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**ASSESSING EDUCATION OF THE MINOR: TOWARDS
DEVELOPING AN INTERGRETED ASSESSMENT MODEL FOR
POTENTIAL TRANSFORMATION: THE CASE OF KONDENGUI
CENTRAL PRISON, Yaounde.**

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LIST OF ABBREVIATIONS

ACAT	Action by Christain for the Abolition of Torture
ACT	Acceptance and Comittement Theraphy
APA	American Psychological Association
CONFINTEA	Firth International Conference for Adult Education
CSDASCE	Chief of Service for Socio-cultural and Educational Activities
C/SAF	Chief of Service of Financial Affairs
CSDASCE/A	Assistant Chief of Service for Socio-cultural and Educational Activities
C/SAF/A	Deputy Chief of Service of Financial Affairs
CBD	Chief of Bureau for Detainees
CBFAS	Chief of bureau for training and socio-cultural activities
CBASCUL	Chief of Bureau for Socio-cultural activities and leisure
CBAAG	Chief of Bureau of Administrative Affairs and Records
CBAF	Chief of bureau for Financial Affairs
CBP	Chief of Bureau of Personnel
FICAT	Federative Committee for Anatomical Terminology
FSLC	First School Leaving Certificate
ESTSSP	EDUCATIONAL Training Sector Strategy Paper
ELM	Experimental Learning Model
EROSOC	United Nation Economic and Social Council
GCE	General Certificte for Education
INF	Infirmary
IAAM	Intergrated Analogous Assessment Model
IEP	Individualised Education Plan
GESP	Growth and Employment Strategic Paper
MNAR	Missing Not At Random
MCAR	Missing Completely At Random
SEL	Social and Emotional Learning
PSS	Psycho-Social Support
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nation International Children Emergency Fund
VIP	Very Important Personality

DECLARATION

This is to declare that this thesis entitled “Assessment of Prison Minor Education: Towards Developing an Analogous Intergreted Assessment Model for Potential Transformation”: The Case of KONDENGUI Central Prison, Yaounde, is written by NAHNYONGA Robeltine, a student of the University of Yaounde I, department of Curriculum and Evaluation and of specialty Docimology. This thesis is my hard work, and all borrowed ideas have been acknowledged.

CANDIDATE: **NAHNYONGA Robeltine**

SIGNATURE_____

DATE_____

CERTIFICATION

This is to certify that the thesis entitled “Assessment of Minor Education: Towards Developing an Analogous Intergreted Assessment Model for Potential Transformation”: The Case of KONDENGUI Central Prison, Yaounde,” is a bona fide record of independent research work done by NAHNYONA Robeltine under my supervision and submitted to the University of Yaounde I for the award of the degree of Doctor of Education (Ph.D.) in Curriculum and Evaluation. Option: Docimology.

Supervisor: **Pr.CHAFFI Cyrille Ivan**

Signature: _____

Date: _____

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ABSTRACT

This thesis assesses pedagogic factors that contribute to the improvement of quality transformative education for minors in Kondengui Central Prison Yaounde towards developing an integrated assessment model. The motivation to carry out this study was in view to the state of things happening in Cameroon society and Yaounde in particular with regards to minors progressively involved in criminal activities, especially after their release from prison. The main research objective of the study, is to assess pedagogic factors that contribute to the improvement of quality transformative education for minors in Kondengui Central Prison Yaounde. Specifically, the study seeks to explore teachers' know-how on teaching methods and designs used for assessing minors potential transformation; to determine whether prison experiences and assessment strategies influence minors' potential transformation; to find out whether challenges facing education in prison in terms of policy and practice influence minors potential transformation; to verify whether minors who completed education in prison after detention have a positive social rehabilitation; and to verify whether the curriculum used in prison education has aspects of psycho-social content that are used to assess potential transformation. Within the context of this work, five theories were used to give meaning to the study. Methodologically, the study employed the triangular research design, precisely the mixed research method, where quantitative survey through the used of a five-point Likert-type questionnaire and qualitative survey, through the used of an in-depth interview were used to collect data from the respondents with Kondengui Central Prison as the case study. The purposeful sampling technique, precisely extreme case sampling, was used to obtain a sample size of 89 from a population of 312 with the help of the Taro Yamane Formula. Qualitative data was analyzed using Atlas.ti software, while quantitative data was analyzed using structural equation modeling with the help of SPSS version 26. The results of the findings showed positive significant correlations for all the modalities as follows: Ha1 ($r = .235$; $P = 0.001$), Ha2 ($r = .564$; $P = 0.01$), Ha3 ($b = .423$; $P = .005$), Ha4 ($t = 2.813$; $P = 0.006$), and Ha5 ($r = .378$; $P = 0.01$). In this light, the findings have portrayed concretely that minors' successes are dependent on a full range of foundational skills, including socio-emotional, socio-cognitive, and socio-psychomotor skills, which facilitate movement towards the analogous model, a model developed to help teachers assess students' academic knowledge, emotions, and lifelong learning skills, which are necessary for reintegration into society. Some recommendations on civic engagement and active citizenship, career pathways, holistic curriculum, funding of prison education, individualized education plans and support, and in-service training for teachers and administrators were made to the stakeholders in prison education so as to improve the quality of transformative education for the minors.

Keywords: Assessment, Pedagogic factors, Minor Education, Integrated Assessment Model, Potential Transformation

RÉSUMÉ

Cette thèse évalue les facteurs pédagogiques qui contribuent à l'amélioration de la qualité de l'éducation transformatrice pour les mineurs à la prison centrale de Kondengui en vue de développer un modèle d'évaluation intégré. Cette étude a été motivée par l'état des lieux de la société camerounaise et de la ville de Yaoundé en particulier en ce qui concerne les mineurs progressivement impliqués dans des activités criminelles, surtout après leur sortie de prison. L'objectif principal de l'étude est d'évaluer les facteurs pédagogiques qui contribuent à l'amélioration de la qualité de l'éducation transformatrice pour les mineurs dans la prison centrale de Kondengui. Spécifiquement, l'étude cherche à explorer le savoir-faire des enseignants sur les méthodes d'enseignement et les modèles utilisés pour évaluer le potentiel de transformation des mineurs ; à déterminer si les expériences en prison et les stratégies d'évaluation influencent le potentiel de transformation des mineurs ; à découvrir si les défis auxquels l'éducation en prison est confrontée en termes de politique et de pratique influencent le potentiel de transformation des mineurs ; à vérifier si les mineurs qui ont suivi une éducation en prison après leur détention ont une réadaptation sociale positive ; et à vérifier si le programme utilisé dans l'éducation en prison à des aspects de contenu psychosocial qui sont utilisés pour évaluer le potentiel de transformation. Dans le contexte de ce travail, cinq théories ont été utilisées pour donner un sens à l'étude. D'un point de vue méthodologique, l'étude a utilisé le modèle de recherche triangulaire, plus précisément la méthode de recherche mixte, dans laquelle des enquêtes quantitatives par le biais d'un questionnaire de type Likert en cinq points et des enquêtes qualitatives par le biais d'un entretien approfondi ont été utilisées pour collecter des données auprès des personnes interrogées, à la prison centrale de Kondengui étant l'étude de cas. La technique d'échantillonnage ciblé, précisément l'échantillonnage de cas extrêmes, a été utilisée pour obtenir un échantillon de 89 personnes à partir d'une population de 312 personnes, avec l'aide de la formule Taro Yamane. Les données qualitatives ont été analysées à l'aide du logiciel Atlas.ti, tandis que les données quantitatives ont été analysées à l'aide de la modélisation par équations structurelles avec l'aide de SPSS version 26. Les résultats ont montré des corrélations positives et significatives pour toutes les modalités, comme suit : Ha1 ($r = 0,235$; $P = 0,001$), Ha2 ($r = 0,564$; $P = 0,01$), Ha3 ($b = 0,423$; $P = 0,005$), Ha4 ($t = 2,813$; $P = 0,006$) et Ha5 ($r = 0,378$; $P = 0,01$). Dans cette optique, les résultats ont montré concrètement que la réussite des mineurs dépend d'une gamme complète de compétences fondamentales, y compris les compétences socio-émotionnelles, socio-cognitives et socio-psychomotrices, qui facilitent l'évolution vers le modèle analogue, un modèle développé pour aider les enseignants à évaluer les connaissances académiques, les émotions et les compétences d'apprentissage tout au long de la vie des élèves, qui sont nécessaires à la réintégration dans la société. Certaines recommandations sur l'engagement civique et la citoyenneté active, les parcours professionnels, le programme holistique, le financement de l'éducation en prison, les plans d'éducation individualisés et le soutien, ainsi que la formation continue des enseignants et des administrateurs ont été formulés à l'intention des parties prenantes de l'éducation en prison afin d'améliorer la qualité de l'éducation transformatrice pour les mineurs.

Mots-clés: Évaluation, facteurs pédagogiques, éducation mineure, modèle d'évaluation intégrée, transformation potentielle.

CHAPTER ONE

BACKGROUNDS OF THE STUDY

1.0 INTRODUCTION

Assessment is at the center of learning, but is cited as the “single biggest source of student dissatisfaction within educational setting” (Ferrell, 2012, p. 3). Although there have been significant changes in the way we think about student learning in prison, such as a more student-centered paradigm, there has been a much slower shift in changing assessment and feedback methods (Nicol & Macfarlane-Dick, 2006). In recent decades, As noted by Siarova et al. (2017), Mukunja (2016), Remmy (2017), Cheptoo (2019), Mukunja (2016), Chemagosi (2020), and many others, prison education systems have shifted from a traditional content-based approach to education and training programs to a more comprehensive and competence-based approach. Several jail education systems have recognized the integrated assessment approach as a technique for increasing educational quality. Countries that implement an intergovernmental assessment system must innovate and reformulate pedagogical and evaluative procedures (Muoz and Araya, 2017; Cheptoo, 2019). As a result, the teaching technique, assessment approaches, instructional materials, the appropriateness of the prison's interest, the quality of teaching personnel, the prisoners' experience and learning strategies used, and classroom organization must all be revisited to suit the needs of the minors. This has resulted in the problems on how these minors would be evaluated, such as: have the teachers mastered the principles of teaching, methodologies, and designs utilized for assessing the needs of the similar evaluation in prison? Do they face difficulties in developing the instruments and rubrics? Have they sufficient understanding of the psychological content utilized to measure the prospective change of the students? Do students who have completed their education receive adequate rehabilitation after their release?

Minor education assessment has experienced numerous obstacles in Africa and other countries, ranging from a lack of a clear understanding of the notion of assessment (Mukunja, 2016; Remmy, 2017) to the psycho-social content area in particular (Cunningham et al., 2016; Muoz and Araya, 2017). According to Momanyi and Rop (2019), the assessment of minor education in Kenya has started on the wrong foot since teachers are "inadequately prepared and more often voluntary inmates." Kobola highlighted in 2007 that, despite study findings on innovative teaching methods and classroom technology, assessment of minor prison education continues to fall far short of expectations due to a lack of a similar assessment model. According

to Nforbi and Siéwoué (2016), the assessment of minor jail education was inadequate "partly due to a lack of understanding and partly due to apathy on the part of the teachers." The absence of an assessment and examination regime capable of reinforcing the new approaches was noted by Kafyulilo et al. (2013) and the World Bank document (2006) addressing key issues of the Cameroonian education system; as a result, teachers have continued to teach using traditional instructional approaches and assessments to a large extent. As a result, the design, implementation, and utilization of feedback from minor prison education assessments must be prioritized. Many schools of thought, including the behaviorist, constructivist, and humanistic learning area approaches to the concept of assessment in minor jail education, have attempted to explain the many ways of developing assessments in accordance with the similar assessment model. The assessment strategy for minor prison education would also be influenced by the countries' assessment notions (Fitzgerald et al., 2015). Researchers and psychometricians are working to improve this practice by proposing assessment models and determining the validity of the instruments used to assess learners' competencies. Though little research has been carried out on the assessment of minor prison education in Cameroon, it is obvious that similar challenges observed in other African countries, as cited above, may also prevail in our prison minor education. As a result, the researcher wishes to conduct a study to learn more about the assessment of prison minor education: with the goal of developing an analogous integrated assessment model for potential transformation: the case of Kondengui Prison in Yaounde. While taking into consideration the Cameroon prison context. The focus of this thesis is to propose an analogous integrated assessment model for prison minor education. The curriculum contents should be a shift in balance from summative to formative assessment and from assessment of learning to assessment for learning. Through improving and engaging students with assessment, we have the capability to improve teaching and learning processes (Gibbs & Simpson, 2004

Assessment is one of the ways to access quality education in prisons which plays a pivotal role in reducing recidivism and facilitating social reintegration of formerly incarcerated individuals after their release. Assessment is traditionally perceived by stakeholders as a target activity in the instructional process. According to Stiggins (2002), education and training development strategies are based on competences, and the definition of teaching effects is "expected changes in student behavior," which requires that a special role be given to the assessment of potential transformation that serves as a basis for the continuous learning processes

of individuals in prison. The educational system is dynamic; changes in society tend to affect the teaching and learning processes in the educational system. Transformative education is the process through which societies plan their socio-economic development. It enables the people to improve their social, cultural, and economic situations (Michal and Lock, 2002, p. 91). Transformative education also helps a nation in socio-economic development, as UNESCO (2000, p. 8) views it, as the principal tool for coping with the increasing problems of a complex world as well as achieving sustainable development and a higher quality of life. Transformative education produces a web of inter-related changes with positive effects on population growth, social development, and economic development, which is why education for all (EFA) is the need of the day, especially in our prison settings. As a result, EFA and the National Plan for Action (NPA) have been developed to improve education in prison, as it is one of the inmates' fundamental rights. This is a clear expression of "political will" and government commitment towards education for all. It is an obligation for a state to provide equal opportunity to all citizens with the goal of improving their status in life. (Education in Pakistan: A White Paper, Ministry of Education, 2007) The goal of "education for all" cannot be achieved solely through the formal education system in general and prisons in particular.

According to the John Howard Society of Alberta (2002), the inmate student presents significant challenges to educators and therefore must be assessed following standard norms. Learning disabilities pose a challenge to prison education because they are more prevalent among offenders than the general population (Fisher, Bloom, 1995). Offenders often have a history of failure in school, which typically leads offenders to assume that they will not succeed in their present schooling (Mason, 1993). Offenders' beliefs that they will fail in school and the society will seriously limit their ability to learn by ruining their self-confidence and willingness to learn. Minor beliefs about their potential for success in school must be addressed in any inmate education program through assessment. In Cameroon, the prison rules set a higher standard for the provision of education to convicted juveniles than to under trial juveniles. Under the rules, education is mandatory for minors between 14years-18years sentenced to a prison term of one year or more. According to the rules, all such convicts "shall be brought under the course of instruction in reading, writing, arithmetic, and basic knowledge." There is secondary education in prison, which delivers lessons in all the school subjects like a normal school. There has been social and political ambivalence towards education programs in prisons, particularly over the past 50 years.

In the 1960s, policymakers, correctional officials, education providers such as UNESCO, and the public mostly supported education programs in prisons (Ryan, 1995). There is a shift in the skills and competencies that learners need to flourish worldwide in the job market. Transformative education assessments are beneficial because individuals serving time in prison tend to have some of the most pronounced educational deficits. All assessment methods and strategies, as well as facilitating modes of the learning process, are focused on achieving this goal. The application of various testing and assessment methods and procedures has a significant impact on students' views of their role in the education and instruction process in prison Wright(Ed). The main idea is that assessment, teaching, and learning are integrated processes that enable the direction of all processes towards learning outcomes. Assessment is not treated as the final product of the teaching and learning process but rather as a continuous process providing feedback to students and teachers on the extent of implementation and possible implementation of teaching and learning. Genis (2001) mentioned that a good assessment based on national standards tied to the curriculum standards, defined for school years, school cycles, and prison education, will help in shaping the cognitive know-how of the individuals because they will be aware of the situation, thereby paving the way for potential transformation. In the absence of these corresponding methods and instruments of assessment, the assessment of students remains entirely teacher-based because it is done in accordance with the experience and judgment of each teacher, which ensures no comparability of assessments between teachers and students.

Studies have described assessment structure as "assessment dimensions," which are based on what is assessed: notions, skills, application, attitudes, and preferences of students in prison; the purpose of assessment: why the information is collected and how it is used (for instance, informing students on strengths and weaknesses of learning or informing teachers on ways of modifying the information); and who is to carry out the assessment: the student, other students, members of a working group, or a teacher. It is important to underline that inmates' engagement in self-assessment is a critical and early segment of the assessment process, and that self-criticism should be integrated into each important segment of this process. Inmates need to know how to form a critical attitude towards their knowledge and skills, as well as their implementation (Fullan, 2007). The students should be given the opportunity to look back at their prior behavior and see what they have done and learned. In doing so, inmates are enabled to apply assessment criteria to their work, as well as the work of other students, to learn how their ranking can be compared with

the teacher's ranking. Another dimension of the assessment structure is the method of assessment. (Quiz, report, team and individual projects, written assignments, drawings, portfolio ...). In addition, assessment dimension consists of activity and feedback given to students. This is a crucial component of the assessment process, providing the connection between the assessment and the students' learning progress. This assessment structure does not mean that the outline of these dimensions' categories will ensure a reasonable assessment method. The challenge of this assessment structure is to cope with difficulties in the assessment of certain notions that are separated from other notions and skills. Assessing prison education is a strategy as well as an innovative approach to the design of a similar but interpreted assessment model that would help learners not only master knowledge, skills, and values but also apply them in solving real-life problems (Rogiers, 2016). This innovation calls for an improvement in the curriculum as well as instructional practices for potential transformation.

1.1 HISTORICAL BACKGROUND OF THE STUDY

Education in prison can be traced as far back as the 17th century, when prison education historians Gehring and Eggleston (2007) suggest that the prison environment should be transformed into schools, a historic theme in prison reform dating back over two hundred years to the beginning of the modern prison, which began as an expression of Western civilization and humanistic dream for most of the twentieth century in Western society. The term "correctional" was taken literally and meant that those who break the law should be rehabilitated (that is, their behavior should be corrected). From the 1970s on, however, politicians and criminologists have questioned the viability and effectiveness of this form of offender treatment. This was fuelled by the influential review undertaken by Martinson (1974), whose name became synonymous with the "nothing works" doctrine. The design and development of the curriculum for prison education is a process of integration where outcomes, assessment criteria, level descriptions, modularization, and handbooks are considered interactive processes. The quest for prison education came from an article written by Martinson (1974), which stated that "What Works?" - Questions and Answers about Prison Reform, which reviewed 231 studies of prison rehabilitation programs, had concluded that offender treatment programs had been largely ineffective. Many of the practices of the last three decades arguably sought to increase the punitive aspects of correction. This approach was embraced by the public in the United States and in Australia (Applegate & King Davis, 2005). For

example, the use of incarceration as a way of controlling crime has increased substantially in the last decade, and most recently, mandatory minimum sentencing policies have gained widespread popularity. The primary justification for mandatory minimum sentences is the belief that the length of time spent in prison serves as a deterrent to future re-offending and that the "punishment" should be proportionate to the crime.

The history of assessing minor prison education, as narrated by Anderson-Levitt (2017), shows a move from the content-matter approach to an approach termed "teaching by objectives" in the 1970s, in which the operational and hence assessment concern became dominant. Instead of drafting curricula in accordance with what the teacher or trainer should teach, "teaching by objectives" proposed drafting the curricula in accordance with what the learner should master, on the basis of a division into operational objectives. Today, many prison education systems all over the world are placing competencies at the heart of curricula (Rogiers, 2016). The movement started in the United States to increase the skills of correlational mentors and then moved to the United Kingdom, where it also had a positive impact. However, in the 1990s, Australia implemented a competency-based curriculum to improve assessment and subsequently disseminated it to other countries, particularly in Africa (Remmy, 2017, Sotco et al., 2015; Mulder, Weigel, and Collins, 2006). Because of advancements in science and technology, as well as job market demands, Africa adopted competency-based curricula through what Anderson-Levitt (2017) referred to as "travel policies." There is a gap between behaviorist approaches on the one hand and constructivist, integrative techniques on the other, according to Herbard (2013) and Boukhentache (2016). While the United States prefers the behaviorist approach to assessment, France prefers the constructivist or integration approach, and Germany developed the "learning areas approach" or themes. These many techniques have changed assessment understanding and have thus far impacted the building of an equivalent interactive assessment model. In Africa, secondary jail education assessment was used for the first time in South Africa in 1998, in response to a severe scarcity of professionals like as engineers, technicians, and artisans. Tanzania, Mozambique, Kenya, Rwanda, Ethiopia, and Zambia were among the African countries who eventually adopted the equivalent integrated assessment methodology, according to Sotco et al. (2015). The equivalent integrated assessment model used by the majority of African countries is a variant of or a similar framework to that used by affluent countries.

In Africa, implementation has been imposed on governments as a result of official mandates or with the assistance of western non-governmental groups (Cheptoo, 2019). Beginning in 1992, a number of countries and international organizations implemented a competency-based and related integrated assessment strategy for primary and secondary education in Cameroon. The *Charte des Programmes de France de 1992* appears to be the first significant policy document to include the concept of competences and assessment into primary and secondary education. Returning to the early 1990s, the scene switched to Africa, where CONFEMEN (the Conference of Ministers of Education in French-Speaking Countries) adopted a competence-based and comparable interconnected assessment discourse. CONFEMEN's Yaoundé summit in 1994 resulted in a reform proposal, which was published as CONFEMEN (1995) it included a need for a curriculum to help pupils enhance their competencies (Anderson-Levitt, 2017). An integrated assessment strategy similar to that used in Cameroon's jail education will assist in equipping juveniles with employable skills to fulfill labor market demands. Later in 2014, it was implemented in secondary schools, and in 2018, it was implemented in primary and nursery schools to provide learners with necessary life skills such as autonomy, honesty, adaptability to technological changes, respect for self, respect for others, and respect for institutions, as well as 21st century skills such as collaboration, teamwork, creativity, problem solving, and critical thinking for effective lifelong learning..

This curriculum is designed to measure students' knowledge, abilities, and attitudes while also laying the framework for future learning in science, technology, engineering, and mathematics (STEM). Alemnge (2020a) recounts Cameroon's Ministry of Education's search for a suitable methodology in order to improve the quality of teaching and learning in prison education. In 1990, a number of initiatives tried with analogous integrated evaluation pedagogy. Learning outcomes are there from the outset of the teaching and learning process in the shape of expectations, and they are gradually produced, developed, and become true, sustained student achievements throughout the process. The assessment of minor prison education and its approach to teaching were introduced in the Cameroonian prison schools to solve the problem of rehabilitation. (Fonkeng, nd). This was just a teaching approach, but in 2018, the Competence-Based Curriculum was finally adopted as a strategy to equip the students with the competencies needed to move Cameroon into an emergent country by 2035 (GESp, 2018), thus calling for a change in methods of teaching and assessment.

1.1.1 Historical background of Yaounde Central prison.

The Yaounde Central Prison in the course of its history has witnessed a series of important metamorphosis in its denomination as well as its present site. This was a colonial institution which dates back to 1918, at the end of the First World War with the defeat of the Germans and the taking over by the French. In 1933 when the Decree of High Commissioner of the Republic of France organized the penitentiary institutions of Cameroon, Yaounde prison was classified among the Ordinary Prisons for Adult Indigenes. After the independence of Cameroon, the Ordinary Prison for Adults indigenes was named the Civil Prison of Yaounde; a name which was maintained till 1973, when it became the Yaounde Central Prison. 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 for political and prestigious reasons to its actual site of Kondengui situated at a reasonable distance with regard to inquisitors’ opinion and over crowding. It was constructed in 1960 and received its first prisoners in 1967.

Initially built for 1000 inmates the prison now harbours a total population of about 3805 as of the 14/02/2011, distributed according to the table below:

Table 1: Showing the penal category distribution

Men	Women	Male minors	Female minors	Hospitalized	Total
3489	89	219	01	07	3805

Source: Field work (2023)

Table 2: Showing the distribution of inmates according to penal situation

Awaiting trial	Sentenced	Court of appeal	Supreme court	Total
2603	925	245	32	3805

Source: Field work (2023)

Legal framework

In the judicial and institutional domain, the Yaounde Central Prison as a state administration and institution has a judicial base and texts which regulate its functions, missions and its different personnel and equally the activities that it carries to govern the inmates. According to the Ministerial decision No 0230/A/MINAT/DAPEN/SEP of 04/06/1992 in its Article 1, the Yaounde Central Prison is implanted in the central region (province) and is classified in the rank of central prisons. Central prisons are located at the head of each headquarter of the ten regions of

Cameroon. Then according to Article 2 of Presidential Decree No 92/052 of 27/03/1972 the Yaounde Central Prison is equally classified as orientation and selection prisons. This classification also honoured all the other 9 central prisons. It should be precised that the Yaounde Central Prison is particularly managed by the service note No 018/NS/SDASCE of 08/04/2001 bearing the internal rules of the Yaounde Central Prison. This note is in conformity with consideration of decree No 92/052 of 27th March 1992 by the President of the Republic.

To conclude, this structure was put in place with the aim to keep prisoners so that they can become remorseful and be socially reintegrated into the society.

Geographical location

Built on a one and half hectare, the Yaounde Central Prison is located in the Kondengui residential area of the Yaounde IV Sub-division, in Mfoundi Division. It is difficult to determine the real geographical limits of this penitentiary unit. However, some indications can help the researcher to easily spot out the institution.

The prison is bounded to the North by Government Primary School (Ecole Publique) Kondengui to the South it is separated by Brigade Kondengui to the West by a tarred road linking “Emombo road junction” and “Santa Lucia Kondengui”. To the East, the prison is separated by a tarred road that links “Carrousel Kondengui” and Mosque of Essomba

In the architectural domain, the Central Prison of Kondengui is a compact concrete block, with a watch tower at each of the four corners and a central imposing control tower located at the central rear site of the prison. The unique entrance and exit of this quadrilateral structure opens from the wall facing the tarred road, practically at equidistant of the length. It can be distinguished; on one hand the administrative block which consists of all offices disposed around an honour courtyard in a rectangular shape and on the other hand inmate cells are distributed into 13 quarters. Quarter one houses detainees of good conduct (civil servants), quarter 2 comprises inmate suffering from Tuberculosis (TB) and other contagious diseases, quarter 3 harbours mostly uniform offenders (soldiers, policemen, gendarmes and penitentiary personnel), while quarter four is a temporal passage (transit cell) of new prison recruits where they are given some counselling on prison rules and regulations before being transferred to their various quarters where they will spend their time of imprisonment.

Quarter five which is distinctly separated from the other quarters hosts female inmates. Quarter six is reserved for those sanctioned with capital punishment. Quarters seven, eleven and

twelve are special quarters where senior state civil servants and economic operators or “VIPs” inmates are lodged. Quarters eight and nine (otherwise called “Kosovo”) constitute the bulk of the total lock-up and house armed robbers, drug traffickers and other inmates of common crimes. Quarter ten is reserved for prisoners who are mentally deranged and some sicklings. The last quarter which is also distinctly separated from the other quarters is quarter thirteen where minors are kept. Recently another VIP block was constructed and baptized as quarter 13b where other VIP inmates (1 so far) are lodged. Equally opposite the Infirmary is another new flamboyant VIP story building with eight rooms reserved for other eventual state culprits (Ali, 2022).

Table 3 : Distribution of inmates into various quarters (at the time of findings)

QUARTERS	1	2	3	4	5	6	7	8	9	10	11	12	13	13B
No on roll	295	72	274	15	99	24	7	1332	1351	70	15	20	21	1

Source: field work 2023

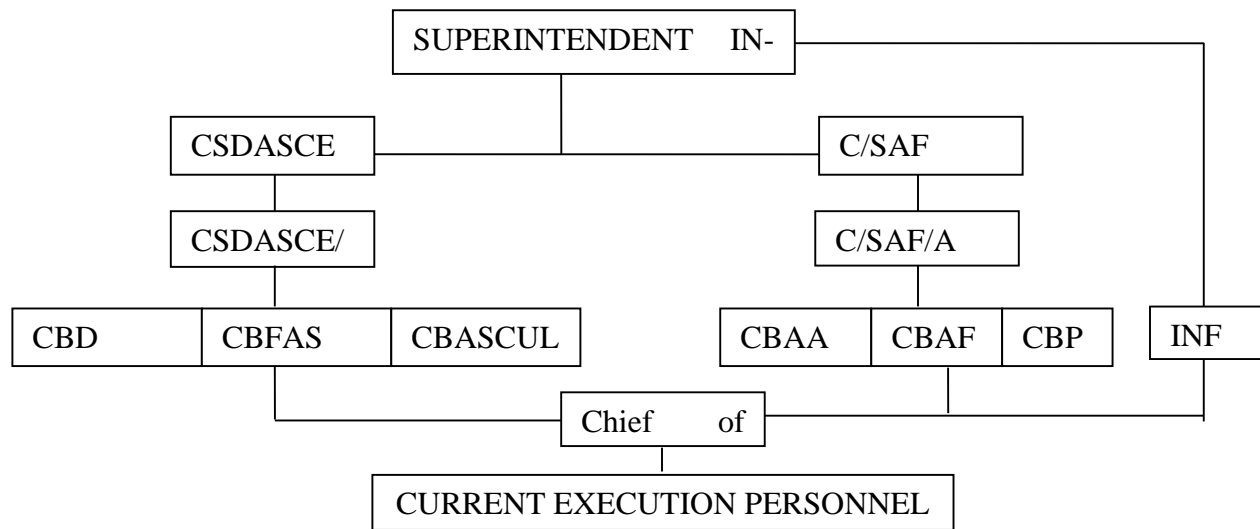
The internal courtyard which is surrounded by quarters 3, 4, 1 and 8,7, 10 then the central tower and the administrative block serves as a place of contact and playground for inmates of various quarters except minors and women who are maintained in their quarters and come there on special occasions on escort. This court yard also serves as a multipurpose playground where all socio-cultural, leisure and sporting activities take place. Each quarter also has a small court yard where quarter dwellers carryout their daily activities (laundry, petite trading, religious activities and indoor games etc). A rough map of this structure is found at the appendix.

