'éducation se déroule dans la prison et les différents défis qui l'accompagnent, ainsi que des propositions sur la manière de la rendre plus propice. Les résultats ont été analysés par l'examen et la construction de thèmes. Les résultats ont révélé que la raison de l'augmentation du taux de récidive était que l'éducation des mineurs en prison n'était pas prise au sérieux car le matériel pédagogique pour les étudiants et les enseignants n'étaient pas disponibles ou en nombre insuffisant, de sorte que les étudiants et les enseignants se retrouvent aux prises avec le peu de matériel dont ils disposent pour donner une éducation adéquate aux mineurs. De plus, la plupart des enseignants ici ne sont que des bénévoles et des enseignants non formés qui maîtrisent la pédagogie, en conséquence les mineurs ont toujours des difficultés à faire face à la qualité d'enseignement dans les filières principales de l'école. Il est évident que l'éducation des détenus ne consiste pas seulement à les réintégrer dans les écoles ordinaires et dans la société, mais exige également qu'ils soient bien équipés de ce qui est nécessaire pour mieux s'insérer dans la société après leur sortie de prison, réduisant ainsi le taux de récidive. L'étude souligne en outre la nécessité pour les enseignants, les bénévoles et même les échassiers d'être formés à l'éducation en prison et de disposer des divers équipements et matériels nécessaires pour qu'une éducation efficace ait lieu et aussi sur la façon de vivre la vie dans tous ses domaines. . Enfin, l'étude appelle d'autres chercheurs à travailler sur les possibilités pour les enseignants d'être correctement préparés, avec des compétences et des informations à travers des ateliers et une formation continue, pour un contexte d'éducation inclusive. Les chercheurs pourraient approfondir leurs recherches sur les possibilités d'ajuster les politiques et la volonté politique à l'avantage de l'éducation en prison.

Mots-clés: éducation en prison, développement, socioprofessionnelle, détenus

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ABBREVIATIONS AND ACCRONYMS

HTTC:	Higher Teacher Training College
HTTTC :	Higher Technical Teacher Training College
REPCAM :	Relais Enfants-Parents Du Cameroun
CNA:	Certified Normal Accommodation
CPD:	Continuing Professional Development
DAPEN:	Directorate of Penitentiary Administration
NIS:	National Institute of Statistics
LONCETT:	London Centre conducted the research for Excellence in Teacher
PTLLS:	Preparing to Teach in the Lifelong Learning Sector
MINJUSTICE:	Ministry of Justice
NGO:	Non - Governmental Organisation
OGRS:	Offender Group Conviction Scale
SPSS:	Statistical Product for service Solution
UDHR:	Universal Declaration of Human Rights
UN:	United Nations
UNESCO:	United Nations Economic Scientific and Cultural Organization
MKO:	More Knowledgeable Order
YCP :	Yaounde Central Prison

CHAPTER ONE GENERAL INTRODUCTION

Introduction

This chapter covers the following sections: background of the study, contextual background, theoretical background, conceptual background, justification, research problem, research questions, research hypothesis, research objectives, significance of the study, delimitation of the study and clarification of concepts.

Background of the study

Yaounde central prison in the course of its history has witnessed a series of important changes in its denomination as well as its present site. This was a colonial institution that dates back to 1918, with the end of World War 1 with the defeat of the Germans and taking over by the French. In 1933 when the Decree of higher commissioner of the republic of France organised the penitentiary institutions of Cameroon, Yaounde prison was classified among the ordinary prisons of adult indigenes.

After the independence of Cameroon, the ordinary prisons for adults indigenes was named the civil prison of Yaounde ; a name which was maintained till 1973, when it became the Yaounde central prison, this was confirmed by the ministerial decision No 0230/A/MINAT/DAPEN/SEP of 04/06/1992 in its article 1 which stated that the Yaounde central prison is implanted in the Centre region and has been classified in the ranks of Central Prisons. Before the classification as a central prison, presidential decree No 92/052 of 27/03/1972 in the Yaounde central prison had classified this prison as orientation and selection prisons, in its article 2. The qualification “central” was simply used to design all Cameroon prisons implanted at the head of each province (Region). Since, its creation, the Yaounde central prison has witnessed two important sites. It was initially implanted in the Central town, at the present location of the Central Bilingual Primary School of the administrative centre; it was later displaced; the colonial prison therefore had a capacity of 300 places and should in principle receive two categories of detainees: natives and expatriates; however, the architecture of the colonial prison of Yaounde on the eve of independence was already obsolete which buildings of this nature are needed; cells were very tight, crime rates were rampant and the prison population was growing exponentially. The central prison of Yaounde had therefore become too narrow, which led the Cameroonian public authorities after the independences to

build new premises. From then on, the year 1965 was chosen for the start of the construction works of a more modern and spacious building on approximately 3000 square meters. The new penitentiary is built in a district whose prison today bears the name "KONDENGUI", in the Mfoundi division, Yaounde4 sub-division. Thus, the construction works of the new prison actually started in 1965 and were completed three (3) years later, in 1968. However, the first detainees were transferred there on 23 November 1967, when work was not yet completed. Half a century after the construction of the prison, the building today represents a dilapidated and unsuitable character which no longer fits with international standards, including all the minimum rules for the treatment of detainees. The Yaounde central prison is particularly managed by the service note 018/NS/SDASCE of 08/04/2001 bearing the internal rules of the Yaounde central prison in conformity and consideration of decree No 92/052 of 27th March 1992 by the president of the republic. Initially built for 1000 inmates, the prison now harbours a total population of about 3851 as of the time of the 27/12/2019.

In all societies, there are, and always have been, groups that do not enjoy some of the social, cultural and economic facilities available to others. Their exclusion may be unconscious or semiconscious, or may also obey a deliberate policy. Ethnic minorities, indigenous peoples, women and girls, the landless and the disabled are among the groups that often suffer cultural discrimination and often live in poverty and need.

Prisoners are one of the marginalized groups in society, but it is consciously and deliberately that we have made them disinherited people out of society because they have committed an offense against people or property, disregarded the values rec-ginned by society or have violated the rules imposed by a political regime. This does not mean, however, that their temporary incarceration is a sufficient response to the phenomenon of crime. In the end, almost all prisoners become ex-offenders who are returned to the society in which they committed their offense. It is therefore entirely justified to seek to protect society against new offenses by improving the chances of successful reintegration of prisoners into society. The Criminal Justice Act (2003: paragraph 142) cited five clear purposes for sentencing: the punishment of offenders, the reduction of crime (including its reduction by deterrence), the reform and rehabilitation of offenders, the protection of the public, the making of reparation by offenders to persons affected by their offences.

The effects of sentencing do not necessarily match these purposes (Hedderman, 2007) but it could be argued that education might support the achievement of two of these aims: the reduction in crime and the reform and rehabilitation of offenders. Education is already recognized as a means for equipping offenders to work instead of offending (HM Prison Service, Department for Education and Skills, Youth Justice Board, National Probation Service, Learning and Skills Council and Job Centre Plus, 2004) but it is also possible that if prisoners are reformed and rehabilitated through education this could lead to a reduction in crime. Conventionally, all over the world, prisons have been built because there are some members of society whose behaviours deviate from the acceptable norms of society. The deviant and abnormal behaviour could land perpetrators behind bars. Society generally believes that after a certain time, a prisoner would come back transformed, well-behaved and conforming to acceptable societal norms, codes of conduct and demeanour; hence correctional services. In most parts of the world, prisons focus on rehabilitation of offenders because there is a shift from the conventional understanding of prison as simply a place of punishment, to a rehabilitative mode of treating an offending behaviour.

Africa shares this sentiment about correctional facilities (Jovanic, 2011), where the essence of correctional education lies in rehabilitation of offenders. This translates also into equipping them with skills for personal development, re-admission into communities and realisation of social cohesion. According to Pryor and Thompkins (2013), an imperative component of the successful reintegration of exoffenders is education. A measurement of successful reintegration regarding correctional education, is its ability to produce a better citizen (Pryor & Thompkins, 2013).

According Johnson, L. R. (2015), most of those who break the law, especially the youths have no basic education (knowledge and skills) for employment; many have no source of livelihood and cannot make ends meet. Carstens-Sakuth, Pretorius, Vercueil, Walls, and Bromfield (2006) in their work tell us why teens become offenders. They stated various reasons such as the breakdown of family structure resulting in single parenting or parents separated from their children for financial and other reasons, unemployment, poverty, depression, frustration, anger, lack of parental or adult supervision and erratic discipline given by parents or adults. Lack of role models within our society can also contribute to young people growing up with behaviours and influences they emulate from media and their peers. There is also a belief among some people that violence is a viable means of solving problems. These reasons and many others

result in society where young people end up in conflict with the law and are put into Correctional Centres or experience recidivism. It is reported that every year schools lose children to the YCP before the end of the academic year, wasting significant human potential and harming the life-chances of many young people. It is the plight of these young people who leave school with a bleak future that they frequently end up in jail for lack of better services and providence. This study investigates the education given in prison and socio-professional development of these youths after release from the Yaounde central Prison.

According to Law No. 98/004 of 14 April 1998 of the orientation of national education in Cameroon, its article 6 stipulates that, "the state assures the child the right to education". In addition, Article 7 states "the State shall guarantee to all equal opportunities of access to education without discrimination of sex, political, philosophical and religious opinions as well as social, cultural, linguistic and geographical origin". It is in this context, that Article 62 of decree 92/052 of 27 March 1992 on penitentiary regime in Cameroon stipulates that "every penitentiary institution will organize courses for minors and adults and will make available to detainees under the conditions set by the internal regulations of the prison, textbooks, didactic materials necessary for the development of their knowledge" For this reason, education opportunities are made available to people who are imprisoned. Some prisoners learn because such opportunities are made available, or their engagement becomes mandatory, or just to kill boredom. These are some reasons why they choose to enrol in studies, while others may choose not to join any educational activities. However, these activities are indispensable to their survival after release hence; this study explores the Teaching Content of the education given to prisoners and how this can help in their socio-professional development after release from prison. Although "prisoners" is the term used globally, in Cameroon and in this study, the preferred terms are offenders and inmates

Contextual background

This section attempts to describe in brief the context within which this study is carried out. However, it is worthy to note that the struggle to attain national and international expectations for education has generated a tremendous demand for education at all levels in Cameroon. Education in Cameroon ranges from nursery, primary, secondary, and tertiary or higher education. The citizen's right to education is embodied in the 2008-reviewed constitution of the Republic of Cameroon, the Universal Declaration of Human Rights (UDHR) of 1948, the United Nations charter and the United Nation Organisation Convention on the Rights of the

child, which the country has ratified. According to the preamble of the Constitution of the Republic of Cameroon, “the state shall guarantee the child’s right to education; primary education shall be compulsory; the organization and supervision of education at all levels shall be the bounded duty of the state” Law No. 96-06 of 18 January 1996 (Kibinkiri 2014).

The Universal Declaration of Human Rights in article 26 encourages the right of education to all. This right is fundamental because the development of each country should be done not only through the educational system but also through the access of all to education. This is one of the most important rights recognized. This right means that each state has the duty to make available to its citizens an education that integrates and respects the notions of quality and equity.

UNESCO and UNICEF (2012) in Kibinkiri(2014) point out that the World Declaration on Education for All (drafted at the World Conference in Jomtien, Thailand in 1990), the Dakar Framework for Action recognized the fact that the quality of education is at the heart of education and need to be improved for the sake of relevance and equity, these conceptualised quality based on four pillars as: learning to know, learning to do, learning to live together and learning to be. They believed that the quality of learning should be assessed by the capacity of individuals to acquire knowledge, skills, understanding and values to live and participate in society from childhood throughout life (UNESCO and UNICEF, 2012). According to De Ketele (2015) quality education can be understood based on the following elements; the quality of the resources available (quality of equipment and maintenance, funding and financial support, teaching aids, school environment, texts, dissemination and their application) then, by the quality of school performance and educational aspects (on the quantitative aspect: success, failure, repetition, abandonment, completion and promotion and on the qualitative According to the same author, an educational system is equitable when the benefits as well as the resources available are distributed in an equal and just way among the different categories of a population without discrimination of gender, socio-economic status, religious opinion and ethnic origin. Equity touches several components of an educational system: access to the accessible, equity in Teaching Content etc.

In Cameroon, the right of education for all is guaranteed by the constitution and the state materializes its willingness to assure to all an equitable and quality education through several legal provisions in particular: the law n ° 98/004 of April 14, 1998 orientation of

national education in Cameroon, the recognition of education as a high national priority since the law of April 14, 1998, the obligatory character of the primary education and the suppression of the expenses of schooling in public primary schools since 2000, the contribution of private institutions of education to the mission of education with the law of July 22, 2004 or the taking into account of the children with special educational needs, through notably the law of 13 April 2010 on the protection and promotion of handicapped persons. All these legal provisions demonstrate the will of the State to assure to all and to everyone fair and quality education. However, various economic, psychological and socio-cultural factors hinder its perfect application. Thus certain categories of persons do not enjoy this right fully. It is thus persons coming from certain categories for example, prisoners and especially detained minors.

According to Christophe, F. T. J. (2021), in Cameroon, as in many other countries around the world, teenagers are increasingly displaying delinquency conducts. In recent years, juvenile delinquency has increased tremendously and has become one of the major public health problems and a major societal challenge following globalization driven by complex socio-economic factors. Statistically, the figures relating to the number of juveniles implicated, the percentage of juveniles among offenders would indicate a probable increase in juvenile delinquency but also a more systematic treatment and care by the police, the public ministry and juvenile courts. This rise in juvenile delinquency in Cameroon could explain the growing presence of minors in detention centres. In addition, a report recently published by the INS [National Institute of Statistics] (2007) reports the growing insecurity and delinquency affecting more and more children in basic age, in the same line, according to the data published by the Ministry of Social Affairs in 2015, 792 minors are in prison in Cameroon, including 510 in the central region alone.

Imprisonment is likely to curb or even hinder the schooling of the juvenile prisoners, however, the right to education is a primordial right for the development of these detained minors. Therefore, it is essential that all children, whatever their situation, should benefit from it in the best conditions and that minors in a situation of deprivation of liberty should have access to this right, in the same way as the "free children".

It is recognized today that a child cannot be treated in the same way as an adult in a penal way: "a child and an adult cannot be treated in the same way, since the adult criminal system may not take into account the specific social and educational needs of children

"Trousselard, Morin and Van Keirsbilc (2011, 44). With regards to minors, this imprisonment aims to correct their bad behaviours. According to Article 37b of the International Convention on the Rights of the Child, the imprisonment of minors must be "a measure of last resort", with the purpose of re-educating them with a view to reintegration into the community.

According to Tatchouang (2013), social rehabilitation is a dynamic phenomenon that comprises a set of policies, programs, actions and penal and post-penal structures designed to ensure the moral, psychological, social and economic integration of the prisoner. For him, the development must pass through good treatment, in order to allow the social integration of the detainees after release. For the minor, schooling is at the base of this development in society because it allows him to acquire knowledge with qualities as learning to know, learning to do, learning to live together and learning to be. They believed that the quality of learning should be assessed by the capacity of individuals to acquire knowledge, skills, understanding and values to live and participate in society from childhood throughout life (UNESCO and UNICEF, 2012). According to Article 28 of the Convention on the Rights of the Child, "the child in prison must continue to receive adequate school education". Article 29 of the said text adds that this education must be aimed at promoting the development of children, the personality of the child, and the development of his talents, mental and physical abilities, in all the measure of his potentialities. It rightly prepares the child for an active adult life in a free society and encourages the respect of his parents, his identity, his language and his cultural values, as well as the culture and values of others.

In addition, the Committee on the Rights of the Child notes in General Comment No. 10 that "in all cases of deprivation of liberty ... every school-aged child has the right to receive an education appropriate to his or her needs, needs and aptitudes and to prepare them for his return to society, and any child should, if necessary, receive vocational training to prepare him for active life " Thus, in the internal legislation, article 62 of 1992 regulating the prison regime in Cameroon it is stipulated that, "Each penitentiary institution shall organize courses for minors and adults and shall make available to detainees under the conditions laid down in the internal regulations of the prison, textbooks or books necessary for the development of their knowledge.

In spite of all these legal provisions, certain aspects have to be taken into account for proper education of detained minor which is why Handicap International (2012) says that, for

the education of the detained minor, it must be based on a psychosocial approach, which aims to meet the specific needs of the detained prisoner (development of self-esteem, social participation, projection in the future). Thus, a prior diagnosis of disabilities and needs must be made through an individual interview so that the wishes of the juvenile prisoner are taken into account, that it is integrated into the social environment in which it evolves and that it can benefit from support from his family and the entire society.

Conceptual background

In this work, we define education as engagement in a structured period of learning with an intention of gaining new knowledge, new skills, or a specific qualification. It is also defined as “that which is given to an individual to make him develop socially, morally, and intellectually as to allow for his/her personal overall development and the development of the community in which he/she finds himself/herself”. As such, we consider everything from basic functional skills, to reading groups, to vocational skills-based courses. Here, we are not concerned with specifics, but instead concerned with general engagement in educational programming as seen above (a combination of the humanistic, liberal and vocational model) importantly, educational courses do not focus specifically on offending-related behaviour but instead on acquisition of skills and knowledge, on broadening the mind, and on developing new interests

Prison education is any educational activity that occurs inside prison. Courses can include basic science disciplines. The concept has been treated from various perspectives, which include structural and functional dimensions. For instance, McCorkle and Korn (1954) described a prison as a physical structure in a geographical location where a number of people living under highly specialized condition adjust to the alternatives presented to them by the unique kind of social environment. Similarly, Sykes (1958), Goffman (1961) and Okunola (1986) conceived prison as where people are highly secluded from the rest of the world with entirely new order of control. The above conceptualizations as advanced by scholars are limited towards an understanding that a prison is a physical environment, and could be described geographically or spatially. Quite different from the physical conception, other schools of thought are based on function, framework and label. From the functional perspective, a prison is perceived as a place to punish offenders, where criminals that are removed from the society are dumped to protect the society from further criminal activities of the offenders; and a place to rehabilitate, and teach offenders to be law abiding and productive after their release. Okunola (1986) and Goffman (1961) variously defined the concept in this manner. While

Okunola sees a total institution as a place unlike free environment or community that houses those who are socially rejected, insane or mentally retarded, Goffman on the other hand conceptualized total institution as where there is a basic split between a large class of individuals who are restricted contact with outside world and stereotypical behavioural pattern where social mobility is restricted. From the above definitions of a prison, we realize that one of the main reason for imprisonment is that of rehabilitation; rehabilitation seen here as the act of restoring someone to a useful place in society. The Fourth International UNESCO Conference on Adult Education (1985) adopted a declaration on the right to learn for all, which consists of: the right to read and write, the right to question and analyze, the right to imagine and create, the right to read about one's own world and to write history, the right to have access to educational resources, the right to develop individual and collective skills.

As with the human rights articulated by the United Nations, these UNESCO rights are considered fundamental, with the goal of developing the whole personality of the inmate. As far as the education of prisoners is concerned, this means that they should be given access wherever possible to libraries, laboratories, workshops, cultural events and similar educational resources in order to develop themselves fully. The UN has adopted several sets of prisoner education standards. The most important, the Standard Minimum Rules for the Treatment of Prisoners (1955), stipulates that "provision shall be made for the further education of all prisoners capable of profiting thereby", and that penal education should be integrated "so far as practicable" with each country's educational system.

Another set of principles, the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) establishes standards on the rights of juvenile offenders. Rule 26 stipulates that a juvenile penal education system should help young people in institutions "to assume socially constructive and productive roles in society". The focus is on the "wholesome development" of young offenders and on training to ensure that they do not return to society at an "educational disadvantage". Significant new UN resolutions on prison education were adopted in 1990, including a recommendation that "all prisoners have access to education, including literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities".

From the above declarations, we see that Cameroon is not an exception, hence for convenient reasons; the study has selected five main concepts or variables crucial to prison education. These variables include the following;

- Teaching Content
- Teaching methods
- Teachers' quality
- Learning environment
- Assessment methods

Teaching content:

Teaching content here refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or discipline such as English language arts, mathematics, science, or social studies. Teaching content generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills such as reading, writing, or researching that students also learn in school.

Schools may try to improve Teaching Content quality by bringing teaching activities and course expectations into “alignment” with learning standards and other school courses. The basic idea is to create a more consistent and coherent academic program by making sure that teacher teach the most important content and eliminate learning gaps that may exist between subjects and educational levels. For example, teachers may review their English language scheme of work to ensure that what students are actually being taught in form one in the school not only reflects expected learning standards for that subject area and the class in question, but that it also prepares students forms two and more. According to (Pawson and Tilley 1997, p. 58), Programs put in place for the learners in prison should be in context with the outcome expected and mechanisms be put in place to ensure the effective implementation of these programs.

Teachin strategies:

The teaching strategies refer to the general principles, pedagogy and management strategies used for classroom instruction. Teaching method is a systematic way in which a teacher uses to transfer, receive, or share information. Geoffrey defines teaching

method as the process of imparting knowledge and skills, which are used by a teacher in the classroom. It implies the use of principles and theories of instructions; it can include class participation, demonstrations, recitation.

Teaching strategies comprise the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school, the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

Teaching methods and techniques according to Bipouput and Muluh (2018) are the procedures for presenting the lesson content and organizing the teacher learner interaction during a lesson in order to realize the determined objectives. Teaching strategies include elements like teaching approaches; e.g., competences based approach to teaching and learning, discussion and using subject topics in incorporating moral issues, dilemmas and values. Moore in Bipouput and Muluh (2018) posits that group activities and student-centered teaching strategies such as cooperative learning can be motivational. Tanyi (2016) explains that motivated students are more likely to pay attention and attention is a crucial level in getting information correctly and keeping permanently. It is from this that the study seeks to examine how the teaching methods used on prisoners can influence the socio-professional development of inmates after release. A great teacher makes learning fun, as stimulating, engaging lessons are pivotal to a student's academic success. Some students who are more prone to misbehavior, truancy or disengagement are more dependent on an engaging teacher. Making your classroom an exciting environment for learning will hold the students' fascination, and students learn best when they are both challenged and interested.

Inspiring students is integral to ensuring their success and encouraging them to fulfill their potential. Students who are inspired by their teachers can accomplish amazing things, and that motivation usually stays with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short-term goals, to guiding them towards their future career. Years after graduation, many working professionals will still cite a

particular teacher as the one who fostered their love of what they currently do and attribute their accomplishments to that educator.

Teachers Quality:

The teachers' quality here has to do with the professional training that is required of each teacher in order to enable the teaching learning process effective. Well-trained and qualified teachers are able to use the technic and tactics thanks to their professionalism to give out the best form of education to inmates. Teacher quality to some people will include teacher's qualifications such as degrees, postgraduate study and experience. Unfortunately, number of degrees, institutions from which they come from do not predict which teacher will get good results for students.

Learning Environment:

It refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class, its presiding ethos and characteristics, including how individuals interact with and treat one another, as well as the ways in which teachers may organize an educational setting to facilitate learning.

The level of learning achieved by a learner is one of the most important factors, which indicate the success of a learning environment. In order to ensure the effectiveness of teaching environments, it is important to take account of characteristics, abilities and experience of learners as individuals or as a group when beginning to plan a learning environment (Kemp, Morrison, Ross, 1998). It is important for the effectiveness of teaching environments to take account of group or individual learners' characteristics, competence and experiences (pre-learning) throughout the process of planning learning environments (Kemp, Morrison, Ross, 1998).

In the context of a prison, Liebling (assisted by Arnold, 2004) defines an environment that encourages personal development as, "The extent to which provision is made for prisoners to spend their time in a purposeful and constructive way, opportunities are available for self-development, and prisoners are enabled to develop their potential, gain a sense of direction, and prepare for release."

In describing and exploring the prison environment and its impact on the individual, prison sociological literature draws upon ideas of ‘presentations of the self’ as a mode of survival (Jewkes and Bennett, 2008).

Assessment Methods:

In education, assessment refers to a wide variety of methods or tools that educators use to evaluate, measure and document academic readiness, learning progress, skill acquisition and educational needs of students. They are also seen as strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Several methods should be used to assess student learning outcomes. No educational program on teaching plan is complete if it does not include reliable and valid ways of discovering its successes and failures or short comings (Fonkeng and Tamajong, 2009). Under normal circumstances, the only way to find out how or if a teaching program has been successfully covered, is by measuring and identifying its effects on students; which is evaluation. Generally, evaluations are done through tests and examinations (carried at the end of a course or sequence and/or official exams), question- and -answer sessions (this is mostly carried out during lessons to check as well as make the students understand its objectives) and more, one can say that the methods of evaluation say much about the teachers as its by looking at the evaluation that you can tell the quality of the teachers. The structure and form of evaluation must be appropriate relevant and provide not only evidence on academic achievement but also the general aptitude, students’ interest as well as social and environmental adjustments (Fonkeng and Tamajong, 2009).

Theoretical background

With the introduction of prison education as a way to curb crimes committed by ex-offenders after release and to ensure their socio-professional development into the society, many theories and assumptions as well as models have been developed by criminologists, psychologists and educationists. Some of these theories and assumptions are linked to prison education and socio-professional development. Some of the major assumptions are those related to behavioural change as well as behavioural management and its effect on the society in which prisoners reintegrate into after release from prison. We will begin with the models of education and how they relate to this work.

This work deals with two controversial key issues: prison and education. The combination of the two is particularly interesting as there are clear disparities in their stated outcomes; one aims to punish and the other to provide personal development. This tension mirrors that which exists in the fundamental purposes of imprisonment; to punish and to rehabilitate. To achieve this aim simultaneously can be challenging as it poses questions regarding the extent to which both can and should be done at the same time and in what measure. As will be seen in this work, prisoners and prison staff often have a much broader and richer understanding of what education in prison means which goes beyond the aim of employability set out in offender learning policy. However, understanding of such ways of thinking about education becomes clearer when considering them in the context of models of education. A number of models are identified in education literature but to think specifically about those that relate prison education, we give a brief account of the humanistic, liberal and vocational models and how they relate to the study.

Although prison and education serve as contradictions in their ideas, it is the dual purpose of contemporary imprisonment that reveals their commonalities and thus presents justifications for the education of serving prisoners. The function of the prison is to punish and rehabilitate offenders. The aim in doing this is to make prisoners better (law abiding) citizens and therefore fit to reinsert into society and, in theory, make some form of contribution. The following theories will be guiding us this work: Bandura's theory of self-efficacy, social psychological theory.

Bandura's theory of self-efficacy

According to this theory, self-efficacy is concerned with people's beliefs in their ability to influence events that affect their lives. This core belief is the foundation of human motivation, performance accomplishments, and emotional well-being (Bandura, 1997, 2006). Unless people believe they can produce desired effects by their actions, they have little incentive to undertake activities or to persevere in the face of difficulties. Whatever other factors may serve as guides and motivators, they are rooted in the core belief that one can make a difference by one's actions. Most of these youths get into prison because they fall in the wrong hands and in the wrong groups believing the to be the best but once in prison if they are made to understand their mistakes and taught what is expected of them, there will be a change in behaviour as they know that their stay in prison is only temporal and will need to face society soon. It is true that not all these imprisoned youths gain consciousness of the situation in which they find themselves, but those that do are more likely to set more explicit and more challenging goals, and setting explicit and challenging goals is associated with goal attainment, which enhances self-efficacy beliefs.

Social psychological theory

This theory suggests that cognitive processes play a prominent role in the acquisition and retention of new behaviour patterns. The theory rests on the general assumption that new behavioural patterns can be elicited from an individual through exposure to certain modes of treatment such as correctional-education programming (academic, liberal and vocational), (Bandura, 1977; Orpinas et al., 1996). Theorists using this approach to correctional-education programs suggest that inmates' completion of or participation in education in prison will enhance their psychological well-being through their development of cognitive and physical abilities that could enable them to relax better than before, release tension more maturely, express themselves more constructively, and build self-esteem and a favourable self-concept that can help them work toward a crime-free future (Reagen & Stoughton, 1976; Gendreau & Ross, 1979; Warner, 1999).

Justification of the study

As justification of this work prison education and socio-professional development of inmates after release, it is but clear that the effective implementation of prison education is a tough challenge to Cameroon, given that prisoners are considered as societal outcasts and should be

kept out of society and undergoing punishment, it is difficult to effectively consider education in this milieu. According to the internal rules and regulations governing the Yaounde central in its article 27, education in prisons is left in the hands of the bureau of socio-cultural and educational activities, and in the hands of NGOs and people of goodwill; most of these people are not trained and According to the preamble of the Constitution of the Republic of Cameroon, in Law No. 96-06 of 18 January 1996, “the state shall guarantee the child’s right to education; primary education shall be compulsory; the organization and supervision of education at all levels shall be the bounded duty of the state”. Also, the Universal Declaration of Human Rights in article 26 encourages the right of education to all. This right is fundamental because the development of each country should be done not only through the educational system but also through the access of all to education this is to tell us that good education is no reserved for some selected few but for and especially to these detained minors for of what use is their imprisonment to them if they are released back into society the same people as they went in? There are basically no trained teachers, lack of a good assessments methods and learning environment. For these reasons, the researcher sets out with the topic prison education and socio-professional development of detained minors, to find a way to curb out recidivism as most researchers so far have neglected the quality of education given in prison and especially to these minors. The researcher is therefore interested in raising the awareness of the fact that, when education is not effective, the outcome will be negative. Most researchers focus on psychological follow-up of prisoners but not on their education generally. Given the factors that influence the learning of exceptional needs students, it is important to investigate the practice of education in the Yaounde central prison and how it influences the development of these detained minors after their release. The purpose of providing prison education rests on its link to reducing recidivism through providing prisoners with a real alternative to crime, it is essential that we know what type of education provision is going to have the greatest impact.

Significance of the Study

The Government and Policy makers

This study is expected to provide information and empirical evidence on the challenges of prison education. It will make the government through MINJUSTICE and the prison administration aware of inadequate facilities like infrastructure and materials necessary for effective education to take place in the prison environment, more importantly ensure the proper training of teachers, and social workers specialized in this domain in both quality and quantity.

This is because there are many prisons in the country that are in need of these services that will help curb the rate of recidivism. The policy makers and educational planners will be provided with valuable information that will lead to consistent and well-defined training policy of teachers, social workers and specialists in handling prison education.

To Teachers

This study is expected to provide knowledge on prison education and make them see the need for external evaluation in their work. Like Harris (1961) in Fonkeng and Tamajong (2005) points out, the classroom teachers are overlooked as essential members of the “diagnostics team” which leads them to act as counsellors, pschometricists, psychologists, medical specialists, social workers and medical practitioners. The information gotten from this study will help them practice the above-mentioned roles better.

To the international bodies that support education

The outcome of this study may be important to some of the international bodies and NGOs that support education such as UNESCO, The World Bank and UNICEF. These organizations support education in most developing countries and Cameroon in particular. This work will help them understand the proper state of affairs relating to prison education and will help them know exactly where to intervene in this venture of reeducation of these societal rejects and in their specific domains of intervention so as to join the penitentiary community in accomplishing their mission.

The research problem

It has been observed that the rate of recidivism at the Yaounde central prison keeps increasing especially with the minors, imprisonment is meant to correct the learners and reinsert them back into society and this is done through education as stipulated in article 28 of the convention of the rights of the child, that child in prison must continue to receive adequate school education and article 29 of the same text states that this education must be aimed at promoting the development of the child, personality, and the development of his mental and physical abilities” this means that the education of these children should be taken very seriously and be provided the right resources such as qualified teachers, good learning environment to ensure that these children receive the best form of education that will enable them develop all their potentials but unfortunately, this is not the case with what is taking place at the Yaounde central prison. Education in this prison is left in the hands of the social affaire workers and benevolent as per

article 27 of the rules and regulations governing the Yaounde central prison; apart from maybe the social workers, most of these benevolent and volunteers are not trained and the social workers here are very few hence the type of education rendered to these children is not the best. “Education has the power to enrich, change and develop people throughout their lives. Offering prisoners access to education improves their self-esteem and enables them to choose a more constructive way of life” (Taylor, 2014).

Just as Taylor, 2014, mentions above, this education is supposed to prepare the child for active adult life in a free society, encourage respect for self and others, develop a high self-esteem and in still in him cultures and values as well as respect of that of others , it is essential that these children should be taught right if not there will be a lot of repercussions

According to Warren Burger, former Chief Justice of the United States (Shajobi-Ibikunle, 2014), to put people behind walls and bars, and do little or nothing to change them is to win a battle but lose a war. He asserted that it was not only wrong but also expensive and stupid. Therefore, a penal system that incarcerates offenders without reforming them is self-defeatist. Prisons are Omni-disciplinary in nature in that they aim to transform the individual criminal into a normal, law abiding citizen by altering the individuals attitude toward work, physical training, and behaviour (Dambazu, 2007) hence, when all these are not done, recidivism becomes the other of the day as these children after release do not have what it takes to live in a free society; they cannot communicate with others, have no respect for the cultures and feelings of others, their performances in school keep dropping and the evident outcome is that they drop out from school; consequently increase in crime waves which brings them back to the prison. In order for this problem to be solved, solved quality education should be put in place. According to Pryor and Thompkins (2013), an imperative component of the successful reintegration of ex-offenders is education. A measurement of successful reintegration regarding correctional education is its ability to produce a better citizen this means that resources such as good learning environment, qualified teachers, good teaching content be put in place so that this problem be solved.

The research questions

“To raise new questions, new possibilities, to regard old problems from new angle require creative imagination and marks real advances in science” Albert Einstein. This is an area of concern, a condition to be improved upon, a troubling question that exist in scholarly literature,

theory or in practice that points the need for meaningful understanding and deliberate investigation.

Main Research Question: What relationship exists between prison education and socio professional development of detainees after release?

From the main question the following Specific research questions were raised:

- To what extend does Teaching Content influence socio-professional development of inmates after release?
- How does teaching content influence socio-professional development of inmates after release?
- How does teachers' quality influence socio-professional development of inmates after release?
- To what extend does learning environment influence socio-professional development of inmates after release?
- To what extend does assessment methods influence the socio-professional development of inmates after release?

Research Hypothesis

Main Research Hypothesis

Ha: Prison education influences socio-professional development of inmates after release.

Ho: Prison education does not influence socio-professional development of inmates after release.

Specific Research Hypotheses

Ha1 - Teaching Content influences socio-professional development of inmates after release.

Ha2 – Teaching strategies influence socio-professional development of inmates after release.

Ha3 - Teacher Qualities influences socio-professional development of inmates after release.

Ha4 - Learning environment influences socio-professional development of inmates after release.

Ha5 - Assessment methods influence socio-professional development of inmates after release.

Research objectives

The main research objective is:

To examine the influence of prison education on the socio-professional development of inmates after release.

The specific objectives include the following:

- To determine the extent to which Teaching content influences socio-professional development of inmates after release.
- To assess the influence of teaching strategies on socio-professional development of inmates after release.
- To examine the relationship between teachers' quality and socio-professional development of inmates after release.
- To determine the influence of learning environment on the socio-professional development of inmates after release.
- To examine the influence of assessment methods on socio-professional development of inmates after release.

Delimitation of the study

Geographically, this study is delimited to prisons in Cameroon and more precisely to Centre region but, given the material difficulty of carrying out our study on all the prisons in the central region, we have limited our study to the Yaounde central prison kondengui. This choice is justified the fact that Yaounde , capital of Cameroon benefits from the largest prison infrastructure in the country.

Built one and a half hectares of land, the Yaounde central prison is located in the Kondengui residential area of the Yaounde IV Sub-Division, in the Mfoundi division. It is difficult to determine to determine the real geographical limit of the penitentiary unit. However, some indicators can help the researcher to easily situate the institution.

The prison is bounded to the north by Government Bilingual Primary School Kondengui, to the south it is separated by Brigade Kondengui, to the west by a tar road linking Emombo road junction and Santa Lucia kondengui, to the east, the prison is separated by a tarred road linking Carrousel Kondengui and the Esomba mosque.

Conceptually, the study is limited in content and in theme. It lays emphasis on prison education as a determinant of socio-professional development of prisoners after release in the

Yaounde central prison. In order to carry out the research, emphasis where laid on two main variables: prison education and socio-professional development .

Theoretically, the study is limited to the theories of self-efficacy of Bandura, Goffman's theory of social stigma, Vygotsky's theory of Mind in Society and The psychological theory.

Clarification of concepts

The concepts to be defined here are; prison, education, prison education, development and social development and socio- professional development

Prison:

A prison is defined as an institution usually under state control for confinement of persons serving sentences for serious crimes. It can also be seen as an institution for the confinement of persons who have been remanded (held) in custody by a judicial authority or who have been deprived of their liberty following conviction for a crime. It is also defined as an institution in which accused persons are temporally kept for crimes or misdemeanours and searches to ameliorate the persons sentenced for a term of imprisonment(Tekam, 1996). It has also been defined as total institutions i.e. self-contained, self-sufficient social systems that are unique and distinct isolated within total institution, where inmates are cut off from the rights and responsibilities of society(Goffman, 2009).

Prisoner:

An individual sentenced to a penitentiary/prison/correctional institution as punishment for the commission of a crime (West, 2011). It has also been defined as person who do not have the liberty to come and go (Art. 26, Cameroon Penal Code).

Education:

According to Oxford English Dictionary (2000), the term means “a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills”.

Durkheim defines education as the influence exercised by adult generations on those that are not yet ready for social life. Its object is to develop in the child a certain degree of physical, intellectual and moral states, which are expected of him by both the political society as a whole and the special milieu for which he is specifically destined.

Education is defined as that which is given to the individual to make him develop socially, morally and intellectually as to allow his or her personal overall development and the development of the community in which he finds himself. Education must be functional, socio-personal and qualitative in the sense that it must be tailored towards serving the society and the personality involved

Prison Education:

Prison education is any educational activity that occurs inside prison. Courses can include basic literacy programs, secondary school equivalency programs, vocational education and tertiary education. Other activities such as rehabilitation programs, physical education and arts and crafts programs may also be considered a form of prison education.

Simply put, prison education can be defined as that which is given to an inmate or prisoner in order to make him develop socially, morally and intellectually as to allow his personal development and the development of the society in which he is going to be released into. Education must be functional, socio-personal and qualitative in the sense that it must be tailored towards serving the society and the personality involved.

Development :

Development is the process of mixing disparate groups and incorporating previously disconnected entities into one larger society. In this work development and integration are going to be used interchangeably.

Social development :

Social development or integration, as opposed to exclusion, is the act of creating and maintaining relationships with others, that is, belonging, or at least having a feeling of belonging to a community. It is focused on the need to move toward a safe, stable and just society by mending conditions of social disintegration, social exclusion, and by expanding and strengthening conditions of social integration towards peaceful social relations of coexistence and collaboration.

Social integration in the prison setting refers to assisting with the moral, vocational and educational development of the imprisoned individual via working practices, educational, cultural, and recreational activities available in prison. It includes addressing the special needs of offenders, with programmes covering a range of problems, such as substance addiction, mental or psychological conditions, anger and aggression, among others, which may have led

to offending behaviour (criminal justice assessment toolkit, UNESCO). It encompasses the prison environment, the degree to which staff engage with and seek the cooperation of individual prisoners, the measures taken to encourage and promote contact with family, friends and the community, to which almost all prisoners will one day return. It also refers to opportunities such as education, attitudes, skills and knowledge development provided for prisoners' gradual re-entry into society.

Socio- Professional Development

Socio-professional integration consists of supporting people who find it difficult to find a job due, for example, to a too low level of training, a lack of professional experience or prolonged inactivity.

The culmination of socio-professional integration is employment, via the reception and guidance of people, active job search, training (literacy, basic training, qualifying training ...).

socio-professional integration aims to enable individuals to acquire the skills required to facilitate their access to the labor market and to maintain themselves there, or, if necessary, to continue their studies".(Intégration Socio professionnelle Guide D'organisation,2002)

Socio-professional development designates the process that leads to the integration of a person in his social life, environment and in the labour market where he will work. It is translated by a satisfactory integration for the person itself and for the society(WSEAS, 2015).

According to this definition, socio-professional development means ability of one to communicate with others, ability to work as a team, to put theories into practice and to have a friendly relationship with the environment in which one finds himself.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL REVIEW

Introduction

In this chapter the researcher tackles three sections. Theoretical literature review, Empirical review, Conceptual framework.

The Concept of Prison Education

In all societies there are and always have been groups of people who do not benefit from the social, cultural and economic opportunities, which others enjoy. Their exclusion may be unconscious or semi-conscious, as well as an act of deliberate policy. Ethnic minorities, indigenous peoples, landless labourers, and the handicapped, are some of the obvious groups that can suffer from discrimination because of cultural factors, and in many cases, they exist in conditions of poverty and physical need.

Prisoners are one of the marginalised groups in society, but in their case, they have consciously and intentionally been deprived and placed on the fringe of society because they have committed crimes against persons, property, accepted social values or the dictates of a political regime. However, this does not mean that their temporary imprisonment is a sufficient response to the phenomenon of criminality. Eventually nearly all prisoners become ex-offenders and are released into the society in which they offended. There is therefore a recognised case for seeking to protect society against further offences, by improving the chances of successful development into society. The frequency of recidivism suggests that more might be done, even though evidence for the direct effects of educational programmes may yet be imprecise.

At a different level, education is now recognised as a basic human need, and as a human right. It can therefore be argued that imprisonment, even if it is viewed as justified punishment, should not bring with it additional deprivation of civil rights, which include education. In the context of human rights, efforts are being made on a global scale to reach disadvantaged minorities by modifying and expanding the formal educational system, and by strengthening non-formal alternatives for particular groups. Those who suffer the greatest disadvantage are those with literacy and numeracy problems: in a world dominated by recorded messages, literacy is regarded, rightly or wrongly, as the most basic skill of all, and fundamental to educational progress. It is thus one of the means of combating exclusion from societal

participation, a concept discussed in a report on the working of Canadian projects at Frontier College for those missed out by traditional educational provision (Pearpoint 1989).

The concept of lifelong education is also relevant to that of human rights. Ever since the early 1970s, international educational organisations and many educationists have taken a holistic view of education, seeing each educational activity as part of a lifelong process. From this point of view, there is no reason why the process should be interrupted by imprisonment.

Education is a tool considered essential to personal development and participation in society: not the rote learning of a distillation of received facts, but an education which equips graduates to go beyond exemplary data to make discoveries for themselves, and to apply basic skills. It is impossible to separate the educational process from the context in which it occurs. The coercive environment of prison makes it an especially difficult for educational services that aim to enable people to take decisions and hence to have some control over their own lives. However, if resocialisation is to be achieved by affective change, the self-reliance and self-esteem of prisoners have to be raised. In order to reconcile these functions of imprisonment, modifications in prison policy have been widely advocated.

Types of education in the prison milieu

Several models are identified in education literature but to think specifically about those that relate prison education, we give a brief account of the humanistic, liberal and vocational models and how they relate to the study. Table 1 below provides an overview of the purpose, method, location and actors involved in these models.

Table 2: Models of Education

	Humanistic	Liberal	Vocational
Purpose	To engage the whole person emotionally and intellectually	To develop critical thought and imagination	Equip individuals with skills for working life
Method	Academic teaching which integrates intellectual content with feeling	Expose the individual to intellectual disciplines such as arts and sciences	Learning by doing / apprenticeship
Location	Academic institutions	Schools and universities	Environment where skills are required / specialists training institution
Actors	Academic teachers	Scholars	Those located in the world of work such as employers

The humanistic model of education

This model considers children's broad needs, including not just cognitive but also social and emotional needs (Duchesne & Mcmaugh 2016). Also, Veugelers (2011) argues that humanists education focuses on developing rationality, autonomy, empowerment, creativity, affections and concerns for humanity. This model of education engages the 'whole person'. In doing so, it integrates intellectual content with feelings (Lyon, 1971). Humanistic education is delivered in academic institutions by teachers who are not just academic in their approach but also encourage students to show their feelings. Aloni (2007) suggested that the humanistic tag is attached as a kind of seal of approval ensuring that almost every initiative is worthy and respectable. Examples of such initiatives could be the empowerment of critical thinking and forming an educational climate of caring and dialogue. Another humanistic initiative that has particular relevance to this study is authentic learning through one's own life story (Aloni 2007)

Dewey (1960) suggested that any knowledge that does not accomplish the liberation of human intelligence and human sympathy cannot be defined as educational. Signs of sympathetic emotion shown by the participant in this work play an integral part in understanding that for some, the experience of education provokes an emotional awakening. Understanding the humanistic education model is especially important in researching prison education and how they insertion socio-professionally.

The liberal model of education

Liberal education is primarily concerned with the individual as a unique personality (Winch and Gingell, 2008) whose aim is to develop the ability to reason and think and to do so an individual has to be exposed to intellectual disciplines including literature, mathematics, science and arts(Johnstone, 1998). The purpose of engaging with such disciplines is to achieve the 'supreme human good' of developing critical thinking and imagination (Pring, 1995). One might argue that the justification for liberal education is that cultivating intellect is a worthwhile practice in itself and that this has the potential to benefit the broader society through the creation of intelligent beings. The responsibility of delivering liberal education lies in the hands of scholars in schools and universities, i.e. institutions that are removed from the world of business and people within it.

Advocates of liberal education argue that people should have broad knowledge, and in order to achieve this, it must involve reflection and contemplation in their learning experiences.

From this perspective, an educated person will have a broad perspective on the world and on the interrelationship of different subjects.

Vocational model of education

The vocational model of education is primarily concerned with preparing for working. The primary aim from this perspective is to equip individuals with the skills they require to successfully carry out tasks at work, at home or in the community (Pring, 1995). This kind of education is often referred to in the context of apprenticeship and other such initiatives which involve 'learning by doing'. To learn by doing, vocational education needs to take place in an environment where the skills are required. In cases where the student does not begin training in the working environment, they may attend a specialised training institution to prepare, or in the case of prisoners, this takes place in the designated prison workshops. The teaching of this kind in the free community is not in the hands of academics but is instead left to those who are located in the world of work such as employers.

Dewey argued that there is a distinction between vocation and learning a trade. Hence, his interest in vocational education is not concerned with adapting workers to the existing industry, making the 'human capital' in a fast-paced world. He suggested that the key is to encourage continuous learning throughout life, even when vocational skills have been learned, to achieve the ultimate sense of freedom, thus creating individuals and citizens rather than just employees. The vocational education model is a critical consideration in the study of prison education because the primary aim of rehabilitation is to ensure that prisoners are equipped with skills necessary to gain employment.

As noticed above, there is an evident overlapping of humanistic and liberal models of education that both acknowledge the importance of critical thinking and intellect but differ in their emphasis on the encouragement of emotion, thus demonstrating the lack of 'ideal type'. Therefore, it is clear that any educational activity is likely to be a pure reflection of one model or another but rather a combination of different models' distinctive features.

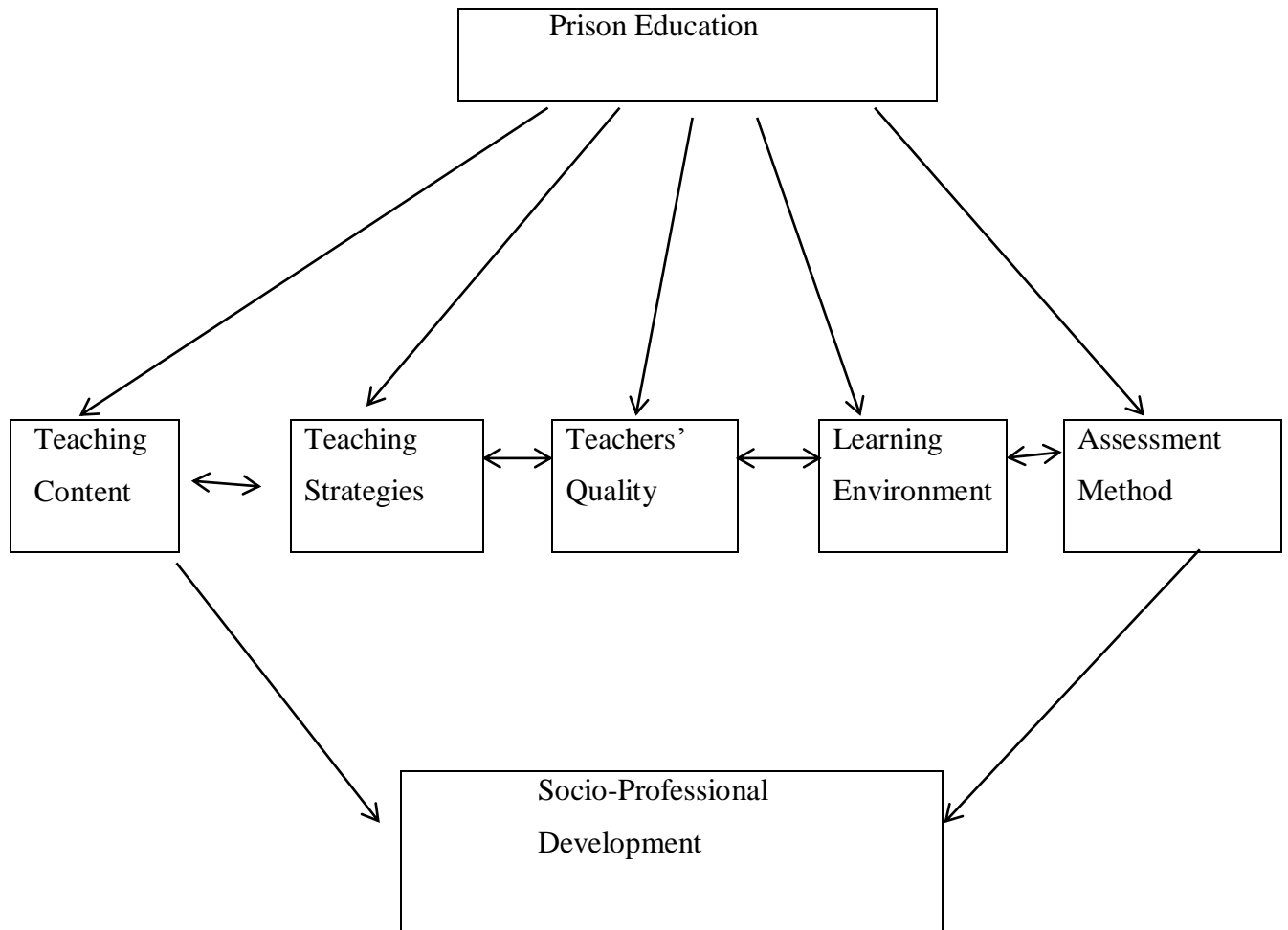


Figure 1:Conceptual framework

The above diagram shows the relationship between dependent and independent variable. It shows how prison education leads to socio-professional development of inmates after release.

Theoretical literature review

The Purpose of Imprisonment

According to Champion(2008), imprisonment serves several universal functions, including the protection of society, the prevention of crime, retribution against criminals and the rehabilitation of inmates. Additional goals of imprisonment may include the assurance of justice based on a philosophy of just deserts (getting what one deserves) and the reintegration of inmates into the community following their release. Differences among prison policies in various countries depend upon the society's experience with managing criminals, as well as its experiments with different ways of correcting and improving prisoners' behaviour. Some countries programmes foster changes among inmates better than others. Cultural differences also help explain why countries prioritize one imprisonment objective over another. This thought was supported by Rush 1813 in Ali 2011, who was of the view that punishment had three legitimate purposes: to reform offenders, to prevent them from committing further crimes and to remove them from society temporarily until they develop a repentant attitude and proposed that prison officials could contact various manufacturers and retailers who will purchase prison goods, and in doing that the prison industry will be mutually beneficial enterprise.

The complexity of the purpose of imprisonment cannot be under rated. Rostang (1997) affirmed that the researcher encounters difficulties to define the functions of the prison which seems to be diversified and contradictory since the prison is supposed at a time to protect the society against those who have not respected the necessary rules of life of the collectively (community) dissuaded the passage of the act which tries by illegality. But is equally supposed to answer to these two different logics; the logic of security and the logic of social integration and amendments. In the same line Foucault (1975) showed the link which exist between the prison and the society in saying that, what is surprising is that the prison resembles factories schools, casinos or hospitals, he meant that a prison is an institution which has the particularity to manage a population which it does not decide neither their entrance nor exit. This simply shows that the prison is just a shadow of image in the society that cannot be judged indifferent from the society or as a world on its own.

Rostang (1997) did not limit himself to the prison, he pointed justice and suggested that it should try to appear as a structure of amendments, redressing towards healing and not as an

institution of essentially punishment. She compared criminals to an ignorant or handicap person who belongs to the ignorant and poor class and advised that justice should be surrounded by experts of psychology, criminology and psychiatry as well as animation, this in the issues at stake cannot ignore animation which is a catalyst, mediator in accomplishing the said missions.

Nkonchou(1995) estimated that favourable measures for a good preparation for social reintegration should bear on the amelioration of penal treatment, prison infrastructure or guardians of inmates. He cited Plausky(1985) who defined the treatment as a set of means necessary to transform personality of a delinquent with the aim of reintegration into the society of free people.

It can be summarised that the purpose of imprisonment is the protection of society, the prevention of crime, retribution(revenge) against criminals and the rehabilitation of inmates. Imprisonment also implies that the society will be protected and the inmates will regret their criminal acts and deter from committing future crimes. Finally prison has as vocation to reform and rehabilitate inmates of their social integration.

Education in the Yaounde Central Prison

Education here, takes place at The Socio-Educational Bilingual Centre. This centre is found in the 13th quarter where the minors reside. This centre is out to prepare the minors for development after release. It should be noted that though this is a school, it does not operate like a mainstream school; the classes taught include; SIL, CM1-CM2, for the primary section, then, 6eme-5eme, 4eme-3eme, 1ere and terminale (Tle) for the secondary section. In summary, the school has six(6) classes.

As seen above, the class SIL is a class on its own that constitutes those children(street children) that have never been to schools, the program here is mostly the alphabet and then spelling and a few elementary things that they should know at their ages, based on their performances, they are either sent to a superior class or retained till they get better. The classes CM1 and CM2 have been merged to form a single class as the authorities believe that they have similar programs, this is the case with 6eme and 5eme, 4eme and 3eme, the other classes 1ere and terminale(Tle) are not merged as they are examination classes and more attention given to them. We realise that all these classes are of the French sub-system of education, the researcher was made to understand that it was because they hardly have English speaking minors and when they do, they improvise classes and teachers for them so that they too can study.

Classes here begin at 7:30 with a general assembly and classes start effectively at 8: am. The classes run from 8: am to 2:00pm with two breaks of thirty minutes each. Rare are cases when these classes actually end at 2:pm because by 12:00 most of the minors are no longer focussed and teachers themselves are tired as they are on empty stomachs or psychological trauma.

Education in this centre is both formal and non-formal. Formal education is compulsory for all minors and those interested in non-formal education can also join after classes but there exist recalcitrant cases that have categorically refused to attend these classes in formal education as a result they are allowed to remain in the non-formal sector. The non-formal sector has trainings such as tailoring, embroidery and social computer sciences (file management, desktop management, usage of word, Excel, PowerPoint etc). All necessary equipment and materials used in these training centres and even in the classrooms are provided by the internal rules and regulations governing the prison; its article 27 on the mission of education in the Yaounde Central Prison.

Review on Prison Education

Teaching Content

Within his work, Foster (1981) discusses the idea surrounding the development of a Teaching Content for prison education. Foster (1981) was aware that developing a prison Teaching Content is subject to certain constraints that are different to the outside world but that these must be tackled accordingly, and that the ideas and changes in adult education in the outside world must be reflected in prison. Foster (1981) suggested that certain beliefs should be taken into account while discussing prison education. Foster (1981) stated that crime demands a reduction of attention, that education should be available at a minimum level to all and that the 'deviant' required special and extra attention (Foster 1981). The beliefs outlined above practically the concept of education have the intention of preventing offenders from reoffending and providing human confinement. When developing a Teaching Content, Foster (1981) suggested that four factors need to be considered; the wants and needs of the proposed students, the constraints both practical and ideological must be considered, the Teaching Content must provide choice and the opportunity for progress to all its students and what Foster (1981) highlighted to be extremely important in the context of a prison Teaching Content that it correctly reflects the universe of ideas and practices it represents.

The Research showing improved reintegration of offenders who have completed Basic Education program is encouraging. The challenge for researchers is to identify which aspects of the program constitute the contributing influence. However, research is unlikely to point to any existing basic Teaching Content as a positive influence. The development of a specific Teaching Content that blends basic academic skills with material that stimulates social learning must remain a critical priority.

Gottschalk (2011) discussed the need to improve the criminal justice system in addition to programs offered in institutions with the purpose to have a more positive impact on recidivism. It was noted that because of the increase in incarceration, policy makers and prison officials should pay more attention to decreasing recidivism (Gottschalk, 2011). Recidivism increases the overall cost of housing offenders, which increases budgets (Gottschalk, 2011). Conclusions included that there will be considerable budget cuts when fewer offenders incarcerated exist, which directly related to the increase in programs offered to offenders to assist in their rehabilitation (Gottschalk, 2011).

Correctional education exists in every prison in some form; however, there is no monitoring or oversight of the programs, thus contributing to a lack of data pertaining to the efficacy of the programs (Klein et al., 2004). In addition, a lack of communication exists between the states. According to Klein et al. (2004), the data available lacks detail, offering merely counts of offender program participation, types, and numbers of programs offered within a state, and in some instances the certificates, degrees, and credentials earned by offenders (Perrone, 2007).

Another issue identified by the literature is the narrowness of the core Teaching Content provided by the Prison Service, which is perceived as overly restrictive on prisoners' learning options (Poole, 2007). In the 2009 report, Ofsted notes that the emphasis on literacy, numeracy and language skills meant that offenders with level 2 qualifications had little opportunity to further their education (Ofsted, 2009a). Furthermore, there is no evidence that basic skills, the major focus of prison education, leads to improved employment prospects (Taylor, 2014). This lack of educational choice is compounded by the lack of any systematic educational needs assessment at the time an inmate enters prison, and specifically coordination of learning needs and advice with other services within the prison such as sentence planning and resettlement (Ofsted, 2009a). Reporting on short term prisoners, Ofsted (2009b) also reported that

assessment tools did not provide an accurate assessment of prisoners' learning needs, but were too often undertaken merely to 'satisfy prison targets' (p.4). Indeed prisoners report that they view them as tokenistic. Taylor recommends that all prisoners should be tested for educational needs as part of the educational programme.

Even where other educational opportunities are available, it can be difficult for prisoners to access such courses, and there may be restricted choice or inadequate information regarding their options. Prisoners also report a lack of knowledge of the educational opportunities available, or having to wait to access, a course where one was identified (Prisoners Education Trust et al, 2009). Where prisoners wished to access courses above Level 2, particularly distance learning courses, identifying and securing funding also presents a barrier (Hughes 2005, Taylor, 2014).