In conclusion, this structure was put in place to accomplish the state objectives such as, penal and security, economic and especially social which has the final aim of reform, rehabilitate and harmoniously reintegrate the inmates into the society after their release.

Managerial organisation

In this part of the research work, the researcher gives the partition of attributions of each post of work in the challenging mission of caring for the inmates of Yaounde Central Prison. The organization of the Yaounde Central Prison respects the dispositions of decree N° 92/052 of 27th March 1992 bearing the Penitentiary Regime of Cameroon. To go about this an organizational chart on the one hand and administrative, disciplinary, educative, economic and socio-cultural activities on the other is being presented.

Figure 1: The organizational chart of the Yaounde Central Prison



Source: Ali, (2022).

In the above organizational chart, the superintendent in-charge is at the helm of the Yaounde Central Prison. He has the rank of Deputy Director in the Central Administration. He is in charge of conception, elaboration, control and application at higher level as well as the activities of the whole institution. With this heavy task, he is assisted by two service heads who are supported by their assistants and bureau heads. The task of specialized and current execution is given to subaltern elements divided into four pelotons of about 51 elements each. They operate following a 24-hour shift and execute the following activities: guard service, court escort service, escorts for work parties. For guard service they equally have 24 hours rest before carrying on such an honour service. The number of elements or work force is distributed according to the table below.

Table 4: The distribution of personnel according to cadres.

A/PS	I/PS	GC/PS	G/PS	Interns	TOTAL
04	15	53	252	09	333

Source: field work 2023

Other elements working on full time include those in the table below.

Table 5: Other domains of activities of Yaounde Central Prison and N° on roll of elements in charge.

JOB POST	MEN	WOMEN	TOTAL
Guard to the hospital	10	00	10
Minor quarter, tailoring workshop	01	03	04

Secretariat	02	04	06
Bureau of Administrative Affairs and Records	06	03	09
Female quarter	00	02	02
Infirmary	03	07	10
Kitchen	01	03	04
Internal Courtyard	14	00	14
Library	01	00	01
Computer centre	01	00	01
Quarter five	00	02	02
Total	39	24	63

Source: field work 2023

Each peloton comprises of a chief of post, his assistant and a non commissioned relief officer (gradé de relève), two elements at the main door and two other elements at the second door. The infirmary equally rotates its personnel such that each night a nurse is on duty at the disposition of the chief of post. Effectively, eight elements guard the prison in every two hours at a time on the four watch towers including the central watch tower created on the administrative block and excluding the elements at the door.

In conclusion, these personnel are well organized in different job posts to facilitate the accomplishment of different tasks attributed to the prison with the final aim of harmonious socio-economic reintegration of inmates into the community.

Missions, objectives and activities carried out

The missions and activities carried out in Kondenkui Central Prison include penal and security objectives, economic and social/educational objectives. Under the activities carried out, there are those on the administrative, the disciplinary, security and sanitary plan as well as on the economic, social, cultural, and educative plan.

Missions and objectives

Imprisonment serves several universal functions, including the protection of society, the prevention of crime, retribution (revenge) 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 after their liberation. Articles 1, 5, 6 and 64 summarize in an indefinite manner the objectives assigned to the prison. They are penal and security objectives, economic objectives and social objectives.

Penal and security objectives

This is a mission that aims at locking up dangerous criminals or persistent nonviolent offenders. This means that the society is protected from them for the duration of their sentences. Thus, imprisoning criminals temporarily incapacitates them. Additionally, people expect that prisons will cause inmates to regret their criminal acts, and that when most prisoners are released they will be deterred from committing future crimes. Incarceration of criminals may also discourage other individuals from engaging in criminal behaviour for fear of being punished. However, the permanent guard and continuous surveillance of prison at all instances can make the researcher to admit without doubt the attainment of penal and security objectives. Although quite often, he who talks about prison cannot ignore the fact that there must be escape.

Economic objective

At this level the sentenced prisoners are compelled to prison labour. During their time of imprisonment they participate in labour, in a bid to contribute to national development. The attainment of this objective is not the same like that of penal security. Certain events do not permit researcher to answer in affirmative. It can even be dared to affirm that the pre-1972 era was better since the brought forth prisons effectively practiced the dispositions of the colonial decision relating to professional training and the wish of social reintegration of inmates. Prison labour also benefits both the penitentiary administration (PA) and the inmates. Savings were effectively paid to the prisoners who participated in the prison labour during their stay in prison at their liberation. Learning of trade was encouraged and ensured. Due to numerous difficulties including the high percentage of inmates on awaiting trials and variation of sentences and crowned with lack of technical staff, this objective is still far fetched.

Social objectives

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. The Yaounde Central Prison is a “*total institution*” that is, self-contained, self-sufficient social system that is unique and distinct from other structures. Isolated within a total institution, inmates are cut off from the rights and responsibilities of the

society. This lack of connection with societal norms can prevent inmates from successfully reintegrating into the society when they are released. Encountered with these difficulties, the accomplishment of the social objective has a long way to go for its accomplishment. The only hope for its realisation is the correct administration of professional animation in the prison milieu.

Educational objectives

The education structure of prison trains minors and women to acquire knowledge, skills and attitudes that will go a long way to transform their mentality positive and stop them from committing certain crimes again while helping them to become competent and self-reliance after their detention.

Activities carried out in the Yaounde Central Prison.

The activities of caring for inmates concern all the actions carried out towards them from their admission into the prison, through the period of detention up to the time of liberation. These activities are carried out on the administrative, disciplinary, socio-economic, cultural and educative plan.

Administrative domain

The administrative plan consists of the effective judicial follow up of an individual during his incarceration, for him to execute his imprisonment term pronounced (case of sentence) or to be kept and be presented at any time to the authorities having requested his guard (case of awaiting trial). This comprises the verification of authenticity of the title of detention which can be remand warrant, an imprisonment warrant or an ordinance of custody emanating from a competent authority. It is followed by the identification of the newly recruit to ensure that the title concerns him. During his days of imprisonment, the PA cares for inmate's penal situation (Ali, 2022). This consists of efficiently following all the judicial aspects: extraction warrants, date of judgment, calculation of prison term, date of liberation and in summary all operations concerning the personal file of each inmate. This activity only ends when the liberation certificate is handed or at the moment of transferring the inmate to another prison or with formalities linked to the death of inmate. The Superintendent in charge then informs the inmate, orientate and transmit the correspondences To Whom It May Concern in respect of the penitentiary discipline or the procedures in force.

Disciplinary domain

On the disciplinary plan, the Yaounde Central Prison has at its disposal the internal rules and regulations in conformity with Decree N° 092/052 of 27th March, 1992 bearing on the Penitentiary Regime of Cameroon. During reception, the prisoner is informed on the disciplinary rules and the sanctions which await him if he violates the rule. Discipline concerns the inmate in his prison life which means his interaction with other inmate vis-à-vis the penitentiary official and in his relationship with the external world. The violations to disciplinary rules generally give place to sanctions previewed by the rules in force and eventually judicial follow-up. The disciplinary sanctions comprise:

- Hard manual labour,
- Putting in correctional cells for a maximum of 15 days and by the period of 5 days followed by common regime,
- Chaining for a maximum of 15 days and by the period of 5 days followed by common regime
- Suspension or suppression of visits by his relatives,

The disciplinary methods include special, periodic and ordinary searches, roll call of inmates each morning and evening, the surveillance during communication and presence of one or many elements between inmates and their parents and visitors, the permanent guard of the prison and escort of inmates to avoid their escape. In Yaounde Central Prison, communication of inmates and their families takes place on Sundays, Tuesdays and Thursdays as well as public holidays from 10:00 am to 3:00 pm.

Health domain

The infirmary is coordinated by a Senior Administrator of Prisons who is a medical Doctor assisted by other infirmary personnel. External hospitalization is only possible after his recommendation when it requires the intervention of a specialist and must be approved the Superintendent in Charge, on the report of the medical officer.

Economic domain

The sentenced prisoners are compelled to manual labour. Some of this manual labour is payable. Others are geared towards public interest. The regulations in force preview that from the amount coming from the work party effected by the prisoners, 2/3 is supposed to be paid into the state treasury and 1/3 reserved for the inmate who did the job and will constitute his savings which shall be given to him at his liberation (Article 53 of Decree N°. 92/052). The liberty to exercise small

trade is given to inmates who so desire. It is for this reason that working in the quarters of Yaounde Central Prison. Stands can be observed where articles are exposed. Other inmates engaged themselves in running restaurants or in weaving bags or bangles. There are some existing workshops such as; tailoring shoe mending, hair dressing saloon, computer hall.

Socio-cultural and leisure activities

Socio-cultural and leisure activities are carried out to support the imprisoned inmates. It is here that those religious bodies such as; Protestants, Catholics, Pentecostals, and the Muslim community come to play. The mission of these organizations is essentially that of evangelization through church services, special prayer sessions, economic activities and church counselling. Through these bodies, a number of Christian groups from outside regularly visit the inmates and offer gifts and services ranging from food and dresses to even medical assistance. They also give hope to the prisoner and attempt to stifle or discourage theft and other vices.

The prison administration has also put in place an organization to represent the interests of inmates known as (Fédération des Activités Socioculturelles et Loisirs des Détenus) FESCULD. This set up has the duty of identifying some urgent needs of the inmates and submitting to the administration with proposal for solutions, in some cases. This organization has as main duty to organize socio-cultural, leisure and sporting activities for inmates to keep the prison lively.

Educative domain

A school exists to enable minors (both males and females) to upgrade their academic level. The administration simply recruits benevolent inmates (who quite often are not professionals) to teach in the school on no salary or incentives. A number of them present themselves for end of course examinations like the FSLC, GCE as well as CEP, BEPC, Probatoire and BACC. The Catholic Church has set up a social centre situated out of the prison where a number of minors are taken out on Wednesdays for counseling and some training but the number that benefits is not great. Attached to the school is a computer centre to initiate some of the children in computer. This centre is controlled by Prison personnel. The administration has also set up a library for reading. This unit receives books and other literature material from donor organisations like British Council and others and puts at the disposal of inmates. Owing to the peculiar nature of the female quarter, an NGO known as "*Trauma centre*" has a mini-library in quarter 5. Women are also taught how to manufacture soaps, dye dresses and do embroidery, hair-dressing and knitting. An analysis of these structures and their functioning shows that government is not doing enough to get the youth

who leave the prison to fully re-integrate the society. There is very little that is done as far as follow-up is concerned. The prison is over populated and the structures are limited.

1.2 CONCEPTUAL BACKGROUND OF THE STUDY

Here we are going to be looking at the various concepts of this study which include; Assessment, Prison minors' education, Intergated analogous assessment model, potential transformation, pedagogic factors and transformative education.

1.2.1 Assessment

Assessment is important in the educational process since it informs and improves ongoing learning (Cowie & Bell, 1999). Pierce (2002; referenced in Krmz & Kömeç, 2016) believes that assessment is an essential component of any learning and teaching activity. It does not only influence day-to-day instructional decisions and helps assess student strengths and weaknesses connected to classroom instruction, but it also provides targeted feedback to students to enhance their learning. Assessment also offers teachers with timely feedback to help them adapt their teaching approaches based on their students' learning styles. Teachers should use a variety of examinations to measure student achievement and provide grades. Tests, examinations, and evaluation models are useful instruments for measuring the learning process. When assessment is incorporated into curriculum design, learners are engaged and motivated to take ownership of their learning (Boud & Associates, 2010). A combination of feedback and feed-forward is essential to ensure an effective developmental impact on learning (Nicol 2013, 2014). Feed-forward offers helpful recommendations on how to do better in future work, whereas feedback focuses on a learner's current performance and may simply justify the grade awarded (Ferrell, 2013). A good assessment and feedback process, according to Nicol (2009, p. 5), should include:

- Help clarify what good performance is (goals, criteria, and expected standards);
- Encourage 'time and effort' on challenging learning tasks;
- Deliver high quality feedback information that helps learners to self-correct;
- Provide opportunities to act on feedback to close any gap between current and desired performance;
- Ensure that summative assessment has a positive impact on learning;
- Encourage interaction and dialogue around learning (peer and teacher-student);

- Facilitate the development of self-assessment and reflection in learning;
- Give choice of topic, method, criteria, weighting, or timing of assessments;
- Involve students in decision-making about assessment policy and practice;
- Support the development of learning groups and communities;
- Encourage positive motivational beliefs and self-esteem;
- Provide information to teachers that can be used to help shape their teaching and subsequent assessment tasks.

Types and Approaches to Assessment

- ❖ Formative assessment is designed to enhance learning by providing feedback to learners before instructors issue evaluations of performance. Formative assessments identify strengths and weaknesses of learners throughout a learning cycle and, therefore, aim to improve future performance. Formative assessments communicate learners' mastery of material and skills to internal stakeholders; i.e. learners and instructors.
- ❖ Summative assessment (evaluation/grading) is designed to assess readiness for progression by providing evaluations of performance. As the term suggests, summative assessment occurs at the end of an educational activity or learning cycle and is designed to evaluate the learner's overall performance (knowledge, skills sets, etc.). Summative evaluations serve as the basis for grade assignments. They communicate learners' mastery of material and skills to external stakeholders; e.g., administrators and prospective employers.
- ❖ Informal assessment is performance driven rather than data driven. It is integrated with other learning activities; it is immediately actionable; and it is self-designed. Examples include polls, quick writes, such as one-minute papers, pre-tests. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to learners. However, informal feedback is prone to high subjectivity or bias.
- ❖ Formal assessment is data driven. It occurs after a learning cycle has ended; it is not immediately actionable; and it may be designed by others (Gabriel, 2010). Examples include exams, written assignments, such as essays, and other high-stakes activities. Most formal assessment is summative in nature and thus tends to be highly motivating to learners. It is, however, also associated with increased stress. Given the role of formal assessment in decision-making

(evaluation/grading), formal assessment should be held to higher standards of reliability and validity than informal assessments.

- ❖ Grading is a component of assessment; i.e., a formal, summative, final and product-oriented judgment of the overall quality of a learner's performance or achievement in a particular educational context, such as a course. Generally, grading employs a comparative standard of measurement and sets up a competitive relationship among those receiving grades. Most proponents of assessment, however, would argue that grading and assessment are two different things. Assessment measures student growth and progress on an individual basis, emphasizing informal, formative, process-oriented reflective feedback and communication between learners and teachers. Grading (evaluation) assesses student achievement on an individual basis, emphasizing summative and formal judgments of learners by teachers.

In recent years, several initiatives aimed at the assessing minors have been developed and implemented throughout the world. Some of these actions are carried out in community settings and involve actors with specific roles in the prevention of extremist violence. Others have been specifically designed for their implementation in probation and prison settings, and they are usually related to disengagement interventions and risk assessment practices. In this study, we will focus on, a variety of assessment tools that will help gather information about minor's needs, strengths, and areas requiring intervention. Here are some common types of assessment tools used in the assessment of minors in prison:

Standardized Tests: These are formal assessments that have been developed and standardized for specific purposes, such as evaluating cognitive abilities, academic achievement, or specific skills. Examples include intelligence tests (e.g., Wechsler Intelligence Scale for Children), academic achievement tests (e.g., Woodcock-Johnson Tests of Achievement), or personality inventories (e.g., Minnesota Multiphasic Personality Inventory for Adolescents).

Interviews: Structured or semi-structured interviews may be conducted with minors to gather information about their personal history, family background, social relationships, mental health, and offense-related factors. Interviews can be conducted by psychologists, counselors, or social workers and may focus on specific areas of assessment, such as risk factors, motivation for change, or treatment needs.

Observations: Observational assessments involve systematically observing minors' behavior and interactions in various settings, such as classrooms, therapy sessions, or recreational activities. Observations can provide valuable insights into their social skills, emotional regulation, coping strategies, and overall functioning.

Psychometric Assessments: Psychometric assessments consist of various self-report questionnaires or rating scales designed to measure specific constructs relevant to minors' assessment. These tools can assess mental health symptoms (e.g., Beck Youth Inventories), substance abuse (e.g., Drug Abuse Screening Test for Adolescents), or risk factors (e.g., Youth Level of Service/Case Management Inventory).

Educational Assessments: These assessments focus on evaluating minors' educational needs, academic skills, and learning disabilities. They may involve assessments of reading, writing, mathematics, or other subject areas to determine their academic strengths and weaknesses. Examples of educational assessment tools include the Kaufman Test of Educational Achievement or the Wide Range Achievement Test.

Functional Assessments: Functional assessments evaluate minors' ability to perform daily activities and tasks independently. They may assess adaptive skills, such as self-care, communication, socialization, and problem-solving abilities. These assessments help determine the level of support and interventions required for successful reintegration into society.

Risk and Needs Assessments: These assessments aim to identify factors that contribute to minors' risk of reoffending and determine their specific treatment and intervention needs. Risk assessment tools, such as the Youth Level of Service/Case Management Inventory or the Structured Assessment of Violence Risk in Youth, help professionals evaluate factors related to criminal behavior and inform decision-making processes.

Trained professionals, such as psychologists, psychiatrists, or educational specialists, typically administer and interpret these to ensure accurate and reliable results. Although some of the tools developed to be used out of prison are taken into consideration as well. Prisons, as a specific behaviour setting, have often been described as “breeding grounds for radicalisation”. This explains the importance of these places when it comes to addressing initiatives in the field of

assessment and potential transformation to prevent violent extremism. Assessment according to Herrington & Roberts (2003) “any process involving the systematic gathering and interpretation of information pertaining to an individual in order to predict the likelihood that the individual will engage in the behaviour of concern in the future”. Even though assessment has traditionally been carried out by clinical psychologists in the field of mental health in prison setting, the challenge posed by new forms of violence has led to considering new types of assessment as a key element in the prevention of extremism and create way for potential transformation. In fact, we deem proposing an intergrated nalogous assessment model that will be used to monitor progress and behavioural changes for the minors. When the monitory progress and behaviours of violent extremism two ideas should be considered: firstly, it is essential to have in mind that not all minors have the same needs, which causes several differences in the way judiciary and prison services work (a “one-size-fits-all” approach does not match particular needs); secondly, these tools are something new and there are different opinions about their real effectiveness.

There is no homogeneous use of instruments, and the evaluation of these practices seems to need further development in most cases. Also, a thorough discussion of assessments needs to be linked to some relevant considerations: the legal framework of the country, data protection, multi-agency cooperation or even the recommended training for the implementation of such tools, for instance. How to share information and its use for further decision making are critical issues, and there is no doubt these are things to be considered. Here, psychosocial intervention and effective assessment seem to be two sides of the rehabilitation process, on the whole. At the same time, even though there is a high level of agreement on the importance of assessments, target groups also differs: a clear understanding of relevant groups to be assessed is needed.

Despite some differences mentioned, current practices for the assessment of minors usually identify specific elements of concern: beliefs and attitudes, criminal past, tendency to violence, social environment and family connections with certain/terror groups, capacity of the individual (training skills), ideological needs and motivation, intention to commit and promote ideological violence, etc. In some cases, mitigating and protective factors are included and may also help the evaluation. Another relevant issue concerns the goals of such assessments. In this regard, taking into consideration these possibilities, it seems clear the relevant role of assessment tools in Prison learning, including examination, content, co-curricular activities, security and

disengagement processes, may benefit from consistent and reliable assessment practices. At the same time, preventing minors is also related to multi-agency cooperation and the key role prisons may play: cooperation with law enforcement, sharing intelligence and the promotion of research are elements of interest. This study will focus on different issues concerning the assessment process and will include different sections. The first part includes an introduction to assessment instruments, focusing on the aims, limitations and benefits of such practices. The second part contains three different sections: a description of commonly used tools in prison education and their support from scientific reviews towards developing an analogous assessment model for potential transformation. These assessment tools are usually referred to as risk assessment tools because it deals with those minors that have deviate behaviours.

The most common goals of current instruments can be briefly outlined as:

- The exchange of information amongst different institutions/agencies (police authorities, intelligence services, prison and probation administrations, for instance);
- The detection of risk levels that could lead to consider behavioural risk in the future, in the presence of some external triggers;
- The identification of targets that could benefit and guide some penitentiary measures, such as disengagement interventions, allocation, classification, placement and isolation, in order to avoid recruitment, for instance;
- The promotion of research, both internal and external to prison, to better understand radicalisation processes. When it comes to addressing benefits and drawbacks of these instruments, some considerations must be made: firstly, it should be clear that instruments should never replace human judgement; and secondly, any information obtained from the assessment must be considered as changeable over time. Furthermore, assessment estimation is not a mathematical precision procedure. Some benefits and limitations are described below. Concerning benefits:
- They offer systematic information to the professional, wherever they work (prison, probation, police, intelligence services, etc.). Instruments provide more-in-depth knowledge of the individual.
- Assessment estimation helps decision-making processes in the prison context: replacement, classifications and any other measure aimed at the effective management of offenders.
- The instrument will never provide a mathematical estimation of the risk, and human judgement is necessary to understand factors and their meaning. Tools can never predict who will become a

terrorist or who will commit harmful actions after serving the sentence. • Instruments need availability of accurate information. Otherwise, estimations may depend on subjective criteria. In this regard, some specific information may be unknown and/or not available.

- As mentioned by Logan (1997), assessments require a reasonable understanding of risk assessment and violence literature as well as appropriate training to assure a proper understanding of all aspects of the specific tool.” In this regard, it must be pointed out that structured training is only available in some cases and needs further development.

1.2.2 Minor Education

Minor education refers to the educational provision and support provided to individuals who have not yet reached the age of majority. It encompasses the formal, non-formal, and informal learning experiences and opportunities designed to meet the unique needs of minors, typically children and adolescents.

Formal Education: This includes structured and organized educational programs delivered in schools or educational institutions. It typically follows a curriculum and includes subjects such as mathematics, science, language arts, social studies, and physical education. Formal education is often regulated by educational authorities and involves certified teachers or educators.

Non-formal Education: Non-formal education refers to intentional learning activities outside the formal education system. It may take place in community centers, youth organizations, after-school programs, or vocational training centers. Non-formal education offers flexible learning opportunities that address specific needs, such as skills development, literacy programs, or life skills training.

Informal Education: Informal education occurs through daily experiences, interactions, and self-directed learning that happen in various settings, including homes, communities, and through media and technology. It involves learning from family members, peers, mentors, and the environment. Informal education plays a significant role in minors' overall development, as they acquire knowledge, values, and skills through observation, exploration, and practical experiences.

The goals of minor education are multifaceted and extend beyond academic learning. They aim to foster holistic development, including cognitive, social, emotional, and physical growth. Key objectives of minor education include:

Acquisition of Knowledge and Skills: Minor education focuses on imparting a wide range of knowledge and foundational skills, ranging from literacy and numeracy to critical thinking, problem-solving, communication, and digital literacy.

Personal and Social Development: Education for minors supports their personal growth, self-awareness, and social-emotional skills. It promotes values, empathy, respect, cultural understanding, and responsible citizenship.

Preparation for Future Opportunities: Education equips minors with the necessary skills and competencies to succeed in further education, employment, and adulthood. It helps them explore career options, develop vocational skills, and make informed choices about their future.

Inclusion and Equity: Minor education aims to ensure access and equal opportunities for all minors, regardless of their background, abilities, or circumstances. It strives to address disparities in education and promote inclusivity, diversity, and social justice.

Lifelong Learning: Education fosters a love for learning, curiosity, and the development of lifelong learning skills. It encourages minors to become self-directed learners who can adapt to changing circumstances, acquire new knowledge, and continuously grow and develop throughout their lives.

Minor education is a fundamental right recognized internationally, and governments have a responsibility to provide quality education that meets the needs and rights of minors. It plays a vital role in shaping individuals' lives, promoting social progress, and contributing to the overall development of societies. Minors have rights concerning education and training, and these rights are regulated in International, National conventions, and recommendations.

The right to education

Education has been formally recognized as a human right since the Universal Declaration of Human Rights in 1948, and has since been affirmed in global human rights treaties, including the 1960 United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention Against Discrimination in Education and the 1966 International Covenant on Economic, Social and Cultural Rights, Article 13(1) of which recognizes ‘the right of everyone to education’. The 2007 Lisbon Treaty recognizes the rights of citizens of the European Union through the enforcement of the Charter of Fundamental Rights, and Article 14 of the Charter recognizes that ‘everyone has the right to education and to have access to vocational and

continuing training'. These treaties affirm an obligation to develop accessible secondary education for all children, equitable access to higher education, and a responsibility to provide Basic

Education for those who have not completed Primary Education. This therefore made the right of minors to education universal and recognisable as a human right. International treaties specify the aims of education as promoting personal development and respect for human rights and freedoms, enabling individuals to participate effectively in a free society and fostering understanding, friendship, and tolerance. Education is also considered as necessary for the fulfilment of any other civil, political, economic, or social rights (UNESCO/ UNICEF: 2007). These aims point towards an instrumental justification of a right to education, either as promoting a further good or as being necessary for the fulfilment of other rights.

Minors' right to education

The United Nations Standard Minimum Rules for the Treatment of minors underlined the importance of education and training for all minors who are able to benefit, and stated that prison education and training should be integrated with the mainstream educational system. The Rules were adopted by the First National Congress on the Prevention of Crime and the Treatment of offenders, and subsequently approved by resolutions of the United Nations Economic and Social Council. Rule 77 states:

- Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.
- So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

Principle 28 of the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment was adopted by 1988 United Nations General Assembly (UNGA) Resolution 43/173, and states:

A detained or imprisoned person shall have the right to obtain within the limits of available resources, if from public sources, reasonable quantities of educational, cultural and informational material, subject to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 6 of the Basic Principles on the Treatment of Prisoners was adopted by the 1990 UNGA Resolution 45/111, and states: ‘All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.’

The rights of juveniles in detention are the subject of the Rules for the Protection of Juveniles deprived of their Liberty, adopted by UNGA Resolution 45/113 of 14 December 1990. Rule 38 stipulates: ‘Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society.’ And Rule 39 stipulates that: ‘Juveniles above compulsory school age who wish to continue their education should be permitted and encouraged to do so, and every effort should be made to provide them with access to appropriate educational programmes.’

In England and Wales prisoners retain a set of fundamental rights and lose only those civil rights that are taken away either expressly by an Act of Parliament, or by a necessary implication of that Act. The test to be applied is whether the right is fundamental and whether the attempt to remove or curtail the right has any authority in such sources as the Prison Act 1952 and the Prison Rules 1999.

Prisoners’ rights are limited only if this is considered as necessary for the prevention of crime, prison security, or to protect the safety of prisoners or others. Any limitations should be proportionate to the aim that the authorities are seeking to achieve.

Prison Service Order 4205 states that ‘Every prisoner able to profit from the education facilities provided at a prison shall be encouraged to do so’. Rule 32 of the Prison Rules 1999 states that educational classes shall be arranged at every prison’, and Rule 35, which applies to young offenders (those aged between 15 and 21 in Young Offender Institutions),⁴ requires that ‘arrangements shall be made for participation in education or training courses for at least 15 hours a week’. Prisoners of compulsory school age are to be denied education only as a last resort and, in relation to young offenders of statutory school age, inadequate educational facilities could amount to a breach of Article 2 of the second protocol of the European Convention on Human Rights.

1.2.3 Intergated Assessment Model

Analogous Integrated assessment refers to the process of using multiple sources to continually gather information on a child’s development, to provide feedback to support and guide

learning (Singapore perha). This definition looks at assessment model as a holistic framework that can be used to assess competencies in all domains of learning that is cognitive, affective and psychomotor domains. Drisko (2015) examines holistic competence and its assessment as a model which is an efficient way to assess student competence and overall program outcomes. An Integrated Assessment Analogous Model (IAM) is an informative representation that describes behavioural patterns of individuals. An assessment is integrated when it presents a broader set of information than is normally derived from a standard research activity. Because integrated assessments bring together and summarize information from diverse fields of study, they are often used as tools to help decision makers understand very complex environmental and behavioural problems. In assessment of behaviour change, integrated assessment refers to that activity that considers the social and economic factors that drive a certain change in behaviour of an individual. More specifically, the two defining characteristics of behavioural change integrated assessment are 1) that it seeks to provide information of use to decision makers rather than merely advancing understanding for its own sake; and 2) that it brings together a broader set of areas, methods, styles of study, or degrees of certainty, than would typically characterize a study of the same issue within the bounds of a single research discipline. Integrated assessment model is a tool for conducting an integrated assessment.