Learning Environment

In the context of a prison, Liebling (assisted by Arnold, 2004) defines an environment that encourages personal development as, "The extent to which provision is made for prisoners to spend their time in a purposeful and constructive way, opportunities are available for self-development, and prisoners are enabled to develop their potential, gain a sense of direction, and prepare for release." Bayliss (2003) conducted a study that considered a range of perspectives including those from policy makers, inspectors, managers, teachers and offenders. He was curious to discover how prison education was managed and the environment in which teaching and learning occurred. Although this was the impetus for the research, the discussion of the research findings focused on the link between education and recidivism. Visits to seven prisons and observed lessons (number of lessons not stated). Semi-formal interviews with a member of the Prisoner Learning and Skills Unit (PLSU), an Adult Learning Inspector, prison education managers (number not stated), teachers in prisons (number not stated), a prison education contractor from an FE college, an ex-offender and an inmate serving a life sentence. The findings suggested that prison education had to address deficiencies in basic skills but should have multiple layers to address life skills; employment skills; personal development and personal fulfilment. The variation in attitudes of prison officers to education was noted, as was the over-emphasis on key performance targets narrowing the Teaching Content. There was also an emphasis on the importance of encouraging a culture of lifelong learning.

The most profound obstacles to the promotion of education in prisons seem to be the dynamics of prison life itself. This is a theme that has been acknowledged by policy makers and

academics alike: prisons are not ideal learning environments. The reasons for this are multiple. Despite decreases in the rates of imprisonment under the Coalition, many prisons are still overcrowded. This has well documented effects on the running of prisons, most notably illustrated in the report of Lord Justice Woolf in 1991. Regimes suffer because prisons operating above their certified normal accommodation (CNA) do not have the resources to provide all usual services to prisoners. Staff-prisoner ratios in particular, may make it unsafe to unlock inmates from their cells or move them around the prison estate. Consequently, non-essential services such as work or education may be suspended (Cavadino and Dignan, 2007).

Coupled with this, it is likely that certain areas of the country will experience more severe overcrowding than others, and certain prisons, such as local prisons that hold prisoners immediately after sentence, will suffer more acutely. Relief of the worst overcrowding causes the prison establishment to transfer prisoners around the country at a moment's notice. This not only affects the prisoner's local connections, but also interrupts any educational courses that are being undertaken. The constant disruption to plan educational programs, either through inmates being moved or due to constant interruptions from pastors and other events, is problematic. Systems for transferring learning plans between prisons when prisoners are transferred continue to be found to be lacking (Taylor, 2005, Ofsted, 2009b, Taylor, 2014). Based on findings from 19 prison visits and analysis from the reports of 10 inspections, Ofsted reported in 2009 that 'individual learning plans were generally for an offender's stay at a particular prison and did not adequately consider the whole sentence' (2009a:5). With 74,054 inter-prison transfers in 2012-13, often as a result of over-crowding drafts (Prison Reform Trust, 2013) it is often hard to avoid disruption to those on education programmes. At the best of times, prisons are noisy, unpredictable and sometimes violent environments, all factors that could be seen to militate against the promotion of education.

Teachers' Quality

The first research study to focus specifically on teachers was published by Real Educational Research Ltd (RER, 2007). Their research study considered a range of perspectives from policy makers, inspectors, researchers, managers, teachers and offenders. The Quality Improvement Agency commissioned RER to research the workforce development needs of staff working with offender assessment, learning and training, considering the potential of the revised teaching qualifications to meet those needs. The methods used were interviews and focus groups with a range of practice, policy and research stakeholders. This resulted in 54 interviews

and 5 focus groups with 27 practitioners and 15 prisoners. The research included nine different prisons and YOIs, both male and female, and four probation areas. The research concluded that three factors should be incorporated systematically into units contextualised to offender settings – policy on learning and skills in criminal justice; the criminal justice environment; and offenders' profiles, attitudes and behaviours.

Bayliss (2003), considered a range of perspectives from teachers, prison officers employed as instructors, Head of Learning and Skills, education managers and one prisoner. The London Centre conducted the research for Excellence in Teacher Training (LONCETT), which aimed to investigate if the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award was appropriate for those engaged in offender learning. Four London prisons were used, including one female prison. Semi-structured interviews were conducted with 13 teachers, 15 HMP officers employed as instructors, HOLS (number not stated), education managers (number not stated) and one prisoner. The same 15 HMP officers and 10 of the teachers also completed questionnaires. All were completing the PTLLS award. The focus was on the differences in training needs between teachers and instructors, with particular reference to PTLLS. The research concluded that training for teachers in prison-based settings should include a range of factors such as knowing prison security procedures and procedures regarding self-harm; behaviour management; coping with emotional load; working with vulnerable learners; support with producing teaching and learning resources; learner-centred teaching techniques and flexible planning; and teaching in a workshop setting.

In their introduction, Braggins and Talbot (2003) stated that prisoners' voices are rarely heard, with few studies eliciting prisoners' views. While this is true in absolute terms, in relative terms it is the perspectives of the educators and teachers that have been neglected, particularly in relation to the quality of teaching. Only three studies, Bayliss (2003), RER10 10 Caroline Hudson from RER led the research advisory group with members from Quality Improvement Agency, Department of Education and Skills, Learning and Skills Council and Lifelong Learning. (2007) and Simonot and McDonald (2010) included teachers in their samples. Braggins and Talbot (2003; 2005) conducted commissioned research to provide an overview of the views of prisoners and of prison officers in two separate studies; the views of teachers were not considered. Ingelby's research (2006) focused on the quality of the education department's provision but there was only one specific question related to the quality of teaching with more references to resources, variety and availability of courses. Although Flynn

and Price (1995) focused their research on education coordinators, teachers and teaching were not referred to in questionnaires. The only time teaching was mentioned was when asking about barriers to learning and ‘lack of space in which to teach’ was provided as an option (Flynn and Price, 1995:48). Irwin’s article (2008) cited a methodology which was solely based on hearing the views of offenders but also detailed the ‘difficulties and successes’ (2008:512) of teaching in a maximum security prison from a personal, practitioner viewpoint. The key issues are discussed from the author’s perspective as a practitioner. In this respect, it provides a teacher’s viewpoint as an autobiographical account. Irwin (2008:514) stated that: ‘the viewpoint of those working daily in this environment has never fully been used to drive the educational debate forward’. It is the intention of this work to examine the qualification of teachers working daily in the prison environment in an attempt to begin to address this concern.

The RER study (2007) was an evaluation of the new post-16 teaching qualifications and how these would meet the needs of prison educators, which was also the focus of the study by Simonot and McDonald (2010). It uses perspectives from the educators, both providers and teachers, with a focus on teachers, teaching, and training for teaching in prisons, as an attempt to delve into an area that has previously been significantly overlooked. None of the studies cited included explicit comparisons between mainstream education and education in prisons that is a fundamental aspect of this work.

Review on social and socio-professional development

Most prisons have vocational and educational programs, psychological counsellors, and an array of services available to assist inmates to improve their skills, education and self- concept. They equally provide programmes designed to reintegrate the prisoner in to society. In work-release programmes, prisoners may participate in work or educational activities outside of the prison, Champion (2008). This was supported by Howard (1770) in Ali (2011) , who proposed that prisons should attempt to rehabilitate prisoners rather than only punishing them.

According to Sophie, it is important to clarify that social integration or integration refers to a process of social and psychological integration of an individual in his own social environment and within society in general. In the penal and prison field, the term refers more specifically to forms of intervention and programs targeting the detainee in order to reduce their risk of recidivism and their reintegration into society. To do this, detention must allow detainees to be able to take advantage of this period for the socio-professional integration of prisoners which

is imposed on a prison population, very unsocialized, accumulating difficulties, whether social or health. It is therefore crucial to take advantage of your time in prison so that release from prison is anticipated, prepared and accompanied in order to promote the reintegration of detained persons and thus prevent the risk of recidivism. The penitentiary social and integration service during the execution of their sentence, with the evaluation and the implementation of a defined project, they benefit from an individual care (interview) or collective (prevention program of the recidivist).

The social structure of prisons and prison practices can actually impede rehabilitation and reintegration. For example, inmates acquire attitudes and knowledge from other inmates that may strengthen their desire to engage in criminal behaviour and improve their criminal skills. The isolation of inmates from society also hinders attempts to rehabilitate them. Prison environments are unique and distinct from other populations. Goffman (2009), confirmed by describing prisons as “total institutions”, are self-sufficient social systems that are unique and distinct. Isolated within a total institution, inmates are cut off from the rights and responsibilities of society. This lack of connection with societal norms can prevent successful reintegration into society when they are released. As a predicament, a good educational system should be put in place in the prison to ease recuperation by re-educating which comprises building capacities of inmates in view of ameliorating their moral standards, entrepreneurial spirits and citizenship education.

The principal cause of recidivism in prison is found in the difficulties of re-classification of delinquents after release and the insufficiency in the penitentiary regime in the point of view of amendments of inmates and also the absence of effective reformatory programmes, Tiwa (1995). However, he warned the society not to lose sight of the primordial function of the prison which is the amendment of delinquent through re-education, his reformation and his social reclassification to avoid recidivism. He substantiated his point by saying that a set of penal system, should be put in place through the judge and penologist are supposed to search for the realisation of his objective in daily actions for an efficient fight against criminality and for a better protection of the society.

The spirit of mutual assistance, solidarity, friendship, as well as certain cases of fighting are always signalled amongst some prisoners fighting for “radar”(boyfriend). She supported that penitentiary authorities are not supposed to forget that according to an old saying “an idle man

is the devil's workshop" the prison in consequence, is supposed to recuperate these idle inmates, make them aware of their problems and find a possible solution to it, Djomatchie (1976). This process will ease their successful reintegration into society after their release. This can be done by using educational strategies and by introducing into their daily programme tailoring, artisanal, embroidery, hair dressing and functional literacy programme.

Tatchouang (2004) proposed that the effort of recuperation of inmates should pass through citizenship education, job training and production of leisure activities and sports in the prison milieu. Ekan(1992) takes in the same direction when he affirms that Cameroonian imprisonment policy has not accomplished its mission because it presents numerous lapses in socio-educative trade. He reiterated that Cameroon prisoners do not receive any real training in educative domain; guardianship which is reserved for them is that of self-abandonment to their sad condition, and misery. In the same line Foe Nga (2001) said that if DAPEN has amongst others the task to re-educate inmate and to prepare them for social integration the exercise of this mission is supposed to determine ahead of time the policy to be materialized by a certain number of précised tasks. Citing Awa (1996), he underlined the following tasks:

- Administering literacy lessons
- Carrying out conferences, educative talks, morals and social talks
- The submission to the medical treatment for the sentenced
- Professional training

The author did not limit himself at listing just the tasks but went further to propose that some specialists be recruited into the corps of penitentiary administration such as psychiatrists, psychologists and technical educators to ensure professional training. He substantiated the idea of preparation for the release through professional training during detention of a plural intervention in the process of reintegration. This is because if a delinquent, by simple offence or by crime committed is placed outside the social norms, his behaviour does not make him lose his quality of a member of the society. The society is and will always be responsible for its members whom it is supposed to regain and help to find the right road. It is not doubtful that this is the fundamental mission of the prison.

2.3 Empirical Literature Review

The purpose of this multiple case study was to examine the lived experiences of 20 offenders involved in correctional education programs while incarcerated to explore their

correctional education experience within the context of post incarceration employment. The theoretical foundation of this study was based on Bandura's self-efficacy theory. Narrative data were elicited pertaining to offenders' perceptions of past education experience, correctional education experience, and their perceived impact of the experience on their future employment. Data were analysed using inductive coding procedures to categorize the offenders' perceptions of correctional education. According to study findings, offenders' participation in and completion of correctional education programs while incarcerated provided the necessary support for them to successfully re-enter society; program participation aided offenders to bridge the gap between release and securing employment by providing the necessary skills to compete for employment. This study contributes to social change by informing correctional education administrators, faculty, and staff of the viability of correctional education programs offered to offenders.

Another small-scale research study conducted in one prison was by Ingleby (2006) who, while working in a Category D prison, wanted to evaluate the quality of the education department's provision in the prison and if it was meeting offenders' needs. Questionnaires were sent to 50 offenders undertaking education programmes. The response rate was 70% (N=35). Follow-up interviews were then conducted with five offenders. The criteria for selecting those for interview included offenders who showed an interest in the study. The main criticisms of the education department were to do with issues beyond the teachers' control, such as the government's focus on basic skills and imposed targets leading prisoners to believe that there is no interest in learners beyond Level 2; the difference in pay between work and education; and the lack of resources.

A much larger study was conducted in British Columbia, Canada by Pawson (2000) and Duguid (2000). This was evaluation research to try to answer the question: Does education in prison work? The question was changed to 'why it might work, and then for whom and in what circumstances' (Pawson, 2000). The basic idea was to see if the educational programme reduced recidivism or contributed to a reduction in recidivism. This evaluative research took place in four federal prisons. The sample was 654 prisoners who were registered on a higher education programme for two semesters or more. Step one asked teachers to identify what type of men were likely to be changed by the course. Step two identified sub-groups. Step three looked at the actual return rates to prison of the groups under scrutiny. The yardstick for comparison was a reconviction prediction scale known as SIR (Statistical Information on

Recidivism) From the information included by Pawson (2000) it seems the SIR scale uses similar factors (types of offence, number of offences, etc.) to those used in the Offender Group Conviction Scale (OGRS) in England and Wales but also includes marital status. The SIR predicted that 58% of the total group of 654 prisoners would not return to prison within three years of release. The actual rate was 75% - a relative improvement of 30%. Reasons for the success were attributed to longevity and continuity of provision; linkages between courses and teachers across prisons; an element of choice; allowing low achievers to develop slowly; the use of specialist, non-prison, teaching staff; and the award of a high status qualification.

The Prisoners' Education Trust, Inside Time and RBE Consultancy Ltd (2009) jointly conducted another large-scale study in England. The report was commissioned by the Prisoners' Education Trust Offender Learning Matters project, working with Inside Time, the newspaper for prisoners. The aim was to explore prisoners' experiences of education and learning in prison, considering their educational achievements before entering prison and their aspirations for life after. A survey was sent to all prisons in the Inside Time newspaper. Over 46,000 copies of each monthly issue are distributed to all establishments throughout the UK prison estate. The survey contained 36 questions related to prisoners' experiences and perceptions of education and responses were filled out voluntarily. There were 468 responses. The positive findings included prisoners finding education courses useful and worthwhile; the opportunities to train for employment; the raising of self-esteem; support from teachers. Negative responses included not being allowed to start a course; no courses available at the appropriate level; poor advice and guidance; limited resources; no quiet places to study; and distance learning hampered by not having access to the Internet or word processors.

The most recent longitudinal UK study to attempt to test this assumption looked at reconviction (recidivism) rates within 12 months of release (reconviction being a lower count than reoffending) and found that of a sample of 1,435 prisoners, broadly representative of the over 18 prison population, having a qualification was associated with a lower rate of reconviction: 45% amongst those with a qualification, and 60% for those without (Hopkins, 2012). However, drawing any firm conclusions from such findings is fraught with difficulties, as Hopkins herself notes: 'It is clear that employment, training and education have a complicated circular relationship with offending and reoffending' (2012), not least because of the complexity of criminogenic factors at play in an individual's life.

According to Brazzell, Crayton, Mukamal, Solomon, and Lindhal (2009) research regarding correctional education and re-entry programs is limited. A meta-analysis of research covering a 15-year span conducted by Urban Institute's Justice and Policy Centre. The focus was on the correctional education programs, recidivism, post-release employment programs, and postsecondary education (Brazzell et al., 2009). The conclusion of the analysis was that while an increase in discussions regarding re-entry, workforce development, health, housing, and public safety exist, there is relatively little discussion on the impact of prison and post-release education on successful re-entry (Brazzell et al., 2009). For individuals incarcerated, education provides a path to better employment, reduction in recidivism, and a better quality of life (Brazzell et al., 2009). Despite the possibility of life altering impact, quality education is not available to most offenders (Brazzell et al. 2009). Brazzell et al. (2009) concluded not enough literature exists to accurately assess correctional education and re-entry programs.

Overall, such studies suggest that the main benefits for the student can be divided into short-term gains (whilst in custody), and longer-term gains (on release) The short-term gains include a constructive use of time in prison; being 'ready for education' and thus, motivated; accessing an opportunity inaccessible on the 'outside'; the opportunity advance through the incentives and earned privileges scheme; and the availability of time to study. The longer-term benefits are perceived as the provision of a 'future', a second chance; the opportunity to repair harm to communities; providing structure to life; increased self-esteem and feelings of empowerment; and improved employment prospects.

Theoretical Framework

Self-efficacy theory (Albert Bandura, 1977)

Self-efficacy theory was first described by Albert Bandura in 1977 in an article in the journal *Psychological Review* titled "Self-Efficacy: Toward a Unifying Theory of Behavioural Change. Bandura defined self-efficacy beliefs (or expectancies) as the beliefs regarding one's ability to perform the tasks that one views as necessary for attaining valued goals. He proposed that self-efficacy beliefs are among the most important determinants of human behaviour and offered self-efficacy theory as a unifying theory for all types of behaviour change, including the effects of psychological interventions and psychotherapy. He contrasted self-efficacy expectancies, concerning one's abilities to perform behaviours, with outcome expectancies, which are concerned with the expected results of the behaviours that one performs. Bandura

proposed that self-efficacy beliefs are the most important and powerful of the two in influencing people's decisions to attempt or not attempt certain behaviours and to persist in the face of obstacles. Bandura proposed that self-efficacy beliefs developed from four main sources: (1) performance attainments and failures; what we try to do and how well we succeed or not; (2) vicarious performances; what we see other people do; (3) verbal persuasion; what people tell us about what we are able or not able to do; and (4) imaginal performances; what we imagine ourselves doing and how well or poorly we imagine ourselves doing it.

Bandura's (2000) self-efficacy theory is an extension of the social learning theory. The self-efficacy theory is used to describe a person's ability to overcome life's obstacles (Bandura, 2000). By persevering in difficult times, children overcome daily obstacles (Bandura, 1973; 2000). Being self-efficient is an important part of reaching personal goals, which children accomplish with encouragement and support, provided by caregivers (Bandura, 2000). An offender, for example, may reach self-efficiency through contact with others who have overcome obstacles. In contrast, the reduction in self-efficiency occurs when the offender surrounds him or herself with people who fail (Bandura, 2000). The social learning theory and self-efficacy theory build upon one another. Incarcerated offenders primarily interact with other offenders. Many of these offenders have a bleak outlook on life based on their current situations. Prison education programs provide an opportunity for offenders to come into contact with positive individuals while learning skills that are beneficial in the future (Jensen & Reed, 2006). The skills and knowledge learned in the correctional education programs aid offenders in becoming self-efficient upon release by providing them with tangible skills and knowledge that is used to support themselves upon release from prison (Jensen & Reed, 2006).

Vygotsky's theory on "Mind in Society" 1978

In his work "Mind in Society" Vygotsky (1978) states that "human beings come into this world attain consciousness and development throughout their lives in relationship with others" (Vygotsky, 1978 cited in Michalellis, 2010, p. 18). The meaning behind the above citation can be interpreted as we become who we are as a result of our association with others especially with those around us.

Vygotsky (1978) agrees among other things that the mind cannot be understood in isolation of the surroundings and in this context, the mind represents the imprisoned child and the surroundings are those that will help support and encourage the child to integrate back into

society. According to Vygotsky (1978), someone who has a better understanding or ability level More Knowledgeable Order (MKO) than the learner in regards to a specific assignment could assist the learner. The (MKO) in this context are those who are close to the child for example the parents, teachers and even peers. In another development, he believes that there is a relationship between development, learning and surroundings that is why he emphasized on the point that children learn through their interactions with the social world that is things, objects and people close to them. Vygotsky (1978) prioritizes the connection between people and their sociocultural environment. According to him, the environment has a bearing on the cognitive and physical development of the individual. In a further explanation, Vygotsky (1978) argues that humans use instruments that develop from a culture such as speech to mediate their social environment.

Erving Goffman's Theory of Social Stigma

According to this theory, an individual who has a stigmatizing attribute, which is deeply discredited by his /her society, is rejected as a result of the attribute. Goffman (1963) refers to stigma as a look into the world of people considered abnormal by society. Stigmatized people are those that do not have full social acceptance and are constantly striving to adjust their social and educational identities among which are: the physically deformed people, disable, and mental patients, drug addicts, and so on. Goffman (1963) also refers to stigma as a special kind of gap between practical social identity and actual social identity: Society establishes a means of categorizing persons and the complement of attributes felt to be ordinary and natural for members of each of these categories.

Goffman continues to say that, when a stranger comes into our presence, first appearances are likely to enable us to anticipate his category and attributes, his "social identity;" while a stranger is present before us, evidence can arise of his possessing an attribute that makes him different from others in the category of persons available for him to be, and if of a less desirable kind, he/she is thus reduced in our minds from a whole and usual person to a tainted, discounted one. Goffman says such an attribute is a stigma, especially when its discrediting effect is very extensive. It constitutes a special discrepancy (inconsistency, disagreement, or difference) between virtual and actual social identity.

Goffman identifies three types of stigma: stigma of character traits, physical stigma, and stigma of group identity. Stigma of character traits are blemishes of individual character perceived as

weak will, domineering, or unnatural passions, treacherous and rigid beliefs, and dishonesty. Physical stigma refers to physical deformities of the body, while stigma of group identity is a stigma that comes from being of a particular race, nation, and religion. What all of these types of stigma have in common is that they each have the same sociological features: an individual who might have been received easily in normal social interaction possesses a trait that can obtrude (project) itself upon attention and turn those of us whom he meets away from him, breaking the claim that his other attributes have on us the non-stigmatized. The stigmatized are ostracized (detested), devalued, rejected, scorned and shunned. They experience discrimination, insults, and attacks and are even murdered. Those who perceive themselves to be members of a stigmatized group, whether it is obvious to those around them or not, often experience psychological distress and many view themselves contemptuously. Although the experience of being stigmatized may take a toll on self-esteem, academic achievement, and other outcomes, many people with stigmatized attributes have high self-esteem, perform at high levels, are happy and appear to be quite resilient to their negative experiences. From the perspective of the stigmatized, stigmatization involves dehumanization, threat, aversion (dislike) and sometimes the depersonalization of others into stereotypic caricatures (Goffman, 1963) as cited in Wikipedia, (2016).

This theory clearly exposes what stigma is, how it is manifested, how the stigmatized feel, and the stance (withdrawal, aggressive, or resign to fate) the stigmatized take in the society because of being stigmatized. The theory is clearly reflected in the day-to-day interpersonal relationships or interactions between ex-convicts and the sighted people of our society. As a result of imprisonment, ex-convicts experience rejection in the society in which they live in a disguised manner. Nobody voices that I reject you because of your status but you feel it in their attitude towards you.

Social-Psychological Development Theory

Another theory of individual change used to justify correctional rehabilitative programs is social-psychological development theory, emphasizing the potentially transformative and liberating processes set in motion by educative experiences. This theory suggests that cognitive processes play a prominent role in the acquisition and retention of new behaviour patterns. The theory rests on the general assumption that new behavioural patterns can be elicited from an individual through exposure to certain modes of treatment such as correctional-education programming (academic, liberal and vocational), (Bandura, 1977; Orpinas et al., 1996).

Theorists using this approach to correctional-education programs suggest that inmates' completion of or participation in education in prison will enhance their psychological well-being through their development of cognitive and physical abilities that could enable them to relax better than before, release tension more maturely, express themselves more constructively, and build self-esteem and a favourable self-concept that can help them work toward a crime-free future (Reagen & Stoughton, 1976; Gendrau & Ross, 1979; Warner, 1999).

Furthermore, according to the theory, prison education would make prisoners feel more human, make prison more bearable by limiting some of its degradations (Bartol, 1995; Garfinkel, 1956; Irwin, 1985), and foster the prisoner's health and safety because he or she has more mental and physical stimulation than previously. Thus, Hackman (1997) asserts that Education is an opportunity for an improved lifestyle. An inmate who has been locked up with no opportunity for self-improvement could be released with pent up anger and a "society owes me" attitude. This, in turn could start the cycle of crime spinning again. However, through education, those who did not realize they have the capacity to succeed or improve their life with a saleable skill could be released from prison with a positive attitude and become a productive member of society. Education is an opportunity to turn a negative experience (incarceration) into positive experience (rehabilitation). (p.74) When this happens, time spent in prison becomes a constructively painful experience. Thus, instead of participating in the distracting and immature activities of most prisoners serving their time, inmates' participation in prison-education programs becomes a way to cope maturely and constructively with the complex difficulties of imprisonment, dehumanization, and contracted life in the society of captives (Clemmer, 1958; Garfinkel, 1956; Gehring, 1987; Johnson, 1987).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter contains the methods that will be used in the study. It focuses on the research design, area of study, sampling technique, research instruments, data collection procedures, data analysis and synoptic table.

Research Design

A research design can be defined as a plan, format or layout which is used to acquire data relating to a given problem. Mouton (2001) is of the opinion that the research design enables the researcher to anticipate what the appropriate research decision should be so as to maximize the validity of the eventual results. A descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004). This design aimed at obtaining pertinent and precise information concerning the current status of a phenomenon and wherever possible to draw a valid general conclusion from the facts discovered (Gay 1976, Kombo & Tromp 2006). Likewise, it mainly sought to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes, or values; it is therefore useful in describing the conditions or relations that exist between variables (Cohen, Manion & Morrison, 2000).

The researcher adopted a survey research method as the study attempted to gather opinions of the teachers on the state of Inclusive Education in their institutions. The survey was used as it collects data to answer questions about people's opinion on a topic or issues and allows for generalization of results. A descriptive survey design was chosen because the researcher sought to describe how prison education takes place at the YCP and the socio-professional development of inmates after release.. Descriptive statistics and themes were used to analyse data that were collected from the selected sample through questionnaire and interviews. The choice of this method was based on the need to obtain first hand data from the respondents to formulate rational and recommendations for the study.

Area of Study

The Republic of Cameroon (spelt Cameroun in French) occupies a surface land area of 475, 4440 square kilometres situated between longitude 8000 and 17000 East, and latitude 2000 and

14000 North. It is bounded to the North by Chad and to the south by Equatorial Guinea, Gabon and Congo to the East by Central African Republic and to the west by Nigeria. Cameroon has 10 regions, a conglomerate of several ethnic groups, 240 tribes and an estimated population of about 22 million people. She has an annual population growth rate of 2.8%, urban population of 4.8%, rural population of 51.2% birth rate per 1000 population of 39.6 (44.2 for rural areas and 34.8 for urban areas) (2005 census). Lying entirely within the tropics, it has two main vegetation zones. The rain forest and savannah zones reflect the amount of rainfall and its spatial distribution. The wet and dry seasons are climatically the two major seasons in the country.

Amongst the ten regions, the centre Region will be used for this study and the Mfoundi division in particular. The Centre Region (French: Région du Centre) occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaounde , capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centres, especially for timber. Agriculture is another important economic factor, especially with regard to the province's most important cash crop, cocoa. This region is made up of seven divisions, among them is Mfoundi division. It is here that the Nkondengui Yaounde central prison is located. The Mfoundi division covers an area of 287 km² Its chief town is Yaounde which is also the capital of Cameroon. The division was created as a result of Decree No. 74/193 of 11 March 1974 separating it from the department of Mefou (today itself divided into Mefou-and-Afamba and Mefou-and-Akono).

Population of the Study

Amin (2005:6) defines a population as “the complete collection (or universe) of all the elements (units) that are of interest in a particular investigation. The population of the study defines the limits within which the researcher’s findings are applicable or are generalised.

The population of the study comprised of all teachers teaching in the in the Yaounde central prison. The targeted and accessible population comprised of all teachers giving out education in the YCP A Sample was taken from the population comprising of teachers that handle the education of detained minors.

Targeted population

Target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate results from the study (Silverman, 2005). Amin (2005:235) says that “This target, sometimes called the parent population may not be accessible to the researcher” In this study, only the teachers who teach the minor quarters of the YCP are the targeted population they were about 54 of them in all.

Accessible population.

The accessible population was the population within the reach of the researcher. The accessible population under study was therefore 52 teachers of the minor quarters of the YCP.

Sample and Sampling Techniques

A sample according to Amin is the population from which the sample is actually drawn. On the other hand, Osuala (1977) defines a sample as any portion of a population which is representative of that population. To select teachers suitable for provision of relevant information, purposeful sampling was used in this study. Purposeful sampling attempts to select the respondents based on the certain characteristics or criteria criteria (Johnson & Christensen, 2012). Purposeful sampling, is a common type of population sampling in Case study design, it provides individuals with rich and relevant information for the study (Gall, Gall & Borg, 2007; Gay, Mills & Airasian, 2009). Being a case study, purposeful sampling was then used to obtain teachers for provision of detailed information about their teaching for detained minors and how it helped in the socio-professional of these children after release from the prison. Teachers were selected based on criteria.

One of these criteria was, a quarter that is not only concerned with education but also on the socio-professional development of these inmates after release from prison and the one that suit this characteristic and description was the minor quarters. It was therefore important to choose teachers that work with these minors in their quarters as they are better placed to give more information to the researcher concerning the prison education and how it helps these students to reinsert. The second criterion was to have experienced teachers that have worked here for some time so that they give us their experiences and challenges and possible ways to improve their teaching. Purposive sampling technique was used to select the required number of teachers since they were the ones who taught, interacted, and assessed those students.

Snowball sampling was also used to identify teachers teaching in the minor quarters that could not be easily identified. It is a nonprobability sampling technique where existing study subjects recruit future subjects from among their acquaintances. Thus, the sample group is said to grow like a rolling snowball. As the sample builds up, enough data are gathered to be useful for research. This sampling technique is often used in hidden populations, which are difficult for researchers to access. As sample members are not selected from a sampling frame, snowball samples are subject to numerous biases. For example, people who have many friends are more likely to be recruited into the sample. When virtual social networks are used, then this technique is called virtual snowball sampling. It was widely believed that it was impossible to make unbiased estimates from snowball samples, Snowball sampling uses a small pool of initial informants to nominate, through their social networks, other participants who meet the eligibility criteria and could potentially contribute to a specific study. This research method enabled the researcher to get in touch with other teachers of the detained minors that resided in different quarters of the prison.

Instrumentation

Johnson & Christensen (2012) points out that, Case study researchers advocate the use of more than one methods of data collection. Therefore, this study used two methods of collecting data which are questionnaire, and interview guide methods. Below is the detailed description of each method.

Questionnaire

A questionnaire is a structured tool for collecting primary data in a study (Locke, et al., 2000). It contains a series of structured and open-ended questions for which the participant provides answers. A questionnaire provides a chance to collect a large amount of information from a larger number of people in a short period of time. It is believed to reduce human bias and it is less intrusive (Gay et al., 2009; Locke et al.2000). Hence, a questionnaire was used to collect data in this study. Many scholars (for example Amin, 2005, Johnson and Turner, 2003) indicate that a questionnaire has many advantages. It saves a lot of time is cost effective. A questionnaire has low cost rate, ease of analyses for close-ended questions and equally has moderately high measurement validity if well-constructed. Moreover, respondents have enough time to feel the questionnaire in the likelihood of increasing the quality of responses

Ethical considerations were addressed in the introductory part of the questionnaire. The questionnaires were made up of two parts. The first part was made up of a cover letter which introduced the researcher as well as the purpose of the study, and addressed issues of informed consent and confidentiality. The second part was made up of three sections namely, Section A, which was designed to collect demographic information (age, sex, teaching experience and certificates and qualifications), Section B was made up of structured and unstructured questions related to the various research questions and SECTION C was made up of questions on the dependent variable. The structured items were of the Likert – type format with four (4) response options and weighting as follows: Strongly agree (SA) =4, Agree (A) =3, Disagree = 2 and strongly disagree =1. In summary, the questionnaires for students were made up of 30 items as shown on the table below.

Table 1 : Questionnaire for teachers showing the questionnaire topics and no of items.

Questionnaire topics	Items
Demographic data	1-5
Teaching Content	6-10
Teaching methods	11-15
Teachers qualification	16-19
Learning environment	20-26
Assessment methods	27-30
Socio-professional development	31-37

Interview Guide

Structured interview

One method commonly used by social researchers is the interview. Since the objectives of the study are to explore examine the influence of prison education on the socio-professional development of inmates after release, the interview is considered as one of the means of getting answers to the research questions. This was chosen because reality is in the eyes of the people and through interviews the researcher will be able to access the reality and together with the research participants construct knowledge. Kvale and Brinkmann (2008) furnish us with an ideal definition of qualitative interviewing when they state that it is: Based on the conversation

of daily life and is a professional conversation; it is an inter-view, where knowledge is constructed in an inter-action between the interviewer and the interviewee. An interview is literally an interview, an inter-change of views between two persons conversing about a theme of mutual interest.

In a further explanation Mason (2002) maintains that the interview is an exchange of dialogue that involves one-on-one interaction between a researcher and the researched with a prime focus of knowledge construction and reconstruction. Thus, qualitative interviewing offers an informal platform and more open opportunities for both the researcher and the participants to engage in a discussion that is characterized with the use of terms and words that give meaning and interpretation to a situation in an attempt to construct knowledge. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods.

A structured interview guide was prepared based on the research questions and by the choice of the participants, the interviews were conducted at various locations in the minor quarters. In order to achieve this the researcher used the first few minutes to introduce self and the purpose of the study as purely an academic exercise and learning process to the research participants. This was a deliberate ploy by the researcher to make the respondents feel at ease and free to speak to the issues, while the researcher listened without being judgmental and steered the affairs of the interviews. Some of the respondents did not answer the questions and the researcher had to reframe the question in a different way in order to make them speak to the issues of interest. Normally, a voice recorder is used to record the interviews with consent from the interviewees but this was not the case with this researcher as the prison authority will not allow her get into the prison with any electronics as a result, she had to plead with the interviewees to be patient with her as she took down notes as well as gestures.

Validation of Instruments

Phase validity

Validity refers to the degree or extent to which an instrument measures what it claims to measure (Mbua, 2003). It relates to whether any one evaluating the research considers it to be well done and worthy. Therefore valid research is plausible, trustworthy, credible and defensible. The first means of verifying the validity of the questionnaires and interview guide

require the use of graduate students who are peers to the researcher. Four of them reviewed the draft based on the following terms of reference: the use of language, clarity of instructions, length of questionnaire and the appropriateness of items in relation to research questions as well as the interview guide. Most of the suggested corrections made by the peers were grammatical in nature. It was then closely followed up by my supervisor who read through the questionnaires and interview guide, and scrutinized each item. At the end of it, some of the items which were not relevant were removed while those considered relevant were included. All this was done in relation to the variables under investigation.

Content Validity

This was achieved through a pilot study (A pilot study is defined as the small scale, preliminary study conducted to test methods and other procedures for data collection (Gall, Gall & Borg, 2007)). The pilot study actually served as an exercise to appraise the typical respondents' understanding of the questionnaire items and how they will respond to them. The terms of reference included the use of language, clarity of instructions, length of questionnaire and the appropriateness of items in relation to research questions. The questionnaires were pre tested with 10 teachers, which constitutes the population but was not involved in the sample. Copies of the questionnaires were distributed to teachers. A day later, the responses were collected. The results recorded showed that there was no ambiguity in the items of the questionnaire. In fact the respondent expressed no difficulty in answering the questionnaire items and the content was understood. At this point content validity was achieved.

Reliability of the Instrument

According to Mbua (2003), reliability refers to the consistency of a measurement instrument. This means that a test or measurement or scale is reliable to the extent that it yields consistently the same results if the same findings are done within a given period of time. A test re test approach was used to ascertain the reliability of the instrument. All the respondents who were used in the pilot study were re-administered the same instrument two weeks later. The results of the two tests were compared and it was discovered that, there was a high level of similarity estimated at about 98%. This high rate led the researcher conclude that the instrument was reliable and ready for administration.

Administration of the Instrument

The first issue involved negotiation of entry into the research site of interest (the prison) as required by good practice. A Letter of Introduction was requested whereby a research authorisation signed by the competent authority in the Faculty of Education was issued. This served to assure the respondents that, the researcher was who she claimed to be, also, an authorisation letter was signed by the Regional Delegate of Penitentiary Administration of the Centre Region, which was letter confirmed by the superintendent in charge at the kondengui central prison that gave me access to the prison. This exercise took a period of about three weeks and was conducted within the period December 18th 2019 to January 6th 2020. The researcher used both the direct delivery technique and the use of two assistants to administer the questionnaires. The researcher also interviewed some five (05) members of the teaching staff selected from among the teachers in the YCP. Both techniques were preferred because the researcher wanted to personally have contact with the respondents so as to give answers and clarifications when necessary. Some of the questionnaires were collected on the spot while others were collected some days later by the assistants. Telephone numbers of some prison guards were taken to find out if they had completed the questionnaires.

Ethical Consideration

Mcmillan and Schumacher (2001:196) defined research ethics as dealing with beliefs about what is right or wrong, proper or improper, good or bad. According to Leedy (1993:128), ethics refer to simple considerations of fairness, honesty, openness of intents, disclosure of methods, the ends for which the research is executed, a respect for the integrity of the individual, the obligation of the researcher to guarantee unequivocally individual privacy and an informed willingness on the part of the subject to participate voluntarily in the research activity.

Participants were informed in advance of their right of choice to participate and they were given time to make such a decision. The researcher gave the respondents an assurance that data will be kept confidential and anonymous. Permission to use available information for this research was obtained from the Regional Delegation of Penitentiary Administration of the Centre Region and another permission to access the prison was granted by the superintendent incharge of the YCP. The researcher introduced herself, the purpose of the study and pleaded for cooperation in completing the questionnaires. The researcher pinpointed on voluntary

participation and promised to treat their responses with confidentiality. In summary, the researcher did everything possible to address issues of informed consent and confidentiality.

Method of Data Analysis

The Statistical product for service solution (SPSS) computer software was used to analyse the data gotten from the field on the responses given by the teachers of these learners in prison. These descriptive statistics allow for easy and quick interpretation of large data as well as understanding (Belli, 2008; Gay et al., 2009). The data analysis was done using descriptive statistics such as frequencies and percentages to identify general characteristics of the participants; for easy interpretation, data is presented in tables and figures. Responses from interviews were manually transcribed and studied carefully, organized into categories and synthesized to generate meaningful themes and reoccurring patterns. The emerged themes are discussed with relevant quotations from participants and relevant literature is cited to support the findings of this study.

Chapter four will focus on data presentation and analyses of the research outcomes.

SYNOPTIC TABLE

MAIN OBJECTIVE	RH	SRH	IV	INDICATORS	DV	INDICATORS	MEASURING SCALE	DATA ANALYSIS TOOL
To examine the influence of prison education on the socio-professional development of inmates after release.	Prison education influences socio-professional development of inmates after release.	<u>SH1</u> :Curriculum influences socio-professional development of inmates after release		-Elaborate teaching content -Content in relation to needs -Permit continuation -Necessary equipment -Content in line with program		<ul style="list-style-type: none"> • Mastery of theories and knowledge acquired from the classroom • They master skills and knowhow from training centres • They have great chances of continuing education after release 	<ul style="list-style-type: none"> • Strongly agree • Agree • Strongly disagree • Disagree 	
		<u>SH2</u> :Teachers quality influences socio-professional development of inmates after release.		-Training on prison education -Level of education		<ul style="list-style-type: none"> • They have the ability to 	<ul style="list-style-type: none"> • Strongly agree • Agree • Strongly disagree • Disagree 	

		inmates after release		<p>-Interaction with students</p> <p>-Necessity of seminars</p>		<p>communicate with others without feeling stigmatized</p>		
		<p><u>SH3</u>:Teaching Strategies influences socio-professional development of inmates after release</p>	<p>Prison education</p>	<p>-knowledge on methods of teaching</p> <p>- Use of teaching methods</p> <p>- Adaptability of teaching methods</p> <p>-Giving feedback to administration</p> <p>-Comfort of learners with lectures</p>	<p>Socio professional development</p>	<ul style="list-style-type: none"> • They have the ability to create or make new friends(belonging to associations) • They have the ability to work with other members of society(team work) • There exist organisations and companies 	<ul style="list-style-type: none"> • Strongly agree • Agree • Strongly disagree • Disagree 	<p>The likert scale (Pearson correlation)</p>

		<p><u>SH4</u>:Assessment methods influences socio-professional development of inmates after release</p>		<p>Form of assessment</p> <ul style="list-style-type: none"> -Conformity to what is recommended -Conformity with what is taught -Good performance 		<p>that facilitate development after release</p>	<ul style="list-style-type: none"> • Strongly agree • Agree • Strongly disagree • Disagree 	
		<p><u>SH5</u>:Learning environment influences socio-professional development of inmates after release</p>		<p>Adaptation of environment</p> <ul style="list-style-type: none"> -Standard classrooms -Accessible classrooms -Equipment of library -Comfort of students 			<ul style="list-style-type: none"> • Strongly agree • Agree • Strongly disagree • Disagree 	

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

In this chapter, the researcher will present the data collected from the field and later analyse it. This chapter will be presented in two parts, the first part is made up of the presentation and analyses of data and the second part is made up of testing of hypothesis.

Data presentation and analyses

In this section, the data collected from the field was analysed, summarized and presented. After which a brief interpretation of the data was given. This section begins with the socio-demographic information and later data from the various sections of the research instruments will be presented and interpreted.

Figure 1: Socio- Demographic Data

Items	Modalities	No Of Teachers	Percentage
Age	20-30	32	61.53
	31-40	31	59.61
	41-50	20	38.46
	51 and above	7	13.46
Sex	Male	47	90.38
	Female	05	9.61
Teaching experience	0-5year	29	55.76
	6- 10 years	16	30.76
	11 years and above	07	13.46
Highest certificates	Advanced Level	11	21.15
	First Degree	37	71.15
	Masters	04	7.69
	PhD	00	0
Qualifications	DIPES/DIPET I	08	15.38
	DIPES /DIPET II	06	11.53
	DIPCO	04	7.69
	No training in the teaching field	34	65.38

Field source (2019)

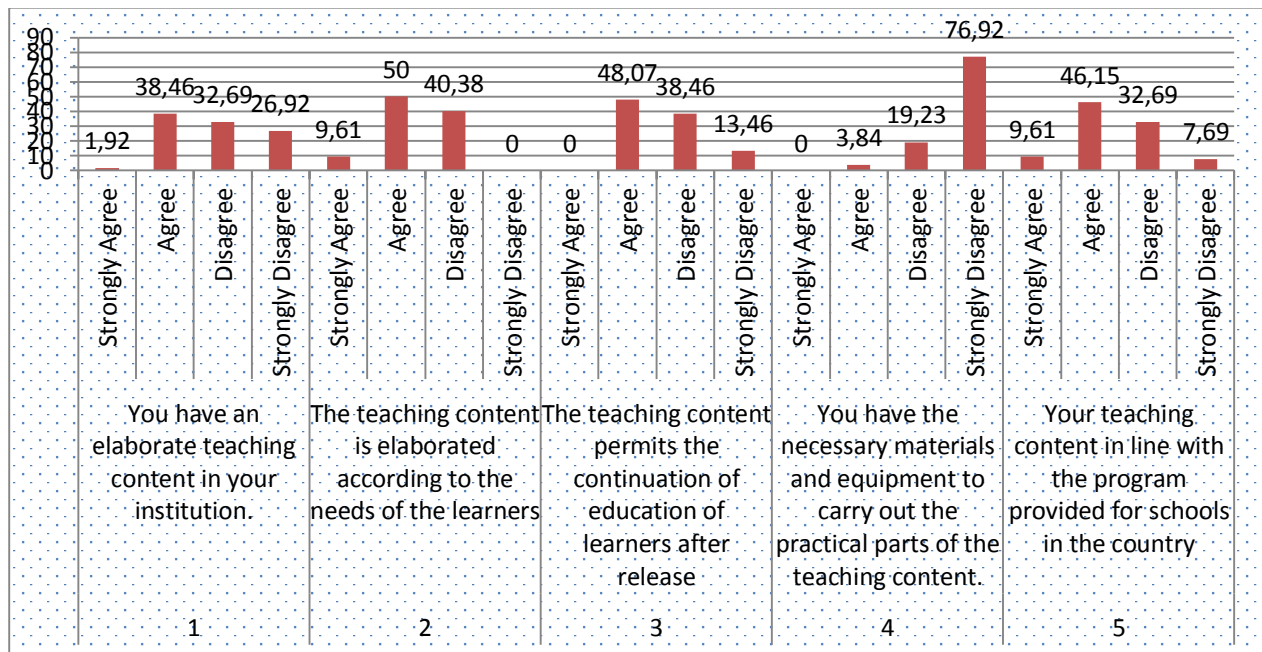
From the above table, we observe that out of 52 respondents, 05 of them were between the ages of 20-30 given the percentage of 5.76%.also, 11 of the respondents ranged from the ages of 13-40 given a 21.15%, 31 of the respondents ranged from ages of 41-50 with a percentage of 59.61% and lastly, the remaining 7 of the respondents were between the ages of 51-60 with a percentage of 13.46%. From the above analyses, we realise that the highest number of respondents were between the age range of 41 -50 years.

Looking at the table, we realize that out of 52 respondents, 47 of them were made of males given a percentage of 90.38%. on the other hand, just 05 of the respondents were women with a percentage of 9.61%. therefore, we realise that most of the respondents were males.

From the above analyse relating to longevity in service, we see from the table that out of 52 respondents, 29 had 0-5years working experience in the teaching field in prison with a percentage of 55.7%, 16 had 06-10years working experience with percentage of 30.76% and those with working experience of 11years and above, were 07 of them given a percentage of 13.46%.

From the above results, we can see that respondents who had DIPES/DIPET I were 08 given a percentage of 15.38%, those with DIPES /DIPET II were 06 of them given a percentage of 11.53%. counselors with DIPCO were four of them, given a percentage of 7.69% and the rest of the teachers that were 34 in number and made up 65.38% of the teachers have no training in the teaching field. From the above results, not all teachers are trained and since most of them are prisoners, they are in need of recycling.

Figure 2: Showing bar for Teaching Content



Field data (2019)

The table above shows that 59.61% of the teachers disagree that there is an elaborate teaching content for these learners in the YCP. This is because they, the prisoners or teachers in school, base themselves only on what they get from other schools around such as St Benoit and GBHS Etouge-ébe without taking into consideration the psychological needs of these learners. This is not the case with the 40.38% of the teachers that agree because for them, the teaching content is elaborated the way it is expected.

A great number of the teachers agree that the teaching content is elaborated to suit the needs of the learners as the table above shows the affirmative rate of 59.61%. This implies that though the teachers have not received any training on education in prison, they do their best to adapt the teaching and learning process of these learners in a way that it will suit their needs. This explains why some of these students do well in school despite the fact that their teachers are not fully trained.

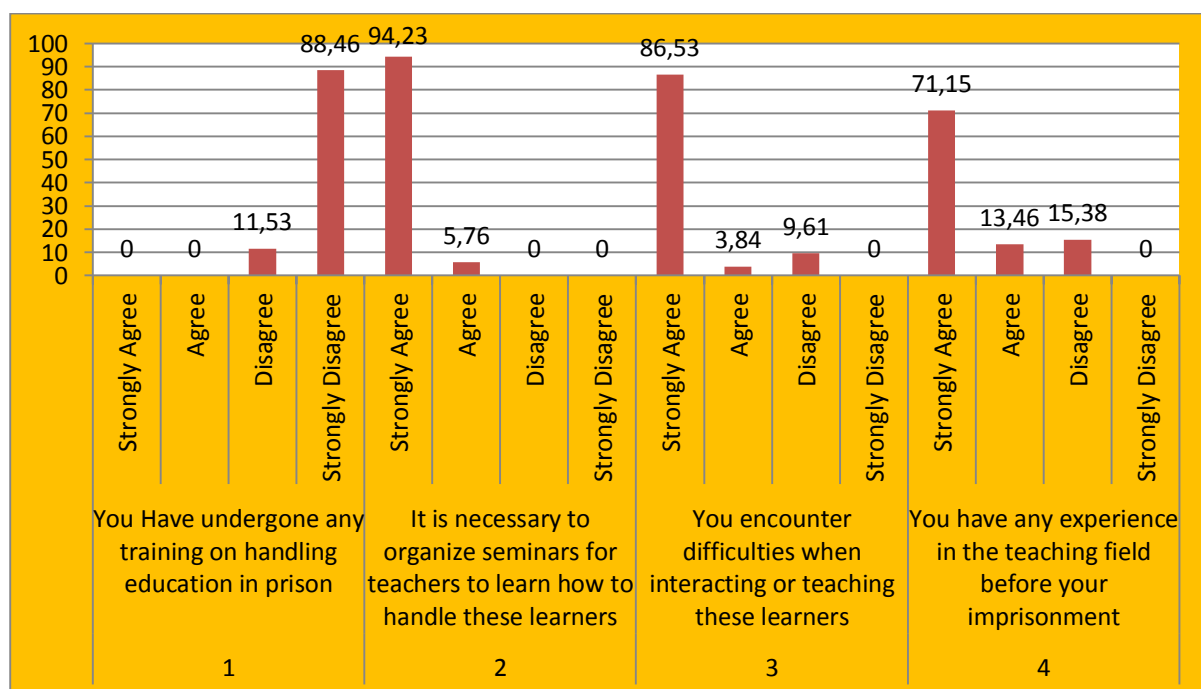
From the above table, we see that 51.92% of the teachers deny the fact that the teaching content used in the YCP ensures the continuation of the education of these learners after release, while 48.07% of the teachers agree that the teaching content permits the continuation of the learners after release; this is due to the fact that despite the not-up-to-standard Teaching Content they still have students that make it at the Probatoire and Baccalauréat official examinations.

and a standing example of a student who is studying accounting at a private university out of the prison; from the remarks given by his teachers he is doing really great.

The table above shows that 96.15% of teachers disagree that they have the necessary materials and equipment to carry out the practical parts of the teaching content. This is because courses like computer sciences and other science subjects do not have laboratories for practicals to take place, no equipment even if the laboratory existed. As for the computer lab there exist only three (3) computers that aren't enough for the number of students and also given the time that they have for studies daily.

The table above shows that 55.76% of the teachers agree to the fact that the teaching content in line with the program provided for schools in the country while 40.38% of the teachers disagree to this fact. This is because they actually make use of the program provided by MNEDUB and MINESEC in teaching these children but are not able to complete their teaching program for the term or year given the constant interruptions of unforeseen events.

Figure 3: Teachers' quality.



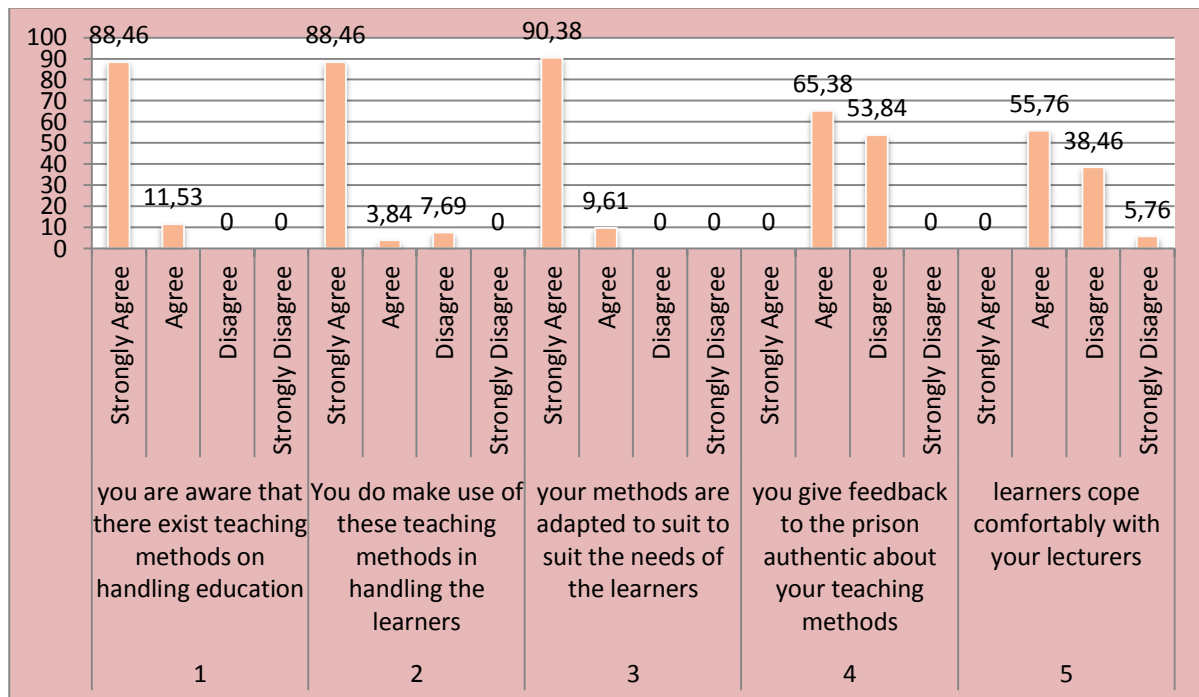
From the above analysis, we can notice that, teachers Disagree to have undergone training in special education and can't teach these learners in prison effectively, as can be seen on the table above, 88.46% of teachers strongly disagree that they have not received any training on

handling education in prison while 11.53% disagree. This result shows that, these teachers are merely benevolent and volunteers that have opted to be of help to these learners.

A great Majority Strongly Agree that it is necessary to organize seminars for teachers to learn how to handle education in prison given the percentage of 94.23% affirmation on the part of the teachers as seen on the table above. we see that Teachers have acknowledged the fact that they are lacking skills in the domain of teaching, and so most of them Strongly Agree that it is necessary that seminars and workshops be organized for them to learn better classroom management with these learners. Most of these teachers are graduates from ENS, ENSET and others and admit the fact that they need recycling as new approaches of teaching have been developed since after their training and are also in need of training on how to handle learners in prison given that their previous training did not involve do not know how to handle needy students.

A very great number of teachers strongly Agree with a rate of 86.53% that they usually encounter difficulties when interacting or teaching these learners in prison. It is but normal that these teachers should face difficulties while teaching these learners because they were not trained to teach that category of students. Given that that they have to do with different students from different backgrounds and different needs, it can really be hard to work in that condition without difficulties. The real problem comes from the fact that teachers are not qualified to teach these students, that is, if the teachers were trained, problems like difficulties in handling an inclusive classroom, interaction in class wouldn't have being raised. So the non-qualification of teachers and the fact that most of them are prisoners too like the learners are at the root of any other challenges that they confront in class.

A majority of these teachers agree that they have had experience in the teaching field before their imprisonment as the table above shows an affirmation rate of 84.61%. most of these teachers are graduates from HTTC, HTTTC while others though not having been to any teachers training college, had been teachers in private schools and others private home teachers; it is from all these that they gathered their teaching experiences but it is not still enough to handle education in prison because these teachers too have their own psychological trauma and given that these learners are not the same as other students around town, they become lacking in their teaching.

Figure 4: Teaching strategies

From the above analysis, teachers agree that they are aware that they are aware that there exist methods in handling education given the 100% agreement of all the teachers. This is because teaching is to enable the development of these learners after release and so there should obviously be a program that should be followed. In the YCP they make use of the official program provided by MINEDUB and MINESEC though from observation they hardly make full use of it.

Majority of the teachers are of 88.46% strongly agree and 3.84% agree are adapted to suit the needs of the students. Given that there exist many teaching methods, and each teacher decides to make use of the teaching method with which he/she is comfortable with, and since all the students cannot understand lectures at the same time and same pace, teachers do adapt various teaching methods to ease the understanding of the learners and most especially as they will be going psychological trauma and hence their needs are not like those of students in schools outside prison.

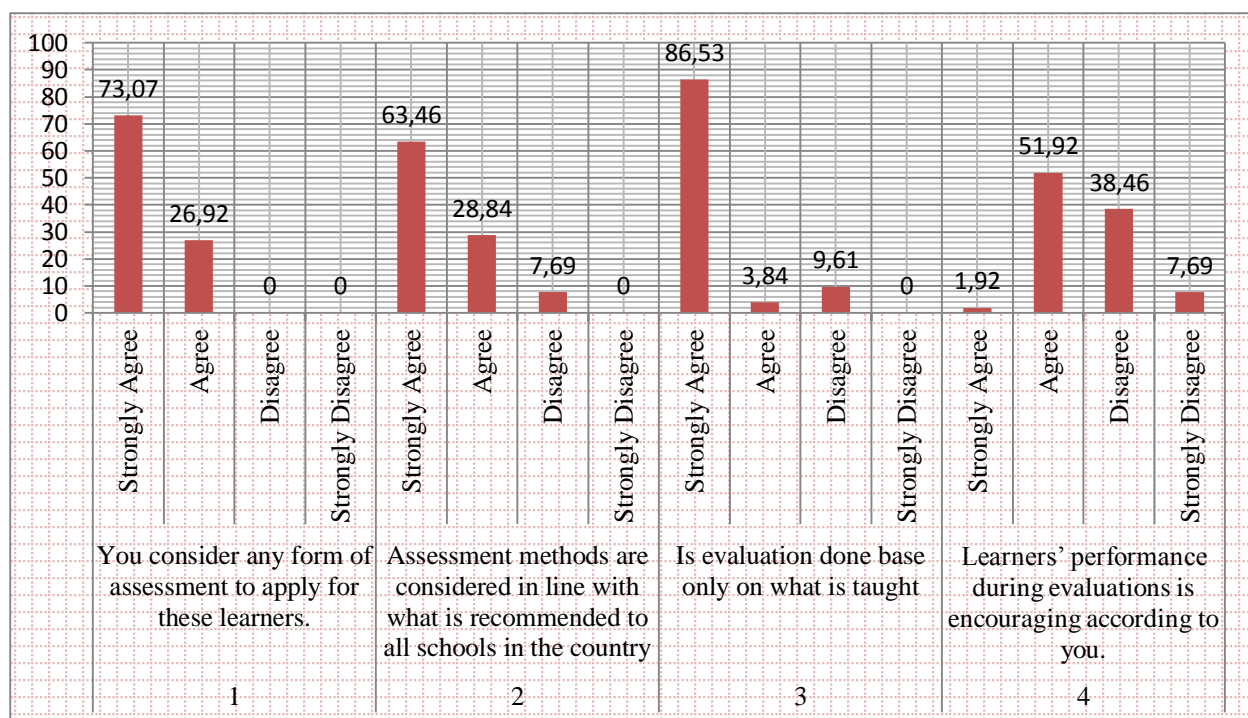
Most teachers agree that their teaching methods are adapted to suit the needs of the learners in prison given that 90.38% of the teachers strongly agree and 9.61% agree. This implies that teachers do their best to make the teaching and learning appropriate according to the needs of the learners in prison but the only problem here is that given the level of the teachers, they cannot really adapt these methods to suit the individual need of every learner as

they have not been trained on how to handle such issues and also the fact that these learners come from diverse backgrounds with different mentalities as well as different psychological trauma.