The two activities, however, are not identical even though the terms are often confused and used interchangeably. Integrated assessment models (IAM) is a computer model based on explicit assumptions after analysis of data collected from the field about how the modeled system behaves. The strength of an IAAM is its ability to calculate the consequences of different assumptions and to interrelate many factors simultaneously, but an IAM is constrained by the quality and character of the assumptions and data that underlie the model. Most behaviour change integrated analogous assessment tool now under way are developing an integrated model. This model provide a very useful framework or methodology for organizing and assessing information for conducting research. It allows for consistency in the integration and assessment of information, and they are useful in illustrating where research and knowledge is lacking. It is important to remember, however, that doing integrated assessment does not require building a model. Models are tools, albeit, a very useful tool for organizing and assessing information.

1.2.4 Potential transformation

Potential transformation according to the researcher (2023), is a way of empowering minors with knowledge, skills, attitudes and values to be resilient and adaptable while preparing for the uncertain future and to contribute to human and planetary well-being and sustainable development. (Alexander Schieffer and Ronnie Lessem), Potential transformation can be seen as a process of development of humanity faces while conveniently emerging in an integral in-depth experience of your deeds and move towards those things that are not pleasing to you and huge for integration into the society. Potential transformation in this study focused on cognitive, affective and psychomotor development of the minors to enable them engage in the contemporary society. The domains of learning can be categorized as cognitive domain (knowledge), psychomotor domain (skills) and affective domain (attitudes). This categorization is best explained by the Taxonomy of Learning Domains formulated by a group of researchers led by Benjamin Bloom in 1956. Potential transformation is that change or modification in behaviour.

Learning occurs when there is a change in behaviours. It is not an event, it is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it). Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic surface-level learning to more complex, deeper-level learning. Krathwohl's involvement in the development of the cognitive domain became important when you look at the 2001 revisions to the taxonomy. The researcher chooses to use the work of Anita Harrow, one from Simpson (1972) and the other from Dave (1975).

Affective Domain

Most people think of learning as an intellectual or mental function. However, learning is not just a cognitive (mental) function. You can also learn attitudes, behaviors, and physical skills. The affective domain involves our feelings, emotions, and attitudes. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. It is categorized into 5 sub-domains, which include:

(1). Receiving (2) Responding (3) Valuing (4) Organization (5) Characterization

Potential transformation requires learners to have change in behaviour in the matter they received, respond, value, organize and characterised information as explained below:

1. **Receiving Phenomena:** The receiving is the awareness of feelings, emotions, and the ability to utilize selected attention. Example: Listening attentively to a friend. Listening attentively to someone; watching a movie, listening to a lecture; watching waves crash on the sand.
2. **Responding to Phenomena:** Responding is active participation of the learner. Example: Participating in a group discussion. Having a conversation, giving a presentation, complying with procedures, or following directions.
3. **Valuing:** Valuing is the ability to see the worth of something and express it. Valuing is concerned with the worth you attach to a particular object, phenomenon, behavior, or piece of information. This level ranges from simple acceptance to the more complex state of commitment.

Simpler acceptance may include your desire for a team to improve its skills, while more complex level of commitment may include taking responsibly for the overall improvement of the team. Examples: Proposing a plan to improve team skills, supporting ideas to increase proficiency, or informing leaders of possible issues. It is the ability to see the worth of something and express it. Example: An activist shares his ideas on the increase in salary of laborers.

4. **Organization:** ability to prioritize a value over another and create a unique value system. Example: A teenager spends more time in her studies than with her boyfriend.
5. **Characterization:** the ability to internalize values and let them control the person's behaviour. Example: A man marries a woman not for her looks but for what she is.

This domain forms a hierarchical structure and is arranged from simpler feelings to those that are more complex. This hierarchical structure is based on the principle of internalization. Internalization refers to the process whereby your affect towards something goes from a general awareness level to a point where the affect is internalized and consistently guides or controls your behavior. Therefore, with movement to more complexity, you become more involved, committed, and internally motivated.

Humans are lifelong learners. From birth onward we learn and assimilate what we have just learned into what we already know. Learning in the Geosciences, like all learning, can be categorized into the domains of concept knowledge, how we view ourselves as learners and the skills we need to engage in the activities of geoscientists. As early as 1956 Educational

Psychologist Benjamin Bloom divided what and how we learn into three separate domains of learning. Cognitive Domain includes content knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts and concepts that serve developing intellectual abilities and skills. There are six major categories, starting from the simplest behavior (recalling facts) to the most complex (Evaluation). The Affective domain includes feelings, values, appreciation, enthusiasms, motivations, and attitudes. The University of Dayton, School of Law Affective Domain website describes each category in the domain and provides illustrative examples and keywords for the cognitive, affective, and psychomotor domains. The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Minors' potential transformation will depend fully on how they have learned and developed in the three domains of learning as detailed in chapter two.

Transformative learning which leads to potential transformation is “the process of effecting change in students’ behavior towards a frame of reference. According to Jack Mezirow (1997), the father of transformative learning. A frame of reference includes a student’s habit of the mind, as well as a personal point of view. The habits of mind are affected by previous learning experiences and cultural norms, while the points of view are the student’s personal beliefs and attitudes (Mezirow, 1997). Mezirow identified four processes of learning:

- Elaborate an existing point of view
- Establish new points of view
- Transform previous point of view
- Transform habits of the mind.

When a learner first engages with learning content or begins an assessment, he or she tends to look for evidence that supports his/her own beliefs and pre-conceived notions. However, the educational experience begins to transform the student and he starts to examine alternate points of view (Rahman, 2019). These alternate points of view may then replace or be added to the existing point of view to create a new point of view. This transforms into a habit of the mind when the learner can learn to look at things differently. This includes acknowledging potential biases of previous, as well as new points of view (Mezirow, 1997). In higher education this process is continual. But in order for the process to be effective, it is crucial both the teachers, as well as the student, are willing to transform and evaluate their personal points of view. This can result in the

transformation of a habit of the mind for both the student and faculty member. Ultimately, this leads to much higher levels of learning that are retained in the long rather than in the short term. However, for these higher levels of learning to occur, both students and faculty must be willing to do what it takes to facilitate transformative learning. This includes changes in practice and expectations for both parties. Faculty may find transformative assessment much more time consuming to grade, while students may find it takes much more time and effort to complete. But if the end product is true knowledge and learning, transformative education is an excellent method for use in prison education.

Transformative learning essentially means to effect a change. In prison education, minors primarily learn from peers; however, peers also learn from their teachers. Education is not based on commensalism students can in fact effect a transformative change through events that take place in the classroom or throughout the student relationship during a program of study. Paulo Freire (1970) developed some initial theories on which Mezirow built upon to formulate the theory of transformative learning. Freire believed called the practice of schooling primarily lecturing to students in prison education the “banking method” where teachers deposit information and students accept it. This view identifies students as empty vessels which need to be filled without any regard to the student’s beliefs or experiences. This also makes the minors exclusive “keeper” of knowledge. In today’s society where the answer to most any question can be “Googled” in just a few seconds, this is absolutely not true, if it even ever was.

Mezirow (1990) hypothesized when learning occurs, the student interprets the new information based on previous experience. This best happens as a product of reflection on the learning itself. According to Mezirow, reflection on learning includes making inferences, discriminating how the information meets or challenges pre-conceived notions, evaluating the information itself, and last, solving a problem or dilemma. This last stage can include deciding if the information meets the students’ morals and ethical beliefs, or if they challenge these beliefs. This process is continual and throughout their lives, humans continue to evaluate both knowledge as actions. Mezirow specifically discriminates between active interpretation of knowledge and reflective interpretation. Active interpretation happens very quickly before all of the facts and nuances are evaluated. Reflective interpretation of learning takes longer and is usually less biased because most or all aspects have been evaluated and filtered through the learner’s experiences and

beliefs. In essence, learning which happens too quickly may not be as easily processed or maintained.

In 1978 Mezirow identified 10 steps that are required in order for transformative learning to occur. These 10 steps are:

- a) Disorienting dilemma,
- b) Self-examination,
- c) Discontentment; realizing others are also discontent and have changed,
- d) Evaluation of potential options,
- e) Critical assessment of personal assumptions,
- f) Experimenting with new roles,
- g) Planning a course of action,
- h) Attaining knowledge and skills to realize action plan,
- i) Attainment of competence in new role, and
- j) Reintegration of new perspective.

Not all of these steps are required for a minor to learn transformatively; some steps may be omitted (Mezirow, 2000). However, when schools are designing curriculum and wish to use transformative learning principles, these 10 steps should be considered. Sterling (2011) reported not everything a student learns spurs them to action, not matter how the school has tried to include transformative education principles. Certain concepts will speak to certain students, while some students will be able to relate to others. Transformative learning help shape minors points of view positively as they might reflect on what pushed them to act in a particular way and would not want to repeat the action again. Ison and Russell (2000) identified two levels of change that are driven by learning; first and second order change. First order change is the type of change that occurs with traditional pedagogies where lecture and testing are the primary modalities used. In first order learning, students may learn the content for a test, but it never really makes any long-term impact on their lives.

What they have learned is quickly forgotten. Second order change impacts both the way a student thinks and believes, as well as the way he acts. This may be a service learning experience that assists a student in realizing what he wants for his career, or something at a much less significant level such as a student who practices and reflects on how to do algebra problems and

after much practice and struggle, finally understands the concepts. This understanding is likely not to be easily forgotten and will be retained for much longer. Sterling had different terms for these two levels of learning. He called first order change cognition and second order change metacognition. He noted multiple levels exist between cognition and true metacognition. But essentially these two theories (Ison and Russell and Sterling) are very similar. However, Sterling added a third level, a third order change which he called epistemic learning. This type of learning changes a student's worldview.

Mezirow (1990) wrote, "Reflection is generally used as a synonym for higher order mental processes". It allows minors to gain new understandings and appreciation. He noted reflection is different from thinking because it requires additional analysis.

This integration of reflection and relevant, problem-based assessment may not seem difficult at first glance; however, it can be very challenging for faculty to do because this type of assessment takes a great deal of time to create. In addition, it may be very different from the type of assessment students are used to. Reflective exercises are used as a key educational strategy in transformative learning to assist students in reaching second or even third order change. Reflective exercises can be done in most subject areas although it is much easier to develop them in some disciplines than in others. However, outside of education and psychology, reflective exercises may not be viewed as "real assessment" because these type of activities rarely require APA style and references.

However, even without these two requirements, reflective exercises are high level evaluation assessments if designed properly.

It has already been noted transformative learning is difficult to incorporate into teaching strategies for some faculty. However, integrating transformative practices is really no different than integrating state education requirements or integrating programmatic accreditation requirements which is already being done by most faculty. How and when it is integrated is dependent on the discipline and the university where the faculty is employed. Kang (2013) noted transformative learning in faculty is even more critical in Christian higher education where professors not only have to teach the subject matter, but also have to attempt to seamlessly integrate Christian principles, ethics and morals in the curriculum at the same time. This skill in integration is a key characteristic of transformative educators.

If transformational learning results in a more robust, meaningful and long-term learning experience for the students in higher education, then why does resistance to it occur? This is a multi-faceted answer. Resistance occurs in faculty for a multitude of reasons. In addition, resistance also occurs in students. Since it occurs more frequently, faculty resistance will be discussed first.

1.2.5 Pedagogic factors

Pedagogy encompasses what the instructors do to influence the learning of others. It develops from a range of factors including theories and research evidence, political drivers, evidence from practice, individual and group reflection, educator's experience and expertise, community expectations and requirements. Pedagogic factors covers methods of teaching, teacher attitudes, assessment strategies, learning styles, individual differences. It looks at the way teachers deliver the content of the curriculum to a class, the method of teaching, both as an academic subject or theoretical concept, group work, meaning of education, and values in the context of immediate issues. A teacher as a key implementer of the curriculum must elicit response that demonstrates understanding of learners.

1.2.6 Transformative Education

Transformative education involves teaching and learning geared to motivate and empower happy and healthy learners to take informed decisions and actions at the individual, community and global levels. Learners must engage with the world and find coherence between the world they experience in school and the world we all wish to build outside school. To build this world, we need to learn to read and write, but we also need to learn collaboration, empathy, complex problem solving, connection to other human beings and nature. Education can only be "transformative" when students feel valued, acknowledged and safe and, are included in the learning community as full and active members. This starts by preventing and addressing school violence and bullying, low self-esteem, gender-based violence, as well as health and gender related discrimination towards learners and educators. Teachers are expected to transform their teaching, for example, ensuring that the curriculum, pedagogy, learning materials, schools or learning environments are meaningful in the natural, political, economic, and cultural contexts. UNESCO (2008), mentioned that transformative education aims to empower learners to critically analyze their world and take action to improve it such as:

Inquiry-Based Learning: This approach encourages students to ask questions, conduct research, and explore subjects deeply. For instance, students might investigate local environmental issues and propose sustainable solutions.

Service Learning: This combines classroom learning with community service. Students might work on projects that address community needs, such as organizing a recycling program or tutoring younger students.

Project-Based Learning: Students engage in projects that require critical thinking, collaboration, and problem-solving. For example, they might design and build a model of a sustainable town, integrating knowledge from various subjects.

Global Citizenship Education: Programs like those supported by UNESCO aim to develop students' understanding of global issues, such as climate change and social justice, and their role as global citizens. These methods help students develop skills like empathy, collaboration, and complex problem-solving, preparing them to contribute positively to the society.

1.3 CONTEXTUAL BACKGROUND OF THE STUDY

The context of this study looks at the main challenges facing education of the minor that has brought about an alteration in the potential transformation and rehabilitation of the inmates' behaviors. This is seen in the state of things happening in the Cameroon society as minor are increasingly involved in criminal activities, drug abuse and trafficking, violence in school just to mention a few. The above increased in the deviate behaviours of the minors after completion of education further lead them back into the prison precisely in quarter 8 and 9 where they serve as offenders. Prisons are not like schools, where a class is made up of students of the same age, subject to an academic core curriculum, with exams at set times and detailed assessment to measure progress along the way. Much debate has been generated about the emergence of the modern prison and its desire to punish, control, and discipline (Foucault, 1977; Ignatieff, 1978; Morris and Rothman, 1998), but at its inception there was some convergence in the objectives of the modern prison and education, personal change, and transformation of the individual, essentially a form of what is loosely termed today as "rehabilitation." Kondengui central prison is divided into quarters, each quarter has a name based on the type of inmates that it has. Quarter 13 is for minors exclusively. These minors have a very big hall that is sub-divided into classrooms.

The school setting comprises of a bilingual system where minors of both system sit in for daily studies.

The study assesses education of the minor towards the creation of an integrated assessment model for potential transformation in Kondengui central prison. The first part examines the concept of assessment of education of the minor and the creation of an integrated assessment model which will come after data collection and analyses. Prison education is the foundation for sustainable change in the inmates' behaviors, thereby guaranteeing lifelong competences in society. It is on this basis that Cameroon ratified several conventions related to the right to education. These conventions ranged from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000, to the Incheon Declaration of 2015, specifically 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. As a result, every citizen, regardless of location, has a better chance to transcend the prison experience, a prisoner must honestly understand who he or she is and who he or she wants to be and work towards the accomplishment of the change that the society desires.

Potential transformation is necessary for a prisoner's reintegration into society as school programs and assessment strategies in prisons aim to provide inmates with the skills they need to find a job and earn a living after release. Multiple studies prove inmates who take education seriously are more likely to find a job and stay out of prison. Yet only a few prisoners in jails receive education and are actually assessed. When an inmate is released from prison, rehabilitation is a critical factor in determining whether he or she becomes a law-abiding citizen or commits more crimes. Up to 89% of those who return to prison are uneducated (Kimmitt, 2011). Assessing minor education provides individuals with the skills and knowledge needed to find and keep a job. Studies show that inmates who receive prison education not only find employment but are more likely to stay out of prison and commit fewer crimes.

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 society, including the prison. The document tasked the ministries in charge of education, justice, and finances with developing the human capital required to attain this vision. Also,

Cameroon Vision 2035, a document signed by Philemon Yang, serves as a reference consensual document that sets out Cameroon's long-term development guidelines to ensure greater visibility of development policies and strategies. According to the development states on human capital formation, if current trends in prison population growth continue, Cameroon will have an 8 million-person prison population in 2035, with a large number of youth. This population could be an important asset if only they are well-educated and assessed based on the analogous integrated assessment model, well-trained, well-fed, and in good health; otherwise, it can become a burden (Cameroon Vision 2035, p. 11).

Therefore, the state's role in terms of human capital formation is to ensure that the prison population is transformed into a learning ground, especially in terms of education of the minor and training, so as to "transcend the prison experience for potential transformation." With this, prisoners must honestly understand who they are and what they want to be, and then carry out the actions necessary to achieve that change (potential transformation). Inmates should be in good health, properly educated, skilled, and professionally qualified, which will be based on the results of the analogous integrated assessment model, to facilitate their insertion in the job market and in society upon their release. As concerns education, as stated in the National Strategic Paper for 2030, the government's vision is to promote an educational system in which every young inmate is sociologically integrated, bilingual, and competent in an area that is crucial to the country's development. The strategic objectives are to:

- Ensure access to prison education for all youths in Cameroon.
- Achieve a 100% completion rate of secondary education in Cameroonian prisons.
- Increase the supply of secondary education in Cameroonian prisons.

Despite the education of the minor offers in prisons, the minor still face problems of rehabilitation and reintegration into the society after release and completion of their schooling. This is seen in the pace of economic and social growth in Cameroon which seem timid because the type of knowledge and skills acquired in school do not match with labor market demand. Therefore, it does not only suffice to improve access and equity to attain an efficient and sustainable education. The visions for prison education sector consists, on the one hand, of providing quality education as well as the necessary competencies and professional attitudes to inmates, and, on the other hand, of facilitating their reintegration into the professional world.

Prisoners generally belong to groups with multiple social and economic disadvantages (Noonan, 2004). In addition, incarceration further disadvantaged them by separating them from their family, social, and employment networks in the community. For many offenders, there is also a feeling of shame or low self-esteem, and they may also suffer from substance abuse, mental health problems, or post-traumatic stress disorder. The development of basic skills and special programs for the educationally disadvantaged is not new. What is seen as new in Cameroon is linking prison education to mainstream education and mainstream employment, housing, and health services to correctional services.

Tambo (2016) revealed that the curriculum was not sufficiently responsive to the needs of individuals, society, industry, and commerce as secondary inmates continued to find them lined up in front of government offices requesting jobs from the government instead of being job creators, which are signs of being inadequately prepared for adult life generally. The vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting "Africa's prison education and training systems to meet knowledge, competencies, skills, innovation, and creativity required to nurture African core values and promote sustainable development at the national, sub-regional, and continental levels," was caught by Ministries of Education. Instruction and assessment go together, therefore these competencies (the generic and core competencies) need to be developed in the learners and properly assessed for further development of higher competencies. However, many seminars and training sessions on integrated assessment have been held since 2018 with a greater focus on potential transformation but with insufficient clarity on the assessment processes, especially for an integrated assessment model for formative as well as summative assessment such as the GCE O/L and A/L examinations, CAP, PROBATOIRE, and BACC examination. Fleisch et al. (2019, p. 72) recommend a shift away from an emphasis on examinations for selection and a move towards assessment as verification of the knowledge and skills that have been acquired. Notwithstanding the change in the level of content to be mastered, they recommend that examinations focus on testing higher-order skills. Cameroonian prisons should begin thinking in this direction.

1.3.1 Prison context

The use of assessment instruments in the prison setting is usually aimed at the detection of radicalisation processes. Such detection, especially at early stages of radicalisation, seems necessary to prevent individuals from becoming further involved in extremism. This idea is linked

to prevention as a paramount purpose of these tools. Bearing in mind the fact that prison is a specific setting, risk assessments should help “to avoid blind spots and to find common grounds in decision-making processes” for both security and psychosocial interventions, by identifying key targets for disengagement processes, for example. However, it seems advisable not to confuse extremism with people who have discovered or started to practise their faith: the existence of false-positive cases and arbitrary conclusions must be clearly avoided. This is clearly related to the use of reliable risk factors, instead of oversimplified ones. False positives will always lead to the unfair, unjust and potentially stigmatising treatment of those falsely assessed individuals, which will have a negative impact on their disengagement process.

Besides, given the dynamic nature of risk and radicalisation, risk assessment instruments should not be used to categorise inmates in a static and/or inflexible way: risk is changeable and radicalisation does not always follow the same progressive pathway. This is why assessments need to be updated and “the multiple-check principle” has been proposed as a necessary working method in this field. When the limitations of instruments are analysed, discussion on predictive capability arises. In this sense, it should be clear from the very beginning that mathematical prediction is not possible. The “probabilistic approach” seems to be recognised: instruments are not developed to provide precise estimations, but to offer information in terms of risk factors that could lead to certain behaviours under certain conditions. Besides, two risks could be distinguished: the risk to the outside community, where contextual and social factors play a key role; and the risk inside prison, where recruitment or violent behaviours are elements of concern, amongst others.

Finally, the interpretation of results is an important element to be mentioned. Instruments are implemented to provide useful, dynamic and practical information to be taken with caution, not to “sentence” individuals by considering certain ideas a crime and/or offence. In EU Member States, entry into prison is a result of the commission of crimes. Ideology and extreme thoughts need to be taken into consideration, and they are interesting elements when extremism is studied but are not sufficient to label individuals as terrorists or to establish high and clear risk. The use and limitations of instruments outside prison will also be briefly described. In this respect, as cited by Kitta (2010), some areas of interest are mentioned below:

- Judicial scope: the use of risk assessment instruments or screening tools (usually shorter) has been recommended for pre-trial detainees, in order to detect elements of interest in their ideological or behavioural functioning. However, “instruments should never be used to determine a sentence”.
- Police scope: sharing information with police authorities and external partners (intelligence services, for instance) has been thoroughly discussed in recent years. In this case, it is interesting how information related to the risk can help to monitor individuals in the community after release from prison. In fact, two instruments developed for police research/work on Islamist extremism are included in the present paper:
- Probation scope: screening versions of risk assessment instruments and periodical assessments in a broad sense (interviews with families, social agents, etc.) can help reintegration into society and prevention from further extremism.
- Research scope: universities, researchers, experts and non-governmental institutions have shown interest in the study of radicalisation and could support and reinforce methodological improvements. Here, data protection, ethical standards and clear procedures should be clarified.

Figure 2: Photos of minors in Knodengui Central prison, quarter 13 with researcher and coordinator of prison.



Source: Ali images (fieldwork, 2023)

1.4 THEORETICAL BACKGROUND OF THE STUDY

Five theories were adopted for this study:

1.4.1 Social Learning Theory and Self-Efficacy by Albert Bandura (1977)

In 1961 and 1963, Albert Bandura conducted a series of experiments to determine whether social behaviors (aggression) could be accrued by observation and imitation. The research that entailed children observing a model punch an inflatable doll looked to support the idea that children emulate their behavior by watching others. These experiments were collectively known as the Bobo doll experiments. Supported by his findings in the Bobo doll experiments, Bandura developed the social learning theory in 1977. The theory later evolved into the social cognitive theory in 1986 which postulates that learning takes place in a social framework with an ever-changing and shared interaction between the person, environment and behavior. Social learning theory is grounded by several key assumptions:

- **People learn through observation.** Learners can acquire new behavior and knowledge by merely observing a model.
- **Reinforcement and punishment have indirect effects on behavior and learning.** People form expectations about the potential consequences of future responses based on how current responses are reinforced or punished.
- **Mediational processes influence our behavior.** Cognitive factors that contribute to whether a behavior is acquired or not.
- **Learning does not necessarily lead to change.** Just because a person learns something does not mean they will have a change in behavior.

One of the primary strengths of social learning theory is its flexibility in explaining the differences in a person's behavior or learning, i.e., when there is a change in a person's environment, the person's behavior may change. An additional strength of the social learning theory is that it allows for different ways of learning. A person can learn through observation or direct experiences. Looking at Self-efficacy, it is a set of beliefs that influence the decisions individuals make and the subsequent actions they choose to carry out. In the 1970s, psychologist Albert Bandura developed the framework of self-efficacy, Bandura (1970) defined self-efficacy

as the belief in one's capabilities to organize and execute the courses of action required to attain designated types of performances. He argued that people with high self-efficacy will apply effort, persevere and demonstrate resilience when faced with challenging tasks, while those with low self-efficacy tend to hold back during difficult tasks, expect mediocre results, and give up easily. Self-efficacy judgements affect which activities individuals choose or avoid, how much effort they put in, how much resilience they have, and how long they persist with a task. People with high self-efficacy enjoy challenges and respond proactively to failure. They set higher goals and expend more effort towards their achievement. They are more self-regulating, persist longer and use more cognitive and metacognitive strategies (higher-level thinking), showing an understanding of what is involved to carry out a task successfully. People with low self-efficacy are more likely to avoid difficult tasks and have low commitment to goals.

This theory is relevant in this study in that the researcher review literature about Bandura's (1977) social learning theory and self-efficacy on how this theory can positively affect prison education assessment programs and inmate potential transformation. More than 1000 prisoners are released each year from kondengui prison, and other prisons into the communities of Cameroon (Coley & Barton, 2006). When these ex- inmates re-enter society, they seek employment, but with limited education and low literacy levels their prospects for becoming employed are reduced (Coley & Barton, 2006). A three-year study of 1,205 releases showed a strong positive relationship between prisoners obtaining education of any kind in prison and the reduction of recidivism (Haer, 1995). Because education has been shown to reduce recidivism, Kondengui prison and other prisons around Cameroon offer correctional education classes to inmates. The most widely offered correctional education classes are Adult Basic Education, Moral Education, Secondary Education (GCE) preparation, and vocational training (Coley & Barton, 2006).

1.4.2 The Human Capital Theory by Becker (1962) and Rosen (1976),

Human capital theory is about the idea of humans increasing their productivity and efficiency through a greater focus on education and training. Human capital is the study of human resources. It talks about the development of economic value from how we function as a society In the 1960s, economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity. As the world accumulated more and more

physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital. According to Sean (2021) Human capital is a loose term that refers to the educational attainment, knowledge, experience, and skills of an employee. Rasure (2021) states that, the key points of Human capital are: the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality, posits that human beings can increase their productive capacity through greater education and skills training. Intellectual and human capital are treated as renewable sources of productivity. Prison schools try to cultivate these sources, hoping for added innovation or creativity in the minor, so that at the completion and release from prison, they will become productive and active members of the society thereby reducing crime in the society. The possible downside of relying too heavily on human capital is that it is portable. The importance of human and social capital is far reaching; the ability to acquire skills and sufficient networking abilities allow persons to enjoy elevated levels of economic and social status and avoid stigmatizing events, like incarceration. Human capital refers to education and skill sets, at both the individual and group level, while social capital refers to networks of obligations and reciprocity which allow information to spread between individuals and groups.

Human and social capital both produces economic capital through access to relevant skill sets and information about potential employers in the licit labor market (Bourdieu, 1983; Coleman, 1988; Putnam, 2001). However, deficits in either category make entering into the licit labor market difficult; for example, persons with few social connections, a lack of sufficient job skills or a criminal record, may find legal employment hard to attain. If human and social capital levels have been stunted by gaps in educational attainment or absence from the licit labor market, due to incarceration or jailing, relevant job skills and information networks erode, making entrance into licit labor markets increasingly difficult (Clear, 2001). Acquiring a job depends on access to pertinent information about the availability and working conditions of employment (Ioannidies & Loury, 2004).

1.4.3 Theory of Change by Maureen O’Flynn and Clare Moberly (1992)

Theory of Change’ first emerged in the 1990s. Its purpose at that time was to address some of the problems evaluators faced when trying to assess the impact of complex social development programs. These included poorly articulated assumptions, a lack of clarity about how change processes unfolded, and insufficient attention being given to the sequence of changes necessary for long-term goals to be reached (O’Flynn 2012). Theory of Change thinking has progressed rapidly since then and is becoming increasingly popular even in the assessment of minors’ education. (O’Flynn 2012) saw the theory of change as an “on-going process of discussion-based analysis and learning that produces powerful insights to support program design, strategy, implementation, evaluation, and impact assessment, communicated through diagrams and narratives that are updated at regular intervals” (Vogel 2012, p. 5). A Theory of Change can also be seen as a product and is often presented as a mixture of narrative and summary.