Most teachers agree that they give feedback to authorities in prison on regular bases given the affirmative rate of 65.38% and a denial rate of 34.61%. This implies that they are conscious of the fact that these students need good education that will enable their development after release. In the teaching and learning process they face a lot challenges especially as its in a prison; the various problems encountered by the teachers as well as the learners are presented during meeting with the bureau in charge education so that the situations can be improved upon.

Majority of the teachers agree that, learners cope comfortably with their lectures given an affirmative rate of 55.76%. This means that, most of the teachers do their possible best in varying their teaching methods so that the teachers understand the lesson that is being sent across. The denial rate of 44.23% shows that these are those teachers that have not received any training at all in the field of teaching and so do not have a good mastery of classroom management and ways to capture the attention of students.

Figure 5: Assessment methods



The above table shows that all of the teachers consider different form of assessment to apply for these learners. This shows that despite the fact that most of these teachers are not trained,

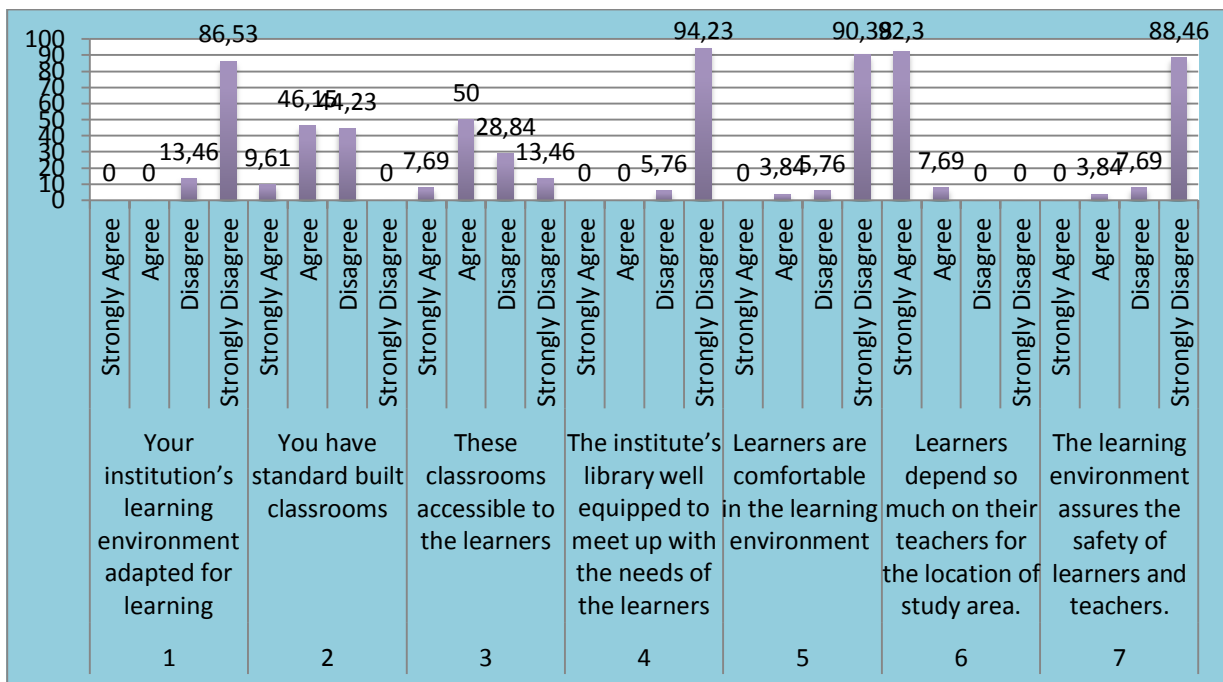
they still do their best to ensure that evaluation of students is at their level. These teachers carry out a diagnostic evaluation with every student that joins the minor quarters, they are able to know the level of the students and their individual needs; a formative evaluation to check their progress and identify the difficulties and then finally, a summative evaluation. This is to ensure that every child is given a maximum opportunity to succeed in school. Evaluation methods ought to be seen as a part of a comprehensive integral development of the child. This issue requires attention so that vulnerable pupils are not disadvantaged or left out. Flexibility in evaluation methods should be encouraged so as to respond to diversity.

The above analysis shows that 92.3% of the teachers are for the fact that assessment methods considered are in line with what is recommended to all schools in the country. This implies that these teachers have the interest of the learners at heart; they try their possible best to be at the same pace with schools outside the prison are they are conscious of the fact that their students take part in official examinations and also that they will have to continue schooling after their release from the prison. As a result, these teachers work in partnership with schools such as St Benoit, GBHS Etouge-ebe and GBHS Anguisa; they collect their questions and use in evaluating their own students in the prison which goes a long way to help the students both in and out of the prison.

From the analysis above, we see that 90.37% of teachers are of the fact that evaluation done is base only on what is taught. This is only but normal as students cannot be evaluated on what has not been taught them. The remaining 9.61% of teachers that disagree to this is due to the fact that they say that the personal experiences of these learners are sometimes evaluated and its not part of the things taught them; this evaluation on their personal experience is to enable them perform better and also to help put them in a good state of mind.

The above analysis shows that, most of the teachers Agree that learners' performance during evaluations are encouraging given the affirmative rate of 53.84%. This result shows that despite the fact that the environment they are in isn't conducive some studnets are still able to perform well. Meaning that if more modifications and adaptation were made, they would have done much better than their present situation.

Figure 7: Shows a bar graph of learning environment



Source Field work (2019).

From the above table, the teachers Disagree that the school learning environment is adapted to learners given the denial rate of 86.53% strongly disagree and 13.46% disagree this implies that, these teachers recognize the fact that the environment is not very suitable for these students to learn in and it could be a hindrance factor for their full blossom and fulfilment in the domain of their academics and socio-professional development after release. Given that this is a prison environment, despite the discipline put in place there are always recalcitrant cases. Also, the noise from the prison makes the environment inadaptable for learning to take place.

57.69% of the teachers agree that the classes are accessible to the learners while 41.31% disagree that these classes are accessible to the learners. This is so because the classes or class is a big hall is separated by plywoods, so during events in the prison, it is this hall that is used for the events, this is irrespective of whether it is during school periods or not. This disrupts the whole teaching program for that period and the chances that they will eventually catch up with the disrupted programs are slim. From this what can already start telling how the socio-professional development of these learners will look like after their release.

the teachers Strongly disagree that the school library is equipped with learning materials that meet the learning needs of learners given a the denial rate of 94.23% strongly disagree and 5.46% disagree. According to the teachers, library at the YCP is equipped but with old and out

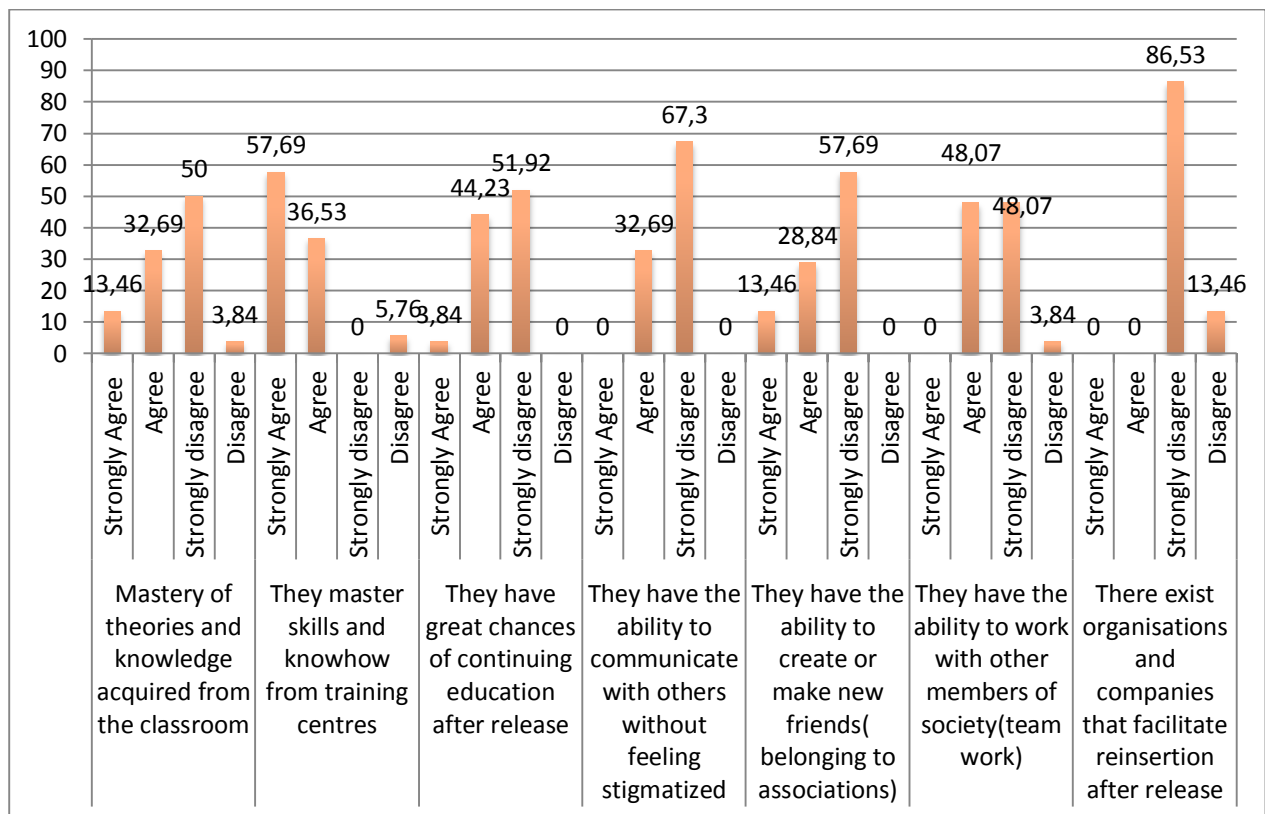
dated books that are not in line with the official list for the textbooks prescribed by the ministries. Most of the books in there are not even related to the content taught. However, benevolent and some NGOs provide the teachers with the textbooks that are needed though they are never enough as the learners do not have access to them has all that is needed as books to help the students in their academic works. This already makes their socio-professional development after release not an easy one.

Majority of the teachers Disagree that learners are comfortable in their learning environment given the denial rate of 90.38% strongly disagree and 5.76% disagree. This is due to the fact that these learners do not see the prison as a place of learning but as a place of punishment; conscious of the fact that they have been deprived of their freedom and families is enough reason for the learners as well as the teachers to see the environment not comfortable for learning. Also, the various events that take place in their quarters during occasions and celebrations are a hindrance to learning, last but not the least, the noise coming from those entertaining themselves at the football field that is just a stone throw to the minor quarters is of great distraction to them as they(minors) are not allowed to mix with those of the other quarters. All these make the environment uncomfortable to the learners and not comfortable for learning to effectively take place. The manner in which the classrooms are divided, make it imposible for the students to concertrate; these classes are separated plywoods and these plywoods do not completely cover the classes hence students in other classes are often aware of what is going on in the other classes and easily get distracted.

Teachers strongly agree that students depend on them to look for areas of study as we see on the table above with the affirmative rate of 92.30% of strongly agree. These learners often have to wait for their teachers to come before they get into their various classrooms. Often, while some students study, others are waiting outside but during these periods those in the training centers are carrying out their activities, we find the tailors doing their work and helping in mending the clothes of the inmates as well as those of the prison staff.

88.46% of teachers disagree that the environment assures the safety of the learners and the teachers. This is because the prison environment is not a normal environment like ours. Here learners as well as the teachers are bullied by other prisoners, some members of the prison staff that are supposed to protect the learners turn to oppress them even during studying periods

Figure 8: Socio-professional Development.



Source field data (2019).

From the analysis above, we see that 46.15% of the teachers agree that the students have a good mastery of theories and knowledge acquired from the classroom while 53.84% of the teachers disagree. This could be due to the results or performance of the students evaluations. The inability of students to master theories and knowledge on what they are being taught will stand as a stumbling block especially for these learners they need to reinsert back into society, as a result a lot still has to be done to ensure that every assimilate properly the lessons taught them in the classrooms.

Majority of the teachers strongly agree that students master skills and knowhow from training centres given a percentage of 94.22% and 5.76% of the teachers disagree. The rate of success is this high because only few minors take part in the training. Training here has to do with tailoring and social computer sciences. The few minors that take part in these training are those that after their classes decide to take part in these activities that exist in quarter 13 that is meant for these minors. If we have an affirmative rate of 94.22% on the side of the teachers, this implies that these children will have a good socio-professional development after release

as they already have a mastery of a trade that will keep them busy, if they decide not to go back to school.

From the above analysis, we see that 51.92% of the teachers disagree that these children will have a great chance of continuing education after their release, while 48.08% do agree. This implies that due to the performance of the students during evaluations and basing themselves on the teaching content, these teachers have been able to rate the level of the students to bring about the percentages above, this could also be probably due to the fact that among these teachers exist trained teachers who have taught in main stream schools and are aware of what is expected of these children and when compare to these students in the prisons, they do not meet up.

We also notice from the analysis above that 67.300% of the teachers disagree that these students have the ability to communicate without feeling stigmatized while only 32.69% of the remaining teachers are that the students communicate without feeling stigmatized. This implies that they are not probably equipped with the necessary skills that will help them surpass the stigmatization. It is a general thing to feel stigmatized after imprisonment but if these students are taught on how to build a high self-esteem and their minds prepare on how society might treat them, then they will be able to surmount every stigma and begin their lives afresh knowing that the future is bright for them.

Still from the table and the chart, we see that 75.69% of the teachers disagree that students have the ability to create and make friends. The ability to belong or have a sense of belonging is a very important aspect needed in social and professional development of these minors after release. Just as it was mentioned above, if students are not well equipped with the necessary skills to surmount stigmatization, then inferiority complex will set in and they will tend to isolate themselves and as the old saying goes “an idle man is the devil’s workshop” as temptation will be to commit new crimes and go back behind bars that has become a second home for them.

The above analysis show that 51.91% disagree that students have the ability to work with other members of society while 48.07% of the teachers do agree. This is another important aspect in the social and professional world for one to be able to succeed. If the students to not have the ability to work with others as a team, it will become problematic as this will not help them very much in their socio-professional development after release.

The above analysis show that 86.53% of the teachers strongly disagree that there do not exist organisations or companies that facilitate or take charge of the development of students after release and 13.46% of the teachers disagree, hence, there is a negation of 100%. This is very problematic especially as most of these children have been abandoned by families, and others are street children. Once there is no organisation either from the state or private individuals to follow up these children after release, recidivism becomes the other of the day as they will always come back due to lack of means to establish themselves into society.

Verification of hypothesis

Inferential statistics

Hypothesis one

Ha1: There is a significant relationship between Teaching Content and socio- professional development of inmates

Ho1: There is no significant relationship between Teaching Content and socio- professional development of inmates

Table 2: on correlations on teaching content and Socio-professional development of inmates

			Teaching Content	socio-professional development of inmates
Spearman's rho	Teaching Content	Correlation Coefficient	1,000	,774
		Sig. (2-tailed)	,	,000
		N	52	52
	socio-professional development of inmates	Correlation Coefficient	,774	1,000
		Sig. (2-tailed)	,000	,
		N	49	51

The first hypothesis in this study states Teaching Content influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,774 was obtained with the *p-value* < 0.05 with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, reject the null hypothesis and retain the

alternative hypothesis. We therefore conclude Teaching Content significantly influences socio-professional development of inmates in Yaoundeprison

Hypothesis two

Ha2: There is a significant relationship between teachers' qualification and socio- professional development of inmates

Ho2: There is no significant relationship between teachers' qualification and socio-professional development of inmates

Table 3: on correlations on teachers' qualification and socio-professional development

			Teachers' qualification	socio- professional development of inmates
Spearman's rho	Teachers' qualification	Correlation Coefficient	1,000	,562
		Sig. (2-tailed)	,	,000
		N	52	48
	socio-professional development of inmates	Correlation Coefficient	,562	1,000
		Sig. (2-tailed)	,000	,
		N	49	52

The second hypothesis in this study states Teachers' qualifications influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,562 was obtained with the *p-value* < 0.05 with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Teachers' qualification significantly influences socio- professional development of inmates in Yaoundeprison

Hypothesis three

Ha3: There is a significant relationship between teaching methods and socio- professional development of inmates.

Ho3: There is no significant relationship between teaching methods and socio- professional development of inmates.

Table 4: on correlations on teaching content and socio-professional development of inmates

			Teaching methods	socio- professional development of inmates
Spearman's rho	Teaching methods	Correlation Coefficient	1,000	,624
		Sig. (2-tailed)	,	,000
		N	48	49
	socio- professional development of inmates	Correlation Coefficient	,624	1,000
		Sig. (2-tailed)	,000	,
		N	52	52

The third hypothesis in this study states Teaching methods influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,624 was obtained with the $p\text{-value} < 0.05$ with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Teaching methods significantly influences socio- professional development of inmates in Yaoundeprison.

Hypothesis four

Ha4: There is a significant relationship between Assessment methods and socio- professional development of inmates.

Ho4: There is no significant relationship between Assessment methods and socio- professional development of inmates.

Table 5: on correlations on assessment methods and socio-professional development of inmates

		Assessment methods	Socio- professional development of inmates
Spearman's Rho	Assessment methods	Correlation Coefficient	1,000
		Sig. (2-tailed)	,532
		N	,000
-	socio-professional development of inmates	Correlation Coefficient	51
		Sig. (2-tailed)	48
		N	,532
		Correlation Coefficient	1,000
		Sig. (2-tailed)	,000
		N	,
			49
			51

The fourth hypothesis in this study states Assessment methods influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,532 was obtained with the *p-value* < 0.05 with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Assessment methods significantly influence socio- professional development of inmates in Yaoundeprison.

Hypothesis five

Ha5: There is a significant relationship between Learning Environment and socio- professional development of inmates

Ho5: There is no significant relationship between Learning Environment and socio- professional development of inmates

Table 6: on correlations on learning environment and socio-professional development of inmates

		Learning Environment	socio- professional development of inmates
Spearman's rho	Learning Environment	Correlation Coefficient	1,000
		Sig. (2-tailed)	,721
		N	51
socio-professional development of inmates		Correlation Coefficient	,721
		Sig. (2-tailed)	1,000
		N	52

The fifth hypothesis in this study states Learning Environment influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,721 was obtained with the $p\text{-value} < 0.05$ with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Learning Environment significantly influences socio- professional development of inmates in Yaoundeprison.

Table 7: Recapitulative Table of Results

Hypotheses	Alpha	Level of significance	Correlation Coefficient	Degree of influence	conclusion
Ha 1	0.05	0.000	0,774	77.4%	Ha retained, Ho rejected
Ha 2			0,562	56.2%	Ha retained, Ho rejected
Ha 3			0,624	62.4%	Ha retained, Ho rejected
Ha 4			0,532	53.2%	Ha retained, Ho rejected
Ha5			0,721	72.1%	Ha retained, Ho rejected

CHAPTER FIVE

INTERPRETATION, DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter covers the following: interpretations, discussions, recommendations, suggestions for further studies and limitation of the study.

Interpretations

Teaching Content

Hypothesis one:

The first hypothesis in this study states that Teaching Content influence socio- professional development of inmates after release. Statistically, a spearman correlation index of 0,774 was obtained with the *p-value* < 0.05 with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we rejected the null hypothesis and retained the alternative hypothesis. We therefore conclude Teaching Content significantly influences socio-professional development of inmates after release. This was backed by the findings of Poole, 2007, which showed that the teaching content used in the prison was too narrow and restrictive to prisoners' learning options, given that the hours of learning are hardly completed, students tend to idle around doing nothing with very few of them trying to get involved with the work done at the training centres reasons why Djomatchie (1976) asserts that “an idle man is the devil's workshop”. According to him, the prison is consequence and is supposed to recuperate these idle inmates, make them aware of their problems and find a possible solution to it, as this process will ease their successful reintegration into society after their release. This can be done by using educational strategies and by introducing into their daily programme tailoring, artisanal, embroidery, hair dressing and functional literacy programme.

We also found out from the responses of the respondent on the questionnaire in relation to teaching content, that 59.61% of the teachers disagreed that there existed an elaborate teaching content while 40.38% of the teachers that agreed as they use just the ones provided by the state for main stream schools without taking into consideration the needs these inmate, 96.15% of teachers disagree that they have the necessary materials and equipment to carry out the practical parts of the teaching content. This implies that courses like computer sciences and other science subjects do not have laboratories for practicals to take place, no equipment even if the laboratory

existed. 59.61% of teachers agree to the fact teaching content suit the needs of the students but This implies that though the teachers have not received any training on education in prison, they do their best to adapt the teaching and learning process of these learners in a way that it will suit their needs. This explains why some of these students do well in school despite the fact that their teachers are not fully trained. 51.92% of the teachers deny to the fact that the teaching content used in the YCP ensures the continuation of the education of these learners after release, while 48.07% of the teachers agreed this is due to the fact that despite the not up to standard Teaching Content they still have students that make it at the Probatoire and Baccalaurette official examinations and a standing example of a student who is studying accounting at a private university out of the prison; from the remarks given by his teachers he is doing really great.55.76% of the teachers agree to the fact that the teaching content in line with the program provided for schools in the country while 40.38% of the teachers disagree to this fact. This is because they actually make use of the program provided by MINEDUB and MINESEC in teaching these children but are not able to complete their teaching program for the term or year given the constant interruptions of unforeseen events. From the discussions we realize that the educational programs are very limited and this was due the fact that these is lack of any systematic educational needs assessment at the time an inmate enters prison, and specifically coordination of learning needs and advice with other services within the prison This brings about lack of educational choices on the part of the inmates. Taylor (2014) recommends that all prisoners should be tested for educational needs as part of the educational programme, as identifying their needs will enable the authorities to provide exactly what these inmates are in need of.

These findings are consistent with the theory of Social-Psychological Development. This theory suggests that cognitive processes play a prominent role in the acquisition and retention of new behaviour patterns. The theory rests on the general assumption that new behavioural patterns can be elicited from an individual through exposure to certain modes of treatment such as correctional-education programming (academic, liberal and vocational), (Bandura, 1977) Theorists using this approach to correctional-education programs suggest that inmates' completion of or participation in education in prison will enhance their psychological well-being through their development of cognitive and physical abilities that could enable them to relax better than before, release tension more maturely, express themselves more

constructively, and build self-esteem and a favourable self-concept that can help them work toward a crime-free future (Reagen & Stoughton, 1976; Gendrau & Ross, 1979; Warner, 1999).

Furthermore, according to the theory, prison education would make prisoners feel more human, make prison more bearable by limiting some of its degradations (Bartol, 1995; Garfinkel, 1956; Irwin, 1985), and foster the prisoner's health and safety because he or she has more mental and physical stimulation than previously. Education is an opportunity for an improved lifestyle (1997). Despite the fact that educational programs are not very reach in content, the presence of a few is better than non. Based on the theory, more programs should be put in plac to enable these student feel human and improve on themselves so as ti have a good socio-professional development after release thereby reducing the rate of recidivism.

Teachers' Quality

Hypothesis two:

The second hypothesis in this study states Teachers' qualifications influence socio- professional development of release. Statistically, a spearman correlation index of 0,562 was obtained with the $p\text{-value} < 0.05$ which is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Teachers' qualification significantly influences socio- professional development after release.

Findings show that, teachers acknowledge that they have not received training on prison education and most of them are not even trained teachers. It is very important to have specific training on education in prison for teachers so that they are well armed to handle and prepare these learners for development into the society after release. The results showed that there is lack of policies and guidelines as far as teaching and qualification of those teaching in prison are concerned. Braggins and Talbot (2003) stated that prisoners' voices are rarely heard, with few studies eliciting prisoners' views. While this is true in absolute terms, in relative terms it is the perspectives of the educators and teachers that have been neglected, particularly in relation to the quality of teaching.

Lack of sufficient training may also be a reason why the development of these learners after release is not effective, It is evident therefore that, the little knowledge teachers have on prison education, affects the teaching learning process and rendering of services to these imprisoned learners. This explains why they really are unable to do well. That is why it is generally said

that, a teacher who has stopped learning should stop teaching, because education is a continuous process, therefore, from this study we realise that the training of teachers is indispensable for the success of learners. An untrained teacher will lack suitable methods to transfer the knowledge required and consequently, will tend to be the cause of failure to the students. From this situation, we shall say that, the usage of unqualified teachers (who in the case of this study are mostly prisoners) for the education of our learners tend to be a factor of poor performance to them which makes development not evident and recidivism becomes the other of the day for these learners.

Some researchers are for the fact that training for teachers in prison-based settings should include a range of factors such as knowing prison security procedures and procedures regarding self-harm; behaviour management; coping with emotional load; working with vulnerable learners; support with producing teaching and learning resources; learner-centred teaching techniques and flexible planning; and teaching in a workshop setting, (Simonot and McDonald, 2010). This was backed by one of the teachers during an interview conducted with him: *teaching in prison is not the same as in the outside world and hence the training of teachers should not be same as the one done at ENS and other Teacher Training Schools, this is a very wild environment and so apart from what is taught in teacher training Schools other aspects such as behaviour management, self-protection, working with the vulnerable and those under trauma should be taught as well if we are interested in the correct development of these kids.(teacher B).*

Ekan(1992) takes in the same direction when he affirms that Cameroonian imprisonment policy has not accomplished its mission because it presents numerous lapses in socio-educative trade. He reiterated that Cameroon prisoners do not receive any real training in educative domain; guardianship which is reserved for them is that of self-abandonment to their sad condition, and misery. In the same line Foe (2001) said that if DAPEN has amongst others the task to re-educate inmate and to prepare them for social integration the exercise of this mission is supposed to determine ahead of time the policy to be materialized by a certain number of précised tasks.

The findings on teachers' qualifications were also consistent with Theory of Social Stigma of Erving Goffman. According to this theory, an individual who has a stigmatizing attribute, which is deeply discredited by his /her society, is rejected as a result of the attribute. . Goffman (1963) refers to stigma as a special kind of gap between practical social identity and

actual social identity. Stigmatized people are those that do not have full social acceptance and are constantly striving to adjust their social and educational identities. This is what the teachers and students face while in prison both from other prisoners, visitors and prison guard. Based on the responses gotten from the teachers during interviews, one of the problems faced is that of stigmatisation even from the students that they teach. This disturbs them a lot as they cannot really concentrate at times in carrying out their jobs. This stigma even discourages some of these teachers especially as what they are paid (1500CFA) is not even motivating and are at times tempted to give up.

Teaching Strategies

Hypothesis three:

From the statistical analysis in chapter four(4) above, teaching methods influence socio-professional development of inmates after release, a spearman correlation index of 0,624 was obtained with the *p-value* < 0.05 which is the alpha, this shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis and therefore conclude Teaching methods significantly influences socio-professional development of inmates in Yaoundeprison. It was found that, teachers use several adaptive methods to teach their learners. Such methods include: encouraging collaborative learning, using questions and answers, some teachers during the interview added that at times in order to bring the students back to the work at hand, they use music and projections as well as interesting stories and life experiences to capture the attention of these students. Other adaptive methods include: the use of teaching resources, encouraging peer support and the use of lecture method. Despite all of the aforementioned, teachers still seem to be lacking because performance of these learners are still generally not very good. .

The findings were also consistent Vygotsky's theory of Mind and Society (1978). He argued among other things that the mind cannot be understood in isolation of the surroundings and in this context, the mind represents the imprisoned child and the surroundings are those that will help support and encourage the child to integrate back into society. According to Vygotsky (1978), someone who has a better understanding or ability level More Knowledgeable Order (MKO) than the learner in regards to a specific assignment could assist the learner. The MKO in this context are those who are close to the child in the prison milieu and they are the teachers that are considered as he MKO and other prisoners.

The findings agreed with findings of Ali (2011) who found out that teaching in the prison milieu in the YCP is not really effective and does not ensure social-economic development of ex-offenders because the teaching methods used are not appropriate. Additionally, the study found out that, there was a lack of collaboration and participation of the prison administration and state of Cameroon. Moreover the findings revealed that, teachers do not have enough knowledge in the teaching field talk less of teaching in the prison environment; apart from few of these teachers that are graduates from ENS, ENIEG, the rest of them have nothing to do with the teaching field and this affects the methods of teaching and the results of these learners in prison which in most cases negatively affects their socio-professional development after release.

According to Bottino (2004) in Kibinkiri(2014) School curricular includes different types of teaching and learning methods and there is no single method or type of tool that can be used for all occasions. Moreover, within any learning domain, students' and teachers' needs evolve during the activities in which they are involved and tools available in the learning environment have to support this evolution, as a result, this is consistent with Vygotsky's theory on "Mind in Society" Vygotsky 1978. In his work he states that "human beings come into this world attain consciousness and development throughout their lives in relationship with others" (Vygotsky, 1978 cited in Michalellis, 2010). The meaning behind the above citation can be interpreted as we become who we are as a result of our association with others especially with those around us. Vygotsky (1978) agrees among other things, that the mind cannot be understood in isolation of the surrounding. The presence of someone with better understanding or ability level More Knowledgeable Order (MKO) than the learner in regards to a specific assignment could assist the learner, in the context of our work, they are the teachers. He also believes that there is a relationship between development, learning and surroundings that is why he emphasized on the point that children learn through their interactions with the social world that is things, objects and people close to them. Vygotsky (1978) prioritizes the connection between people and their sociocultural environment. According to him, the environment has a bearing on the cognitive and physical development of the individual.

Assessment Methods

Hypothesis four

The fourth hypothesis in this study states Assessment methods influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,532

was obtained with the $p\text{-value} < 0.05$ with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude Assessment methods significantly influence socio- professional development of inmates in Yaoundeprison

Also, when the responses of the respondents on the questionnaire in relation to assessment methods were closely followed and analysed, it was noticed that students are evaluated based on the methods recommended (92.3%). This implies that these teachers have the interest of the learners at heart; they try their possible best to be at the same pace with schools outside the prison are they are conscious of the fact that their students take part in official examinations and also that they will have to continue schooling after their release from the prison. As a result, these teachers work in partnership with schools such as St Benoit, GBHS Etouge-ebe and GBHS Anguisa; they collect their questions and use in evaluating their own students in the prison which goes a long way to help the students both in and out of the prison, 90.37% of teachers are of the fact that evaluation done is base only on what is taught. This is only but normal, (53.84%) of teachers agree that the performance of students are good. This result shows that despite the fact that the environment they are in isn't conducive some students are still able to perform well, meaning that if more modifications and adaptation were made, they would have done much better than their present situation.

From the responses gotten during the interview with teachers on the assessment methods used, it was noticed that the teachers do their possible best to be in line with the methods recommended teacher A made the researcher to understand that evaluation is done base on the Competency Based Approach as not only what is taught is evaluated but also their personality and attitudes as well as their abilities to solve day to day problems that they might come across. In order to be sure that the students are up to standard and also conscious of the fact that these students will be going in for official examinations, these teachers collect examination questions from partner schools such as St Benoit, government bilingual high school of Etouge-ebe and government bilingual high school of Anguisa and test their students so as to prepare them of what is expected of them.

This shows that despite the fact that most of these teachers are not trained, they still do their best to ensure that evaluation of students is at their level. These teachers carry out a diagnostic evaluation with every student that joins the minor quarters, they are able to know the level of the students and their individual needs; a formative evaluation to check their progress and

identify the difficulties and then finally, a summative evaluation. This is to ensure that every child is given a maximum opportunity to succeed in school. Evaluation methods ought to be seen as a part of a comprehensive integral development of the child. This issue requires attention so that vulnerable pupils are not disadvantaged or left out. Flexibility in evaluation methods should be encouraged so as to respond to diversity.

Learning Environment

Hypothesis five:

The fifth hypothesis in this study states Learning Environment influence socio- professional development of inmates in Yaoundeprison. Statistically, a spearman correlation index of 0,721 was obtained with the $p\text{-value} < 0.05$ with is the alpha. This shows that the relationship is positive and moderately strong. Based on this, we reject the null hypothesis and retain the alternative hypothesis. We therefore conclude that Learning Environment significantly influences socio- professional development of inmates after release.

Nkonchou(1995) estimated that favourable measures for a good preparation for social reintergration should bear on the amelioration of penal treatment, prison infrastructure or guardians of inmates. He cited Plausky(1985) who defined the treatment as a set of means necessary to transform personality of a delinquent with the aim of reintergration into the society of free people.

The findings were supported by Doorlag and Lewis (1999) as well as UNESCO (2005) who gave some examples on how to make instructional and environmental adaptations. They suggested that the teacher provides additional instruction and assistance in areas where the learners experience difficulty; structure practice activities to provide learners with enough time to master skills; be flexible with regard to a time-frame; provide special support in particular subjects. According to Carmen, W. (2014) the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is in charge of each student's overall academic program.

From the responses from the questionnaire on learning environment. 86.53% strongly disagree that the environment is adapted to the needs of the students, it could be a hindrance factor for their full blossom and fulfilment in the domain of their academics, 57.69% of the

teachers agree that the classes are accessible to the learners. This is so because the classes or class is a big hall is separated by plywood, so during events in the prison, it is this hall that is used for the events, this is irrespective of whether it is during school periods or not. 94.23% of teachers disagree that the library is well equipped to suit the needs of the learners, according to the teachers, library at the YCP is equipped but with old and out dated books that are not in line with the official list for the textbooks prescribed by the ministries. Most of the books in there are not even related to the content taught. However, benevolent and some NGOs provide the teachers with the textbooks that are needed though they are never enough as the learners do not have access to them has all that is needed as books to help the students in their academic works. 90.38% strongly disagree that the students are comfortable in their learning environment. This is due to the fact that these learners do not see the prison as a place of learning but as a place of punishment; conscious of the fact that they have been deprived of their freedom and families is enough reason for the learners as well as the teachers to see the environment not comfortable for learning. Also, the various events that take place in their quarters during occasions and celebrations are a hindrance to learning, last but not the least, the noise coming from those entertaining themselves at the football field that is just a stone throw to the minor quarters is of great distraction to them as they (minors) are not allowed to mix with those of the other quarters. 88.46% of teachers disagree that the environment assures the safety of the learners and the teachers. This is because the prison environment is not a normal environment like ours. Here learners as well as the teachers are bullied by other prisoners, some members of the prison staff that are supposed to protect the learners turn to oppress them even during studying periods.

Discussions

This study was based on the teachers even though the results of the study will be on students. The teachers were chosen because the researcher believed that she could get more information concerning the quality of education from the teachers than from the students. On the field, teachers appreciated the importance of prison education, and bringing out reasons for teachers to be trained and adaptation of teaching, assessment methods and an elaborate teaching content to help students benefit from the lesson. However, teachers do not have sufficient knowledge of teaching. This is because most of the teachers are not trained but took up the job due to boredom and in order to end a little money to sustain themselves. And since they have not been trained, it seems almost impossible to adapting methods to the learning needs of all these

students with varying needs, as a result. If teachers are trained to handle education in prison, they will be able to insure that everyone in the classroom understands the content by using diverse teaching methods that meet the intellectual level of every student, to demonstrate mastery of classroom management strategies and able to maintain order and discipline in their classroom, ask appropriate questions with an optimum level equitable to all the students. The outcome will be extra-ordinary as they will have all that it takes to bring the students back on track and socio-professional development will be ensured and rate of recidivism greatly reduced.

Before training teachers for these students, prison authorities should identify the problems that are faced by these students as well as their needs as it's only by doing this that the problem of recidivism will begin to have a solution. After identifying the needs of the inmates, the next thing is to bring about dispositions that will enable these needs given to them. These dispositions include; an elaborate teaching content adaptable to the needs of the inmates, good teaching methods as well as qualifications on the side to the teacher, good assessment methods and a good learning environment,

The need to adapt the learning environment for the benefit of learners was highlighted by Johnsen and Skjørten, (2001) when they assert that: Environmental adaptation can be very important for the provision of learner-friendly or learning-promoting environment, it is a matter of awareness about the different needs of learners and knowledge about how to fulfil these through environment adjustment. It can therefore be wise to start with environmental adaptation within the premises of the prison where much can be done with relatively few resources. Such as equipping the library with up to date textbooks and dictionaries, putting in place standard classrooms, providing space for catch-up classes and not living everything in the hands of NGOS and people goodwill as was reported by some teachers.

Inferring from the above citation it is clear that learner's immediate environment which is the prison premises in our case can be adapted or adjusted in relation to the individual child's needs and also in consideration of all the other learners' needs. Unadjusted learning environments can be problematic to all learners but it will increase the difficulties for these learners in the prison. If these learners are to be reinserted into society and keeping in mind that they might want to back to school, provision should also be made for their physically challenged counterpart also in the mainstream schools. Thus, opportunity should be given to

children of the same age group irrespective of their physical or social conditions on equal basis to explore their life chances. Terzi (2010) considers this as “equal opportunities for fundamental educational functioning are provided at levels necessary to individuals for an effective participation in society”.

All these education without measures(psychological support, integration centers and even sensitization of society on their attitudes towards ex-convicts) put in place by the state and society to enable these student insert socio-professionally will be futile

From the above discussion, it is evident that behind a focus on ‘all children’, there is an acknowledgement that every learner can learn, thus implying that individuals are born with abilities and potential that need to be developed if they are to experience success. As noted anyone can be taught anything, given good teaching and sufficient time. Schools, educators and communities should therefore exhibit high expectations for all learners prisoners included and create educational environments that are enabling.

Conclusion

Education is the process of developing an individual to a responsible, purposeful, creative and useful being. It is aimed at developing the innate potential of an individual to the optimal level which makes him useful in the society where he finds himself. To educate, to intervene in the lives of other human beings is a serious moral undertaking. If lack of knowledge is allowed to persist where knowledge could be obtained, the insufficient made policy, and the action undertaken seem negligent of concerns for the moral worth of other people then it would be unfair for the whole society at large. Prisoners are frequently if not, always forgotten mainstream development theory and policy making

Education is very essential in the life of the individual as it has the potential of securing a better life for him/her. This implies that when people are given the right training and tools through education irrespective of societal status, they become empowered and can live dignified lives and contribute their quota to developing their societies and the nation at large. This is why the attainment of education in a Least Restrictive Environment (LRE) is assured for the overall development of humanity & for many nations across the globe is desirable. However, there are global challenges which must be met in order to attain this goal.

The main purpose of conducting this study was to explore how prison education influences socio-professional development of inmates after release. It was aimed that whatever

findings this study has in relation to the study, it would significantly contribute in bringing the advocacy of prison education forward in Cameroon. This is primarily because of the fact that although certain efforts or initiatives on prison education have been implemented in the nation, there seems to be a challenge in documenting them through empirical studies.

The findings of this current study provide an opportunity to formulate significant conclusions regarding the prison education in at the YCP. The prison here is left in the hands of prisoners and a few members of the administration. If the state is interested in the correction of these children and bring them back on tract, it should really get involved in the education that takes place at this prison through policies and decrees that will help these children not only while in prison, but also and especially out of the prison so that they do not recidivate again. This should start with the teachers that are helping in equipping these students with what they think will help the insert or integrate better into society after release. UNESCO and UNICEF (2012) in Kibinkiri (2014), support that teacher quality is important in determining the achievement levels of students from disadvantaged socioeconomic background. The education and training of teachers promotes the choices that people can make. If we want to ensure an effective development and development of these minors after release, the it is absolutely necessary for training specialists, generalists, who can draw, propose, adopt and implement good teaching programs or content for these learners.

Given that most of the teachers in of these minors are not trained in the teaching profession, a good retention and performance of these students is not evident reason why Darling-Hammond et al. in UNESCO and UNICEF (2012), in Kibinkiri(2014), argue that there is enough evidence which show that students taught by teachers who have acquired strong skills in pedagogy and corresponding certifications tend to perform better than those taught by teachers without such training. Consequently, the state through educators should intervened in this domain by training teachers specifically for dealing with education in prison. World Bank (2003) in Kibinkiri(2014) points out that investment in human capital are critical for economic growth as training teachers for the purpose of prison education will help not only the prisoners but the state and society as well. This will bring about a decrease in unemployment rate, decrease in the rate of recidivism and decrease in expenditure on the part of the state that keeps taking care of the same people in prisons over the years.

Recommendations

Because of the findings of this study, the following recommendations are proposed to the respective stake-holders in the education of minors in prison;

Parents

- Parents should accept their children when they are in prison and after their release; they should be the pillars that their children can lean on rather than painting them black and pushing them away as this can cause the children to go back to their old ways of life.
- Parents with children in prison especially those in the minors' quarters should invest in the education of these children while in prison by providing and supporting them in their every need.
- Learners should be provided with the necessary environment to continue and maximize their learning potentials as they continue their education or training after release by being more supportive in their words and actions.

Prison authorities

- Guidance and counselling is indispensable for these learners as they are under a lot of psychological trauma hence counsellors should help in boosting the morals of these students by encouraging them not to see their condition as permanent and a barrier to their education but as a catalyst to the educational system.
- Teachers should be counselled as well as they are also prisoners like these learners and should be given some sort of consideration by letting them visit their families once in a while. This will enable them to be in a good state of mind during the teaching learning process, and the success of these learners will be assured.
- Resources necessary for the education of learners should be taken into consideration when drawing the budgets for the prison as a whole. Hence, they should not keep relying on the donations of people of goodwill and NGOs.
- Teachers of learners in prison should be trained and given instructions on how they can best handle the students. They must be proficient and be able to engage the compensatory senses of the learners.
- Due to the constant interruption of classes of these learners by visitors and events carried out in their classes. A separate space should be provided without where events can take place without disturbing these students. Also, time should be provided for these learners to catch-up with the classes missed

The Society

- The society should be sensitized through social gathering, school clubs, talks and TV programmes on the existence of education that take place in prison and how it trains offenders and prepare them to reinsert in society, so that people can stop stigmatizing these ex-prisoners.
- Society should be aware that these ex-prisoners have their own fears of being rejected and should help facilitate their development into the community so that they should not feel excluded and turn back to their old ways of life.
- The prison authorities should equip the library and the resource room with up to date teaching/learning resources such as textbooks recommended by the national school program, classrooms should be of standard and the students should be made comfortable in their learning space.

The Government

- The government in coordination with the Teaching Content developers should adjust the Teaching Content to suit the unique needs of these learners. These learners in prison should not only focus on the subjects taught in the schools outside prison, but should also focus on subjects or aspects on personal integrity, good reputation and also, on moral and citizenship education. These will go a long way to re-educate these learners positively and ensure their easy development into the society.
- The government should acknowledge the good job done by these teachers and with the help of the prison authorities provide them with seminars on pedagogy, behavioural management, and didactic materials and also provide them with some of motivation for the good work that they do in training these learners.
- Special teacher training colleges should be created to train teachers specifically for the education of prisoners. This will help in facilitating the problems that these teachers face in passing out knowledge, teaching methods, and other challenges encountered.

Suggestions for further research

The following research topics have been suggested for further research by many other researchers who would like to get into studying the domain prison education:

- A similar study should be carried out using a comparative research design to validate these results.
- A similar study should be carried out but with a wider scope to include all the central prisons in the ten regions of Cameroon.
- Learning is a continuous process and it is for this reason that this suggestion for further research on findings which are not only limited to the social environment but also other environmental factors like physical, cognitive, psychological emotions can be investigated.
- Future researchers could look into what led to such serious discrepancies in the provision of educational resources. Specific attention may perhaps be whether there is lack of policy direction towards education prisoners in general. This is an important area for the provision of quality education in Cameroon.
- Learning difficulties faced by learners in prisons in Cameroon.
- There should be means to organize a comprehensive in-service training for the school staff on regular basis to familiarize them with current issues concerning the needs of prisoners. This is deemed significant as it will empower the staff to better offer the necessary assistance to these students (detained minors) in their educational pursuit. Under this the researcher may also look into whether budgetary allocations are made available towards such an important exercise. Given that teachers are the final implementers of educational policies should be endowed with the required skills and information which they can use in teaching their students.

Limitation of the study

It is worth nothing that most task in life encounter difficulties and this research work was no exception. The following difficulties were encountered.

The first difficulty the researcher faced was seeking permission from various offices to have access to the YCP. As she had to go to the regional delegation for a number of times before the authorization to carry out research was granted. At the prison she had to wait the superintendent in charge to come back from leave before granting her authorization to access the prison.

Again, the researcher faced the problem of getting teachers respond to the questions as most of the considered it a disturbance. Most of the teachers were not willing to participate and the researcher had to go there a number of times after motivating them before they took part in responding. This made the task of data collection difficult and time consuming.

Also, the researcher faced a lot of problems in getting a literature review as prison education is under exploited in this field and libraries did not have enough material concerning this research topic, also, the prison authorities were not very cooperative when it came to providing information relevant to this work as they considered the information I wanted to be very sensitive.

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The teaching content is elaborated according to the needs of the learners

This teaching content permits the continuation of education of learners after release

You have the necessary materials and equipment to carry out the practical parts of the teaching content

Your teaching content is in line with the program provided for schools in the country

Teacher's qualification

	Strongly agree	Agree	Disagree	Strongly disagree
You have undergone training on handling education in prison				
You think it's necessary to organize seminars for teachers to learn how to handle these learners				
You encounter difficulties when interacting or teaching these learners				
You had experience in the teaching field before your imprisonment				

Teaching method

	Strongly agree	Agree	Disagree	Strongly disagree
You are aware that there exist teaching methods on handling education				

You make use of these teaching methods in handling the learners				
Your methods are adapted to suit to suit the needs of the learners				
You give feedback to the prison authentic about your teaching methods				
The learners cope comfortably with your lecturers				

Assessment methods

	Strongly agree	Agree	Disagree	Strongly disagree
you consider particular forms of assessment to apply for these learners				
assessment methods considered are in line with what is recommended to all schools in the country				
Evaluation done base only on what is taught				
These learners performant in evaluations				

Learning environment

	Strongly agree	Agree	Disagree	Strongly disagree
your institution's learning environment adapted for learning				
You have standard built classrooms				
Classrooms accessible to the learners				

The institute's library is well equipped to meet up with the needs of the learners				
Learners are comfortable in the learning environment				
These learners depend so much on their teachers for the location of study area				
The learning environment assure the safety of learners and teachers				

SECTION C

SOCIO-PROFESSIONAL DEVELOPMENT AFTER RELEASE

	Strongly Agree	Agree	Strongly Disagree	Disagree
Mastery of theories and knowledge acquired from the classroom				
They master skills and knowhow from training centres				
They have great chances of continuing education after release				
They have the ability to communicate with others without feeling stigmatized				
They have the ability to create or make new friends(belonging to associations)				
They have the ability to work with other members of society(team work)				
There exist organisations and companies that facilitate development after release				

APPENDIX 2: INTERVIEW WITH TEACHERS

Teacher A

Questions

Teaching Content

1. **What teaching content do you make use of?**

The teaching content used here is what has been prescribed by the ministries of secondary and basic education, since we prepare these children for official examinations

2. **How do you vary your teaching methods and which do you use?**

I teach based on my knowledge on computer sciences. The methods that are used are those that I saw my teachers use in my days of schooling. I bring myself to the level of the students in order for them to understand the knowledge that I am trying to pass across. I also make use of group discussions, I put the children in groups and then give out a topic for them to discuss among themselves. I also ask questions in order to know their level of understanding of the lesson that is being thought.

3) **Which learning resources do you use during lectures and how do they suit the needs of the learners?**

As a computer science teacher, I buy the textbooks that are needed for the course for my personal use and for those that are in examination classes. Last year the foyer d'esperance provided those in examination classes with textbooks. As for the computers used, the European Union donated us with some computers and that's what we use for the practical. The books used and writing materials that provided by NGOs and people of goodwill. Maybe I should also mention that education here is based on the personal efforts of individuals; the state does nothing to promote education.

Teacher's qualifications

4) **What is or was your occupation apart from teaching in prison and for how long have you been in the field?**

I am a holder of a Bachelor's degree in Computer Sciences from the university of YaoundeI but due to the lack of funds to further my education, I got into business, it was during this

business that I was Imprisoned. While in prison, I teach computer sciences as a subject to these minors as well as social computer sciences to those doing vocational training. I started teaching here in prison one (1) year after my imprisonment. I've been teaching here for the past six years.

Apart from the one I have acquired here in the Yaounde central prison, I have no other knowledge on prison education. I believe that education in prison should be taken very serious, because that is what will help these minors to fit back or reinsert into society after their release from prison if not recidivism will remain the other of the day, but sadly, this is not the case in this prison. Education is left in the hands of benevolent teachers and in the hands of NGOs such as FOYER D'ESPERANCE that provide us with a Rev Sister teaches Spanish, register children for official examinations, REPCAM of the Ndi-Samba that provide us with writing materials as well this year, we go have two workers from the ministry of Youths and Sports but its only for a period of time. Classes begin at 7:30 and end at 2pm, within this time the children have to short breaks of 30minutes each. After 2pm the so I will say that education in the Yaounde central prison is not really practiced.

5) What are different difficulties that you face as a teacher in this institution?

Teaching these children is very difficult but we try our possible best. Most of us here are not trained teachers; hence, we do not have the all it takes to handle a classroom talk less of classes made up of children that are not psychologically upright. most of these children are drug addicts, street children and others have been rejected by families; this makes teaching far more difficult as we have to come down to their levels and understand them before trying to give out the lesson of the day.

When these students come in, we try to find out their levels of education by giving them some sort of common entrance test based on what they tell us concerning their level education; it is based on their performance in this test that we then enrol them into a class. We don't base ourselves on their report cards because they are not reliable. At times we find ourselves demoting others up to the levels of CIL (class one) because they cannot read the alphabet talk less of spelling their names and other similar cases. because of this fear they prefer to attend the classes and then spend their time disturbing or sleeping. This really disturbs us the teachers as we spend our time trying to counsel them.

We the teachers also need counselling; in fact, a lot of it. Being confined is not easy for anyone, and given that we handle the students are same like us (prisoners), I think we really need that counselling even more.

6 What are your suggestions to the government and benevolent on ways to improve education in prison and subsequent development of minors?

The government should train teachers that will handle education in prison. I think that education in prison is not the same as education outside the prison world because there are many more things involved here, the children are not only thought to write and pass exams but also how to reinsert and cope in a society that had once rejected them.

The government should provide some sort of enumeration or should I say motivation for us their teachers here in prison. I think this will encourage us to put in our best and to encourage other potential benevolent teachers to join.

The education of these minors should be taken seriously if we want to reduce recidivism

The program used in teaching these children should be revised. Honestly speaking, there's no program drawn out by the state for these minors and for me it is not good. We should bring about educationists, psychologists and specialists from the necessary domains to come up with a program that will be able to identify the needs of these children and then bring a solution to them.

Learning Environment

7) In your opinion is the environment adapted in such a way that learning can take place?

I will say the environment is 50% adapted for education to take place. We have a space for education to take place. We have a large hall that is separated by plywood and turned into classes. These classes have benches, large blackboards, and rulers and chalk too are provided to ensure that the teaching and learning process takes place. The plywood separating the hall is light and since they do not separate the classes completely, students and even teachers tend to be distracted by what is happening outside and in the classrooms nearby.

Assessment Methods

8) How are the educational needs of learners assessed and what assessment methods do you use in assessing these learners?

I cannot really tell if the educational needs of these learners are assessed because once they children are put into prison, they are just sent to the classroom. If the prison authorities try to question them and fine out the reasons for their imprisonment, their needs will easily be discovered and provided for them and later assessed.

The assessment methods used are those prescribed in the CBA (competency based approach), we evaluate not only, what is thought but also their life experiences, CBA (competency based approach), we evaluate not only, what is thought but also their life experiences, we give out multiple choice questions, structural as well as essays.

In order to be sure that our methods of evaluation follow the standard of the setting at official exams, we partnership with other schools in Yaoundesuch as St Benoit, government bilingual high school of Etouge-ebe and government bilingual high school of Anguisa. We collect examination questions from these schools and test our students with them in order to prepare them for the official examinations that await them, for those that are not in examination classes, we give them these questions so that in case they are released, they can easily continue with education without issues.

Socio-Professional Development

9) Do you think that these children can easily insert both socially and professionally after leaving the prison?

They can insert but saying that they can easily insert is telling a lie. It's true we have a few students that have shown seriousness in their studies and are having good results; for these ones they can easily insert that's in relation to schooling if they want to. But looking at the general situations, inserting either socially is not evident as they have no follow up after release to ensure that they effectively do so. Most of these children are street children as a result, have no one to follow them up. We have a few cases here that once they are released, after two weeks or a month, they are back in prison due to some crime that they committed. Most of them do not even have where to stay and all the like. All these make me to think that development is not very evident.

Teacher B

Interview with Teachers

Questions

Teaching Content

1) What teaching content do you make use of?

We use Books in the program, but sometimes books from previous years. However, the content remains the same. The official program is respected but we are limited by the absence of internet for research. We can only teach what we find in these books as we cannot really carry out research to render our lessons reach so we deal with it that way. It's a pity because if these children have to go back to school after their release because they'll face a lot of difficulties except their parents and guardians are patient enough to look for teachers for extra classes.

Methods of Teaching

2) How do you vary your teaching methods and which do you use?

We use the Competency Based Approach as prescribed by MINSEC. The participatory method, the student at the center of our learning, we develop the lessons with the students and we apply by cases. All compliant. The proof is that we regularly get a good percentage of success in the official exam.

3) Which learning resources do you use during lectures and how do they suit the needs of the learners?

We have the little material necessary such as chalk rules etc.

In addition, we have the psychological resources to attract students that lack the will or desire to study, distribution of gifts, donuts, biscuits, bonus points etc. finally, we do sanctions too when the level of indiscipline becomes intolerable

The learners are also provided with books by some NGOs such as REPCAM, textbooks are mostly provided by Foyer d'Esperance.

Teacher's qualifications

4) What is or was your occupation apart from teaching in prison and for how long have you been in the field

Before my imprisonment two years ago, I was an accountant at a well-known bank (name withheld), when I got into prison after sometime, I decided to take part in teaching in order to distract myself I have been teaching for the 12 months I teach accounting and mathematics

5) What are different difficulties that you face as a teacher in this institution?

Most of us are prisoners like them and so there is no respect from them. Despite the age difference, they are mannered, disrespectful and when we try advising them, they tell us to advice ourselves because after all we are prisoners like them. This discourage us most of the times because we are only out to help them, it's not like we are paid for the services rendered.

6) What are your suggestions to the government and benevolent on ways to improve education in prison and subsequent development of minors?

teaching in prison is not the same as in the outside world and hence the training of teachers should not be same as the one done at ENS and other Teacher Training Schools, this is a very wild environment and so apart from what is taught in teacher training Schools other aspects such as behaviour management, self-protection, working with the vulnerable the those under trauma should be taught as well.

That the administration is NOT involved in education in the prison, Let MINESEC / MINEDUB be more and more involved in education of these minors

That the penitentiary administration encourage the teachers by giving them advantages (leave of exit, care, ration ... and that their motivation be improved upon.

Internet access is necessary for more efficient teacher performance. Let the penitentiary administration provide these teachers with internet so that research can take place for good teaching content. The administration should really reflect on this.

Learning Environment

7) In your opinion is the environment adapted in such a way that learning can take place?

The learning environment is partially adapted for provision of education to take place. We have classrooms (though few), chalkboards and benches, as far as the needs of the students are

concerned, we have NGOs for instance the REPCAM that provides books and writing materials for the students. We also have members of FOYER D'ESPERANCE that provide us with textbooks for our library; given that these textbooks are few, they are used only by the teachers.

The whole cycle of primary and secondary education corresponds to minors. In addition, there are workshops like sewing, IT, embroidery

Assessment Methods

8) How are the educational needs of learners assessed and what assessment methods do you use in assessing these learners?

We try to be as standard as possible. Evaluation is done sequentially after every two chapters of a given subject. For instance we had three sequences, and we plan to do two during this second term and the last will be during the third sequence. True that in most cases we don't finish the program, we try our possible best to go as far as we can. As for examination classes, we write the various mocks as mainstream schools just that we write a little late because we need to wait for our partner schools to write and we collect their questions and evaluate our own students with. All questions are examination standard based and are gotten from past examination papers

Socio-Professional Development

9) Do you think that these children can easily insert both socially and professionally after leaving the prison?

My dear not really. Students are taught what is expected of us and though the programs are not the best. Classes are often disrupted most of the time and given again the fact that the time located for the classes is not even enough. I believe that apart from the subjects taught in the here as those in the mainstream schools, other subjects or programs should be introduced such as ways of building up their self-esteem, communicating with others and others because the truth remains that we will all be stigmatized by those who will meet us knowing that we are ex-convicts.

TEACHER C

Questions

Teaching Content

1) What teaching content do you make use of?

The teaching of detainees, although in a particular circumstance in the education sub-sector, obeys the rules and guidelines decreed by the ministry responsible for these questions according to the teaching orders; we mean program, curricula, approach and division of time frames, calendars

Methods of Teaching

2) How do you vary your teaching methods and which do you use?

Well, in prison, we work with traumatized and alienated learners, hence, we opt for the motivational method; promise of food or fun in order to capture their attention, then a little distraction followed by another work sequence and so on' we also tell stories to capture their attention and we encourage group interactions

3) Which learning resources do you use during lectures and how do they suit the needs of the learners?

We have the little material necessary such as chalk rules etc.

In addition, we have the psychological resources to attract students that lack the will or desire to study, distribution of gifts, donuts, biscuits, bonus points etc. finally, we do sanctions too when the level of indiscipline becomes intolerable

The learners are also provided with books by some NGOs such as REPCAM, textbooks are mostly provided by Foyer d'Esperance.

In reality, very few of them are conscious enough to take notes so often we force or oblige them to do so.

Teacher's qualifications

4) What is or was your occupation apart from teaching in prison and for how long have you been in the field?

Before being admitted to prison, I only taught and it has been thirty-eight (38) months that I teach in this penitentiary

5) What are different difficulties that you face as a teacher in this institution?

The training needs of teachers in prison are diverse and varied. First of all, 85% of those who teach in prison education were not trained at the time, you can imagine the rest.

6) What are your suggestions to the government and benevolent on ways to improve education in prison and subsequent development of minors?

If education in prison is to be successful, it should be staffed by a high quality force. For learners to assimilate and successfully re-integrate into society, they need qualified teachers.

Learning Environment

7) In your opinion is the environment adapted in such a way that learning can take place?

The environment is partially adapted for education to take place given that we have classrooms, chalkboards, benches and library (though not well equipped as it is out-dated). The prison environment is a place meant for people that have gone against the laws of society, hence, despite the discipline; there will always be recalcitrant cases. Though we are based here in the 13th quarters in the Socio-Bilingual Educational Centre, noise from the other quarters and from those entertaining themselves always Distract these learners.

Assessment Methods

8) How are the educational needs of learners assessed and what methods do you use in assessing these learners?