Identifying how change happens: Developing a theory of change normally involves carrying out some analysis of the forces that have the potential to affect any desired outcomes (Jones 2010). The first step, therefore, is normally an assessment of how change could happen in relation to a particular issue. In the context of this study, it will be a minor potential transformation. This can include an assessment of:

- Which factors in the external context might help or hinder change?
- Who has the power to influence change, positively or negatively?
- What or who needs to change, and at which levels (e.g., national, regional, community); and
- Over what timeframes?

The assessment is based on common understandings of how change happens amongst the different stakeholders charged with prison education. Methodologies such as power analysis, stakeholder analysis, or educational assessment might also be used to come up with the intended results. Minors during their studies are being assessed to see whether the intended behaviors are being achieved, which helps the prison administrators identify areas for change or improvement.

Identifying your own role while the analysis of how change happens does not usually address an organization's own intervention, the next stage attempts to explicitly identify an organization or program's own contribution to change. The main purpose of this stage is to be able to identify which changes minors' education and its prison administrators can contribute to directly and/or indirectly and which areas of change are beyond their scope.

Developing a conceptual pathway: Once there is clarity about the potential roles that prison education institutions can play, the next stage involves identifying an achievable long-term goal, clarifying and identifying the key changes that need to be in place for this goal to be realized, and then discussing and agreeing on an organization or program.

- who it needs to work with and how;
- what changes in their knowledge, attitudes, skills, and behavior are required; and
- What activities or working approaches are needed to contribute to those desired changes?

The results of these discussions are often presented as a conceptual map that illustrates the linkages between schoolwork and the desired medium- and long-term changes it seeks to influence. With this, the teachers can easily predict the outcomes of the minors and work towards achieving the said outcome. This can be done in different ways, but at present, three types of conceptual processes are most often used (Jones 2010). Theory of Change better articulates how change happens and how it plays a particular role in helping teachers and administrators bring about that change in the minors and better appreciating the assumptions that underpin their work.

1.4.4 The top-down and bottom-up theory of policy implementation by matland (1995)

Education policy implementation is a purposeful and multidirectional change process aiming to put a specific policy into practice and may affect a given education system on several levels (Viennet and Pont, 2017). It is important to point out that policy change goes hand in hand with policy implementation (Cerna, 2013). Passing policies does not guarantee success on the ground if policies are not implemented well. It is difficult to say which factors or conditions facilitate successful implementation since so much depends on the political, economic, and social context. Even if policy implementation appears to be successful, Fullan (2000) points out that there is no guarantee that success will last. In terms of the change process in schools, there has been strong adoption and implementation but not strong institutionalization. Fullan (2000, 2007) further

notes that both local school development (which engages teachers and students) and the quality of surrounding infrastructure are key to lasting success.

Two main theories try to explain the concept of policy implementation: the top-down and the bottom-up theories. Top-down theorists see policy designers as the central actors and concentrate their attention on factors that can be manipulated at the central level (Matland 1995, quoted by Cerna, 2013). The top-down theory looks at a policy that is conceived or designed at the top level (by external agencies such as NGOs, ministries, etc.) and passed down for implementation by those at the bottom who play a passive role in decision-making. According to Ornstein and Hunkins (2009, p. 267), "teachers must be viewed as full participants in curriculum implementation, not passive recipients of the curriculum." They "possess clinical expertise" (p. 266).

Conversely, bottom-up theorists emphasize target groups and service providers, arguing that policy is made at the local level. Bottom-up approaches see policy implementation as a "time-consuming process of interaction and negotiation between those seeking to put policy into effect and those on whom action depends" (Barrett and Fudge, 1981, cited in Viennet and Pont 2017). The bottom-up scholars (e.g., Hjern and Hull, Hanf, Barrett and Fudge, and Elmore, quoted by Cerna, 2013) criticized the top-down theorists for only taking into consideration the central decision-makers and neglecting other actors. The bottom-up approach, developed by Hanf, Hjern, and Porter, identifies the networks of actors who are involved in service delivery in one or more local areas and asks them about their goals, strategies, activities, and contacts. Among the benefits of the bottom-up approach is its focus on centrally located actors who devise and implement government programs; thus, contextual factors within the implementing environment are important. Actors and their goals, strategies, and activities need to be understood in order to comprehend implementation. Bottom-up approaches do not provide prescriptive advice, but rather describe what factors have hampered achievement of stated goals.

According to Viennet and Pont (2017), the process of developing educational policy is no longer linear. A complex web of human interactions influenced by context is required for better policymaking. Education reform is not only for top-down policymakers, but it is also a balancing act that goes beyond evidence-based policymaking. Actors can interpret, react, and influence implementation. Including them throughout the process facilitates long-term success and prevents

reactions against reforms. Cerna (2013, p. 18), talks of a combined approach. Many write-ups now are focused on combining micro-level variables from bottom-up and macro-level variables from top-down approaches in implementation research in order to benefit from the strengths of both approaches and enable different levels to interact regularly. Other authors are for collaborative organizations involving multiple stakeholders who come together to identify common issues, share information and perspectives, generate or analyze information for decision-making, develop plans, and implement projects.

To conclude, Viennet and Pont observed that the way a policy is debated and framed would determine the actors' willingness to effectively implement it. Therefore, for competency-based assessment to be fully implemented, especially as summative evaluation, both the top and bottom-level stakeholders in education need to come together and share their knowledge and experiences. Research has proven that policies passed down from top to bottom are sometimes misinterpreted because they are borrowed more often, and those mediating may not be competent enough in guiding the main implementers the teachers (Cheptoo, 2019; Agbo Eta & Vuban, 2018)

1.4.5 The Desistance theory (Maruna and Mann, 2019).

The Desistance theory was first introduced by Evans (1970) then further developed by House (1971). Desistance theories accept that the process of desistance is neither a quick nor easy process, with the analogy of a journey being adopted to illustrate the complexities. It can take considerable time, potentially many years, to change entrenched behaviours and the underlying problems. Lapses and relapses should be expected and effectively managed. The Desistance theory argued that when the leader practices behaviors that support the subordinates' abilities, the subordinates' performance increases. Desistance should not be seen as a quick or easy process it can take considerable time to change entrenched behaviours and the underlying problems. Three stages of desistance have been identified primary, secondary and tertiary, The role of probation is to assist and support individuals desist from crime there are too many factors at play for probation to 'cause' desistance, The research highlights the importance of both internal factors, e.g. what the individual believes in, and external/social factors, e.g. the supportiveness of those around the individual, Desistance research also emphasises the need to: adopt an individualised approach, recognising that the desistance journey is different for each individual, develop positive relationships individuals are influenced to change by those whose advice they respect and whose

support they value and recognise and build upon people's strengths, rather than focusing solely on individuals' deficits.

Desistance as mentioned by Grey (2014), is the process of abstaining from crime by those with a previous pattern of offending. It is an ongoing process and often involves some false starts and stops. The desister is placed front and centre in the process of desistance, recognizing that each individual's experience is different the process is influenced by an individual's circumstances, the way they think, and what is important to them. According to the Desistance theory, people are more likely to desist when they have strong ties to family and community, employment that fulfils them, recognition of their worth from others, feelings of hope and self-efficacy, a sense of meaning and purpose in their lives. The desistance theory demand increasing attention to the implications for operational delivery. The term 'assisted desistance' has been used to describe the role that probation (and other agencies) can play, recognising that individuals can be supported to desist from crime but there are too many factors at play for an agency to 'cause' desistance.

The following principles have been identified:

- **Respect individuality:** since the process of giving up crime is different for each person, delivery needs to be properly individualized;
- **Build positive relationships:** service users are most influenced to change by those whose advice they respect and whose support they value. Personal and professional relationships are key to change;
- **Recognise the significance of social context:** desistance is related to the external/social aspects of a person's life as well as to internal/psychological factors. Giving up crime requires new networks of support and opportunities in local communities;
- **Recognise and develop people's strengths:** promoting a range of protective factors and taking a strengths-based approach should be part of the supervision process. For example, strong and supportive family and intimate relationships can support individuals in their desistance journey. A further principle is the need to respect and foster agency or self-determination. This means working with service users rather than on them. Service users tend to highlight the importance of real collaboration and co-production, and their engagement as 'active collaborators'. There has been growing attention in recent years to the potential value

of service user involvement in the review and development of probation services. Service users have reported that such involvement can facilitate self-efficacy, social benefits, professional development, and desistance from further offending, and allow them to have a positive impact both on other service users and on overall probation delivery.

1.5 STATEMENT OF THE PROBLEM

Prison education is a way for ensuring a comprehensive and high-quality education for minors' personal development, future opportunities, and overall potential transformation (Greenberg, 2000). The orientation of this research was to assess pedagogic factors that contribute to the improvement of quality transformative education for minors in Kondengui Central prison. As a student in the department of Curriculum and Evaluation, noticed during reading of empirical literature on minor education, the inability of minors who completed education in Prison to successfully re-integrate themselves into the society. Reference report from Pellegrino (2006), on the unsatisfied nature of minors' performance during class presentation, test, group work and end of year examinations had been seen to be very weak.

Teachers focused only on examination contents and classes. Important aspects of schooling are neglected when assessing learners such as the affective and psychomotor domains which played a key role for minors' potential transformation. This has led to lack of potential transformation in the minors. This is seen in the state of things happening in Cameroon society and Yaounde in particular with regards to minors progressively being involved in violence and criminal activities (Heindou 2022). Coley (2006) mentioned that emphasizing standardized tests as the primary measure of academic achievement can limit the scope of assessment and neglect other crucial aspects, such as critical thinking, creativity, problem-solving, socio-emotional and psychomotor skills. This narrow focus may result in an incomplete understanding of pedagogic factors that contribute to minors' educational progress and hinder their ability to thrive in an increasingly complex and interconnected world.

The arose for the researcher valuing assesment of pedagogic factors towards developing an integrated assessment model for potential transformation was based on some indicators that impede the effective assessment of minor education as cited by Anangisy (2020). These indicators include (1) teacher know-how on teaching method and design which focuses on the pedagogical knowledge, instructional strategies, and expertise of teachers working with minors in prison. It encompasses their ability to adapt teaching methods to the unique needs and

challenges of minor offenders, considering factors such as their educational backgrounds, emotional well-being, and individual learning styles. (2) Prison experience and assessment strategies which looked at the familiarity and understanding of the correctional environment that teachers and minors possess. Teachers with prison experience have a deeper understanding of the social, emotional, and behavioral issues faced by minors in custody, which can inform their instructional strategies and support their ability to create a rehabilitative and supportive learning environment. (3) Challenges facing prison education in terms of policy and practice which encompasses the policies, guidelines, and regulations that govern minor education, as well as the practical implementation of these policies at the institutional level. Exploring the relationship between policy and practice provides insights into the systemic factors that facilitate or hinder effective educational interventions. (4) Positive rehabilitation and (5) psycho-social content which looked into educational programs on the methods and techniques used by teachers to evaluate the progress and learning outcomes of minors in correctional settings.

By identifying gaps or areas for improvement in minor education, potential recommendations can be made to enhance potential transformation and reintegration of minor after completion of schooling. Atschuler (1994), said human nature is not so easily subdued or imposed, so we can only do this through quality transformative education. Becker (1962) view education of minor as human and economic investment and Bandura (1977), added that for minor to effectively acquired knowledge skills and attitude, they must modelled their behaviours for potential transformation, which mean in-depth cognitive, affective and psychomotor balance. With these in mind, we proposed an analogous assessment model for assessing behavior change of the minors.

1.6 OBJECTIVES OF THE STUDY

1.6.1 General objective of the study

To assess Pedagogic factors that contribute to the improvement of quality transformative Education for Minors in Kondengui Central Prison Yaounde.

1.6.2. Specific objective of the study

Specifically, this study seeks to:

1. To explore teachers' know-how on Teaching Methods and Designs used for Assessing Minors Potential Transformation in Kondengui Central Prison;
2. To determine whether prison experiences and learning strategies influence minors' Potential Transformation in Kondengui Central Prison;
3. To find out whether challenges facing education in prison influence policy and practice towards minors' potential transformation;
4. To verify whether minors who complete education in prison after detention have a positive social rehabilitation based on their potential transformation;
5. To verify whether the curriculum used in prison education has aspects of psycho-social content that are used to assess potential transformation

1.7 RESEARCH QUESTIONS

1.7.1 Main research question of the study

To what extent does assessment of Pedagogic factors contribute to the improvement of quality transformative Education for Minors in Kondengui Central Prison Yaounde?

1.7.2 Specific research questions of the study

1. How does Teachers' know-how on teaching methods and designs used for assessing learners in prison affect the learners' potential transformation in Knondengui Central Prison?
2. How far do prison experiences and learning strategies influence minors' Potential Transformation in Kondengui Central Prison?
3. What challenges facing education in prison in terms of policy and practice affect minors' potential transformation in Kondengui Central Prison?
4. What significant differences are there among those who complete education in prison after detention and their rehabilitation in society?
5. To what extent does the curriculum used in prison education have aspects of psycho-social content that are used to assess potential transformation?

1.8 HYPOTHESES OF THE STUDY

1.8.1 General hypothesis of the study

Assessment of Pedagogic factors contribute to the improvement of quality transformative Education for Minors in Kondengui Central Prison Yaounde.

1.8.2 Specific hypotheses of the study

H₁: Teachers' know-how on teaching methods and designs used for assessing learners in prison affects learners' potential transformation in Kondengui central prison.

H₀: Teachers' know-how on teaching methods and designs used for assessing learners in prison does not affect learners' potential transformation in Kondengui central prison.

H₂: There are prison experiences and learning strategies which influence minors' Potential Transformation in Kondengui Central Prison.

H₀: There are no prison experience and learning strategy which influence minors' Potential Transformation in Kondengui Central Prison.

H₃: There are challenges facing education in prison in terms of policy and practice that affect the potential for transformation in prison education.

H₀: There are no challenge facing education in prison in terms of policy and practice that affect the potential for transformation in prison education.

H₄: There is a positive statistical significant relationship between those who complete secondary education in prison after detention and rehabilitation in society.

H₀: There is no positive statistical significant relationship between those who complete secondary education in prison after detention and rehabilitation in society.

H₅: The curriculum used in prison minor education has aspects of psycho-social content that are used to assess potential transformation.

H₀: The curriculum used in prison minor education does not have aspects of psycho-social content that are used to assess potential transformation.

1.9 SCOPE OF THE STUDY

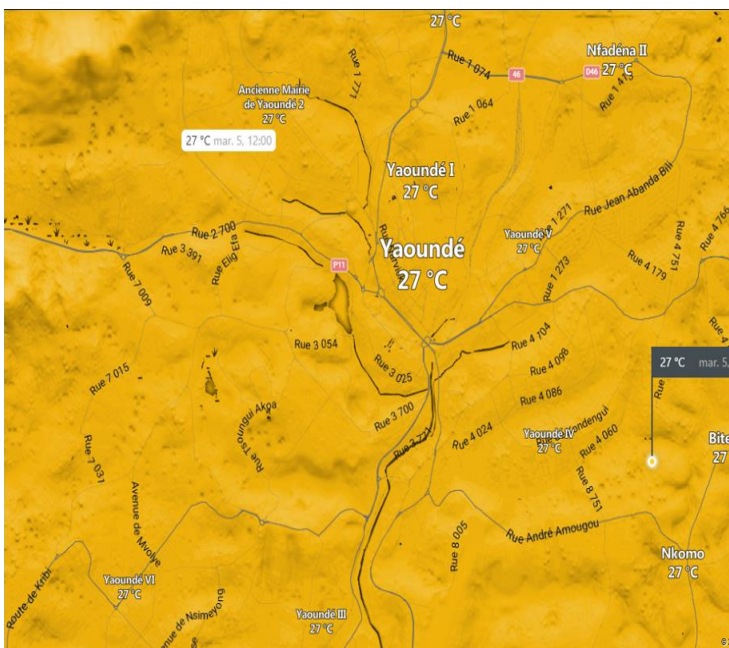
The study's scope was constrained by time, geography, and content or theme.

1.9.1 The Time Scope

The work will be carried out for a period of three years, between the academic years 2020 and 2023. This period was deemed necessary for the topic of the study, assessment of prison education: towards developing an analogous interpreted assessment model for potential transformation: the case of Kondengui Prison, Yaounde. This was because the period between the academic years 2020 and 2023 was the period when we were supposed to carry out field studies on the above research theme.

1.9.2 The Geographical Scope

The scope of this study was limited to Kondengui central prison, Yaounde. Built on a one and half hectare, the Yaounde Central Prison is located in the Kondengui residential area of the Yaounde IV Sub-division, in Mfoundi Division. The prison is bounded to the North by Government Primary School (Ecole Publique) Kondengui to the South it is separated by Brigade Kondengui to the West by a tarred road linking “Emombo road junction” and “Santa Lucia Kondengui”. To the East, the prison is separated by a tarred road that links “Carrousel Kondengui” and Mosque of Essomba.



Source: <https://www.msn.com/fr/meteo/cartes/temperature/inYaound%C3%A9,R%C3%A9gion-du-Centre>

1.9.3 The Thematic scope

This refers to the pedagogic field covered by this work. This study is found in the vast domain of the science of education, precisely in the field of curriculum and evaluation, covering the areas of psychosocial domain, curriculum development, and particularly the science of measurement and evaluation known as docimology, and limited to the topic "assessment of prison education: toward developing an analogous integrated assessment model for potential transformation: the case of Kondengi prison, Yaounde." Here we have two variables: the independent variable (assessment of prison education: toward the development of an analogous integrated assessment model) and the dependent variable (potential transformation). Our independent variable is conceptualized into the following indicators: Teachers' know-how on assessment techniques, principles, methods, and the design of assessment instruments; developing an analogous integrated model; the psychosocial content of prison curriculum; and the rehabilitation of inmates to this effect, the content scope of this study centered on curriculum, evaluation, and psychosocial aspects.

1.10 JUSTIFICATION OF THE STUDY

The main goal of prison education is rehabilitation and redirection. Education in prison helps in the potential transformation of the inmates as it reduces recidivism and the tendency for the inmates to commit the same crime again. On the contrary, most people who leave prison are regarded as social misfits; most of them tend to do odd jobs such as digging wells and toilets; some of them after their release continue to move around the neighborhood doing nothing, and as a result, they are forced to commit the same crime again and are returned to prison. The problem lies in how assessment in prison is being carried out. According to the 2011 European Commission report, "education in prison" refers to the different approaches used in teaching and training the inmates mostly on how to do things that focused on employability. In prison, education also focuses on fostering an understanding of the values generated and developing inmates' critical reflection skills. This can only be accomplished through the teaching of well-formulated prison education objectives, which include knowing the content and subject to be taught, the conditions under which the subject is to be taught, identifying the most appropriate methods of teaching, and evaluating the prisoners to demonstrate potential transformation in their attitudes, skills, and knowledge acquired. It is also very important to know the characteristics of the prisoners so as to

use adequate resources and personnel in the delivery of teaching and learning in prison. With this, we are going to have a potential transformation that will enable them to face society and the job market after their release.

Most prisons in Cameroon, especially the Kondengui prison, do little as far as assessment in prison is concerned. Education receives little attention in Kondengui prison. Cameroonian prisons count a total of 17,915 available places. In 2017, there were 30,701 prisoners, representing an occupancy rate of over 171%. According to a report by MacAllister and Josiane (2020), 5000 people have been released since 2016, including ten leaders sentenced to life in prison on terrorism charges in August 2016. On April 20, 2020, 608 detainees were released, representing 17.5% of the prisoners in Douala prison, while only 361 detainees were released among the 4000 prison population in Kondengui prison. The question we ask ourselves is: what will be the outcome of the total population released from prisons? ACAT (Age Care Assessment Team) and FIACAT (International Christian Non-Governmental Human Rights Organization), Cameroon called upon the Cameroonian authority to see into the human rights of those released from prison. Education in prison helps improve the cognitive, psychomotor, and affective abilities of the inmates. It reduces recidivism, and according to the human capital theory, investing in education in prison helps boost the country's economy. This is not the case with Kondengui Prison.

Prison is considered long-term adult confinement as punishment for serious offenses. Prisons were no longer used for punishment in the 17th and 19th centuries, according to most accounts for a crime committed. We are living in the 21st century, where we have modern prisons that are meant to give the inmates potential for transformation and to reduce the rates of crime being committed in society through quality education in the form of "homo ethics" after their release. According to ACAT Cameroon and FIACAT Cameroon, which have urged Cameroonian authorities to investigate the human rights of prisoners because they are a part of society, Kondengui Prison is the main concern of this research. This work will help the Momentum Prison better improve its educational system, which consists of vocational and technical education, secondary education, and adult education. Man is made up of four dimensions, according to Bessala (2021). He stated in his book, *Science of Education and Development*, that man exists in four dimensions. Firstly, we looked at man as "Homo sapiens," which gave him the ability to acquire scientific knowledge through academic discipline. This type of knowledge aids a man's cognitive development by allowing him to reason out facts, concepts, and beliefs in society. This type of knowledge also enables man to integrate into the society in which he finds himself.

Secondly, man is looked upon as "Homo Faber." When we say that man is regarded as a "faber," we mean that his technical know-how, skills, and "savoir faire" would help him integrate into the society to which he belongs by performing day-to-day activities very well. Thirdly, man is referred to as "homo ethicus." This stage permits man to regulate the society in which he lives. This stage brings local and scientific value to man. The final stage is their "homo aesthetic," which examines the body of a man in good work. It is the culture of excellence. It is on these dimensions that we can look at man as a social being. The interesting thing is that the third stage is neglected "homo ethicus"; man has neglected the value of nature, which has caused a lot of societal problems since man keeps on doing the opposite of the societal norms. We are saying that in order for our society to be a better place, we must implement man as "homo ethicus," especially in prison education, because the categories of persons in prison have gone against one or more of the societal norms. This is the primary reason for conducting this research in order to address this issue and seek potential solutions.

1.11 SIGNIFICANCE OF STUDY

The findings of this research have deep significance for the enhancement of secondary/primary prison education and satisfaction by prioritizing inside and outside performance of inmates. Specifically the result of this research has the following importance for the state, education providers, domestic and international research body, governors and custodial staff, employers, probation services, prison learners, experts in docimology and psycho-social affairs, ministry of Justice... Specifically the result of this research has the following importance:

1.11.1 To the state

- The government should explore legislation to enable data on individuals sentenced to custody to be shared so prisons can access minors' previous records of educational attainment;
- Ministry of justice should provide quality and effectiveness of provision in the prison and assessment of their success in building partnerships with external providers of further Education and Higher Education, based on best practice;
- The government should create career pathway for minors who successfully complete education in prison;

- The government should legalize schools in prisons and employ trained teachers to teach in these schools;
- Recreational centers should be created to follow up inmates after their release;
- Temporary employment should be provided to the inmates after their release to keep them from involving in further crimes.

1.11.2 To the education providers

- Every prison must use a consistent a rigorous assessment mechanism to set a baseline against which to measure individuals' academic performance and screen for learning difficulties and/or disabilities;
- A core set of performance measures should be used by all prisons. Such data should be monitored consistently to drive continuous improvement. The performance data from the top-performing prisons should be shared to celebrate their success and encourage healthy competition;
- Education authorities should give prisons an overall performance measure, with educational performance (as measured by analogous integrated assessment model) receiving a separate, distinct assessment;
- Special educational programs on civic education should be made as a core subject in prison education
- Different assessment strategies should be employed when assessing minor and should be made as integral teaching and learning processes.

1.11.3 To internal and international research

- The roles and responsibilities of existing organisations supporting prisoners into employment should be reviewed with opportunities to rationalise these roles and responsibilities explored. This should be supported by improved data sharing protocols. Data should be collected and reviewed to evaluate the success of agencies in supporting ex-offenders obtain and sustain employment, training and/or education on release.
- Assessment of the education reforms should be considered as part of the evaluation strategy for overall programme of prison reform.

1.11.4 To the governors and custodial staff

- Governors, senior leaders, teachers, prison officers, instructors and peer mentors must be given appropriate professional development to support in deliver high quality education.
- The recruitment of high quality teachers needs to be developed. Focus should be on both the training and recruitment of new teachers, and on the recruitment of high quality teachers from other sectors (e.g. Further Education, schools and Industry) to teach in prisons. As part of this work Governors might prompt their education providers to adopt a 'Prison Direct' approach where teachers can be trained 'on the job'.
- Governors should be free to design a framework of incentives that encourage attendance and progression in education. These might include increased pay, more time out of cell, and release on temporary licence.

1.11.5 To the probation services

- Awarding bodies should work together to agree a core basic skills curriculum for all prisons. This will lead to consistent standards and supporting materials with progression better supported when prisoners move across the regions, are released or go to a job or a different education provider/establishment.

1.11.6 To the prison learners

- Every prisoner must have a Personal Learning Plan that specifies the educational activity that should be undertaken during their sentence. This should be in a consistent digital format that can follow the prisoner through the system if they move prisons. This plan should be informed by initial assessment, be subject to regular review, be integrated with the sentence plan, be owned by the prisoner, be shared with key agencies and be accessible on release. Where appropriate the plan should be directed towards an agreed employment pathway.
- Every minor should have a portfolio where their academic achievements is kept

1.11.7 To the experts in Curriculum and evaluation and psycho-social affairs

- An analogous integrated assessment model should be used to assess minors' performance after their release and feedback should be made known to the general public on the potential transformation of the minors so as to help build their self-esteem.

1.12 OPERATIONAL DEFINITION OF CONCEPTS

1.12.1 Assessment models

García and other authors, define assessment model as “the conceptual patterns that allow schematizing the parts and the elements that want to be observed exhibiting the frequency and sequence distributions in the ideal way” (Muñoz and Araya, 2007). An evaluation model is a framework or pattern or the form or structure in which the assessment of learning is carried out. It refers to the design used in constructing the assessment instrument.

1.12.2 Assessment model.

Assessment refers to the process of using multiple sources to continually gather information on a child’s development, to provide feedback to support and guide learning (Singapore perha). This definition looks at holistic assessment model as the format for assessing the competencies in all domains of learning that is cognitive, affective and psychomotor domains. Drisko (2015) examines holistic competence and its assessment as a model which is an efficient way to assess student competence and overall program outcomes. This study combines the two definitions showing holistic evaluation model as one that assesses the learner’s competencies in all domains of learning and in overall program outcomes.

1.12.3 Prison Education.

Prison education is a process of integration where outcomes, assessment criteria, descriptions of levels, modularization and handbooks are considered as interactive processes. It is that education that is given to the inmates in a confined environment under strict follow-up. The quest for prison education came from article written by Martinson (1974) which stated that ‘What Works? Questions and Answers about Prison Reform’, which reviewed 231 studies of prison rehabilitation programs and concluded that offender treatment programs had been largely ineffective. Many of the practices of the last three decades arguably sought to increase the punitive aspects of correction. This approach was embraced by the public in the United States and in Australia (Applegate & King Davis 2005).

1.12.4 Assessment

The term assessment according to Black (1999), is interpreted in different ways, and it is mostly interpreted as testing and ranking. Assessment is usually used to inform students about

their progress and their results achieved in the instruction process. Assessment should have Validation which is the activity related to determining the extent of realization of the educational objectives, taking into account the conditions under which the results are made. Though the term “validation” is often equalized with the term “evaluation”, these are not necessarily terms with the same meaning. Sometimes “evaluation” means “validation” defined in the aforementioned way, thus it is possible to avoid use of the term; and sometimes “evaluation” means a wider process, so it is not possible to find another adequate term in English language Glynn (1999). Therefore the term “evaluation” is used in the case of the wider meaning. Evaluation is the pedagogical process of monitoring, measuring and validating educational outcomes and processes. The science of assessment is Docimology which defines fundamental principles through study of the testing and assessment processes. Crucial docimology principles are the following:

- The principle of evaluation objectivity refers to the structure and organization of evaluation: students' results should be expressed and evaluated in a realistic and relevant way; the principle is aimed at limiting the influence of external factors;
- The principle of evaluation interactivity means that evaluation of students is also necessarily connected with evaluative activities performed by teachers and self-evaluation activities performed by students;
- The principle of connectivity between student achievements and the context means that during evaluation the achievements shall be taken into account that are measured by assignments reflecting the reality and abilities of students to adjust their adopted knowledge to a wide range of situations.

1.12.5 Potential transformation

According to Alexander & Ronnie (2000), Potential transformation can be seen as a process of development of humanity faces while conveniently emerging in an integral in-depth experience of your deeds and move towards those things that are not pleasing to you and huge for integration into the society. Potential transformation can also be seen as a change from good to best based on the social norms. Bonta (1998) said Potential transformation essentially means to effect a change. In higher education, students primarily learn from faculty; however, faculties also learn from their students. Education is not based on commensalism students can in fact effect a transformative change on a faculty member through events that take place in the classroom or throughout the student/faculty relationship during a program of study. Paolo (1970) developed some initial

theories on which Mezirow built upon to formulate the theory of transformative learning. Freire believed called the practice of faculty primarily lecturing to students in higher education the “banking method” where professors deposit information and students accept it. This view identifies students as empty vessels which need to be filled without any regard to the student’s beliefs or experiences. This also makes the faculty member the exclusive “keeper” of knowledge. In today’s society where the answer to most any question can be “Googled” in just a few seconds, this is absolutely not true, if it even ever was.

1.12.5 Pedagogic factors

Pedagogic factors covers methods of teaching, teacher attitudes, assessment strategies, learning styles, individual differences. It also look at the way teachers deliver the content of the curriculum to a class, the method of teaching, both as an academic subject or theoretical concept, group work, meaning of education, and values in the context of immediate issues. A teacher as a key implementer of the curriculum must elicit response that demonstrates understanding of learners.

1.12.5 Transformative Education

Transformative education involves teaching and learning geared to motivate and empower happy and healthy learners to take informed decisions and actions at the individual, community and global levels. Learners must engage with the world and find coherence between the world they experience in school and the world we all wish to build outside school. To build this world, we need to learn to read and write, but we also need to learn collaboration, empathy, complex problem solving, connection to other human beings and nature. Education can only be “transformative” when students feel valued, acknowledged and safe and, are included in the learning community as full and active members. This starts by preventing and addressing school violence and bullying, low self-esteem, gender-based violence, as well as health and gender related discrimination towards learners and educators. Teachers are expected to transform their teaching, for example, ensuring that the curriculum, pedagogy, learning materials, schools or learning environments are meaningful in the natural, political, economic, and cultural contexts.

Table 6: Summary of general research objective, research questions and investigative techniques

GENERAL RESEARCH OBJECTIVE: To assess Pedagogic factors that contribute to the improvement of quality transformative Education for Minors in Kondengui Central Prison Yaounde.			
GENERAL RESEARCH QUESTION: To what extent does assessment of Pedagogic factors contribute to the improvement of quality transformative Education for Minors in Kondengui Central Prison Yaounde?			
SPECIFIC RESEARCH OBJECTIVES	SPECIFIC RESEARCH QUESTIONS	INSTRUMENT	
To explore teachers' know-how on Teaching Methods and Designs used for Assessing Minors Potential Transformation in Kondengui Central Prison;	How does Teachers' know-how on teaching methods and designs used for assessing learners in prison affect the learners' potential transformation in Knondengui Central Prison?	Checklist questionnaire interview guide	
To determine whether prison experiences and learning strategies influence minors' Potential Transformation in Kondengui Central Prison;	How far do prison experiences and learning strategies influence minors' Potential Transformation in Kondengui Central Prison?	questionnaire checklist	
To find out whether challenges facing education in prison influence policy and practice towards minors' potential transformation;	What challenges facing education in prison in terms of policy and practice affect minors' potential transformation in Kondengui Central Prison?	questionnaire checklist	
To verify whether minors who complete education in prison after detention have a positive social rehabilitation;	What significant differences are there among those who complete education in prison after detention and their rehabilitation in society?	interview guide checklist	
To verify whether the curriculum used in prison education has aspects of psycho-social content that are used to assess potential transformation.	To what extent does the curriculum used in prison education have aspects of psycho-social content that are used to assess potential transformation?	questionnaire checklist	

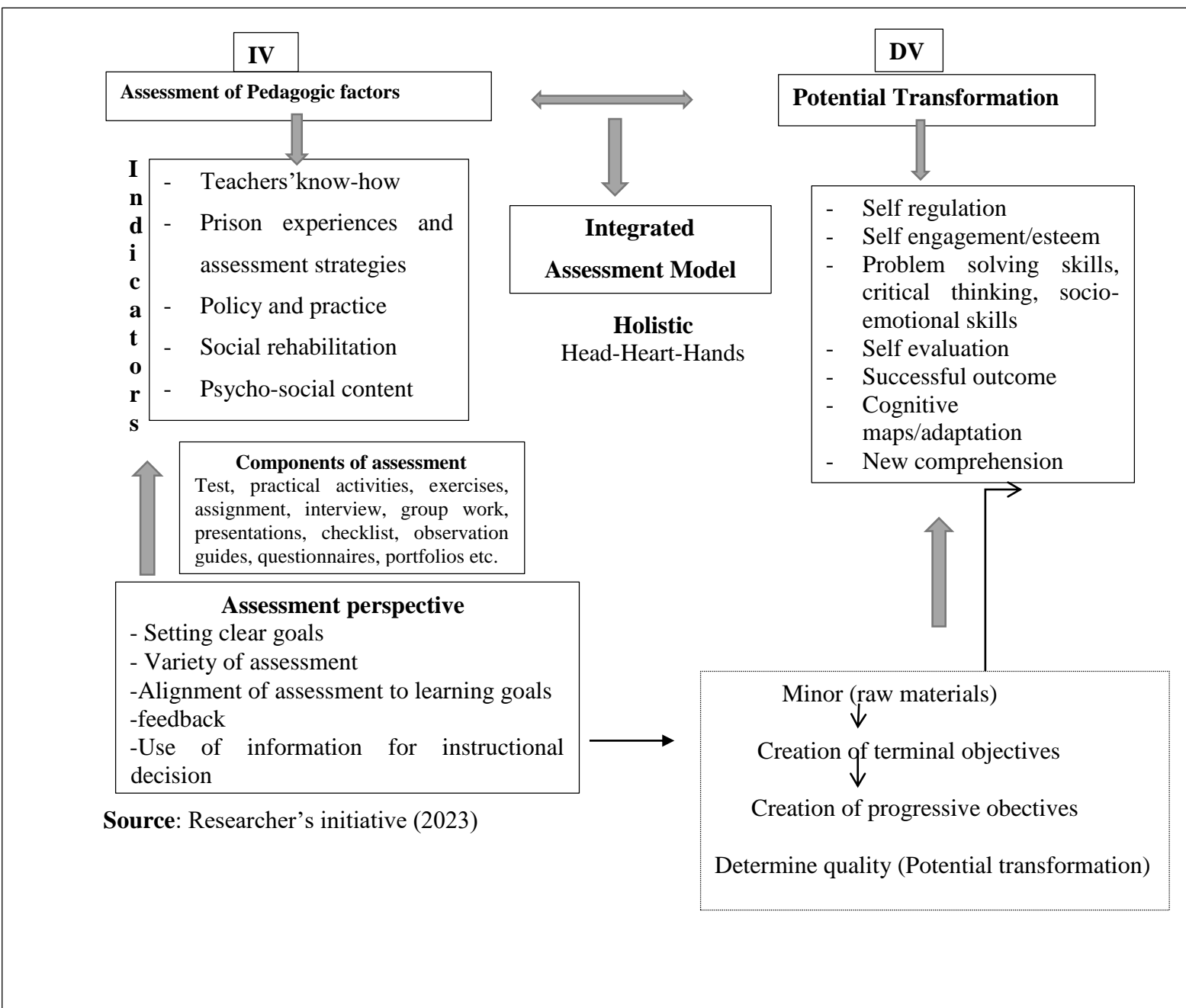
CHAPTER TWO

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.0 INTRODUCTION

This chapter explains the empirical and theoretical elements of other researchers that have stood out and progressed over the years in which assessment of minor has been, and analysed in the context of prison education. This chapter equally focuses on theoretical framework which deals with relevant theories used to support research findings.

Figure 3: Conceptual framework



2.1 REVIEW BY CONCEPTS

2.1.1 Assessment

Assessment has a vital impact in the education process to inform and improve ongoing learning, and plays a significant role (Cowie & Bell, 1999). According to Pierce, (2002; cited in KIRMIZI & KÖMEÇ, 2016), assessment is a crucial part of any learning and teaching activity. It does not only inform instructional decisions made on a day-to-day basis and helps diagnose student strengths and weaknesses related to classroom instruction, but also provide specific feedback to students in support of their learning. Assessment also provides immediate feedback for teachers to shape their teaching practices according to the learning styles of their students. To assess student achievement and determine grades, teachers should use different assessment strategies. Tests, examinations and evaluation models are important tools, used as a measure of the learning process.

Assessment and Evaluation

Assessment and evaluation are the main parts of teaching and learning activities. They have very close definitions and they are very often used interchangeably. However, they do differ from each other to some extent. Assessment is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000). Evaluation is the activity of collecting necessary information to determine if a program answers its goals. It aims to discover which methods work and which do not (Kaufman, Guerra, Platt, 2006). As is obviously understood from these definitions, assessment is the method, and evaluation is the process or activity. It can be inferred from this that one can apply assessment methods in the evaluation process. Assessment is, on the whole, accepted as one of the very crucial parts of teaching, by this means, educators can determine the level of skills or knowledge of their students (Taras, 2005). Wojtczak, (2002) argues that it helps teachers evaluate the strengths and weakness of their students and to motivate them. In addition, assessments also provide teachers with useful feedback about student learning acquisition (Taras, 2005; Stiggins, 1992). This procedure allows teachers the opportunity to evaluate learning, and then use that information to improve student knowlege. Assessing minors in prison involves considering various factors to ensure their well-being, growth, and potential for rehabilitation.

Assessment strategies for assessing minors in prison

Age-appropriate assessment tools: Utilizing assessment tools specifically designed for minors, considering their age, cognitive development, and emotional maturity. These tools might include standardized tests, interviews, and observations conducted by trained professionals.

Mental health assessment: Conducting comprehensive mental health assessments to identify any underlying psychological or psychiatric conditions that may require intervention or treatment. This includes evaluating the presence of trauma, substance abuse, or any other mental health concerns. **Educational assessment:** Assessing the educational needs and abilities of minors in prison to determine appropriate educational interventions and support. This includes evaluating their academic skills, learning disabilities, and potential for educational advancement. **Risk and needs assessment:** Assessing the risk level and identifying the specific needs of minors to develop individualized intervention plans. This may involve evaluating factors such as their history of offending, family relationships, social skills, and community support. **Social and family assessment:** Examining the social environment and family dynamics of minors to understand the impact of these factors on their behavior and development. This assessment may involve interviewing family members, caregivers, or social workers to gain insights into the minor's background and support systems. **Rehabilitation potential:** Assessing the minor's capacity for rehabilitation and identifying factors that may contribute to positive change. This assessment considers the motivation for personal growth, engagement in treatment programs, and the presence of supportive relationships.

Recidivism risk assessment: Evaluating the likelihood of reoffending based on various risk factors. This includes assessing the minor's criminal history, antisocial behavior patterns, and response to previous interventions. **Cultural and diversity considerations:** Recognizing and understanding the cultural and diversity factors that may influence the assessment process. It's essential to approach assessments with sensitivity to cultural norms, values, and experiences.

Ongoing monitoring and evaluation: Regularly reviewing and updating assessments as the minor progresses through their incarceration. This ensures that interventions and support align with their changing needs and developmental milestones.

Assessment selection

Assessment selection is defined as a preference among available alternatives to assess, and the possible realization of these preferences. It can be said that, according to the teacher and student preferences, assessment type can either reduce stress and anxiety or increase it. There are not many studies which directly analyze student choices and assessment formats, and

which students will perform better on preferred formats of assessment (Black & William, 1998; K. H., Wang, T. H. Wang, W. L. Wang, & Huang, 2006; Watering, Gijbels, Dochy, & Rijt, 2008). Berry (2010) argues that exams, testing and evaluation systems can evoke negative memories for learners such as being anxious, fearing failure, and worrying about what others may think of their abilities. These negative perceptions may affect performance to great extent. To this end, it is necessary to implement alternative ways of assessment, if the applied assessment format is not at the desired level to improve teaching. All the same, some negative outcomes based on assessment, leave learners less motivated and more psychologically stressed.

This situation may prevent learners being motivated to learn. The provision of ongoing feedback to the student by means of assessment by the teacher can maximize acquisition in the learning process. To positively address learner anxiety, or concern about assessment, it is vital to use modern testing practices together with traditional ones. In traditional assessment procedures, the aim is to check the recent performance or activities of the student or learner through tools such as test questions, alternatives, close tests or fill in the blanks. These performance oriented testing activities may allow learners to be successful in the short term rather than in the long term. For these reasons, it is necessary to eradicate student anxiety or worry, and teachers should maintain motivation at the highest level. Essentially, the assessment preference can have a significant impact on foreign language teaching and learning processes. Scientists define assessment as the process of collecting data with the aim of identifying problems. Five primary types of decisions that can be made from assessments have been identified. These are decisions about: Referral, Screening, Classification, Instructional planning and Student progress evaluation.

For each of these decisions, academic, behavioral or physical problems may be the targets of assessment (Shapiro, 1987). During the teaching in prison classroom, teachers generally evaluate minors' ability, which they collect by means of tests and exams. Also, they often prefer ready-made tests for use in their classes.

Table 7: Comparing traditional forms of assessment and using current forms of assessment in teaching practice.

Old teaching paradigm	new teaching paradigm
Focus on language	Focus on communication
Isolated skills	Integrated skills
Teacher-centered	Learner-centered
Emphasis on output	Emphasis on procedure
Tests only test	Tests to teach

Source: Schlecty (2004)

Alternative Assessments

Today, teachers are starting to realize that new alternative assessment strategies need to be developed to better monitor and serve their students in their learning progress. These new forms of assessment concentrate on measuring student knowledge spontaneously in real life and are normally realized over a certain period of time. In addition to this, the more authentic variety of assessments, as projects, performance assignments, concept maps, self-assessment, peer-assessment, observation, portfolio, drama, diagnostic tree, journals, posters, instructors and student interviews (Anıl & Acar, 2008; Büyüktokatlı & Bayraktar, 2014) have become increasingly common in the classroom.

Table 8: *The differences between traditional and authentic testing are as in the following*

Traditional	Authentic
Selecting a Response	Performing an assignment
Contrived	Real-life
Recall	Construction
Teacher-based	Student-based
Indirect	Direct

Source: Schlecty (2004)

According to Richards and Renandya, (2002) “alternative assessment has been described as an alternative to standardized testing and all of the problems found with such testing. There is no single definition of alternative assessment”. Alternative assessment is different from traditional testing in that it actually asks students to show what they can do. Students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce. Thus, alternative assessment is realized in classroom activities and reflects and suits the requirements for the syllabus. Moreover, the data collected is based on real life assignments, alternative assessment providing information on the strengths as well as the weaknesses of a student. Thanks to alternative assessment, learning becomes more authentic because it helps students improve their decision-making and problem solving skills (Brualdi, 1996). Teachers are also able to gain insight about their course effectiveness and make alterations if necessary.

Principles of Assessment

Assessment includes information about student awareness, understanding, perception and attitude to learning. Assessment answers the needs of the student and is central to teacher planning, including testing. In this vein, Brown & Abeywickrama (2010) and Sariçoban (2011) argue that standardized tests have been most often associated with the terms of the following

assessment principles: authenticity, reliability, validity, and the washback effect. Here they are explained in detail:

Authenticity

Basically, using the principle of authenticity in a test uses the test for performing an assignment in a real life situation. Thus, in a test, authenticity may be presented in the following ways;

- a) includes as much natural language as possible
- b) contains components which are contextualized
- c) has meaningful, relevant, real life themes
- d) provides some thematic organization to items, such as a story line or episode
- e) offers assignments that replicate real world assignments (Brown, 2010).

Reliability

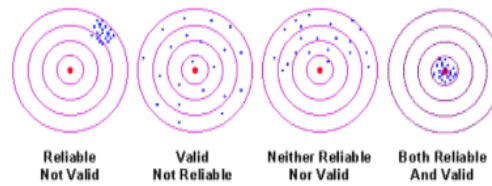
The stability and the consistency of performance reliable test has to be consistent and dependable, (Badjadi, 2013; Genesee & Upshur, 1999). For instance, if a teacher gives the same test to the same student or matched students on two different occasions, the test has to show the same results. So the principle of reliability;

- a) is consistent in its conditions ;
- b) gives clear directions for evaluation ;
- c) has uniform rubrics for evaluating ;
- d) contains assignments that are unambiguous for the test-taker, (Brown & Abeywickrama, 2010). Richards and Renandya (2002) say that if a procedure is valid, it is reliable and it gives the same conclusions. The possible realization rate is extremely high, for example if a student's written story shares the same, or at least highly similar, characteristics of his/her subsequent writing.

Validity

“Validity of assessment is perceived when the assessment method is consistent with the material and curriculum being taught and if the results of the assessment are accurate” (Brown, 2002; Gür, 2013). Supporters of alternative assessment do not suggest that these criteria be skipped. Concerns with validity and reliability of assessment tools have been addressed in qualitative research through the use of the term honesty. In other words, it measures what it is supposed to measure and would the instrument give the same results if it is

Figure 4: Diagram showing Reliability and Validity in a diagram



<https://socialresearchmethods.net/kb/relandval.php>

The fourth primary principle of assessment is washback effect. According to Brown (2004), and Anderson, Rourke, Archer, & Garrison (2001), this principle is defined as the effect of testing on teaching and learning. Another point of view on assessment principle is that its effect may denote both the promotion and the self-consciousness of learning.

This principle reflects how tests influence both teaching and learning. The following issues have to be put into consideration when using washback;

- a) positively influences what and how teachers teach and how students learn;
- b) suggests students have a chance to prepare;
- d) gives students feedback data to evaluate language achievement;
- e) provides conditions for peak performance by the student (Brown & Abeywickrama, 2010).

Why do we assess our students?

Assessment is integral to learning. Effective assessment can determine the degree to which students have met the intended learning outcomes for a course or program. Assessment also directs both the students' and instructors' attention to what is important (Boud & Falchikov, 2007). It has also been claimed that it is only when faced with assessments that students truly engage with the course material (Bloxham & Boyd, 2007). Assessment provides evidence of what has been learned for instructors as well as for students. In higher education, we assess our students to integrate them into the learning process and provide evidence of their understanding.

Types of Assessment

Formative Assessment. Formative assessment is any task or activity that produces feedback for students about their learning in a course. It typically does not contribute to the grade in a course (Irons, 2008). This is often referred to as 'assessment for learning'. The focus of formative assessment is on student learning. These activities provide students a chance to check their understanding of concepts, reflect on these understandings, and identify areas they may need to clarify in the course. Feedback is a key component to formative assessment.

Students can use feedback to improve their learning through reflection. This feedback can include written or verbal comments, practice quiz or question scores, comparison of exemplars to self-work, etc. Feedback does not need to be the sole responsibility of the instructor; using peer-feedback can be a powerful tool in the classroom. Peer feedback can occur through classroom discussion, directed peer-review of assignments, or even a class-written. Feedback does not need to be complicated, nor does it need to be time consuming, it simply needs to provide students' information on how they are doing and where they might improve. An exemplar is a piece of work that has been graded or commented on by an instructor. This showcases to students what is "good work" versus "bad work". Exemplars can be used to highlight common mistakes, show examples of creativity, engage students with the Assignment rubrics, and more.

Summative assessment is any task or activity that results in a mark or grade which is used as judgement on students' performance (Irons, 2008). This is often referred to as 'assessment of learning'. The focus of summative assessment is judgement on student performance in such a way that this can be recorded and presented for others, often as a grade. These activities provide a snapshot of students' understanding at the time of the assessment. Summative assessment is important to the higher education classroom. Higher education uses grades to communicate how well a student understands the concepts (and/or learning outcomes) covered by a given class. This information is used by students for scholarships, graduate school applications, and even some job applications. Hence, grades produced by summative assessment have become a type of 'currency' in higher education. Due to this many students are anxious and conscientious about their grades, this is why summative assessment is often referred to as 'high stakes' assessment.

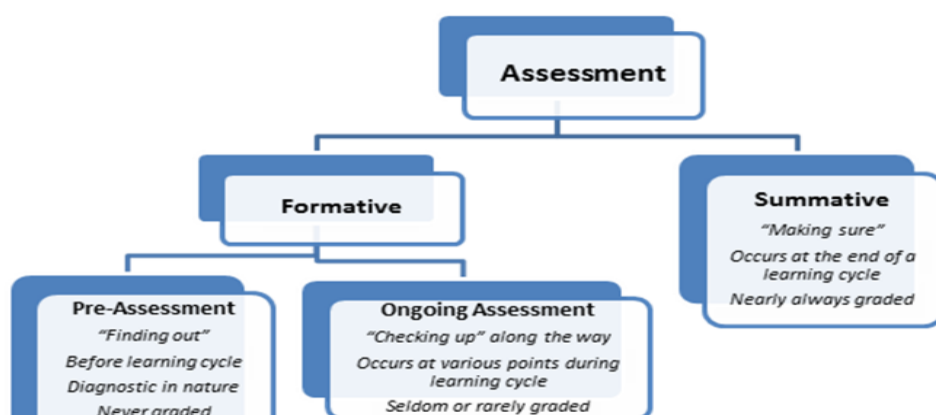
Table 9: Comparing formative and summative evaluation

Formative	Summative
<ul style="list-style-type: none"> • In-class discussions • 1 on 1 conversations with students • Peer-generated concept maps • Exit tickets written at the end of class • Stoplight check in of their understandings • Peer-review of assignments • In Class Quiz (not contributing to the overall course grade) 	<ul style="list-style-type: none"> • Midterm or Final Exam <p>The following are examples provided they contribute to the overall course grade:</p> <ul style="list-style-type: none"> • Online or In-Class Quiz • Paper • In-Class Debate • Final Recital or Performance

Assessments throughout the course or program helps identify areas where inmates may be struggling or where instructional methods need refinement; Feedback for Improvement: The primary goal of formative evaluation is to provide constructive feedback to instructors and program administrators. This feedback can be used to modify teaching strategies, materials, or curriculum content to enhance the learning experience; Informal and Qualitative: Formative evaluation often relies on informal methods such as classroom observations, student interviews, and instructor reflections. It emphasizes qualitative data to gain insights into the effectiveness of the educational program.

Summative assessment, on the other hand, looks at the overall outcomes and effectiveness of a prison education program. It typically occurs at the end of a course or program and focuses on assessing the achievement of predetermined learning objectives. Key features of summative evaluation in prison education include: Final Assessment; Summative evaluation involves a comprehensive assessment at the end of the course or program. It aims to measure the extent to which inmates have achieved the desired learning outcomes; Standardized Measures: Summative evaluation often employs standardized tests, exams, or other objective measures to evaluate inmates' knowledge and skills. It provides a standardized and quantifiable measure of educational attainment; Formal and Quantitative: Summative evaluation relies on formal data collection methods, such as written exams or surveys, to generate quantitative data. This data is used to compare the performance of inmates and assess the overall effectiveness of the educational program. In summary, both approaches serve different purposes and can complement each other in evaluating and enhancing the effectiveness of educational initiatives in prisons.

Figure 5: Comparison between formative and summative evaluation



Source: Bennett, (2011).

It is advisable both formative and summative assessments be included in any course. Formative assessments can be used to provide students an idea of how well they understand the course learning outcomes throughout the course. Formative assessments provide students with low-stakes opportunities to practice before undertaking their summative assessment. With this in mind, it is important to support your summative assessments with appropriate formative assessments to best prepare your students. For example, if students write multiple choice exams for the bulk of their course-grade, it would be advised that practice multiple-choice questions be included in-class or online. According to Benson (2001), if the course culminates in a final essay where students are to argue their ideas, in-class discussions focused on evidentiary support may be preferable to the in-class practice quiz. How you use formative assessment is up to you, but, if used properly it can greatly benefit both the student and instructor in any course.

As cited by Benson (2001), assessment should have Validation which is the activity related to determining the extent of realization of the educational objectives, taking into account the conditions under which the results are made. Though the term “validation” is often equalized with the term “evaluation”, these are not necessarily terms with the same meaning. Sometimes “evaluation” means “validation” defined in the aforementioned way, thus it is possible to avoid use of the term; and sometimes “evaluation” means a wider process, so it is not possible to find another adequate term in English language. Therefore, the term “assessment” is used in the case of the wider meaning. Evaluation is the pedagogical process of monitoring, measuring and validating educational outcomes and processes. The science of assessment is Docimology which defines fundamental principles through study of the testing and assessment processes.

Crucial docimology principles

- The principle of evaluation objectivity refers to the structure and organization of evaluation: students' results should be expressed and evaluated in a realistic and relevant way; the principle is aimed at limiting the influence of external factors;
- The principle of evaluation interactivity means that evaluation of students is also necessarily connected with evaluative activities performed by teachers and self-evaluation activities performed by students;
- The principle of connectivity between student achievements and the context means that during evaluation the achievements shall be taken into account that are measured by assignments

reflecting the reality and abilities of students to adjust their adopted knowledge to a wide range of situations.

2.1.4 Minor education

Minor education refers to the educational provision and support provided to individuals who have not yet reached the age of majority. It encompasses the formal, non-formal, and informal learning experiences and opportunities designed to meet the unique needs of minors, typically children and adolescents. Minors are defined as people under the age of 18. They differ from adults in their physical and emotional development, and in their specific needs, which require special protection. (United Nations Convention on the Rights of the Child, Art. 1). Cameroonian law defines minority and sets the age of criminal responsibility (Cameroon Penal Code Art. 80).

- ▶ Minors aged 0 to 10 are criminally irresponsible (cannot be imprisoned).
- ▶ Minors aged 10 to 14 are criminally responsible (in principle, they should not be imprisoned, but should be subject to special measures provided for by law).
- ▶ Minors between the ages of 14 and under 18 are criminally responsible (they may be imprisoned, but benefit from a mitigating excuse).
- ▶ In principle, the deprivation of liberty of children should only be a measure of last resort, and a range of alternative measures to deprivation of liberty should be available to ensure their well-being (United Nations Standard Minimum Rules for the Administration of Juvenile Justice "The Beijing Rules" Art. 19).
- ▶ Article 19 aims to restrict placement in an institution in two respects: as a "measure of last resort" and for "as short a time as possible".
- ▶ When imprisonment proves absolutely necessary, the rules governing the detention of minors come into play, and this is what we are concerned with here.
- ▶ Minors benefit from all the rights belonging to the general status of detainees.

Table 10: *Human Rights declarations*

	DECLARATIONS	CONTRAINANTS	METHODOLOGY
International	<ul style="list-style-type: none"> ➤ The Universal Declaration of Human Rights (1948) ➤ The Vienna Declaration and Programme of Action (1993) 	<ul style="list-style-type: none"> ▪ The UN Charter ▪ ThVienna Convention on the Law of Treaties ▪ The ICCPR and its two Optional Protocols ▪ The ICESCR and its Optional Protocol ▪ The Convention on the Rights of the Child 	<ul style="list-style-type: none"> ➤ Standard Minimum Rules for the Treatment of Prisoners ➤ Body of principles for the protection of all persons under any form of detention or imprisonment ➤ The Basic Principles for the Treatment of Prisoners ➤ Code of Conduct for Law Enforcement Officials

Formal Education: Shaw (2006), cited that it includes structured and organized educational programs delivered in schools or educational institutions. It typically follows a curriculum and includes subjects such as mathematics, science, language arts, social studies, and physical education. Formal education is often regulated by educational authorities and involves certified teachers or educators.

Non-formal Education: Shaugnessy (1990), refers to Non-formal education as intentional learning activities outside the formal education system. It may take place in community centers, youth organizations, after-school programs, or vocational training centers. Non-formal education offers flexible learning opportunities that address specific needs, such as skills development, literacy programs, or life skills training.

Informal Education: Informal education occurs through daily experiences, interactions, and self-directed learning that happen in various settings, including homes, communities, and through media and technology. Grey (2014), added that, it involves learning from family members, peers,

- Regional
- The Constitutive Act of the African Union adopted at the 36th Ordinary Session of the Assembly of Heads of State and Government of the OAU on 11 July 2000, in Lomé, Togo, which entered into force on 26 May 2001
 - Resolution on prisons in Africa
 - The African Charter on Human and Peoples' Rights
 - The African Charter on the Rights and Welfare of the Child
 - Robben Island Guidelines on Torture
 - Various Declarations and Action Plans (Ouagadougou, Kadoma, Lilongwé, etc.)

mentors, and the environment. Informal education plays a significant role in minors' overall development, as they acquire knowledge, values, and skills through observation, exploration, and practical experiences.

The goals of minor education are multifaceted and extend beyond academic learning. They aim to foster holistic development, including cognitive, social, emotional, and physical growth Kirmizi (2016).

Objectives of Minor Education:

- **Acquisition of Knowledge and Skills:** Education for minors aimed at imparting a wide range of knowledge and foundational skills, ranging from literacy and numeracy to critical thinking, problem-solving, communication, and digital literacy;
- **Personal and Social Development:** Education for minors supports their personal growth, self-awareness, and social-emotional skills. It promotes values, empathy, respect, cultural understanding, and responsible citizenship.
- **Preparation for Future Opportunities:** Education equips minors with the necessary skills and competencies to succeed in further education, employment, and adulthood. It helps them explore career options, develop vocational skills, and make informed choices about their future.
- **Inclusion and Equity:** Minor education aims to ensure access and equal opportunities for all minors, regardless of their background, abilities, or circumstances. It strives to address disparities in education and promote inclusivity, diversity, and social justice.
- **Lifelong Learning:** Education fosters a love for learning, curiosity, and the development of lifelong learning skills. It encourages minors to become self-directed learners who can adapt to changing circumstances, acquire new knowledge, and continuously grow and develop throughout their lives.