Apart from the questions that we take from our partner schools to evaluate our students, we also set our own questions. We evaluate using the competency based approach just as it is used in teaching. The question paper is divided into three parts; evaluation of resources, evaluation of competences and problem solving. As to what concerns problem solving, questions are

posed on the various challenges that society face and students are expected to use the knowledge acquired from the classroom to solve or propose solutions to these challenges. This part is important as it prepares the student on the challenges that they might face after the leave the prison.

Socio-Professional Development

9) Do you think that these children can easily insert both socially and professionally after leaving the prison?

Not really my dear. This teaching here is just to fulfil formalities; that's the way I see it. Education that is meant to help these detained minors insert back into society after release is not supposed to be left in the hands of prisoners and benevolent. The state is very absent from this because apart from the classes that we have were that we heard was provided by the state, they have no other role played in the prison. They forget that not helping these students is putting more loads on themselves because these children will always come back and they are the ones to spend more during their stay in prison. So to answer your question, these children will not find it easy to insert back into society after release.

TEACHER D

Questions

Teaching Content

1) What teaching content do you make use of?

We use the program that has been prescribed for all schools. Personally I think in addition to this program a committee should be put in place to help identify the problems that these children face and by so doing, they will know from which angle to tackle and reform these children. Teaching the same content as other schools outside the prison is good but will not really change these children

Methods of Teaching

2) How do you vary your teaching methods and which do you use?

.We modify them according to the modifications of the parent ministry. The Management of the Bilingual Socio-Educational Center of The Central Prison Of Yaounde Work In

Collaboration With The Lychee D'anguisa and the college St Benoit de mvolye. For the past 5 years, we have gone from the objective approach to the competence approach for entering life situations.

3) Which learning resources do you use during lectures and how do they suit the needs of the learners?

Moral resources; questioning, observation, concentration exercise (silence), Material resources; books, pens and textbooks on the program for the year.

They take notes in the notebooks which are provided to them by benefactors and donors of all kinds (REPCAM, EMINED, Foyer D'Esperance) they are like all students however if they are not followed after classes in their neighborhood, they will not study their lessons and continue to be doomed to failure, however, they who are selected for the official exams bring in the majority the positive results.

Teacher's qualifications

4) What is or was your occupation apart from teaching in prison and for how long have you been in the field?

I am a graduate from Higher Teacher's Training College Yaoundecommonly known as ENS. I'm a high school teacher (PLEG) and was a discipline master at the school where I worked before coming to prison. I was also teaching math and PTC in my school. And even here. I've been teaching in jail for 05 years

5) What are different difficulties that you face as a teacher in this institution?

We cannot be talking of about development when those that are helping these learners to integrate are not qualified themselves, what will they be teaching and will these learners even listen? Considering that we the teachers are prisoners like them; at times they turn to even mock us asking questions like "what has the education that you claim is important given you and if the education was so good what are you doing here with us in prison?" these things really discourage and piss us off

Sometimes, we have lack certain didactic materials (electronic calculator, a4 format), we also have problem of instability of learners. We are in an environment where the workforce of the apprentices is not stable due to the fact that there are constant entrances, exits and the transfer of convicts

I am a trained teacher just like I told you before, but looking at the program and the approach that we are expected to use in teaching, I feel like I had never been trained. Using the CBA is new to me and to my colleagues here and we read only through documents that reach us here and then we practice in our own way

6) What are your suggestions to the government and benevolent on ways to improve education in prison and subsequent development of minors?

Classes are normally held as everywhere else except that there are too many course interruptions because the rooms (A AND B) used for school are also those which are solicited by all the ceremonies which take place in prisons . The state does nothing to encourage this teaching. Detained volunteer teachers are encouraged only by the Hope Center and other NGOs symbolically not a particular follow-up. (Practice of education in prison)

Learning Environment

7) In minors' are there classes that are specifically for education?

The classes were designed specifically for the minors and they are the only ones that undergo education. The rest of the prisoners are more into vocational training.

Assessment Methods

8) How are the educational needs of learners assessed and what methods do you use in assessing these learners?

We do assess the students on what is taught in class. These students are evaluated sequentially and each question paper is divided into three; evaluation of resources which is based on what we teach, evaluation of competencies which is about building the skills and competencies that we find necessary for their stay in prison and even out of prison, these are communication, team work, understanding, self-love and self-esteem skills and lastly problem solving which is

about seeing how these students use the knowledge acquired in the classroom to solve their day to day challenges.

Socio-Professional Development

9) Do you think that these children can easily insert both socially and professionally after leaving the prison?

As a teacher and a prisoner, I will sincerely tell you that these students cannot easily insert socially and professionally after their release. This is because as a prisoner, we do not really receive counselling from anyone; they try to discipline us but not counsel us and that is the case with these minors. As a teacher, the teaching done here is not the best because it's left in the hands of prisoners and few benevolent. What do I know about teaching except what I've gotten here? There exist no facilities to ensure that these children are well inserted after release.

TEACHER E

Questions

Teaching Content

1) What teaching content do you make use of?

We make use of the program prescribed by the ministries in charge of education. As a teacher and a prisoner, I also try to teach them good manners and my experiences in prison so that they do not go through some of the ordeals I went through; I do this because I believe they need it.

Methods of Teaching

2) How do you vary your teaching methods and which do you use?

These children are so difficult to teach because most of them do not even want to learn, so we have to put in a lot of methods which according to us or me is good. I usually pair them in groups and then give out topics for discussions among them, then later share ideas, we also have story telling which helps to captivate and bring their attention back to class. Questions and answers and reward the best we a clap by the class which encourage others to participate too.

3) Which learning resources do you use during lectures and how do they suit the needs of the learners?

I have textbooks that I use, I buy them myself since the once in the library are out-dated or not programmed by the ministries of education, we are provided with chalks and other didactic materials by the bureau of socio-cultural and educational activities.

Teacher's qualifications

4) What is or was your occupation apart from teaching in prison and for how long have you been in the field?

Well, I was a student at the University of Yaounde I and also worked at photocopying store before my imprisonment. I have been teaching here in the YCP the past two years, though I have been in prison for six years now

5) What are different difficulties that you face as a teacher in this institution?

I think you should start by questioning the government on his contributions to prison education before getting to us people of good will and not teachers. Dear, you know we are not teachers because we have not been trained just like i told you before. The main problem i face here is that of lack of skills. We try our best to teach these children but we do not have that ability to handle them like experts.

Also, most of these learners are too learned. I mean some cannot even recite the alphabet and then are not ready to study. This makes teaching so difficult and even discouraging given that we are not even motivated by neither by prison authorities nor by the government.

6) What are your suggestions to the government and benevolent on ways to improve education in prison and subsequent development of minors?

The prison is an environment with particular characteristics and if education should effectively take place here, then the government should try and train teachers that master this environment enough to better handle the learners.

The government through the prison hierarchy should consider the remuneration of these teachers thereby uplifting their living standards and also consider the training of these teachers

and many more to handle the education in prison because by doing this, they are protecting the society and the minors themselves from further crime.

Learning Environment

7) In minors' are there classes that are specifically for education?

Yeah there are classes that have been made available for them. Minors are the only ones that use these classes for education. But these classes are not always available to them in time of need. This is because these classrooms are a long hall that has been divided into sections by plywood, hence, it's the only hall in the prison that is mostly used for talks' conferences and even by men of God when they come to evangelize and so we can say that these classes are not 100% available to these minors.

Assessment Methods

8) How are the educational needs of learners assessed and what methods do you use in assessing these learners

When these children come to prison, we are trying at our own level to evaluate them according to what we think they need. We get their report cards that's if they were in school before their imprisonment or we ask their level of education the last time they were in school. Based on the levels given to us, we organise some sort of pre-evaluation and based on their performance we retain them in the class they claimed to belong to or we put them at the levels we think are better for them

We use what is use in the competency based approach method. We do use structural questions and dissertations depending on the class of the learner. Given that we also register candidates at official examinations, we work in collaboration with some schools in town. We have schools like St Benoit, GBHS Etouge-ebe, GBHS Anguisa; we collect their exam questions and use to evaluate our students hers so that we bring them up to standard.

Socio-Professional Development

9) Do you think that these children can easily insert both socially and professionally after leaving the prison?

From what we teach these students I will say that they have 50% of percentages of inserting both socially and professionally when released. I say 50% because most of the teaching content is not the best, the teachers are not qualified and the learning environment is not even conducive for learning to take place. And there is really no counselling for these students that come into the prison, and at times till they leave no boy counsels them except the various religious and pastors that come and preach to the children

APPENDIX 3

A.B.L
REPUBLICQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTERE DE LA JUSTICE

DELEGATION REGIONALE DE
L'ADMINISTRATION PENITENTIAIRE
DU CENTRE

SERVICE DES AFFAIRES GENERALES

BUREAU DES AFFAIRES GENERALES



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF JUSTICE

REGIONAL DELEGATION OF
PENITENTIARY ADMINISTRATIO
FOR THE CENTRE

N° 554 /AA/DRAPC/SAG/BAG/2019

AUTORISATION D'ACCES

Le Délégué Régional de l'Administration Pénitentiaire du Centre autorise l'accès à la Prison Centrale de Yaoundé à Mademoiselle **WIRSIY Lucia FINYOHNYA** étudiante à la Faculté des Sciences de l'Education à l'Université de Yaoundé I, pour y mener pendant une durée n'excédant pas trente (30) jours, des recherches relatives à la rédaction de son mémoire de fin de cycle.

Pendant cette période, l'intéressée sera astreinte aux obligations et exigences en vigueur dans le milieu carcéral.

Le Régisseur ainsi que ses collaborateurs sont chargés chacun en ce qui le concerne de l'application scrupuleuse de la présente autorisation.

AMPLIATIONS

- MINETAT/MINJUSTICE/GDS
- REG PRISON/PCY
- INTERESSEE
- CHRONO
- ARCHIVES.

Yaoundé, le 18 DEC 2019

Le Délégué Régional



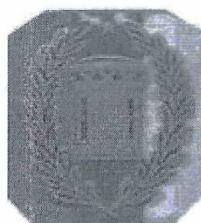
*Joseph Simon Pierre
Ayissi Biyegue*
Administrateur Général des Prisons

KJM

MINISTERE DE LA JUSTICE

 DELEGATION REGIONALE DE
 L'ADMINISTRATION PENITENTIAIRE
 DU CENTRE

 PRISON CENTRALE DE YAOUNDE



REPUBLIQUE DU CAMEROUN
 Paix - Travail - Patrie

 Yaoundé, le 26 DEC 2019

AUTORISATION D'ACCES N° 09 1 = -/AA/PCY/REG /19

Le Régisseur de la Prison Centrale de Yaoundé soussigné, donne par la présente, autorisation d'accès à Mademoiselle **WIRSIY Lucia FINYOHNYA**, Etudiante à la Faculté des Sciences et de l'Education à l'université de Yaoundé I à l'effet d'accéder au sein du pénitencier pour ses travaux de recherches pour une durée **30 jours** à compter de **27 Décembre 2019**.

L'intéressée a été informée de ce qu'elle devra se conformer aux mesures d'ordre et de sécurité relatives aux visites, à l'entrée, à l'intérieur et à la sortie de la Prison.

En foi de quoi la présente Autorisation d'Accès est établie et délivrée à l'intéressée pour servir et valoir ce que de droit./-



Hamadou Madi
 Administrateur des Prisons

REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF BASIC EDUCATION



REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTERE DE L'EDUCATION DE BASE

Cameroon Primary School Curriculum

English Subsystem

Level III: Class 5 & Class 6

2018

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Not for sale!



We are building today what tomorrow will be.

FOREWORD


Nursery and Primary Education is the foundation of sustainable learning. It is on this basis that Cameroon has ratified several conventions related to compulsory education. These conventions range from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000 to the Incheon Declaration of 2015 precisely the fourth Sustainable Development Goal (SDG4).

Besides these international conventions, the Constitution of the Republic of Cameroon guarantees the right of the child to education and further highlights it in the 1998 Law to Lay Down Guidelines for Education. In view of becoming an emergent nation by the year 2035, the government developed the Growth and Employment Strategy Paper (GESP) in 2009 to provide major orientations to all sectors of the society. The document tasked ministries in charge of education to develop the human capital required to attain this vision. The 2013-2020 Education and Training Sector Strategy Paper (ETSSP) clearly defines the missions of each sub-sector in the educational system.

This curriculum is designed to guide the development of knowledge, skills and attitudes in the learners and to set the foundation for learning with emphasis on Science, Technology, Engineering and Mathematics (STEM). The curriculum therefore responds to one of the key missions assigned to the Ministry of Basic Education (MINEDUB).

This new pedagogic tool replaces the one of 1987 for the nursery and that of 2000 for the primary. My fervent wish is that the entire education community explores and makes maximum use of this document in order to enable the nursery and primary school learners attain knowledge-based, skill-based and attitude-based proficiencies upon graduation. In this way, they will be able to cope with the different educational and/or professional options available to them at the end of the primary school cycle and embrace lifelong learning, no matter the post-primary path they choose.

The Minister of Basic Education



P. Laurent Serge Etoundi Ngoua

PREFACE

This curriculum has taken into consideration the fact that learners have unique personalities, talents, attitudes, and interests that they bring into the classroom. They also have a variety of experiences which the teacher must build on, in order to effect and affect the teaching – learning process. The learners’ uniqueness and variety of experiences are primordial in the development of any school curriculum. Analyses of curricula that have been successful in many countries throughout the world suggest that appropriate curriculum design should:

- involve parents in their children’s education
- develop an atmosphere based on sound human relationships
- establish a balance between child-directed and teacher-directed activities
- specify objectives and needs of individual learners
- emphasise on pragmatic and play-based learning in pre-primary and primary education

Basic Education moulds learners and encourages them to be dynamic and creative. Hence, the 1996 Constitution of the Republic of Cameroon clearly spells out the State’s engagement in guaranteeing the child’s right to education. Cameroon also adheres to the Human Rights Declaration and related legal instruments. Every child is endowed with learning potentials which need to be awakened and guided by appropriate instruction and instructional materials. Consequently, the Ministry of Basic Education (MINEDUB) has undertaken a massive reform of the Nursery and the Primary school curricula, an activity that aims at ensuring quality basic education for all Cameroonian children. This will therefore serve as an important reference and working document for teachers and the entire education community.

In order to render the curriculum standard and to guarantee quality assurance, the following phases and procedures were followed:

- writing and validating the Cameroon National Core Skills Framework
- carrying out needs analysis
- writing and validating the Curriculum Framework
- training of 105 writers by consultants
- writing the first draft
- reading and evaluating the first draft by the scientific committee
- integrating the recommendations and suggestions of the scientific committee
- experimenting the curriculum in all the ten regions of Cameroon
- integrating the recommendations and suggestions from the field
- re-evaluating the curriculum by the scientific committee
- integrating the recommendations and suggestions from the scientific committee
- reviewing the curriculum by the consultants and the scientific committee
- finalising and validating the curriculum

The inclusive nature of this document therefore makes it user-friendly, thus, the classroom teachers should be able to claim ownership of it and be totally accountable for its implementation.

It is also worth noting that priority was given to national expertise by working with two renowned consultants representing the language of instruction of the two subsystems. This was done in strict respect of the specificities of the two subsystems of education in conformity with the provisions of the 1998 Law to Lay Down Guidelines for Education in Cameroon. Following the recommendations of the Curriculum Framework, the two subsystems have the same domains, weighting, core skills and broad-based competences, and activities for the nursery cycle and subjects for the primary cycle.

However, each subsystem has maintained its specificities with regards to learning strategies/methods, teaching-learning materials, and assessment strategies and tools.

As a matter of fact, this is a hands-on document aimed at rendering the job of the classroom practitioner lighter and more enjoyable. The annual time allocation has been calculated and activities for the Nursery school as well as subjects for the Primary school cycle identified and built under appropriate domains. The competences from the National Core Skills Framework to be developed by each subject area have also been clearly stated. Besides, the activities and/or subjects are technically distributed to represent the weighting that was hitherto given to the various domains. The major teaching-learning approach: the Project Based Learning which is supported by the Integrated-Theme Learning and the Cooperative Learning strategies has been explained. Furthermore, the importance of assessment is reiterated in order to encourage the classroom teacher to constantly exploit and maximise its use. A glossary is provided to situate the user on the contextual use of some key concepts.

Summarily, the ADDIE Model guided the entire process of the curriculum development as follows:

A for the **A**nalysis phase, explains the situational analysis (teachers, learners, supervisors, education community)

D for the **D**esign phase, focuses on the structure of teaching-learning and assessment of learning outcomes

D for the **D**evelopment phase, is where the writing and re-writing of all the planned activities in the design phase are carried out

I for the **I**mplementation phase, covers the period of the experimentation. This period offers feedback for revision

E for the **E**valuation phase, is where plans for the evaluation of the entire curriculum are made as it is progressively being used

It is worthy to mention here that globalisation has severely impacted contemporary instructional processes. Increasingly, our society is rocked by various challenges which include economic recession, advancing technologies, changing family relationships, violence in communities, exclusion, intolerance and identity crisis. These issues constitute a serious hurdle to pedagogues who must derive appropriate strategies to handle them. Educators and parents are, therefore, called upon to embrace this important change and to work in harmony. Learners are expected to acquire necessary life skills such as autonomy, honesty, adaptability to technological changes, respect for self, respect for others and respect for institutions, as well as the 21st century skills: collaboration, teamwork, creativity, problem solving and critical thinking for effective lifelong learning.



Inspecteur Général des Enseignements
 Inspector General of Education
 Prof. Atemajong Justina
 epse Njika

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PART THREE

CONTENTS OF THE SYLLABUS

Details of the contents of the ten subjects, the expected learning outcomes, the suggested teaching/learning strategies and the didactic materials for each subject area are presented in the tables that follow. Note should be taken that all the monthly teaching/learning activities are anchored on the integrated learning theme of that month. As a reminder, the integrated learning themes of the primary school cycle are laid out in table 18 and table 19.

Table 18: Integrated Learning Themes for Level I and Level II (Classes 1/2/3/4)

No	Integrated Learning Theme
1	The home
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Games
8	Communication

Table 19: Integrated Learning Themes for Level III (Class 5 and Class 6)

No	Integrated Learning Theme
1	Nature
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Sports and leisure
8	The universe and space

Contents of English Language and Literature

Table 20: English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

Listening and Speaking				
CLASS 5		CLASS 6		
Units and Contents	Expected Learning Outcomes	Units and Contents	Expected Learning Outcomes	Teaching/ Learning Strategies
Sounds - Homophones - Minimal pairs - Thriphthongs - Consonant clusters - Popular rhymes	- Discriminate between the different types of sounds - Show interest in spelling and pronunciation	Sound recognition - Tongue twisters; - Homophones; - Minimal pairs - Thriphthongs - Consonant clusters - Popular rhymes	- Discriminate between the different types of sounds - Show interest in spelling and pronunciation	- Drilling - Illustrations - Demonstrations - Questions and answers - Cooperative learning
Tenses -Simple present -Simple Past -Future	- Construct sentences in the simple present and past tense - Show willingness to use the simple present, simple past and future tenses	Tenses - Present perfect - Past perfect - Future perfect - Present future continuous	- Express accomplished and ongoing activities in the present, past and future tenses - Show willingness to use the perfect and continuous tenses	- Drilling - Illustrations - Demonstrations - Recorded contents - Wordlist, related textbooks, tongue twisters
Polite language - Polite requests May I ... Could I ... - Polite responses It's a pleasure	- Use polite expressions - Listen attentively - Speak in turns using the right intonation - Show willingness to use polite language	Polite language -Polite requests Please... Kindly ... -Polite responses You're welcome I am okay.	- Use polite requests - Respond politely to people - Listen attentively - Speak in turns using the right intonation - Show willingness to use polite language	- Explanations - Illustrations - Demonstrations - Questions and answers - Dialogue
Greetings Hello Good morning/ afternoon/evening	- Greet appropriately in the different periods of the day - Display enthusiasm to greet	Introducing self and others Here is... S/he is ... Meet my...	- Introduce self and others correctly - Use appropriate vocabulary to introduce self	- Illustrations - Demonstrations - Questions and answers - Dialogue
				Didactic Materials - Realia, drawings, picture, flashcards - Recorded contents - Wordlist, related textbooks, tongue twisters - Language games/ puzzles
				Didactic Materials - Realia, drawings, picture, flashcards - Recorded contents - Wordlist, related textbooks, tongue twisters
				Didactic Materials - Drawings, picture, flashcards - Recorded contents - Wordlist, related textbooks
				Didactic Materials - Name cards, drawings, picture, flashcards - Recorded contents - Wordlist, related textbooks

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Phenomena - The weather - The period of the day	- Describe the weather - Say the period of the day - Talk about various phenomena	Phenomena - Natural phenomena e.g. weather, decomposition, disasters - Social phenomena e.g. competitions, conflicts, marriage	- Describe the weather - Say the period of the day - Show the willingness to talk about phenomena	- Illustrations - Demonstration - Explanations - Questions and answers	- Realia - Drawings/pictures - Flashcards - Wordlist - Related textbooks
Listening comprehension - Texts - Speeches - Radio slots - Television slots - Telephone calls	- Respond accurately to related tasks - Carry out a telephone conversation - Show a sustained interest in listening	Listening comprehension - Texts - Speeches - Radio slots - Television slots - Telephone calls	- Respond accurately to related tasks - Carry out a telephone conversation - Show a sustained interest in listening	- Illustrations - Demonstration - Reading aloud - Questions and answers - Cooperative learning - Simulations	- Pictures, flashcards - Recorded contents - Wordlist - Related textbooks - Telephones/texts - Audio materials
- Discussion	- Express preferences - Respect one's turn in a discussion and listen when others are talking. - Show willingness to sustain a discussion	Discussion	- Discuss about different means of travelling - Respect one's turn in a discussion and listen when others are talking. - Show willingness to sustain a discussion	- Discussion - Questions and answers - Illustrations - Demonstrations - Cooperative learning	- Flashcards - Pictures, real objects, charts, drawings - Word list and puzzles
Debate Means of communication	- Debate on different points of view convincingly - Show enthusiasm to defend one's point of view convincingly	Debate Stating preferences -I prefer to ... - It is better to ...	- Debate on different points of view convincingly - Show enthusiasm to defend one's point of view	- Cooperative learning - Questions and answers - Demonstrations	- Flashcards - Pictures, real objects, charts, drawings - Word list and puzzles

English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<ul style="list-style-type: none"> - Reading Aloud - Stories and Songs - Poems - Speeches 	<ul style="list-style-type: none"> - Read various texts fluently and audibly - Show willingness to read to others 	<ul style="list-style-type: none"> - Reading Aloud - Pictures - Stories - Songs - Poems - Short novels 	<ul style="list-style-type: none"> - Interpret and appreciate pictures; - Read various texts fluently and audibly - Show willingness to read aloud 	<ul style="list-style-type: none"> - Drilling - Group work - Explanations - Demonstrations - Questions and answers 	<ul style="list-style-type: none"> - Newspaper articles - News, speeches - Magazines, cartoons - Word list - Short stories - Pictures
<ul style="list-style-type: none"> - Reading Comprehension - Stories and Songs - Poems - Speeches - Short novels 	<ul style="list-style-type: none"> - Read texts, discuss them and carry out related tasks - Show interest in reading for comprehension 	<ul style="list-style-type: none"> - Reading Comprehension - Stories - Poems - Speeches - Short novels 	<ul style="list-style-type: none"> - Read texts, discuss them and carry out related tasks - Show interest in reading for comprehension 	<ul style="list-style-type: none"> - Explanations - Questions and answers - Role play - Group work - Demonstrations 	<ul style="list-style-type: none"> - Texts - Cartoons - Poems - Songs - Stories
Literature					
<ul style="list-style-type: none"> - Adventure stories - Short plays 	<ul style="list-style-type: none"> - Read picture adventure stories with short texts - Put self in the position of a character in a story - Deduce a moral lesson from a story 	<ul style="list-style-type: none"> - Adventure stories - Short plays 	<ul style="list-style-type: none"> - Read picture adventure stories with short texts - Put self in the position of a character in a story - Deduce a moral lesson from a story 	<ul style="list-style-type: none"> - Individual and collaborative work - Visits to libraries - Storytelling - Dramatisation - Cooperative learning 	<ul style="list-style-type: none"> - Adventure story books - Short plays - Assorted costumes - Props

Writing			
CLASS 5		CLASS 6	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes
Handwriting Upright joint script	<ul style="list-style-type: none"> - Copy short texts of at least seven different sentences several times legibly and consistently - Write out information in a beautiful and creative manner - Show interest in neat handwriting 	Handwriting Upright joint script	<ul style="list-style-type: none"> - Copy short texts of at least seven different sentences several times legibly and consistently - Write out information in a beautiful and creative manner - Show interest in neat handwriting
Taking down notes	<ul style="list-style-type: none"> - Write down essential points of a presentation, speech, meeting discussions - Show willingness in taking down notes 	Taking down notes	<ul style="list-style-type: none"> - Write down essential points of a presentation, speech, meeting discussions - Show willingness in taking down notes
Numbers	<ul style="list-style-type: none"> - Write numbers in words from 1001 -5000 - Show willingness in writing numbers in words 	Numbers	<ul style="list-style-type: none"> - Write numbers in words from 5,001 -10,000 - Show willingness in writing numbers in words
Letter writing - Formal letters - Informal letters	<ul style="list-style-type: none"> - Write formal and informal letters - Display interest in respecting the format of letter writing 	Letter writing - Formal letter - Informal letter	<ul style="list-style-type: none"> - Write formal and informal letters - Display interest in respecting the format of letter writing
Suggested methodology and didactic materials		Teaching/ Learning Strategies	Didactic Materials
		<ul style="list-style-type: none"> - Group work - Explanations - Demonstrations - Individual work - Peer tutoring 	<ul style="list-style-type: none"> - Charts - Mobile boards - Related books - Side board
		<ul style="list-style-type: none"> - Explanations - Individual work - Reading aloud - Repetition 	<ul style="list-style-type: none"> - Text - Speech - Meeting discussions - Presentation - Notepads
		<ul style="list-style-type: none"> - Explanations - Individual work - Demonstrations - Questions and answers - Copying 	<ul style="list-style-type: none"> - Number cards - Real objects - Audio-visual aids - Pictures/Charts
		<ul style="list-style-type: none"> - Explanations - Individual work - Demonstrations - Questions and answers - Creative writing 	<ul style="list-style-type: none"> - Formal letters - Informal letters - Envelops - Stamps - Notepads - Writing sheets

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Spelling and Dictation - Jumbled words - Sentences - Paragraph	- Build sentences from jumbled words - Write a dictated paragraph of at least 50 words - Show interest to spell words correctly	Spelling and Dictation - Jumbled words - Paragraph	- Build sentences from jumbled words - Write dictated sentences of at least 50 words - Show interest to spell words correctly	- Group work - Questions and answers - Drilling - Observations - Demonstrations	- Real objects, charts - Pictures and flashcards - Script - Word basket
Drama -A scene Eg. Buying and selling, consulting a doctor	- Write a short drama piece on a chosen scene - Display the enthusiasm to act	Drama	- Write a short drama piece on a chosen scene and direct it - Display the enthusiasm to act a short play	- Group work - Memorisation - Role play and dramatisation	- Real objects, charts - Pictures and flashcards - Scripts - Stage props and costumes
Composition - Narrative essay - Descriptive essay - Persuasive essay - Argumentative essay	- Explain the characteristics of the different types of essays - Write different types of essays of about 120 words - Display interest and creativity in essay writing	Composition - Descriptive essay - Narrative essay - Persuasive essay - Argumentative essay	- Explain the characteristics of the different types of essays - Write different types of essays of about 150 words - Display interest and creativity in essay writing	- Group work - Demonstrations - Process writing	- Real objects, charts - Pictures and flashcards - Model essays - Notepads - Dictionary

Grammar, Vocabulary and Pronunciation

To build a language, you need building materials that are called “Parts of Speech”. They are eight in number, namely: **verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions and interjections**. Every word in English fits into at least one of these eight categories; the key to understanding and using the English language. As concerns vocabulary, learners will acquire new words and expressions naturally through listening, speaking, reading and writing activities. However, teachers are required to plan and systematically teach vocabulary and pronunciation in context.