Minor education is a fundamental right recognized internationally, and governments have a responsibility to provide quality education that meets the needs and rights of minors. It plays a vital role in shaping individuals' lives, promoting social progress, and contributing to the overall development of societies. Minors have rights concerning education and training, and these rights are regulated in International, National conventions, and recommendations.

Conventions, principles, rules

The right to education

Education has been formally recognized as a human right since the Universal Declaration of Human Rights in 1948, and has since been affirmed in global human rights treaties, including the 1960 United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention Against Discrimination in Education and the 1966 International Covenant on Economic, Social and Cultural Rights, Article 13(1) of which recognizes 'the right of everyone to education'. The 2007

Lisbon Treaty recognizes the rights of citizens of the European Union through the enforcement of the Charter of Fundamental Rights, and Article 14 of the Charter recognizes that ‘everyone has the right to education and to have access to vocational and continuing training’. These treaties affirm an obligation to develop accessible secondary education for all children, equitable access to higher education, and a responsibility to provide Basic Education for those who have not completed Primary Education. This therefore made the right of minors to education universal and recognisable as a human right.

International treaties specify the aims of education as promoting personal development and respect for human rights and freedoms, enabling individuals to participate effectively in a free society and fostering understanding, friendship, and tolerance. Education is also considered as necessary for the fulfilment of any other civil, political, economic, or social rights (UNESCO/ UNICEF: 2007). These aims point towards an instrumental justification of a right to education, either as promoting a further good or as being necessary for the fulfilment of other rights.

Minors’ right to education

The United Nations Standard Minimum Rules for the Treatment of minors underlined the importance of education and training for all minors who are able to benefit, and stated that prison education and training should be integrated with the mainstream educational system. The Rules were adopted by the First National Congress on the Prevention of Crime and the Treatment of Offenders, and subsequently approved by resolutions of the United Nations Economic and Social Council (EROSOC). Rule 77 states:

Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.

So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

Principle 28 of the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment was adopted by 1988 United Nations General Assembly (UNGA) Resolution 43/173, and states:

A detained or imprisoned person shall have the right to obtain within the limits of available resources, if from public sources, reasonable quantities of educational, cultural and informational material, subject to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 6 of the Basic Principles on the Treatment of Prisoners was adopted by the 1990 UNGA Resolution 45/111, and states: ‘All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.’

The rights of juveniles in detention are the subject of the Rules for the Protection of Juveniles deprived of their Liberty, adopted by UNGA Resolution 45/113 of 14 December 1990. Rule 38 stipulates: ‘Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society.’ And Rule 39 stipulates that: ‘Juveniles above compulsory school age who wish to continue their education should be permitted and encouraged to do so, and every effort should be made to provide them with access to appropriate educational programmes.’

In England and Wales prisoners retain a set of fundamental rights and lose only those civil rights that are taken away either expressly by an Act of Parliament, or by a necessary implication of that Act. The test to be applied is whether the right is fundamental and whether the attempt to remove or curtail the right has any authority in such sources as the Prison Act 1952 and the Prison Rules 1999. Prisoners’ rights are limited only if this is considered as necessary for the prevention of crime, prison security, or to protect the safety of prisoners or others. Any limitations should be proportionate to the aim that the authorities are seeking to achieve.

Prison Service Order 4205 states that ‘Every prisoner able to profit from the education facilities provided at a prison shall be encouraged to do so’. Rule 32 of the Prison Rules 1999 states that educational classes shall be arranged at every prison’, and Rule 35, which applies to young offenders (those aged between 15 and 21 in Young Offender Institutions),⁴ requires that ‘arrangements shall be made for participation in education or training courses for at least 15 hours a week’. Prisoners of compulsory school age are to be denied education only as a last resort and, in relation to young offenders of statutory school age, inadequate educational facilities could amount to a breach of Article 2 of the second protocol of the European Convention on Human Rights.

Education as a means to an end

A right to education may be thought to rest on an appeal to some end for which education is a means, as when proponents point to education as supportive of the rehabilitation of prisoners and their later reintegration into society.

Evidence on the impact of prison education

Levels of education tend to be low amongst the prison population, and, in particular, it appears that many prisoners have low levels of literacy and numeracy.⁶ The provision of education in prison therefore represents an opportunity for prisoners to improve their skills – and not only their literacy and numeracy skills, but also abilities related to social and civic capability, such as the ability to manage one’s health and any financial demands (Schuller, 2009). However, the evidence on the effects of education on prisoners’ skills is limited – in scope, specificity and methodological rigour (see, for example, Hurry et al 2006). It is a pressing question how far any moral and legal justification for the right to education in prison should be made on the evidence of its impact on any set of skills; a question made more acute by the severe constraints on attempts in this context to conduct research that meets the highest methodological standards (*Hurry et al., 2006*).

-Employment on release is thought to be significant in explaining a reduction in the probability of re-offending, and there is a well-established correlation between levels of qualifications and levels of employment in the European Union (Massarelli, 2009). Former prisoners face numerous barriers to securing employment, including the fact of having a criminal record (Fletcher *et al.*, 2001). Since employment has a significant role in determining the likelihood of re-offending (Social Exclusion Unit, 2002) there is a reason to provide education that is either aimed at or likely to have the effect of improving prospects of finding a job following release from prison.

-Education can contribute to a sense among prisoners that they remain a part of the wider community; re-imagining a place in society can help ex-prisoners to become active in their local communities from which there is otherwise a risk of exclusion (Department for Business, Innovation and Skills, 2011). For these reasons the UN Special Rapporteur on the right to education argued that prisons should provide an environment that both ‘enables positive change’ for prisoners and makes a ‘significant contribution in their journey towards rehabilitation and reintegration into society’ (Muñoz, 2009: 25). It is, however, easier to identify these as aims of prison education than

it is to find authoritative and secure evidence of the positive effects on prisoners that these aims appeal to.

-Prison education can provide a source of hope and aspiration, whilst making purposeful use of time in detention.

-Prison education also has the capacity to encourage a prisoner to take some control over their lives and to change their self perception from seeing oneself as a 'criminal' or a 'failure' to someone who is worth something and can make a success of one's life (Darkenwald and Merriam, 1982). Although these claims refer to the effect of education on prisoners, the emphasis is less on improving prospects of employment and reintegration, and more on education as a source of self-belief and agency. It is possible to argue that education should serve to encourage self-respect and self-efficacy even in the absence of evidence on the impact on employment and reintegration into society.

Since many prisoners have had a poor experience of education and are likely to have dropped out of school early, education in prison can represent a 'second chance', offering an opportunity for a positive experience of learning that takes account of their distinctive needs and profiles (Ministry of Education, Culture and Science, 2010; Smyth and McCoy, 2009). At the same time, an emphasis on providing a 'second chance' runs the risk of neglecting those who are already studying for higher levels of skills and qualifications (Wilson, 2009). The European Prison Rules state that 'Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations' (Council of Europe, 2006: 28.1).

Prison education as rehabilitation

Any attempt to justify a right to education in prison on the grounds that it has a rehabilitative effect must consider such familiar alternative views as that the proper purpose of punishment is deterrence or retribution. If the sole legitimate purpose of punishment is retribution, it is immaterial that education has or may have a rehabilitative effect. Unless rehabilitation is part of some practice that is itself deserved as a punishment, or is consistent with what is deserved, the retributivist can both admit that education brings benefits and dismiss these as having no place in the practice and theory of just punishment. It is necessary to specify the extent to which the right to education rests on an appeal to, on the one hand, an assertion about the proper purpose of punishment as rehabilitation and, on the other, and evidence about the putative rehabilitative effects of existing

systems of prison education. Rehabilitation is a future-regarding concept, implying something positive about the future condition or potential of a person whilst in prison or following release. It is therefore difficult to maintain that rehabilitation is the only or proper purpose of punishment in the absence of any evidence of the impact of education on prisoners. But nor need any appeal to rehabilitation rest exclusively on the available evidence. This is not only for the pragmatic reason that the existing evidence will not bear the demand made of it, but for a reason of principle, that some part of the appeal should rest on what the justification of punishment ought to consist of, and which we should aim at, even if existing efforts fall short of the ideal. On this view, the ideal of prison education as rehabilitation is not undermined by want of evidence. Instead, want of evidence is taken as a reason to improve the scope and quality of education on offer and to redouble efforts to gather evidence of its impact.

One option here is that the right to education rests *both* on the view that the proper purpose of punishment is rehabilitative *and* that prison education does in fact (tend to) have (potential for) a rehabilitative effect. Proponents of this view must then establish the extent to which the justification of the right to education rests, on the one hand, on an appeal to principle (the proper purpose of punishment), and, on the other, on an appeal to the impact of education as evidenced by empirical enquiry. A second option is to regard the justification of punishment and the justification of education in prisons as quite separate. On this view punishment takes the form of the deprivation of liberty, and any further deprivations that are a necessary implication of that, or which are required by other necessary features of a lawful prison regime. Education is not, as such, punishment, or a necessary implication of punishment, and its justification, therefore, is quite separate from any justification of punishment *per se*. If education is no part of (the purpose of) punishment it is possible to defend a right to education in prison without being held to the justificatory requirements that apply to judicial punishment. Even so, an instrumental justification of the right to prison education is likely to appeal to rehabilitative and other future regarding effects. In this case, it remains necessary to establish a relationship between education and some positive change in prisoners, and that will include some requirement for affirming empirical evidence. An appeal to rehabilitation can extend the argument for the right to prison education beyond what some of its advocates intend.

A recent survey on prison education and training amongst adult prisoners in Europe (Costelloe *et al.*, 2012) provides evidence that, in the majority of countries surveyed, less than a

quarter of prisoners participate (Hawley *et al.*, 2013: 24). A question arises as to not only whether a prisoner has a right to education, but also whether there is any duty to engage in education as a condition of release even whether prisoners should be compelled to participate on the grounds of the promised rehabilitative effects that justify punishment in general. These claims cannot be dismissed out of hand. But, equally, we should observe that the justification of prison education as a feature of state punishment cannot rest solely on an appeal to some future good; it must also show that it is the proper purpose of the state to pursue that good as a penal aim by those means. It is one thing to provide a justification of education by appeal to the aim of rehabilitation, another to claim that the state is justified in aiming at rehabilitation by means of compelling prisoners to participate in education as part of their punishment (Duff and Garland, 1994: 3).

In any case, minor education is compulsory as they is a need for the young offender to learn basic skills, numeration and literacy. Alternatively, an approach associated with the morality of Immanuel Kant will place less emphasis on estimating costs and benefits and more on how far prison education is compatible with a proper respect for human beings as autonomous and moral agents. The principle question is then, not: 'What is the total sum of prison education-related harms and benefits?' It is, rather: 'Is prison education compatible with respect for the status of the prisoner as a moral, autonomous human being?' Besides moving us towards a view of education as a human right, this last question, in so far as it is concerned with effects on prisoners, encourages us to take seriously some domains above others in particular, matters of self-respect, respect for persons, and their moral autonomy.

Prison education as a human right

Human rights

According to the United Nations Special Rapporteur on the right to education, education for people in detention should be guaranteed and entrenched in Constitutional and/or other legislative instruments' (Muñoz, 2009: para. 90). Whilst the value of education is generally judged by its impact on recidivism, reintegration, and employment outcomes, education is 'much more than a tool for change. It is an imperative in its own right' (Muñoz, 2009: 2). The Special Rapporteur acknowledged that education in prisons must take account of the criminal justice context, societal calls for punishment as deterrence and retribution, and the administrative priorities of security and resource management. However, these considerations frequently emphasize the

‘criminality’ of detained persons; there is a conspicuous reluctance ‘to recognize their humanity, their potential and their human rights’ (Muñoz, 2009: 7).

In a debate on the right of prisoners to vote, the Commissioner for Human Rights at the Council of Europe has stated that prisoners, though deprived of physical liberty, have human rights. Measures should be taken to ensure that imprisonment does not undermine rights which are unconnected to the intention of the punishment’ (Council of Europe’s Commissioner, 2011). Likewise, Kennedy has argued: “You punish a person for their crimes through the criminal justice system, you don’t take their human rights away”. Everyone should have the right to an education this thirst to know about our world and understand it better is common to most of us people should be given these opportunities, male or female, prisoner or not. And everyone should be a human rights champion because in the end these are needs we all have. (Kennedy, 2013: 4). Kennedy’s words reveal how the appeal to education as a human right is hard to keep apart from some appeal to the consequences of providing access to education, whether because it allows prisoners to have a better understanding of the world or because it meets needs that we all share. Nor is the reference to needs uncontroversial. Beiter (2006) argues that ensuring access to education for all persons is best regarded not in terms of meeting basic human needs, but as a matter of observing rights protected by law. Once we establish education as a human right laid down in international agreements the failure to comply with the right to education amounts to a violation of international law, and that is then a responsibility of the state.

The claim that education in prison is a human right suggests a claim of a different kind to anything we have considered up until now, resting on grounds other than those which appeal to education as a means to rehabilitation and reintegration into society. We should first ask what distinguishes rights from human rights.⁷ Human rights are international norms that help to protect all people from severe abuses. They are addressed primarily to governments, requiring compliance and enforcement, and are largely taken up with avoiding what is terrible for people rather than with achieving what is best for them. The emphasis is on the lower limits of tolerable human conduct and on protecting minimally good lives for all people. The standards, being modest, are designed both to accommodate cultural and institutional variation and to elicit universal endorsement; hence most matters of human rights-related law and policy are left to decision-makers within national jurisdictions. In this context, the minimal standard that meets with universal endorsement is that

education is a human right. In prisons, human right to education must take its place alongside competing duties and rights, the scope for variable interpretation and implementation is significant.

Human dignity and respect for persons

Human dignity, core to human rights, implies respect for the individual, in his actuality and also in his potential. As education is uniquely and pre-eminently concerned with learning, fulfilling potential and development, it should be a fundamental concern of education in detention, not simply a utilitarian add-on should resources allow it. (Muñoz, 2009: 7). This brings out three grounds for conceiving prisoners' rights to education as a human right: human dignity, respect for persons, and citizenship. I concentrate on dignity and respect, but for reasons of space and not because the argument from citizenship does not deserve a serious hearing. The Eighth Amendment of the United States Constitution includes a discussion of 'cruel and unusual punishments' in connection with the notion of human dignity. In *Furman v Georgia* the primary principle is said to be: The true significance of the barbaric punishments condemned by history is that they treat members of the human race as non humans, as objects to be toyed with and discarded. They are thus inconsistent with the fundamental premise of the Clause that even the vilest criminal remains a human being possessed of common human dignity. (*Furman v State of Georgia* 408 US 238, 63 L Ed 2d 382, 1972). This statement contains two assertions that are frequently made in the context of prisoners' rights: that any person, no matter what their crime or other details about their life, retains a common human dignity; and that punishment incompatible with human dignity is characterized by treating human beings as 'objects' and 'non humans'. To respect someone's dignity by treating them with dignity requires that one shows them respect, either positively, by acting toward them in a way that gives expression to one's respect, or, at least, by refraining from behaviour that would show disrespect. (Rosen, 2011: 57–8, my italics)

Rosen is here drawing attention to the *right* to be treated with dignity, a right enshrined in international law. Under Article 3 of Convention 111 of the Geneva Convention there is an absolute prohibition on 'outrages on personal dignity, in particular, humiliating and degrading treatment'. What is at issue here is dignity in the sense of a requirement that people should be treated respectfully that they should have a right to be treated 'with dignity'. The failure to treat someone with dignity may or may not be intentional. It is intended when revealed in behaviour designed to cause humiliation, as when staff ridicule a prisoner for not being able to write his name. But not all failures to respect dignity are intended; the provision of basic literacy classes may be well-

intentioned but if these same classes are aimed at prisoners with high levels of literacy they may consider the offer an insult. Lack of respect may also be the product of a system of rules and practices that make up a prison environment. A regime characterized by the imposition of a mundane routine, including the absence of any education, may prove to be incompatible with respect for the dignity of prisoners if their incarceration is found to have a deadening effect on personality, hope, and self-expression. The numerous ways in which human dignity is seen as either respected or violated, and the number of conceptions of human dignity itself, leads to a well-known difficulty in arriving at a common understanding of what the concept of human dignity either comprises or requires. McCrudden writes that ‘the meaning of dignity is context-specific, varying significantly from jurisdiction to jurisdiction and (often) over time within particular jurisdictions’ (McCrudden, 2008: 724). Assuring minor of their dignity will push them to study hard in school thereby developing their cognitive, affective and psychomotor potentials.

2.2 INTEGRATED ASSESSMENT MODEL.

Integrated assessment model refers to the process of using multiple sources to continually gather information on a child’s development, to provide feedback to support and guide learning (Singapore perha). This definition looks at assessment model as a holistic framework that can be used to assess competencies in all domains of learning that is cognitive, affective and psychomotor domains. Drisko (2015) examines holistic competence and its assessment as a model which is an efficient way to assess student competence and overall program outcomes. An Integrated Assessment Analogous Model (IAM) is an informative representation of results of the specific research questions that describes behavioural patterns of individuals. An assessment is integrated when it presents a broader set of information than is normally derived from a standard research activity. Because integrated assessments bring together and summarize information from diverse fields of study, they are often used as tools to help decision makers understand very complex environmental and behavioural problems. In assessment of behaviour change, integrated analogous assessment refers to that activity that considers the social and economic factors that drive a certain change in behaviour of an individual.

More specifically, the two defining characteristics of behavioural change integrated assessment are 1) it seeks to provide information of use to decision makers rather than merely advancing understanding for its own sake; and 2) that it brings together a broader set of areas,

methods, styles of study, or degrees of certainty, than would typically characterize a study of the same issue within the bounds of a single research discipline. Integrated assessment model is a tool for conducting an integrated assessment. Integrated assessment models (IAM) is a computer model based on explicit assumptions after analysis of data collected from the field about how the modeled system behaves. The strength of an IAM is its ability to calculate the consequences of different assumptions and to inter relate many factors simultaneously, but an IAM is constrained by the quality and character of the assumptions and data that underlie the model. This model provides a very useful framework or methodology for organizing and assessing information for conducting research in prison setting. It allows for consistency in the integration and assessment of information, and they are useful in illustrating where research and knowledge is lacking. It is important to remember, however, that doing integrated assessment does not require building a model. Models are tools, albeit, a very useful tool for organizing and assessing information.

2.3 POTENTIAL TRANSFORMATION

Potential transformation according to the researcher (2023), is a way of empowering minors with knowledge, skills, attitudes and values to be resilient and adaptable while preparing for the uncertain future and to contribute to human and planetary well-being and sustainable development. Brookfield (1987) looks at Potential transformation in this study focused on cognitive, affective and psychomotor development of the minors to enable them engage in the contemporary society. The domains of learning can be categorized as cognitive domain (knowledge), psychomotor domain (skills) and affective domain (attitudes). This categorization is best explained by the Taxonomy of Learning Domains formulated by a group of researchers led by Benjamin Bloom along with in 1956. Potential transformation is that change or modification in behaviour. Learning occurs when there is a change in behaviours. It is not an event. it is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it). Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. Krathwohl's involvement in the development of the cognitive domain will be become important when you look at the authors of the 2001 revisions to this taxonomy. And while I

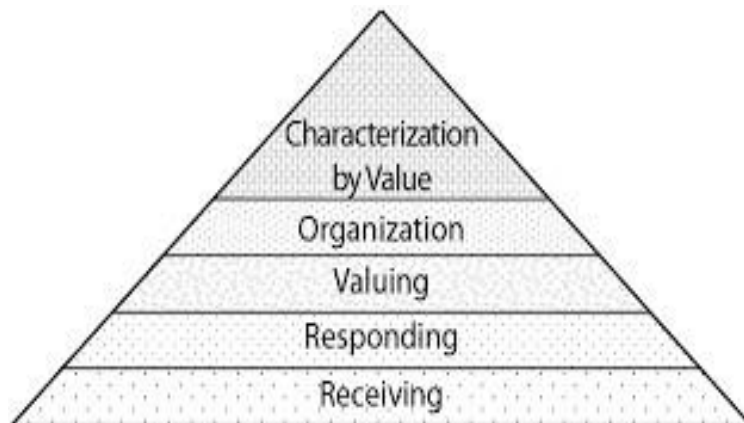
have chosen to use the work of Anita Harrow here, there are actually two other psychomotor taxonomies to choose from one from E. J. Simpson (1972) and the other from R.H. Dave (1975).

Teachers and learners need to understand the hierarchy of processes and skills within the cognitive domain so they appreciate prerequisite skills for learning as well as the way these skills need to be transformed to master more complicated elements of discipline specific concept inventories. Potential transformation entails the development of learning skills which should never be taken for granted in teaching or learning new content. Skills associated with lower-level processes should be introduced in foundation courses and elevated in intermediate-level coursework. Skills associated with higher-level processes should be thoughtfully introduced and reinforced in upper-division courses. Methodically invoking key learning skills from different process areas and clusters across the cognitive domain also provides a method for infusing richness in course activities while strengthening lifelong learning skills. Like the Social Domain, this module serves to remind us that improved cognitive domain performance is always possible, no matter what one's state of learning skill development.

Affective Domain

Most people think of learning as an intellectual or mental function. However, learning is not a just a cognitive (mental) function. You can also learn attitudes, behaviors, and physical skills. The affective domain involves our feelings, emotions and attitudes. The affective domain involves our feelings, emotions, and attitudes.

Figure 6: *Affective Domain*



Source: Krath (2001)

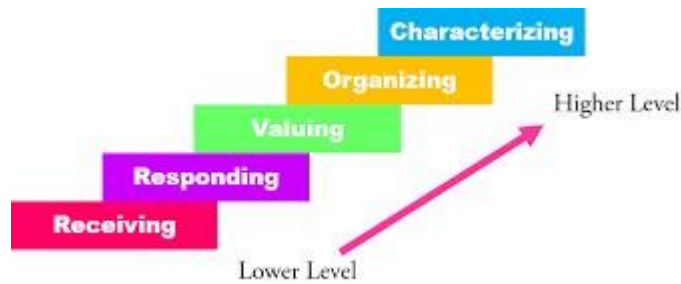
This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. This domain is categorized into 5 sub-domains, which include:

(1). Receiving (2) Responding (3) Valuing (4) Organization (5) Characterization

Potential transformation requires learners to have change in behaviour in the matter they received, respond, value, organize and characterised information as explained below:

1. **Receiving Phenomena:** The receiving is the awareness of feelings, emotions, and the ability to utilize selected attention. Example: Listening attentively to a friend. Listening attentively to someone; watching a movie, listening to a lecture; watching waves crash on the sand.
2. **Responding to Phenomena: Responding is** active participation of the learner. Example: Participating in a group discussion. Having a conversation; participating in a group discussion, giving a presentation, complying with procedures, or following directions.
3. **Valuing:** Valuing is the ability to see the worth of something and express it. Valuing is concerned with the worth you attach to a particular object, phenomenon, behavior, or piece of information. This level ranges from simple acceptance to the more complex state of commitment.
 - a. Simpler acceptance may include your desire for a team to improve its skills, while more complex level of commitment may include taking responsibly for the overall improvement of the team. Examples: Proposing a plan to improve team skills, supporting ideas to increase proficiency, or informing leaders of possible issues. It is the ability to see the worth of something and express it. Example: An activist shares his ideas on the increase in salary of laborers.
4. **Organization:** ability to prioritize a value over another and create a unique value system. Example: A teenager spends more time in her studies than with her boyfriend.
5. **Characterization:** the ability to internalize values and let them control the person's behaviour. Example: A man marries a woman not for her looks but for what she is.

Figure 7: Affective Domain Level



Source: Krath (2001)

This domain forms a hierarchical structure and is arranged from simpler feelings to those that are more complex. This hierarchical structure is based on the principle of internalization. Internalization refers to the process whereby your affect toward something goes from a general awareness level to a point where the affect is internalized and consistently guides or controls your behavior. Therefore, with movement to more complexity, you become more involved, committed, and internally motivated.

2.4 Pedagogic factors

Pedagogic factors covers methods of teaching, teacher attitudes, assessment strategies, learning styles, individual differences. It also look at the way teachers deliver the content of the curriculum to a class, the method of teaching, both as an academic subject or theoretical concept, group work, meaning of education, and values in the context of immediate issues. A teacher as a key implementer of the curriculum must elicit response that demonstrates understanding of learners.

Importance of Pedagogic factors

We have seen many changes in the way teachers' lessons and training programmes have been conducted in the past few years, which actually do not bring out potential transformation in the learners. The pedagogical methods used to help students learn new concepts and ideas have to be changed to keep up with the ever-evolving processes that newer generations are experiencing.

Millennials, Generation Z and now Generation Alpha need new ways to be immersed in learning experiences, as they have been brought up with different technological learning methods than previous generations. If teachers do not deliver learnings in the way these new generations compute information, we are in danger of stifling creative flow, and not engaging their learning brains in

the best way. Good pedagogy is about eliciting responses that demonstrate understanding. So, here are some reasons why pedagogy is important to display:

- a) It makes the relationship between the teacher and learner that much closer, as they work together to determine the best learning experience.
- b) It helps the learning facilitator become agile in their approach, to match the learning processes of their students.
- c) There derives a direct link between the way the learning is encouraged and the actual results of the learning.
- d) Engagement in learning is increased when students or delegates have an input to the way the learning is encountered and expressed
- e) Increased access to more metacognitive learning strategies tends to correlate to longer-term embedding of ideas and concepts
- f) Delivering learning programmes in ways that learners learn best makes students more likely to be engaged and have greater propensities to retain more in the future
- g) The more students learn, the greater the enjoyment of the processes, and the more open to self-learning they become in the future
- h) When learners take in information that is applicable in real-world situations, they are more likely to see connections between the concept of learning and better results being obtained in work and school settings.

Pedagogy involves the interconnection of learning ideas, ways and methods of training or coaching, and the achievement of results obtained following assessment after the learning. To develop successful members of the global society, education must be based on a framework of the Four C's: communication, collaboration, critical thinking and creative thinking. To adequately prepare minors to meet this demand, it's vital to focus on the intertwined 4 C's of 21st-century learning.

Critical thinking

Critical thinking is all about looking at problems in a new way and analysing the “how” and “why” of an issue. These types of thinking skills include the ability to compare evidence, evaluate claims and consider information to make sensible decisions. Minors are required to sift through an almost

incomprehensible amount of information around financial, health, civic, environmental and work every day – this skill allows them to link disciplines and skills to evaluate a situation at a greater depth and explore a greater range of solutions.

Creativity

This skill is experiencing a boom as technology opens up the ways in which minors can be creative and demands that they exercise the skill. In the competitive 21st century, an innovative and creative approach is essential for personal and professional success. Critical and creative thinking skills are closely linked after using critical skills to analyse a situation, creative thinking is applied to find an original approach.

Collaboration

These days, most significant work is accomplished by people working together: in teams, between peers, across disciplines and between cultures. Collaboration is about working together to reach a goal and combining different and complementary skills, expertise and experience. As the world becomes more and more connected, the skill of collaboration becomes more vital for the workforce as well as for members of society.

Communication

The skill of communication has always been vital but in the 21st century, the ability to express thoughts clearly, articulate opinions, give coherent instructions and motivate others through speech is increasingly important. Communication is about sharing thoughts, questions, ideas and solutions effectively understanding that people and groups from different cultures, ages and backgrounds require different communication styles and methods. Learning how to leverage current and emerging technologies to communicate is vital for professional and private success. In the context of the prison education, good communication skills are essential for educating the general public about the situation effectively. The average layperson doesn't have the scientific background to interpret complex information themselves, so the information must be shared in a way that makes it accessible to everyone. Media roles in particular require strong communication abilities.

2.5 Transformative Education

Transformative education involves teaching and learning geared to motivate and empower happy and healthy learners to take informed decisions and actions at the individual, community and global levels. Learners must engage with the world and find coherence between the world they experience in school and the world we all wish to build outside school. To build this world, we need to learn to read and write, but we also need to learn collaboration, empathy, complex problem solving, connection to other human beings and nature. Education can only be “transformative” when students feel valued, acknowledged and safe and, are included in the learning community as full and active members. This starts by preventing and addressing school violence and bullying, low self-esteem, gender-based violence, as well as health and gender related discrimination towards learners and educators. Teachers are expected to transform their teaching, for example, ensuring that the curriculum, pedagogy, learning materials, schools or learning environments are meaningful in the natural, political, economic, and cultural contexts. For education to be of high quality, it must be transformative. This is why Sustainable Development Goal target 4.7, which aims to help us transform the world, is integral to Sustainable Development Goal 4 and all other Sustainable Development Goals.

Principles of Transformative education

Education and Conflict Resolution. Transformative Education shall promote and teach the tools of peaceful conflict resolution, including alternative dispute resolution, which is defined as any process or collection of processes established to resolve disputes without trial or violence. **Holistic Education.** Transformative Education shall be holistic and aim at education of the whole person – mind, body and animating spirit, including their emotional, social, and physical development as well as valued, multiple divergent and creative/artistic intelligences important to problem-solving in a complex world.