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Verbs - Regular and irregular verbs - Helping verbs - Conjugation - Simple present, past and future tenses - Past, present and future perfect tenses - The conditional	- Distinguish between helping verbs, regular and irregular verbs - Use verbs in the different tenses - Appreciate present, past and future events	Verbs - Regular and irregular verbs - Helping verbs - Conjugation - Simple present, past and future tenses - Past, present and future perfect tenses - The conditional	- Distinguish between helping verbs, regular and irregular verbs - Use verbs in the different tenses - Appreciate present, past and future events	- Explanations - Team work - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Verb list and puzzles
Nouns - Kinds of nouns: common, proper, concrete, abstract, collective and compound - Plural formation - Uses of nouns: subject, object, complement - Articles (noun signals)	- Identify and use nouns appropriately - Use the plurals of countable and uncountable nouns - Identify the different uses of nouns in a sentence - Show interest in using all forms of nouns in association with the articles	Nouns - Kinds of nouns: common, proper, concrete, abstract, collective and compound - Plural formation - Uses of nouns: subject, object, complement.. *Articles (noun signals)	- Identify and use nouns appropriately - Use the plurals of countable and uncountable nouns - Identify the different uses of nouns in a sentence - Show interest in using all forms of nouns in association with the articles	- Explanations - Team work - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Noun list and puzzles - Dictionaries

English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Adjectives - Kinds of adjectives - Common and proper adjectives - Comparative and superlative adjectives	- Identify and use common and proper adjectives appropriately - Use comparative and superlative adjectives - Show interest in using all forms of adjectives - Cherish being objective	Adjectives - Kinds of adjectives - Common and proper adjectives - Comparative and superlative adjectives	- Identify and use common and proper adjectives appropriately - Use comparative and superlative adjectives - Show interest in using all forms of adjectives - Cherish being objective	- Explanations - Team work - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Adjective list and puzzles
Adverbs - Manner - Place - Time - Function -modifying verbs -modifying adverbs	- Identify and use adverbs of manner, of place and of time in appropriate contexts - Use adverbs with verbs and with other adverbs in different contexts - Show interest in using adverbs correctly	Adverbs - Manner - Place - Time - Function -modifying verbs -modifying adverbs	- Identify and use adverbs of manner, of place and of time in appropriate contexts - Use adverbs with verbs and with other adverbs in different contexts - Show interest in using adverbs correctly	- Explanations - Team work - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Adverb list and puzzles
Prepositions - Location - Direction - Time - Relationship	- Identify and use prepositions of location, direction, time and relationship appropriately - Show interest in using prepositions in different contexts	Prepositions - Location - Direction - Time - Relationship	- Identify and use prepositions of location, direction, time and relationship appropriately - Show interest in using prepositions in different contexts	- Explanations - Teamwork - Demonstrations - Questions and answers - Mind mapping	- Flashcards - Real objects - Mind maps - Charts - Preposition list and puzzles

English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Pronouns - Simple - Compound -Types -Subject pronouns -Object pronouns -Possessive pronouns - Reflexive pronouns - Reciprocal pronouns	- Identify and use simple, compound, subject and object pronouns - Use possessive, reflexive and reciprocal pronouns appropriately - Treasure the use of pronouns in different contexts	Pronouns - Simple -Compound -Types -Subject pronouns -Object pronouns -Possessive pronouns -Reflexive pronouns -Reciprocal pronouns	- Identify and use simple, compound, subject and object pronouns - Use possessive, reflexive and reciprocal pronouns appropriately - Treasure the use of pronouns in different contexts	- Explanations - Teamwork - Demonstrations - Questions and answers - Mind mapping	- Flashcards - Real objects - Mind maps - Charts - Pronoun list and puzzles
Conjunctions - Coordinating conjunctions - Subordinating conjunctions	- Link words, phrases and sentence with connecting words - Express desire to use conjunctions in appropriate contexts	Conjunctions - Coordinating conjunctions - Subordinating conjunctions	- Link words, phrases and sentence with connecting words - Express desire to use conjunctions in appropriate contexts	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Conjunction list and puzzles
Interjections - Greetings - Joy - Approval - Surprise - Grief	- Express strong feelings or emotions with short exclamatory word(s)	Interjections - Greetings - Joy - Approval - Surprise - Grief	- Express strong feelings or emotions with short exclamatory word(s)	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Interjection list and puzzles

English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Vocabulary - Definition - Synonyms - Antonyms - Prefixes - Suffixes	- Use a variety of words related to the integrated learning themes and other contexts - Use the correct synonyms of words to communicate - Use the correct antonyms of words to express meaning - Use prefixes to form new words - Use suffixes to form new words	Vocabulary - Definition - Synonyms - Antonyms - Prefixes - Suffixes	- Use a variety of words related to the integrated learning themes and other contexts - Use the correct synonyms of words to communicate - Use the correct antonyms of words to express meaning - Use prefixes to form new words - Use suffixes to form new words	- Definitions - Explanations - Teamwork - Demonstrations - Questions and answers - Use of games	- Flashcards - Real objects - Drawings - Word list - List of prefixes and suffixes - Charts and puzzles - Dictionaries - Related textbooks
The sentence -Types (declarative, interrogative, exclamatory, imperative) - Main parts of the sentence - Simple sentence - Compound sentence - Complex sentence - Paragraph - Essays	- Construct various sentence types - Identify the main parts of a sentence, a paragraph and an essay - Show the desire to write correctly and in a creative manner	The sentence -Types (declarative, interrogative, exclamatory, imperative) - Main parts of the sentence - Simple sentence - Compound sentence - Complex sentence - Paragraph - Essays	- Construct various sentence types - Identify the main parts of a sentence, a paragraph and an essay - Show the desire to write correctly and in a creative manner	- Explanations - Teamwork - Demonstrations - Questions and answers - Creative writing	- Flashcards - Real objects - Drawings - Charts - List of different types of sentences and puzzles - Sample paragraphs and essays

English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested methodology and didactic materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
Spelling, pronunciation and punctuation - Spelling rules - Punctuation marks - Punctuation rules - Capitalization rules - Dictionary work	- Spell, pronounce and punctuate correctly at all times - Use capital letters correctly - Apply spelling and punctuation rules in writing - Use a dictionary to look up for the meaning of words - Show the willingness to spell and use capitalization correctly	Spelling, pronunciation and punctuation - Spelling rules - Punctuation marks - Punctuation rules - Capitalization rules - Dictionary use	- Spell, pronounce and punctuate correctly at all times - Use capital letters correctly - Apply spelling and punctuation rules in writing - Use a dictionary to look up for the meaning of words - Show the willingness to spell and use capitalization correctly	- Explanations - Teamwork - Demonstrations - Questions and answers - Spelling games - Dictionary work - Pronunciation drills	- Flashcards - Real objects - Jumbled words - Jumbled letters - Charts and puzzles - Dictionary - Tape recorders

Contents of Mathematics

Table 21: Mathematics contents, expected learning outcomes, suggested methodology and didactic materials

Sets and logic			
CLASS 5		CLASS 6	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes
Types of sets - Finite/infinite - Universal - Subsets - Equal/equivalent - Disjoint sets - Intersection of sets - Venn diagrams	- Discriminate sets - Describe sets - Solve problems involving sets - Represent sets in Venn diagrams - Arrange belongings in an orderly and neat manner	Types of sets - Universal set - Subsets - Intersection of sets - Finite/Infinite sets - Equal/equivalent sets - Disjoint sets - Venn diagrams	- Solve problems involving sets - Describe various types of sets - Represent sets in venn diagrams - Arrange belongings in an orderly and neat manner
		Numbers and operations	
Operations - Six digit numbers (0 - 100,000) - Mathematical operations - Simple interest, rate, time and principal - Direct and Inverse proportion - Number bases - Modulo arithmetic - Cumulative properties and law of addition and subtraction	- Read numbers - Write numbers in words - Make bonds - Solve problems using all mathematical operations - Build multiplication tables - Calculate simple interest, rates, time and principal - Solve problems based on proportions - Convert from one number base to another - Solve problems involving modulo arithmetic - Show interest in Mathematics	Operations - Seven-digit numbers (0 - 1,000,000) - Decimal numbers - Fractions - Mathematical operations - Simple interest, rate, time and principal - Direct, inverse and compound proportion - Number bases - Cumulative law of addition - Place value - Highest common factors (HCF)	- Read numbers - Write numbers in words - Set up bonds - Solve problems involving vulgar and decimal fractions - Use mathematical operations to solve real life problems - Cherish equitable distribution
		Suggested Methodology and Didactic Materials	
		Teaching/Learning Strategies	Didactic Material
		- Discovery method - Problem Solving method - Laboratory method - Cooperative learning - Individualized instruction - Task approach	- Real objects - Audio video tapes - Pictures - Charts - Recycled materials - Abacus
		- Discovery method - Guided inquiry - Problem solving method - Laboratory method - Cooperative learning - Individualized instruction	- Real objects - Audio video tapes - Pictures - Abacus - Recycled materials - Clock face - Maths set - Calculator

Mathematics contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Material
<ul style="list-style-type: none"> - H C F of numbers up to 100,000 - Odd, even and prime numbers <p>Fractions and decimals</p> <ul style="list-style-type: none"> - Proper fractions - Mixed fractions - Improper fraction - BODMAS - Decimals and whole numbers 	<ul style="list-style-type: none"> - Solve problems involving fractions - Convert mixed fractions to improper fractions - Convert improper fractions to mixed fractions - Solve problems involving decimals and whole numbers 	<ul style="list-style-type: none"> -Lowest Common Multiples of numbers up to 1,000 -Fractions -BODMAS -Decimals and whole numbers 	<ul style="list-style-type: none"> - Place numbers under M, H/Th, TTh, Th, H T & U - Solve problems involving factors and multiples - Describe LC M and H C F of numbers - Solve problems involving fractions - Show interest in solving real life problems 	<ul style="list-style-type: none"> - Discovery method - Guided inquiry - Problem solving method - Laboratory method - Cooperative learning - Individualized instruction 	<ul style="list-style-type: none"> -Real objects -Audio video tapes -Abacus -Charts -Recycled materials -Calculator
Measurement and size					
<p>Metric System</p> <ul style="list-style-type: none"> -mm, cm, dm, m, km -ml, cl, dl, litres g, Kg -Shapes (rectangle, square, triangle, trapezium, parallelogram etc) <p>Calendar</p> <ul style="list-style-type: none"> Ordinary and leap year 13 Lunar months 12 Calendar months <p>Time</p> <ul style="list-style-type: none"> -seconds, minutes, hours, Days, week -Distance, Speed and Time -World time zones <p>Money</p> <ul style="list-style-type: none"> -Shopping bills -Foreign currency -Cost -Selling price -Profit and loss 	<ul style="list-style-type: none"> -Convert from one unit to another -Calculate areas and perimeters -Associate specific activities to different periods of the day/year - Solve problems involving Distance, speed and time -Calculate the various time zones - Use money appropriately - Show interest in being punctual 	<p>Metric System</p> <ul style="list-style-type: none"> -Length, width, Height, weight and capacity -Shapes <p>Calendar</p> <ul style="list-style-type: none"> -Ordinary and leap year - 13 Lunar months <p>Time</p> <ul style="list-style-type: none"> -Distance, speed and time -World time zones <p>Money</p> <ul style="list-style-type: none"> -Cost price, selling price, profit and loss, discount. 	<ul style="list-style-type: none"> -Convert from one unit to another -Calculate areas and perimeters -Associate specific activities to different periods of the day/year - Solve problems involving Distance, speed and time -Calculate the various time zones - Use money appropriately - Show interest in being punctual - Show awareness of changes in time in different parts of the world 	<ul style="list-style-type: none"> -Discovery Method -Problem Solving Method -Laboratory Method -Cooperative Learning Strategy -Individualized Instruction -Team Teaching -Target Task Approach -Multiple Intelligences Teaching Approach 	<ul style="list-style-type: none"> -Real objects -Audio-video tapes -Pictures -Charts -Metre rule -Scale and litre containers -Globe/maps -Calendars -Calculator -Clock faces

Mathematics contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5			CLASS 6			Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Material		
<ul style="list-style-type: none"> -Curves and lines positive & negative numbers from 0 to 30 -Parallel and intersecting lines -Patterns with 2, 3 D shapes. -Triangles, rectangles, squares and circles. -Types of angles (right, obtuse, acute, isosceles) -Mathematical set and content -Quadrilateral, pentagon, hexagon, trapezium, prism 	<ul style="list-style-type: none"> -Draw curves and lines -Differentiate between parallel and intersecting lines -Complete patterns using 2 and 3 dimensional shapes -Measure angles using a protractor -Calculate the area and circumference of circles -Manipulate objects, shapes, letters, and figures in puzzles -Construct different models using plane and other shapes -Show interest in engineering and construction 	<ul style="list-style-type: none"> -Curves and lines Numberline: positive & negative numbers from 0 - 50 -Parallel and intersecting lines -4 D shapes -Mathematical set and content -Quadrilaterals, pentagon, hexagon -Trapezium, prism, cylinders, cone, sphere, cube -Cylinders, cone, sphere, cube 	<ul style="list-style-type: none"> -Draw curves and lines -Differentiate between parallel and intersecting lines -Complete patterns using multiple dimensional shapes -Measure angles using protractor -Calculate the area and circumference of circles -Manipulate objects, shapes, letters, and figures in puzzles -Construct different models using plane and other shapes -Show interest in engineering and construction 	<ul style="list-style-type: none"> -Discovery method -Guided inquiry method -Problem solving method -Laboratory method -Cooperative learning -Individualized instruction 	<ul style="list-style-type: none"> -Real objects -Pictures -Bacus -Charts -Recycled materials -Maths set -Calculator -Cardboard -Cartons 		
Graphs and statistics							
<ul style="list-style-type: none"> Data management - Picture representation -Number line -Ranking - Mapping - Referencing -Coordinates -Frequency distribution -Mean - Tallying - Graphs (Bar charts, pie charts, histogram,) 	<ul style="list-style-type: none"> -Represent data using pictures -Locate assigned points on a number line -Arrange in ascending and descending order -Locate points on a map -Interpret relationships on maps -Locate places given the Y- and X- axis -Represent data on charts -Show interest in keeping accurate records 	<ul style="list-style-type: none"> Data management -Picture representation -Number line -Ranking - Mapping - Referencing -Coordinates -Frequency distribution -Mean - Graphs (Bar charts, pie charts, histogram, tallying) 	<ul style="list-style-type: none"> - Represent data using pictures - Solve problems involving the number line - Arrange in ascending and descending order - Interpret relationships on maps -Locate places given the Y- and X- axis -Represent data on charts - Show interest in keeping accurate records - Show willingness in planning activities 	<ul style="list-style-type: none"> -Discovery Method -Problem Solving Method -Laboratory Method -Cooperative Learning -Individualized Instruction 	<ul style="list-style-type: none"> - Pictures - Charts - Models - Maths set 		

Contents of Science and Technology

Table 22: Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Human body - Body systems (digestive, excretory, circulatory and respiratory) - Personal hygiene (care of the body)	- Describe the functioning of the various body systems - Draw and label body systems - Cherish looking neat on daily bases	Human body - Body systems - Personal hygiene - Human skeleton - Types of bones	- Maintain a healthy body system - Practise good habits for healthy body system - Explain the importance of the human skeleton - Describe the human skeleton - Follow health rules	- Illustrations - Demonstrations - Practical lessons - Outdoor lessons - Routine and spontaneous inspections	- Real objects like soap, sponge, water, tooth brush, tooth paste - Pictures - Models - Relevant charts
The senses - Nervous system and the senses	- Describe the nervous system - Show the link between the sense organs and the central nervous system - Draw and label the nervous system - Practise health habits	The Senses - Nervous System and the senses	- Describe the nervous system - Describe the link between sense organs and the centre nervous system - Practise health habits to maintain a good nervous system	- Illustration - Demonstration - Practical lessons - Outdoor lessons - Questioning	- Real objects - Pictures - Charts - Models
Reproductive Health, STIs and HIV/AIDS - Human reproductive system - STIs - HIV/AIDS	- Describe the human reproductive system - Analyse the effects of pre-marital sex - Discuss the symptoms, causes and ways of preventing HIV/AIDS - Organise mini campaigns for the fight against HIV/AIDS - Show empathy for persons living with and affected by HIV/AIDS	Reproductive Health, STIs and HIV/AIDS - Human reproductive system - Family planning - Puberty - Menstrual hygiene - STIs - HIV/AIDS	- Identify good reproductive health practices - Explain concepts related to menstrual hygiene - Describe the symptoms, causes and ways of preventing STIs and HIV/AIDS - Manage puberty with a sense of responsibility - Show empathy for persons living with and affected by HIV/AIDS - Organise school campaigns for the fight against HIV/AIDS	- Guided tours/field trips to health units - Role play/Dramatization - Campaigns - Discussion - Demonstration - Picture reading - Storytelling/Testimonies - Talks by experts - Projects - Debates - Presentations	- Real objects like condoms, gloves, lab coats, cotton, wipes, pads/sanitary towels, gauze, plaster/bandages - Alcohol/spirit disinfectants, wipes - ICT devices - Pictures/charts - Health magazines - Cartoon strips - Health learning centre

Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Diseases and prevention <ul style="list-style-type: none"> - Transmissible (contiguous and non-contiguous) - Non-transmissible (high blood pressure, obesity, diabetes) 	<ul style="list-style-type: none"> - Classify diseases by their mode of transmission - Demonstrate awareness on some treatment measures - Question road side and auto medication - Practise good health habits - Advise peers/friends about healthy lifestyles 	Diseases and prevention <ul style="list-style-type: none"> - Water, insect and air borne diseases - Transmissible diseases - Non-transmissible diseases (high blood pressure, obesity, diabetes disease) 	<ul style="list-style-type: none"> - Associate symptoms to diseases - Explain some treatment - Practise good health habits - Assess avoidable causes of diseases - Advise peers about healthy lifestyles - Question road side and auto medication 	<ul style="list-style-type: none"> - Discussion - Illustrations - Demonstration - Picture reading - Storytelling/Testimonies - Excursions - Talks by experts - Projects - CL 	<ul style="list-style-type: none"> - Real objects - ICT devices - Pictures /Charts - Health magazines
Toilets <ul style="list-style-type: none"> - Usage and ethics - Care of toilets 	<ul style="list-style-type: none"> - Use toilets responsibly - Clean toilets using appropriate materials - Wash hands after using the toilet - Use different types of toilets as the need arises 	Toilets <ul style="list-style-type: none"> - Usage and ethics - Care of toilets 	<ul style="list-style-type: none"> - Use toilets responsibly - Manage different types of toilets - Clean toilets using appropriate materials - Wash hands at all times after using the toilet - Use different types of toilets as the need arises 	<ul style="list-style-type: none"> - Discovery - Illustration - Demonstration - Practical lessons - Out door lessons - Inspection of toilets 	<ul style="list-style-type: none"> - Real objects like disinfectants, brooms, mops, rags, buckets, water, gloves, wood ash - Pictures/charts

Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Health Habits - Good health habits - Medication and drug education	- Practise good health habits - Question the use of unprescribed medicines - Stay away from friends/ places who/that can lead to taking drugs	Health Habits - Good health habits - Drug education	- Practise good health habits - Question the use of unprescribed medicines - Stay away from friends/ places who/that can lead to taking drugs	- Discovery - Illustrations - Demonstrations - Practical lessons - Outdoor lessons - Spontaneous inspections	- Charts - Video tapes - Drawings - Real objects - ICT devices - Pictures
Food and Nutrition - Types of foods - Classes of food	- Classify food following their nutritive value - Discuss the nutritional value of food - Develop healthy eating habits	Food and nutrition - Types of food - Food classes	- Classify food following their nutritive value - Associate different classes of food to various age groups and occupations - Develop healthy eating habits	- Discovery - Illustrations - Demonstrations - Practical lessons - Outdoor lessons	- Food class charts - Pictures - ICT devices - Real objects like fruits, vegetables, tubers
Minor accidents and first aid - Types of minor accidents (sprains, fractures and dislocations, trauma, cuts and bites) - Causes of accidents - Treatment - Essentials for strong bones - First aid contents	- Differentiate between a sprain, fracture and dislocation and preventions - Explain ways of keeping strong bones as a measure to preventing related minor accidents - Prevent related minor accidents - Associate items in the First Aid box to their uses	Minor Accidents and First Aid - Types of minor accidents (burns and scalds) - Causes - Characteristics - Treatment - Preventions - First aid box Content and administration	- Differentiate between types of wounds - Explain ways to prevent them - Describe different ways of treating each of them - Demonstrate the administration of First Aid - Explain the importance of a First Aid box	- Discovery - Illustrations - Demonstrations - Practical lessons - Out door lessons	- Charts - Video tapes - Drawings - Real objects - First Aid items

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units /Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Public Health -Types of immunities (natural, acquired and artificial) -Health campaigns (national and international health organizations)	- Identify types of immunities - Identify some local actors in health issues - Analyse the role of vaccinations - Locate health centres in their communities	Public Health - Health hazards - Vaccinations - Health campaigns - Health centres	- Identify health hazards in their localities - Predict/prevent health hazards - Explain the importance of vaccines - Participate in health campaigns - Describe services offered in health centres - Report health hazard signs to adults	- Discussions - Illustrations - Demonstrations - Picture reading - Storytelling\) - Testimonies - Excursions - Talks by experts - Projects	- Health posters and charts - Real objects - ICT devices - Pictures - Video tapes - Relevant magazines
Environmental Science					
Community places and services -Church/Mosque -Market -Hospitals/health centres	- Identify various services offered in their communities - Access places for appropriate services - Inform others of places and services available - Use community services responsibly	Community places and services -Home environment -School environment -Mosque/Church, post office, bank -Types of environment: land, water, air.	- Identify various services offered in their communities - Access places for appropriate services - Inform others of places and services available - Use community services responsibly - Preserve the environment against pollution	-Discussions -Demonstrations -Illustrations -Projects -Outdoor lessons -Presentations	- Charts - CDs/VCDs - ICT devices - Pictures - Specimen
Animals - Domestic and wild animals -Habitats and care -Modes of nutrition - Uses of animals -Reproduction	-Care for animals -Classify animals by their habitats, mode of nutrition and reproduction - Observe animals and associate them to their modes of nutrition	Animals -Domestic and wild -Habitat and care -Modes of nutrition -Uses of animals. -Reproduction	-Differentiate between domestic and wild animals -Describe the different habitats of animals -Care for animals -Discuss the various methods of reproduction	-Discussions -Demonstrations -Illustrations, projects -Outdoor lessons -Presentations	-Charts -Drawings -Real objects -Pictures

Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Birds -Domestic and wild birds -Uses of birds -Habitats and care -Reproduction	- Classify birds into domestic and wild - Describe birds according to their features and characteristics - Explain how birds reproduce - Explain uses of birds - Protect birds from extinction - Build a poultry farm/cage - Cherish self-reliance and entrepreneurship	Birds -Domestic and wild birds -Habitats and Care -Modes of Feeding for birds	- Classify birds into domestic and wild - Describe birds according to their features and characteristics - Explain how birds reproduce - Explain uses of birds - Protect birds from extinction - Build a poultry farm/cage - Cherish self-reliance and entrepreneurship	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations	- Drawings - Real objects - ICT devices - Pictures/charts - Illustrative charts - Bird cage
Fishes - Types of fishes - Fishing	- Identify the tools of a fisherman - Describe the different methods of fishing - Run a fishpond (nutrition and reproduction) - Cherish self-reliance and entrepreneurship	Fishes - Types - Characteristics - Care	Differentiate the various types of fishes in the locality. Classify fishes Care for fishes	-Discussions -Demonstrations - Illustrations - Projects -Outdoor Lessons, - Presentations, etc.	-Drawings -Real objects -Pictures -Charts

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units /Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Insects - Types - Mode of reproduction - Social insects - Characteristics of insects	- Identify various types of insects - Classify insects - Explain the activities of social insects - Describe the usefulness of insects - Protect insects	Insects - Types of Insects - Products from insects	- Identify various types of insects - Classify insects - Explain the activities of social insects - Describe the usefulness of insects - Protect insects	-Discussions -Demonstrations -Illustrations - Projects - Outdoor lessons - Presentations	- Relevant charts - Relevant pictures - Insect box
Plants -Types - Flowers - Care (flowers/plants)	- Identify different types of flowers and plants - Identify medicinal plants and flowers - Protect their environment through appropriate use of plants and flowers - Plant flowers and trees	Plants -Types of plants in the locality -Types of flowers in the locality -Care of a plant and greenery	- Identify different types of flowers and plants - Identify medicinal plants and flowers - Protect the environment through appropriate use of plants and flowers - Plant flowers and trees	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations	- Real objects like hoe, machete, seeds, seedlings, manure, cuttings - Relevant pictures/charts
Matter - States of matter - Water cycle -Sun -Air -Air pressure	- Explain various methods of purifying water - Describe the water cycle - Explain the importance of air and sun light - Demonstrate changes in the state of matter - Conserve the environment	Matter - Types of matter - Purification of water - Air	- Explain various methods of purifying water - Describe the water cycle - Explain the importance of air and sun light - Demonstrate changes in the state of matter. -Differentiate the sources of water - Protect water sources - Preserve food appropriately - Conserve the environment	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations	- Drawings - Real objects - Videos - Pictures/charts

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Pollution and Waste Management - Pollution -Waste management	- Describe the different types of pollution -Differentiate between organic and inorganic waste -Practise waste separation and inform others -Recycle waste - Dispose of waste responsibly	Pollution and Waste Management - Pollution - Waste management	- Evaluate types of pollution and their effects - Practise waste separation and inform others - Demonstrate ways of preventing pollution - Dispose of waste appropriately - Show love for cleanliness	- Discussions - Demonstrations - Illustrations - Projects - Presentations - Excursions	- Charts/pictures - VCDs/CDs - Real objects like cartons, dustbins, papers, food waste, plastics
Environmental Hazards -Hazards in the locality (domestic waste, noise pollution, smoke, dirty water, bad drainage systems)	- Demonstrate awareness on how to manage environmental hazards - Solve environmental problems - Dispose of waste responsibly	Environmental Hazards - Hazards in the locality (domestic waste, noise pollution, smoke, dirty and stagnant water, bad drainage systems)	- Demonstrate awareness on how to manage environmental hazards - Solve environmental problems - Describe ways of preventing hazards - Protect the environment - Carry out actions to fight against climate change	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations	- Charts/pictures - CDs/VCDs - Real objects like cartons, dustbins, papers
Soils - Types of soils - Characteristics of soil - Uses of soil - Soil enrichment	- Identify different kinds of soils - Explain the different uses of soils - Explain how soil can be enriched for planting - Show interest in gardening and farming	Soil - Types of Soils - Importance of Soil - Uses of soil - Soil enrichment	- Identify different kinds of soils - Explain the different uses of soils - Explain how soil can be enriched for planting - Show interest in gardening and farming	- Discussions - Demonstrations - Illustrations - Projects - Guided tours - Gardening - Presentations	- Charts/pictures - Real objects like soils, manure, plastic bags, tyres, seeds, seedlings, cuttings

Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Definition of concepts - Technology - Engineering - Types of machines in the locality - Tools	- Use the concepts of technology and engineering - Identify different types of tools and machines - Describe different occupations - Show love for constructing miniature products	Definition of concepts - Technology - Engineering - Types of machines in the locality - Tools	-- Use the concepts of technology and engineering - Identify different types of tools and machines - Describe different occupations - Construct miniature products	-Discussions -Demonstrations -Trial and error -Illustrations -Projects -Outdoor lessons -Presentations	-Charts/pictures -CDs/VCDs -Drawings -Real objects -ICT devices -Technological tools
Construction - Construction materials - Building construction - Civil engineering (Road construction) - Plumbing	- Identify construction materials - Construct various infrastructure and figures - Maintain infrastructure, pavements, gutters and equipment - Show love for architecture and plumbing	Construction - Construction materials - Building construction - Road construction	- Identify construction materials - Construct various infrastructure and figures - Maintain infrastructure, pavements, gutters and equipment - Show love for appropriate architecture	- Trial and error - Cooperative learning - Projects - Illustrations - Guided tours to building sites	Sawdust, clay, sand, cement, moulds, red soil, saw, hammer, nails, palm fronds, pith, bamboos, cane, grass, ropes, water, buckets, jackets, tapes, gloves, boots, helmets, masks, iron rods, wood, used pipes
Telecommunications - Telephones - Radio/TV - Camera - Fax machine	- Describe the operating systems of telephones, radios and televisions - Produce miniature, cameras phones, radios and TV - Use telecommunication devices responsibly	Telecommunications - Telephones - Radio/TV - Fax	- Explain the operating systems of telephones, radios TVs - Use the operating systems of telecommunication devices to produce telecommunication models - Use telecommunication devices responsibly	- Trial and error - Cooperative learning - Projects - Illustrations - Guided tours to relevant places	Fix /mobile phones, radios, fax machines, TV, cameras

Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 5		CLASS 6		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Energy - Sources of energy - Forms of energy - Uses of energy	- Identify different sources/forms of energy - Explain the uses of energy - Stay away from danger	Energy - Sources of energy - Forms of energy - Uses of energy - Production of energy	- Differentiate sources of energy - Explain how to use energy appropriately - Demonstrate how energy can be transformed - Demonstrate possible ways of producing energy in their environment - Stay away from danger	- Discussions - Demonstrations - Illustrations - Trial and error - Projects - Outdoor lessons/excursions - Presentations	- Charts, video tapes - ICT devices - Pictures, dung - Used cables, iron filing, iron, metals
Electricity - Electrical devices - Dangers of electricity - Wiring	- Identify electrical devices - Use electricity and electrical devices correctly - Explain safety measures to be taken while using or installing electrical devices - Avoid playing with electrical devices	Electricity - Conductors - Insulators - Electrical devices - Dangers of electricity	- Identify electrical devices - Use electricity and electrical devices correctly - Explain safety measures to be taken while using or installing electrical devices - Avoid playing with electrical devices	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations	- Charts, video tapes - Safe cables, bathing slippers, testers, masks, gloves - Bulbs, switches, plastic buckets, wood
Forces Types of forces (pull and push) friction	- Distinguish between tension and compression forces - Apply the right type of force when producing equipment	Forces - Types of forces (pull and push) tension and compression forces - Friction	- Associate the forces to different activities - Apply the right type of force when producing equipment	- Discussions - Demonstrations - Projects - Outdoor lessons - Presentations	- Charts, video tapes, drawings real objects - ICT devices, pictures - Cables, plugs
Safety and security - Safety measures - Security equipment	- Apply safety rules at all times - Use appropriate protective equipment at all times	Safety and security - Safety measures - Security equipment	- Apply safety rules at all times - Use appropriate protective equipment at all times	- Discussions - Demonstrations - Illustrations - Outdoor lessons	- Helmets, masks - Protective glasses - Plastic slippers - Gloves, insulators - Lab coats, boots