Community-Based Learning and Indigenous Wisdom. Transformative Education shall be community-based and take local needs into account as well as value indigenous wisdom and their contexts while promoting service learning, including an ability to identify community needs and the skills to address them.

Simulation/Experiential Learning. Transformative Education shall encourage and promote the use of simulation and experiential learning programs such as Model United Nations, Model Governments and Model Corporations to build dynamism, active complex problem-solving, emotional, social and cultural intelligences and other core elements of human capacity.

Incorporating New Brain Neuroscience and Skills of Critical Thinking. Transformative Education shall support the inclusion, application and integration of recent educational neuroscience findings, including integrative neurophysiology and pedagogical learning theory on how the integrated brain actually learns best. Transformative Education shall promote and incorporate transformative, pedagogical practices that develop whole brain, critical thinking/feeling abilities and capacities.

Use of Technology for Greater Connection not Alienation. Transformative Education shall utilize technology in a manner that does not impede but enhances the education of children and enables Transformative Education, which cannot be delivered in any other manner. Note that science, technology, engineering and mathematics (STEM) are heavily promoted in U.S. policy. TEF-US would like to instead promote necessary exploration of arts, values, ethics, morality and sustainability that would underline any such STEM focus, include more of the Principles above and thus transform that focus to “STEM+“.

Sanctity of Human Learning and Life. The learning environment shall be sacred, trust in the wisdom of imagination, teach the wonder and potential of every human child, the interrelationship of life and that we can no longer afford to live with privileged disregard of this planet, all its diverse and valuable species and each other.

Through the Transformative Education Framework, we can use the power of education to transform minors' lives so that they, in turn, can transform the world. This is introduced as part of the implementation of the Success for All Strategy.

The Transformative Education Framework will:

- Enable all minors to see the challenges associated with violence, inequality and social injustice in their fields of study;

- Promote the application of critical thinking skills in learning generally, and research-inspired, inquiry-led learning contexts specifically, with an aim to innovate and improve current approaches to education and address challenges facing our society;
- Foster collaboration with peers and educators, drawing on the strength of our community's diversity of experiences and areas of expertise;
- Create a learning environment that fosters a culture of compassion and promotes respect by embedding inclusivity and cultural competence.

Through these actions, we will enable students and educators alike to apply their knowledge to create a sustainable, healthy and socially just future.

The Transformative Education Framework aims to ensure that:

- All our minors and teachers feel welcomed and valued;
- Our university community collectively examines and, where necessary, challenges established and traditional approaches to assessment that have, alongside other inequalities, led to awarding gaps;
- Inclusive language and practices are used in all teaching and learning contexts;
- Minors are provided with adequate support for achieving good mental health and wellbeing;
- Forward-looking, sustainable approaches are promoted to uphold peace, good health and prosperity for all global citizens and the planet on which we live.

2.4 REVIEW BY THEORIES

2.4.1 Social Learning Theory and Self-Efficacy by Albert Bandura (1977)

In 1961 and 1963, Albert Bandura conducted a series of experiments to determine whether social behaviors (aggression) could be accrued by observation and imitation. The research that entailed children observing a model punch an inflatable doll looked to support the idea that children emulate their behavior by watching others. These experiments were collectively known as the Bobo doll experiments. Supported by his findings in the Bobo doll experiments, Bandura developed the social learning theory in 1977. The theory later evolved into the social cognitive theory in 1986 which postulates that learning takes place in a social framework with an ever-changing and shared interaction between the person, environment and behavior. Social learning theory is grounded by several key assumptions:

- **People learn through observation.** Learners can acquire new behavior and knowledge by merely observing a model.
- **Reinforcement and punishment have indirect effects on behavior and learning.** People form expectations about the potential consequences of future responses based on how current responses are reinforced or punished.
- **Mediational processes influence our behavior.** Cognitive factors that contribute to whether a behavior is acquired or not.
- **Learning does not necessarily lead to change.** Just because a person learns something does not mean they will have a change in behavior.

One of the primary strengths of social learning theory is its flexibility in explaining the differences in a person's behavior or learning, i.e., when there is a change in a person's environment, the person's behavior may change. An additional strength of the social learning theory is that it allows for different ways of learning. A person can learn through observation or direct experiences. Looking at Self-efficacy, it is a set of beliefs that influence the decisions individuals make and the subsequent actions they choose to carry out. In the 1970s, psychologist Albert Bandura developed the framework of self-efficacy, Bandura (1970) defined self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to attain designated types of performances. He argued that people with high self-efficacy will apply effort, persevere and demonstrate resilience when faced with challenging tasks, while those with low self-efficacy tend to hold back during difficult tasks, expect mediocre results, and give

up easily. Self-efficacy judgements affect which activities individuals choose or avoid, how much effort they put in, how much resilience they have, and how long they persist with a task. People with high self-efficacy enjoy challenges and respond proactively to failure. They set higher goals and expend more effort towards their achievement. They are more self-regulating, persist longer and use more cognitive and metacognitive strategies (higher-level thinking), showing an understanding of what is involved to carry out a task successfully. People with low self-efficacy are more likely to avoid difficult tasks and have low commitment to goals. This theory is relevant in this study in that the researcher review literature about Bandura's (1977) social learning theory and self-efficacy on how this theory can positively affect prison education assessment programs and inmate potential transformation.

In an effort to prepare and assess incarcerated persons for a successful re-entry into society, work assessment of educational programs need to offer more than skill based training. Educational segments of the program need to include pro-social behavior, so inmates can better understand the consequences of their actions (Listwan, Cullan, & Latessa, 2006). Social learning theory reinforces the idea that learning occurs within a social context. People learn from observing others' behaviors and the outcomes of those behaviors. Albert Bandura, a pioneer and a major contributor to the field of social learning, explains that social learning is a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. In addition, social learning theory combines both behavioral and cognitive philosophies to form Bandura's theory of modeling, or "observational learning," that states humans are able to control their behaviors through a process known as self-regulation (Bandura, 1991). Self-regulation involves three processes: self-observation, self-judgment, and self-response (Bandura, 1991). Self-observation is when individuals track their own behavior. Self-judgment deals with comparing their observations with standards set by society and themselves. Self-response is when individuals reward themselves either positively or negatively, depending on their own observation of their performance (Bandura, 1991). This study theorizes that social learning theory, when incorporated as a component of assessing educational programs, can have a positive influence on the reduction of recidivism.

Social learning theory focuses on the learning that occurs within a social context. It considers that people learn from one another, including such concepts as observational learning which has four components: attention, retention, motor reproduction, and motivation (Bandura, 1977).

1. **Attention:** Individuals cannot learn much by observation unless they perceive and attend significant features of the modeled behavior. An example would be, children must attend to what the aggressor is doing and saying in order to reproduce the model's behavior (Allen & Santrock, 1993, p. 139)
2. **Retention:** In order to reproduce the modeled behavior, the individuals must code the information into long-term memory. For example, a simple verbal description of what the model performed would be known as retention (Allen & Santrock, 1993, p. 139). Memory is an important cognitive process that helps the observer to code and retrieve information.
3. **Motor reproduction:** The observer must learn and possess the physical capabilities of the modeled behavior. An example of motor reproduction would be to learn to ride a bike. Once the behavior is processed from attention and retention the observer must possess the physical capabilities to model the behavior (Allen & Santrock, 1993, p. 139).
4. **Motivation:** In this process the observer expects to receive positive reinforcements for the modeled behavior (Allen & Santrock, 1993, p. 139).

Each of these components of social learning is used in an experiment done by Bandura called the Bobo doll experiment. Bandura believed that aggression is learned from three aspects: Aggressive patterns of behavior are developed; second, what provokes people to behave aggressively; and third, what determines whether they are going to continue to resort to an aggressive behavior pattern on future occasions (Evan, 1989).

Environmental experiences can also have an influence on social learning. Bandura (1977) reported that individuals living in areas with high crime rates are more likely to act violently than individuals living in areas with low crime rates. This is similar to the theory of Shaw and McKay's social disorganization. They believed that a neighborhood surrounded by culture, conflict decay and insufficient social organization was a major cause of criminality (Bartollas, 1990). People are both products and producers of their environment. They tend to select activities and associates from the vast range of possibilities in terms of their acquired preferences and competencies (Bandura & Walters, 1959; Bullock & Merrill, 1980; Emmons & Diener, 1986). Human expectations, beliefs, emotions, and cognitive competencies are developed and modified by social influences that convey information and activate emotional reactions through modeling, instruction, and social persuasion (Bandura, 1986). Inmates in prison are there because of some type of deviant behavior they have modeled from their environment before going to prison. People tend to model behaviors from others whether it is

good or bad, most criminals model deviant behaviors. Social learning theorists have indicated that crime is a product of learning values and aggressive behaviors linked with criminality (Sutherland, 1993).

Social learning can have a negative effect in some cases due to certain situations. The prison environment can be an environment of negativity because everyone there has committed a crime. Within the environment of the prison, there can also be opportunities for inmates to engage in some positive social learning through educational programs that provide them with an education and job skills, so they can reintegrate back into society once they are released. The ideas of Bandura can also be modeled with Kolb experiential learning model which according to Dewey (1941), focuses on the learning process for the individual learning through observation and interaction with the environment, as such, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. This experience forms "the basis for observation and reflection" and the learner has the opportunity to consider what is working or failing (reflective observation), and to think about ways to improve on their behaviour (abstract conceptualization). Every new attempt to do something good is informed by a cyclical pattern of previous experience, thought and reflection (active experimentation).

Education

Assessing educational programs encounter is creating an assessment model for increasing the education level of prisoners. Prisoners typically have lower education levels than the national norm. These low education levels make it difficult to provide inmates with the necessary knowledge and job skills to gain employment, where they can receive sufficient pay to support themselves and possibly their families (Bushway, 2003). The application of social learning theory would suggest that prison assessing educational programs provide prisoners with role models, who have education levels that meet the national norm, mentors who have achieved these educational goals could enhance inmates' prospects for success by increasing self-efficacy. Goals and self-efficacy can be affected by interactions with others (Goto & Martin, 2009)

Environment

Another challenge assessing educational programs face is many prisoners come from communities where the entire community atmosphere is one of being involved with illegal work (Wilson, 1987). In this environment, the prisoner's association with their peers may have been

one of differential association which produced deviant behavior. After release from prison, ex-inmates may be returning to the same community and peers who enabled their previous illegal behavior (Listwan, Cullen, & Latessa, 2005). Social Learning Theory states people imitate other people, with whom they have close contact; therefore, close contact with peers who have demonstrated criminal behavior is a contributing environmental factor which lead to the prisoner's original criminal behavior. When ex-inmates return to an environment where they have close contact with peers who demonstrate criminal behavior that contact could lead to recidivism. To overcome this situation, prison assessing educational programs would need to place ex-inmates in communities, where legal work is the norm. Aftercare is an important step in reducing recidivism. Ex-inmates often begin their re-entry into society with good intentions but as months go by and social support and services dwindle, they tend to relapse to their previous criminal tendencies (Liswan, Cullen, & Latessa, 2005).

An additional challenge for prison assessing educational programs is dealing with motivation on the part of inmates to participate in programs, and to seek and hold jobs (Bushway, 2003). An environmental factor for increasing positive motivation for prisoners would be helping them gain the ability to reproduce the behavior of continued attendance schooling or in work release programs. As social learning theory states, to model behavior, one must have the ability to reproduce the desired behavior. A psychological factor to increase motivation would be to instill in prisoners an intrinsic value for staying in the program and continuing on to long term employment. For prisoners to gain both the environmental and psychological factors needed to maintain motivation to continue participation in work release programs or schooling, prisoners would need to alter their ideas about education. Inmates could learn new information about behavior pertaining to assessing educational programs from observing other people's participation in similar programs.

Moreover, social learning theory advocates reward as a means of reinforcement to increase motivation. External reinforcement tactics, in the form of certificates for completion of studies and "outstanding student of the year" awards, have met with success when used by the California Department of Corrections (Thomas, 2003). People will avoid behavior which results in negative consequences, but will engage in behavior they feel will have a positive outcome. For this aspect of social learning theory to have an effect on motivation, prison work release programs need to supply reinforcement to inmates in the form of giving them information about the success of ex-inmates who have been through educational programs and successfully reentered society. Additionally, for prisoners to feel there is a positive outcome to

their training, educational programs need to teach not only the knowledge and skills inmates require seeking and keeping a job but also the ability to use resources related to employment (Rakis, 2005). To enhance positive motivation for prisoners to participate in education programs, prisoners should be empowered to succeed by ensuring that needed documentation to apply for jobs after prison release is available for them. Identification documents such as birth certificates and social security information, certificate of completion of studies, which are needed for employment, is often not available upon the prisoner's release (Rakis, 2005). The lengthy process of procuring these documents could become part of the prisoner release process (Rakis, 2005). By using external and internal reinforcement tactics, intrinsic motivation of inmates to complete education programs and seek and maintain employment could increase.

Substance abuse

Substance abuse is a major challenge prisons deal with in assessing educational programs. On a self-report survey of inmates, 59 percent reported using drugs within one month prior to incarceration and 28 percent reported using alcohol daily within the year prior to their incarceration (Petersilia, 2005). Educational Programs to help prisoners cease their drug and alcohol addiction are important as research shows that when prisoners complete residential drug abuse programs, it has a positive effect on the reduction of recidivism (Pelissier, et al., 2001). Furthermore, prisoners who have an addiction to drugs or alcohol will not benefit from learning new knowledge and job skills (Bushway, 2003). Minors who are addicted to drugs or alcohol came from environments where other people were addicted to drugs or alcohol; therefore, prisoners in substance abuse programs need drug free mentors as role models. Successfully completing substance abuse programs puts prisoners in the position of being able to use the skills they learn in assessing educational programs. Social learning theory's three steps involved with self-regulation could be incorporated into current prison residential substance abuse programs. Through guidance from counselors and mentors, prisoners could go through a process of self-observation.

When given information about substance abuse and the harmful effects of addiction, prisoners could proceed to applying this knowledge to judge themselves. Finally, when given tools to quit addiction, both physically and emotionally, prisoners could move into the phase of self-response. Social learning theory helps to bring into focus the causes which may have contributed to deviant behavior patterns in prisoners. Knowing these contributing factors to deviant behavior can provide prison policy makers with ideas to institute positive program

changes, which incorporate concepts from social learning theory. Social learning theory ideas could be incorporated into assessing educational curriculum, format, delivery, and aftercare. Additionally, the concepts of Social learning theory and methods to increase self-efficacy could be applied to other correctional education programs, which lead and enable prisoners to participate in assessing educational programs for potential transformation. Prison policy makers should consider the positive impact social learning theory can have if its concepts are integrated into prison assessing educational programs.

Bandura (1977) stated in his social learning theory that learning would be exceeding laborious, not to mention hazardous, if people had to rely solely on their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed and in later occasions this coded information serves as a guide for action. A review of a current literature consistently suggests that pro-social behavior should be incorporated in prison educational programs to help inmates better understand the consequences of their actions (Listwan, Cullen, & Latessa, 2006). Assessing educational programs for recidivism can be placed into three main categories: jobs in prison settings, short term vocational training in prison and short term assistance in the job search process upon release (Bushway, 2003). Although these assessing educational programs for recidivism are straight forward, Bushway identified that one of the issues associated with these programs is the fact prisoners are detached from the legitimate world of schooling prior to entry into prison. Only 59% of state prisons inmates had high school diplomas or its equivalent and only two-thirds of inmates were employed during the month before they were arrested for their current offense (Bushway, 2003).

Many offenders are from very isolated inner communities which are detached from the world of legal schooling (Bushway, 2003). A review of the literature reflects that in places where job variances are scarce, low-skilled and low prestige workers suffer as employers can afford to be more discriminating in their hiring practices (Lieman 1993; Offner & Holzer 2002). With this in mind, it is unlikely that any Knowledge and skill learned in prison, during a relatively short job training program, will fundamentally alter the cost-benefit calculus that led to the period of incarceration in the first place for more than a number of offenders (Bushway, 2003). Prison education and work programs can help by providing the prisoner with new knowledge and skills that can be used for potential transformation and employment, but much of this work needs to be done after release (Bushway, 2003). Furthermore, the literature also suggests that prison environments should radically change to support educational programs that

promote pro-social behavior (Bushway, 2003). In addition, the literature supports the theory that prison education systems that include cognitive behavioral treatments such as social learning theory have been found to be twice as effective as non-cognitive programs (Pearson, Lipton, Cleland, & Yee, 2003). The goal of prison educational systems is to change the inmate's desire to want to participate in criminal activity upon release from prison.

The inmate's transition from prison to a pro-social environment is a key component that aids in the reduction of recidivism. Research continuously reflects an inmate's process of constructing new patterns is the most difficult part-old networks need to be abandoned and entirely new networks of friends and social support need to be constructed (Baskins & Sommers, 1998). An inmate will probably have the same network he had prior to entering prison (Bushway, 2003). With this in mind, it is critical ex-inmates receive more support upon their release. Assessing educational programs through the lens of social learning theory, the goal is for all inmates and ex-inmates to reach self-efficacy for potential transformation. Self-efficacy beliefs regulate human functioning through cognitive, motivational, affective, and decisional processes (Benight & Bandura, 2003). Moreover self-efficacy can aid in mitigating feelings of failure which can negativity influence prisoners and which led to potential transformation (Lundberg, McIntire, & Creasman, 2008).

People's beliefs in their efficacy influence choices they make, aspirations, how much effort they mobilize in a given endeavor, how long they persevere in the face of difficulties and setbacks, whether their thought patterns are self-hindering or self-aiding, the amount of stress they experience in coping with taxing environmental demands, and their vulnerability to depression (Bandura, 1991). Exinmates who participate in assessing educational programs need positive role models and further assistance reaching self-efficacy for potential transformation. Many adults have reported that core people have increased their motivation and self-efficacy (Goto & Martin, 2009). This information supports the concept of providing positive role models and mentors. Research also reflects assessing educational programs that support the current process of simply releasing an offender with no support, except a job search, may indicate there is almost no support for the creation of the pro-social network (Bushway, 2003). On the other hand, based on meta-analysis by Wilson (2001), inmates who participate in educational programs are less likely to recidivate than those who do not participate in an educational programs.

Conclusively, prison systems that incorporate components of social learning in their secondary education, vocational training and work release programs have been successful in reducing recidivism post release from prison (Bushway, 2003). Research is beginning to reflect that policy makers should assert that the success of secondary education, work release and vocational training programs depends on whether prison management ultimately buys into the goal of avoiding recidivism (Bushway, 2003). Prison systems that support behavior modification programs, such as social learning, tend to spend more money and are difficult to coordinate (Bushway, 2003). However, research has shown these programs can aid in reducing recidivism when executed properly (Bushway, 2003). Many ex-inmates face barriers post-release which prevents them from obtaining suitable employment. For example, ex-inmates have to deal with the social stigma of having been incarcerated, lack of transportation to get to jobs, and having to overcome technological advances which occurred while they were incarcerated (Klitz, 2010). Finally, motivation, determination and self-perseverance were key personal traits for ex-inmates that successfully obtained employment after release (Klitz, 2010). These skills cannot be taught in a social learning program. However, social learning programs promote an atmosphere of hope, self-efficacy, and self-motivation (Bandura, 1991). Ex-inmates need the support of a pro-social community upon release which includes government and non-profit community-based organizations (Klitz, 2010). Research reflects that a strong pro-social environment upon release does aid in the reduction of recidivism (Bushway, 2003).

2.4.2 The Human Capital Theory by Becker (1962) and Rosen (1976),

Theodore Schultz and Gary Becker (1964) are the two most prominent scholars who contributed to the development of the human capital theory. The growth models developed in the 1980s helped to identify relatedness of education to the aggregate production function (through endogenous growth theory) and growth. Sen (2000), the Nobel Laureate in Economics assigned special role to education in his capability approach to the study of “development as freedom”. Becker (1966) applied neo-classical economic theory of optimisation to understand various aspects of household decisions and the most prominent of those remain that of investing resources for education. Education expenditure is considered to be investment expenditure as it involves sacrifice of resources for presumably no present benefits but with an expectation of future gains in the form of higher remunerations accruing to the individual than what would have been otherwise with a lower level of education. This applies to this study in that education serves as human investment to the minors. A minor who is well educated and trained, would have a greater opportunities to find and secure a job upon his or her release in prison. For this

to be successful, education needs to be assessed. At the national level, education and in particular human capital formation gained more importance to spur growth with the knowledge assuming dominance in policy discourse. Individual demand for education was studied mainly from the perspective of education as a consumption good as price of education (fees), income of the household and “tastes” among other factors were considered to be the determinants of demand for education (Blaug 1976).

As Schultz (1961) says, “Our values and beliefs inhibit us from looking upon human beings as capital goods, except in slavery, and this we abhor, hence to treat human beings as wealth that can be augmented by investment runs counter to deeply held values.” The rationale behind using human capital for minor potential transformation comes out clearly but only in Schultz (1960) as follows: to treat education as an investment in man and to treat its consequences as a form of capital. Since education becomes a part of the person receiving it, it is referred to as Human Capital...it is a form of capital if it renders productive service value to the economy.” Human capital is an outcome of learning which remains embodied in an individual and manifests in the form of augmentation of productivity of the individual. Schultz (ibid.) argued why acquiring skills and knowledge constitute a form of capital, a part of deliberate investment which was found to be rising at a much faster rate than physical capital. During 1900-56, while assessing the contribution of the factors production to the growth in national income, the estimated stock of education as embodied in the workforce was estimated to have grown at nearly twice the rate of reproducible capital. The human capital theory suggests that individuals and society gain substantial economic benefits from investments in people.

If Cameroon can invest in prison education by recruiting trained teachers, providing didactic materials and continuous follow up of the minors upon their release, she will gain substantial economic benefits in terms of security, crime wave, and production. The hard core of the theory as Blaug (1976) would argue that the individuals spend on themselves with the purpose of future gains, pecuniary and non-pecuniary and not for the sake of present enjoyments. Educated population is a productive, creative and innovative resource for not only growth but to achieve a broad based growth. This means that human capital formation, both formal and informal education, on-the-job training, „learning by doing“ as all of these contribute to the enhancement of economic capabilities of minors. Schultz (ibid.) listed 5 major categories of investment which would lead to improved human capabilities.

First, health facilities and services including stamina, vigour and vitality; (ii) on-the- job training including old style apprenticeship; (iii) formally organized education at the three levels, primary, secondary and higher education; (iv) study programmes for adults (extension programmes including agriculture), (v) migration of individuals and families to adjust to changing job opportunities. Education could be treated both as a consumer good as well as a capital good. As a consumer good, it yields satisfaction to, say, a student as she goes through the process of learning in the sense of socialisation in the school campus, participation in extra-curricular activities and even, simply enjoying the exposure to the new vistas of knowledge and class room experiences. This help the minor to develop self esteem and confident to reintegrate into the society. But more importantly as per the human capital theory, education is an input to the production of goods and services through the agency of labour. Not only working with the machines requires skill and dexterity acquired in the process of schooling and training but the very production of physical capital today with higher and higher productivities is largely an outcome of new ideas, innovative thinking and research. So in the sense of production function, both capital and labour undergo transformation through education and training and the consequent skill development.

Further, it can bring about both economic and social transformation. It is in fact a pre-requisite for not only narrowly defined economic growth but also for broad based notion of development. Benefits may accrue in terms of health and nutrition, a control on population growth, improvement in the overall quality of life, enlightened citizenry to participate in democratic and legal processes, rational decision making at the level of community as a concerned member of the society, pursue values such as equality, fraternity, and liberty at both private and social levels, and lower levels of corruption. Human resources constitute the ultimate basis of wealth of nations and educated citizenry are the active agents. Becker's (1964) contribution to the theory of human capital (HC) has been a path breaking one. He provided a theoretical and empirical analysis of human capital formation with special reference to education by invoking calculational rationality of the human agents. Humans are programmed to compete in order to maximise their opportunities in a rational choice model and it emerged from the neo-classical theory. The basic argument relating to human capital and growth in earnings can be put in the form of a sequence.

1. That education and training increase individuals' cognitive capacity;
2. Which, in turn, increases its productivity and;
3. Productivity tends to increase the earnings of an educated and skilled individual;

4. Which, becomes a measure of human capital.

In short, education becomes a measure of human capital as follows,

Education > cognitive capacity > higher productivity > earnings > a measure of HC.

The major arguments of the human capital approach to education can be put in the form of three propositions as succinctly put forward by Majumdar (1983).

A. Concept of human capital, a counterpart to the notion of physical capital formation

B. Spending resources on education is an act of investment.

- (i) Investment decision makers in education are analogous to investors in the capital market,
- (ii) Alternative opportunities in education are at par with alternative investment channels,
- (iii) Choice rule“ is similar to returns maximisation as in the normal capital market.

C. Education or learning process is similar to production carried out by a firm: Input output analysis.

Human capital and the rate of return

If expenditure on education is treated as an investment and the minors are rational in the sense of assessing the costs and benefits of education before they decide whether to pursue studies, students“ (and/or the parents) decision to spend on education is an act of investment, and hence, it is an act of investment similar to an act of investment in the capital market. Therefore, it is a natural corollary that rate of return from investment in education would be a guiding factor for decision making. Not only so, it is a guiding factor for investment decision at the macro or national level or a new social investment criterion (Blaug 1976). We present below the rate of return approach as widely used in the empirical studies.

Estimating the Rate of Return

Rate of return on a study is a summary statistic describing the relationship between costs and benefits associated with the study. This equates net discounted benefits to zero.

Let us take the example of assessing the rate of return from doing prison education beyond the high school level, say, joining the Advanced level programme. Say the research scholar after completion of her Advanced level programme intends to find out based on her estimation of cost and expected pay packages what the rate of return from investing in her Advanced level programme would be. Assume she is of 22 years of age and would enter the job market after 5 years to remain employed for 38 years or so to retire at the age of 65 years. She would incur an explicit cost (out of pocket expenses), of, say, C_P , costs of doing Advanced level programme, for 5 years. She would also incur an implicit cost in the form of opportunity cost as she could join the job market and earn W_M , wage with an Advanced level programme for the period.

Looking forward to the future, she expects her remuneration to be W_P , wage with a Bachelor degree. Her marginal benefit for pursuing Bachelor degree is the extra pay she expects to earn when she joins the job market. She being at the juncture of entering the job market, her future pay differences are to be discounted to the present time. Similarly, costs to be incurred in the next five years are to be valued at the present time. Equating costs and benefits, rate of return r which is called internal rate of return, could be calculated at the point of entry to the job market as follows.

$$\sum_{t=1 \text{ to } 5} (C_P + W_M) (1+r)^{-t} = \sum_{t=6 \text{ to } 38} (W_P - W_M) (1+r)^{-t}$$

In general, if C_h is the resource cost of schooling incurred to achieve a higher level h from a lower level l , $W_{l,t}$ captures the foregone earnings of the student while the student is engaged in studying, and $(W_h - W_l)$ is the difference in earning attributable to the two different levels of education, high and low, “ s ” is the years of schooling and let be R is the retirement age, and the estimation of costs and benefits being carried out at entry point to the high level of schooling, then

$$\sum_{t=1}^s (C_h + W_{l,t}) (1+r)^{-t} = \sum_{t=s+1}^R (W_{h,t} - W_{l,t}) (1+r)^{-t}$$

The internal rate of return rule entails its estimation by equating present value (PV) of benefits with the PV of costs. Investment decision can be argued to be justified or rational if the internal rate of return is greater than the chosen rate of interest or rate of discount which should reflect the opportunity cost of the investment expenditure. And the second investment criterion is to rank alternatives according to their internal rates of return (Vaizey *et al* 1972).

$$\sum_{t=1}^s \frac{W_{l,t}}{W'_l} (1+r)^{-t} = \sum_{t=s+1}^R \frac{W_{l,t}}{W'_l} \left(\frac{W_{h,t}}{W_{l,t}} - 1 \right) (1+r)^{-t}$$

Let us assume that

$$W'_l = \sum_{t=s+1}^R W_{l,t}$$

W'_u is the sum of non discounted life time earnings of a worker with a lower skill or unskilled labourer. $W_{l,t}/W'_u = p_t$, is the proportion of unskilled labourer’s life-time earnings earned in year t . The set of p ’s where $p_i = 1$, R gives the shape of the life time age-earning profile for the unskilled labourer in the form of a distribution function. From the first order conditions for cost minimisation, marginal productivities of factors be equal to factor prices under the assumptions of a perfectly competitive market. Cost minimisation requires that $(W_{h,t}/W_{l,t})$ equals MRS_t of low skilled for skilled labourer in period t .

If we substitute p and MRS we obtain the following (2.5),

$$\sum_{t=1}^s p_t (1+r)^{-t} = \sum_{t=s+1}^R p_t (MRS_t - 1) (1+r)^{-t}$$

The internal rate of schooling can be regarded as a function of three categories of variables, 1. Marginal rate of substitution through time between labourers with different skills,

2. The shape of age-income profile, and
3. The state of the arts in production of skill,

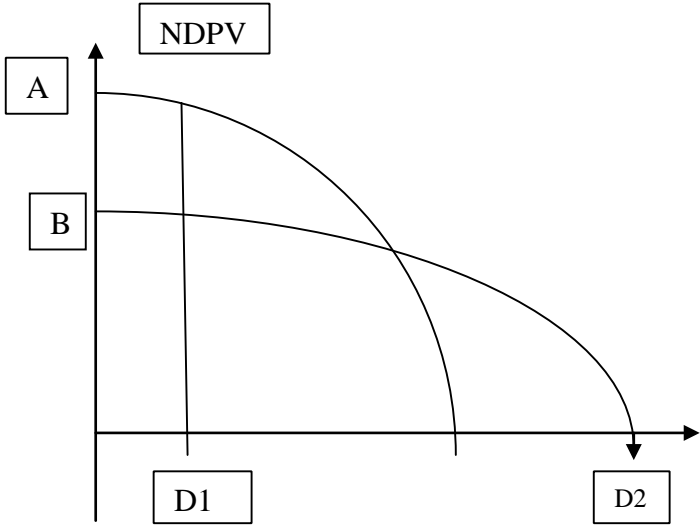
$$r = r \left[MRS(t), p(t), \frac{s}{R} \right]$$

The other way of doing it is to find out whether net discounted value of present benefit (NDPV) is greater than zero with a pre-determined rate of discount.

Annual net benefits rule: (PV of Benefits – PV of cost) = 0

The investment criteria would be (i) it makes sense to invest as long as NDPV is positive, and (ii) rank alternatives according to NDPV. The choice of the appropriate discount rate would be informed by the rate of interest, “i”, and the discount rate.

Figure 8: Discount rate



The lines intersect as the time profiles of the returns from the two investments differ. At higher rates of discount B has higher NDPV and vice versa. If we go by the maximisation of the internal rate of return, B would be chosen as D2 is the highest which is achievable. However, at D1, A would be the right choice. Since at higher rates of discount, B has the higher NDPV, B yields greater returns in the near future. As Vaizey *et al* (ibid.) argue, A must be the right choice because it adds more to the resources of the investor.

Besides these conceptual clarifications, it needs to be remembered that certain adjustments are required to get closer to the reality. The following adjustments are suggested in the literature as follows.

Adjustments in the Estimation of Rate of Return

Earnings standardisation: earnings differentials are not entirely dependent on education. Ability, social class, gender, motivation, parental education, region, schooling, medium of instruction, etc., are all pertinent. In the human capital approach, the causal link between education and earnings is established through an enhancement in cognitive capacity and its impact on productivity. There are two ways of addressing this important issue.

Generally an adjustment factor to education, α “alpha coefficient” suggested by Blaug (1976) can be used to account for factors like innate ability other than education. This means, that $\alpha\Delta W$ will have to be used in the regression exercise rather than ΔW . For example, if $\alpha = 0.4$, 60% of the change in wage reflects the importance of factors other than education and skill embodied in the individual. It was argued that to the extent of two-third of the differences in earnings could be explained by education and training.

Regression method can be used by including the possible variables which could have an impact on the earnings in the regression to apportion the variability in the wage in terms of education and all other factors in order to assess the relative contributions of the explanatory variables. The following regression equation can be estimated,

$$\text{Wage} = f(\text{education/skill, gender, ability, motivation, etc.})$$

Unemployment: The benefit profile needs downward adjustment because of the perennial problem of uncertainty in the job market and a mismatch between demand and supply resulting in underemployment and unemployment. The wage has to be adjusted by the probability of unemployment as follows: $U_{st}W_{st}$ where $0 < U_{st} < 1$. The other way to look at it would be to consider labour force participation: if labour force participation rate is P_{ma} , expected earnings are equal to $P_{ma} * W_{ma}$ which is typical of women’s education.

Probability of survival: the probability that the worker will survive is greater than zero but less than one. Hence, the wage profile is adjusted by multiplying the wage by the survival rate, i.e., $S_t * W_t$ where S_t is the survival rate which depends on the mortality and morbidity rates for a person of age t . This is similar to what Becker (19, 71-72) said about the possible length of the period of the activity the individual is willing to invest because it raises the rate of return. Even if we ignore that the young people have a comparative advantage in learning, unencumbered by responsibilities and tensions, the incentive to invest would rise simply because of the fact that they would reap the benefits from their investment over a longer period of time.

Productivity growth: In the rate of return calculation, we assumed that the wage profile to remain constant for the rest of the working life as the difference in wage remained the same for the entire working period. This needs to be modified as wage would generally grow because of the rising productivity of the worker owing to experience and other intrinsic factors or even independent of it. We need to multiply the given wage profile with $(1+g)^t$ where t would vary from . Else, we can add „g“ to the expected rate of return.

Consumption benefits arising out of education is crucial for determining the rate of return. As discussed earlier, the process of learning can be an enjoyable experience yielding thereby consumption benefits not only for the period of study but for the entire life time in terms of appreciation of life, culture, arts and literature resulting in higher and more satisfactory standard of living. We need to add another stream to income to capture the additional benefits or a percentage of cost laid aside. For the economy as a whole, the noneconomic benefits are generally defined to be externalities or external benefits which are not valued in the realm of the market. For estimation of wide social rate of return, the sources of positive externalities are to be identified, quantified and incorporated (Psacharopoulos and Patrinos 2004).

Risk and uncertainty: since future is always uncertain, estimation of future benefits in terms of expected wages is always fraught with uncertainty. A comparison of standard deviations of incomes received by age-education survey with the mean, would give an idea of the extent of uncertainty faced by the student while taking the decision. A rational investor would make sure before investing that the expected rate of return were greater than the sum of rate of return from the risk less assets plus a term to account for liquidity and risk premiums associated with the investment. In comparison to physical capital, human capital is not saleable or to put it differently, human capital is an illiquid asset. The uncertainty in the rate of return arises from their ability, and unpredictable events. The prevailing situation would form the basis of knowledge about the emerging macro situation. It is often argued that imperfections in the capital market to invest in education may be one good reason to explain underinvestment in education and training. This arises as explained because of an absence of collateral due to the unique character of human capital. Becker provides deep insights to the funding aspects of education from loans as compared to the own sources of funds. Young persons on the verge of entering higher studies would underestimate their abilities and the investment opportunities available. Investment in education unlike physical capital is difficult to postpone for the reason earlier the better to reap the maximum benefits from acquired knowledge and hence the investment would be made with less knowledge more often without a proper assessment of alternative investment opportunities (Becker 1975: 80).

Human capital theory is about the idea of humans increasing their productivity and efficiency through a greater focus on education and training. Human capital is the study of human resources. It talks about the development of economic value from how we function as a society. In the 1960s, economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity.¹ As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital. According to Sean (2021) Human capital is a loose term that refers to the educational attainment, knowledge, experience, and skills of an employee. Rasure (2021) states that, the key points of Human capital are: the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality, posits that human beings can increase their productive capacity through greater education and skills training. Intellectual and human capital is treated as renewable sources of productivity. Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money. The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms.

The importance of human and social capital is far reaching; the ability to acquire skills and sufficient networking abilities allow persons to enjoy elevated levels of economic and social status and avoid stigmatizing events, like incarceration. Human capital refers to education and skill sets, at both the individual and group level, while social capital refers to networks of obligations and reciprocity which allow information to spread between individuals and groups. Human and social capital both produces economic capital through access to relevant skill sets and information about potential employers in the licit labor market (Bourdieu, 1983; Coleman, 1988; Putnam, 2001). However, deficits in either category make entering into the licit labor market difficult; for example, persons with few social connections, a lack of sufficient job skills or a criminal record, may find legal employment hard to attain. If human and social capital levels have been stunted by gaps in educational attainment or absence from the licit labor market, due to incarceration or jailing, relevant job skills and information networks erode, making entrance into licit

labor markets increasingly difficult (Clear, 2001). Acquiring a job depends on access to pertinent information about the availability and working conditions of employment (Ioannidies & Loury, 2004). Access to such information is heavily influenced by social structures underlying the formation of social contacts or social capital; for example, friends and acquaintances that help to build and maintain information networks (Lochner, Kawachi, Brennan, & Buka, 2003).

Information networks, at the individual and group level, are one of the ways that community members increase their ties within and among other community cohorts. These community driven agendas will appeal to certain persons depending on who falls inside and outside the bounds of the community; the result will depend on the creation of new networks of support that tend to influence or undermine efforts to bond within one's personal cohort or to build bridges between other cohorts (Briggs, 1997; Putnam, 2001). Bonding and building bridges are the life blood of information networks and reflects on the overall health of certain neighborhoods (Forrest & Kerns, 2001; Putnam 2001). Neighborhood effects of incarceration may transcend pecuniary needs by inhibiting the ability of former inmates to gain access to human and social capital. Human capital is spoken in terms of the quality and quantity of economic skills, and training or education levels, that allow personal skills to add to the flexibility of the worker (Coleman, 1988). Human capital is created by changes the person brings about through the use of skills and capabilities to act in new ways. Because certain jobs require certain skill sets, deficiencies in the amount of human capital can lead to a marginalized job status and return rate, either financial or in more emotive terms such as job satisfaction. In this way, human capital investments can increase the cost of incarceration by the mere fact that inmates are removed from the opportunity to engage in increased skill-building (Lochner, 2004).

Incarceration is also stigmatizing. Any contact with the prison environment is generally more important than the amount of contact (Schnittker & John, 2007). Evidence surrounding stigma and incarceration are numerous, linking detrimental effects of incarceration to employment and social support. Inmates are unable to develop normal credentials while in prison, including a work history, marketable skills and social capital; and incarceration itself constitutes a negative credential that is far more difficult to overcome than skill deficit or time spent in the labor force (Schnittker & John, 2007). Incarceration produces shame and anger within families (Hagan & Dinovitzer, 1999; Clear, 2001) and undermines trust among close friends (Clear, 2001; Braman, 2004), suggesting a

difficult time with social reintegration. Thus, rather than prevent crime, incarceration has the potential to exacerbate it. Social capital, a building block of social integration, is acquired through changes in people's relationships that tend to facilitate action (Coleman, 1988). Social capital differs from human capital in the way it is acquired. Human capital is conceptualized at the individual level. This individual level emphasizes the addition of new and more advanced skills that allow an individual to contribute more fully to the labor market and help that individual in their quest for material gain. Social capital, however, emphasizes the use of relationships or groups.

Human capital theories suggest economic market success is highly influenced by returns on investments in education and training (Becker, 1968). These investments have a capacity to transform the productivity of an individual that is analogous to the use of tools, money or machinery (McCarthy & Hagan, 2001). Education and training in prison can transform individual aptitudes for successful returns in the society and face the labor market. According to Becker (1968), one of the most important contributions to human capital analysis is its distinction between general and specific skills, and the recognition that specialization of skill equates to an increase of human capital. Human capital can be applied more generally to encompass broader notions of skill acquirement for those inmates that reflects more basic needs of the labor market at a macro level. Human capital also reflects an increased investment in the specialization of certain skills through the use of furthered education and training, which allow greater returns from the labor market than more generalized skillsets

The Becker and Ben-Porath model is important because it allows researchers to quantify the likelihood of acquiring sufficient human capital by age. Such quantification directly relates to individual incentives, which inform individual decisions concerning the ability to secure licit and illicit labor market activities with the least amount of effort. If human capital levels are sufficient, persons will not view on-the-job-training or formal education as competing with other demands on their time. Rather, these activities will be seen as an investment in human capital or an investment in acquiring desirable employment. However, if human capital levels are not sufficient, such training will be viewed as a burden, inducing persons to invest their time in other activities which produce economic capital; for example, entering into the illicit labor market. Incentives have explanatory power in determining why people do what they do. However, incentives can only predict future behavior, whether it occurs or not is

measured by self-report surveys or direct observation. Lochner (2004) advances a more comprehensive framework about the relationship between age, education, crime and human capital through the administration of several surveys designed to target self-reporting of criminal activity, education and age. Lochner found dramatic differences in property and violent crime across education groups. This pattern suggests that education and training in prison increase human capital and market wages, which raises the costs of planning and participation in crime. Human capital investments also increase the costs associated with incarceration because they increase the value of time served in the furtherance or maintenance of a person's human capital. For crimes that require little market skill-larceny, assault, and drug dealing, a human capital approach suggests that both age and education should be negatively correlated with crime in adults (Lochner, 2004). Market skills may increase incentives to engage in highly skilled forms of crime, including embezzlement, forgery and fraud, because the increased skill set allows a higher return of benefits in the criminal market structure.

Models from Becker and Mc Carthy assume that skills can only be developed through costly time investments, education and job training, and that skills developed will enhance the return of engaging in licit employment. However, market skills may or may not raise the net return of illicit market participation. Lochner (2004) goes a step beyond his predecessors when he combines the idea of market returns with specific investment choice: individuals optimally choose how much time to allocate to the investment of human capital, legitimate work and crime. Individual choice is imperative to the understanding of how someone maximizes their investments in each of the market areas, licit or illicit. If someone chooses to engage in crime, they will face the possibility of incarceration. If individuals become incarcerated, they are provided limited activities of consumption and they cannot invest, work, or engage in crime again until their release (Lochner, 2004). Accumulation of human capital is seen in terms of individual capacity for learning, the time invested in skill building, and criminal ability.

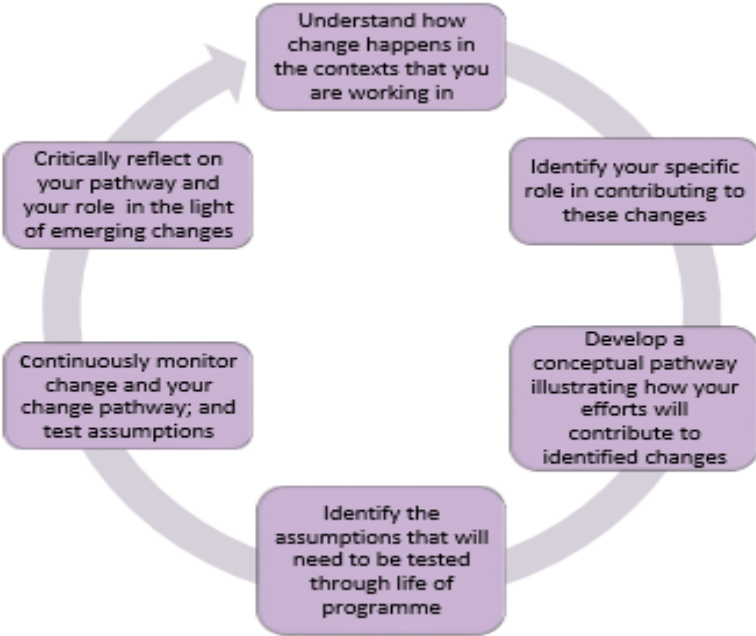
Lochner (1999) formalizes a crime model that yields a declining age-crime profile once work begins, as long as human capital rates do not decrease over the life span. This occurs due to the stable nature of the returns of crime, while the returns from work tend to fluctuate in correspondence with a person's level of human capital. Tendencies of market returns from street crimes have minimal effects based upon prior criminal activity, or market skills of criminality. Most street criminals are of low ability, education

and are very young, suggesting that general and especially specialized market skills are substantially lower in the criminal market when compared to the licit labor market.

2.4.3 Theory of change by Maureen o’flynn and Clare moberly (1992)

Theory of Change’ first emerged in the 1990s. Its purpose at that time was to address some of the problems evaluators faced when trying to assess the impact of complex social development programmes. These included poorly articulated assumptions, a lack of clarity about how change processes unfolded, and insufficient attention being given to the sequence of changes necessary for long-term goals to be reached (O’Flynn 2012). Theory of Change thinking has progressed rapidly since then, and is becoming increasingly popular even in the assessment of minors’ education. (O’Flynn 2012), saw theory of Change as an “on-going process of discussion-based analysis and learning that produces powerful insights to support programme design, strategy, implementation, evaluation and impact assessment, communicated through diagrams and narratives which are updated at regular intervals” (Vogel 2012, p5). A Theory of Change can also be seen as a product, and is often presented as a mixture of diagram and narrative summary.

Figure 9: Elements of a Theory of Change



Source: Maureen (1992)

Identifying how change happens: Developing a Theory of Change normally involves carrying out some analysis of the forces which have the potential to affect any desired outcomes (Jones

2010). The first step, therefore, is normally an assessment of how change could happen in relation to a particular issue. In the context of this study, it will be minor potential transformation. This can include an assessment of:

- Which factors in the external context might help or hinder change;
- Who has the power to influence change, positively or negatively;
- What or who needs to change, and at which levels (e.g. national, regional, community); and
- Over what timeframes.

The assessment is based on common understandings of how change happens amongst the different stakeholders in charged of prison education. Methodologies such as power analysis, stakeholder analysis or educational assessment might also be used to come out with intended results. Minors during their studies are being assessed to see whether the intended behaviour are being achieved, this help the prison administrators to identify areas of change or improvement.

Identifying your own role: Whilst the analysis of how change happens does not usually address an organisation's own intervention, the next stage attempts to explicitly identify an organisation or programme's own contribution to change. The main purpose of this stage is to be able to identify which changes minors' education and its prison administrators can contribute to directly and/or indirectly, and which areas of change are beyond their scope.

Developing a conceptual pathway: Once there is clarity about the potential roles that prison education institutions can play, the next stage involves identifying an achievable long-term goal, clarifying and identifying the key changes which need to be in place for this goal to be realised, and then discussing and agreeing for an organisation or programme:

- Who it needs to work with and how;
- What changes in their knowledge, attitudes, skills and behaviour are required; and
- What activities or working approaches are needed to contribute to those desired changes?

The results of these discussions are often presented as a conceptual map which illustrates the linkages between school work and the desired medium and long-term changes it seeks to influence. With this, the teachers can easily predict outcomes of the minors and work towards achieving the said outcome. This can be done in different ways, but at present three types of conceptual process are most often used (Jones 2010).

1. **Causal chain.** It is the most well-known conceptual pathway. It describes a succession of elements inputs, activities, outputs, outcomes, impacts with different elements in combination leading to the next element. Objectives trees and impact pathways are both types of causal chains. Causal chains can range from simple logic models, such as the ones contained in a logical framework, to much more complex flow charts and diagrams with arrows pointing in all directions.
2. **Dimensions of change.** This involves developing areas or domains of change that in combination are considered important in contributing to the desired goals. Dimensions of change are most likely to be used within broad, organisational Theories of Change that are meant to be applied in different contexts at different times.
3. Some conceptual pathways are designed to capture *behavioural change* of different minors, based on the idea that minors and education are a key driving force for change. The most common method for applying this at the moment is Outcome Mapping, which helps schools define desired changes in minors' behaviour at different levels changes that a programme expects to see over its lifetime; changes it would *like* to see; and changes it would *love* to see and that would indicate long-term sustainable change.

The idea is to make explicit the kind of potential transformation that prison education is seeking, and how the work it carries out helps support that transformation at different levels. In many (not all) cases the conceptual pathway also becomes a summarising diagram that can easily communicate the Theory of Change to different stakeholders. Some people call the conceptual pathway, and the thinking behind it, a Theory of Action, to distinguish it clearly from the Theory of Change, which is more concerned with how change happens.

4. Identifying assumptions: A critical part is the articulation of assumptions. Either at this point in the process, or in parallel with earlier stages, a minor education develops a series of assumptions. These assumptions are often linked to specific places in the conceptual pathway, and can be seen as conditions that are necessary for change at one level to influence change at another level. Theory of Change thinking encourages the testing of these assumptions throughout a minor education lifetime. The combination of the conceptual pathway with its associated assumptions is what makes a Theory of Change analogous to a scientific theory.

5. Ongoing monitoring of change: Regular monitoring of change forms an important part of Theory of Change thinking. Many organisations choose to link their monitoring and evaluation systems to their Theories of Change, either by setting indicators at each level of change on their

conceptual pathway, or by attempting to assess change directly (James 2011). This enables prison administrators to assess where change is happening, and where it is not happening, and to track whether or not they are making progress towards their longer-term goals or impact. Within Theory of Change thinking it is also important for schools to look at the changes that are occurring in combination with their assumptions. This can be done by comparing assessments of change at different levels and attempting to draw conclusions about how change at one level is (or is not) influencing change at another. In particular, if change is occurring at one level but failing to translate into change at another level there is a good indication that assumptions may be false or incomplete. This might mean approving, amending or discarding assumptions.

6. Critically reflecting: Critical reflection is a vital part of Theory of Change thinking. Monitoring or evaluating change, and reflecting on critical assumptions, should lead an organisation or programme to question itself on a regular basis. Important questions to ask include the following.

- Is the Theory of Change still valid?
- Is the institution working with the right people in the right way?
- To what extent have anticipated changes led to changes in the lives of minors?
- What is now better understood than before?
- What needs to change in the understanding of how change happens, or an organisation or programme's specific role within that?

Through this critical reflection, prison institutions can gradually refine their Theory of Change; better articulating how change happens and their particular role in helping bring about that change, and better appreciating the assumptions that underpin their work.

Different entry points for Theory of Change

There are different entry points for Theory of Change. It is possible to enter the Theory of Change planning and reflection cycle from any of the six steps outlined below: For example, schools that are about to revise their teaching and learning strategy may reflect on how change happens (step 1), before they identify and describe their particular contribution, role and added value (step 2). Alternatively, evaluators conducting a theory-based evaluation of a programme often start by working with programme staff to construct a conceptual pathway and set of assumptions for a programme after the event, especially if no Theory of Change was developed

at the start. What defines a Theory of Change approach is not when or where you enter the cycle. Rather a Theory of Change approach is defined by the consistency with which the different steps in the cycle are followed through and completed over time.

Links to planning, monitoring, evaluation, and impact assessment

Theories of change can be linked to different management processes through project and program cycles. While a theory of change is not a planning tool per se, it can provide essential analysis that is needed in order to develop effective plans. So, for example, a theory of change at the institutional level might enable the development of a better strategic assessment plan, while a theory of change at the program level might enable the development of a more robust logical framework or other type of planning document. As described above, there may also be links between the theory of change and the monitoring process. Critical parts of a conceptual framework and the linkages between changes at different levels may be continually assessed, with program alterations made based on real-time data. However, the most significant links are with evaluation and impact assessment processes. This is because a theory of change often lays out the expected story in advance of the changes happening, which means that it provides an explicit framework for the assessment of long-term change. With its focus on this longer-term change, Theory of Change thinking, in conjunction with appropriate impact assessment methodologies can help address some of the bigger questions facing schools in the prison context.

- What actually changed as a result of our efforts? For whom? How significant was this?
- Did we work the right way with the right people at the right time?
- Does our theory of change still hold? If not, what is wrong with it? What do we need to do differently?

Theory of Change thinking includes no specific guidelines or recommendations for data collection. But when done properly, it helps lay out a framework within which planning, monitoring, evaluation, impact assessment, learning, and improving can all take place more effectively. It is also important to note that many methodologies used for evaluation (e.g., process tracing, contribution analysis, realist evaluation) require theories of change to be developed as part of the evaluation. This does not mean that theory of change thinking necessarily makes monitoring and evaluation easier. On the contrary, it sometimes makes it much more difficult. But, if done properly, it makes it more useful because it better reflects the

reality of what is happening (Green 2014). The researcher sees many benefits in the approach (Robeltine, 2023):

- It develops a common understanding amongst all stakeholders of what a prison school is trying to change and how.
- It can strengthen the clarity, effectiveness, and focus of institutions and programs.
- It provides a framework for monitoring, evaluation, and impact assessment.
- It helps improve minorities by identifying potential minors and supporting transparent conversations around change.
- As a product, a theory of change can be used to communicate work clearly to others;
- It empowers people to become more active and involved in programs, and
- By explicitly dealing with long-held assumptions, Theory of Change thinking can also support innovation and ‘out of the box’ thinking.
- This theory of change thinking presents an exciting and powerful potential for teachers and administrators to address the uncertainties and complexities of social development in a new and radical way. Macleod (2012) points out that it is not particularly new and that there are many examples of organizations in history that have had clear and explicit ideas of how change happens and their role within that, such as the Anti-Slavery Society (formed in 1823) or, more recently, the Jubilee 2000 debt campaign. As Vogel (2012) points out, Theory of Change thinking is not a magic bullet and is only really re-emphasizing the kind of deeper analysis that the logical framework was intended to promote when it was first introduced. In some quarters, developing a logical framework has become a superficial, contractual exercise, and there are fears that the theory of change thinking could follow suit.
- Theory of Change thinking requires a commitment to take a reflective, critical, and honest approach to answering difficult questions about how our efforts might influence change, given the political realities, uncertainties, and complexities that surround all development initiatives’ (ibid., p. 5). This requires schools to have the willingness but also the power and opportunity to be realistic and flexible in their programming at the design stage and during implementation. Most importantly, they need to be willing and able to reflect on and adapt their plans in light of new learning and insights. By so doing, they will come up with the various target areas that need to be implemented for minors to have potential transformation and work towards that.

2.4.4 The top-down and bottom-up theory of policy implementation by matland (1995)

The top-down implementation approach is a clear-cut system of command and control from the government to the project (school), which concerns the people. The top-down system showcases the following: clear and consistent goals articulated at the top of the hierarchical environment; knowledge of pertinent causes and effects; a clear hierarchy of authority; rules established at the top; and policy aligned with the rules, resources, and capacity to carry out the commands from the top (Elder, 2011, lecture). The top-down approach is the rational, comprehensive approach to planning. It is consistent with overhead democracy, whereas elected officials delegate implementation authority to non-elected public servants (civil service) who are accountable to the democratically elected officials. However, DeLeon and DeLeon (2001) point out that top-downers may implement policies with standards that citizens do not understand, which might also circumvent their rational preferences. When this happens, top-down becomes a “tactic” and not a strategy for implementation.

This theory ties with the study in that it looks at how education in prison is implemented in terms of policy and planning in the Cameroon context. Bottom-up designers begin their implementation strategy formation with the target groups and service deliverers because they find that the target groups are the actual implementors of policy (Matland, 1995, p. 146). Moreover, bottom-ups contend that if local bureaucrats [implementors] are not allowed discretion in the implementation process with respect to local conditions, then the policy will “likely fail” (Matland, 1995, 148). Accordingly, goals, strategies, and activities must be deployed with special attention to the people the policy will directly impact. Thus, evaluation based on the street-level bureaucrat would be the best practice (Matland, 1995, p. 149). For example, Matland discussed Hjern’s findings that central initiatives poorly adapted to local conditions failed and that success depended greatly on the local implementer’s ability to adapt to local conditions (Ibid.).

Education policy implementation is a purposeful and multidirectional change process aiming to put a specific policy into practice, which may affect a given education system on several levels (Viennet and Pont, 2017). By this approach, the inmates who are being educated will be put to work, as they will be aware that whatever they are learning, they will be evaluated, which will help them have a stable life after the completion of their terms in prison. It is important to point out that policy change goes hand in hand with policy implementation (Cerna, 2013). Passing policies does not guarantee success on the ground if they are not implemented

well. It is difficult to say which factors or conditions facilitate successful implementation since so much depends on the political, economic, and social context. Even if policy implementation appears to be successful, Fullan (2000) points out that there is no guarantee that success will last. In terms of the change process in schools, there has been strong adoption and implementation but not strong institutionalization. Fullan (2000; 2007) further notes that both local school development (which engages teachers and students) and the quality of the surrounding infrastructure are key to lasting success.

Two main theories try to explain the concept of policy implementation which are the top-down and the bottom-up theories. Top-down theorists see policy designers as the central actors and concentrate their attention on factors that can be manipulated at the central level (Matland 1995, quoted by Cerna, 2013). The top-down theory looks at a policy that is conceived or designed at the top level (external agencies such as NGOs, Ministries etc) and passed down for implementation by those at the bottom who play a passive role in decision making. According to Ornstein & Hunkins (2009), ‘teachers must be viewed as full participants in curriculum implementation, not passive recipients of the curriculum’. ‘They possess clinical expertise’ (p.266) conversely, bottom-up theorists emphasize target groups and service deliverers, arguing that policy is made at the local level. The bottom-up approaches see implementation as a “process of interaction and negotiation, taking place over time, between those seeking to put policy into effect and those upon whom action depends” (Barrett and Fudge, 1981 cited in Viennet and Pont 2017). The bottom-up scholars (e.g. Hjern and Hull, Hanf, Barrett and Fudge, and Elmore, quoted by Cerna, 2013) criticized the top-down theorists for only taking into consideration the central decision-makers and neglecting other actors. The bottom-up approach, developed by Hanf, Hjern and Porter, identifies the networks of actors who are involved in service delivery in one or more local areas and asks them about their goals, strategies, activities and contacts. Among the benefits of the bottom-up approach is its focus on centrally located actors who devise and implement government programmes, thus contextual factors within the implementing environment are important. Actors and their goals, strategies and activities need to be understood in order to comprehend implementation. Bottom-up approaches do not present prescriptive advice, but rather describe what factors have caused difficulty in reaching stated goals. Viennet and Pont (2017) observed that process of policy making in education is no longer linear.

Better policy-making involves a complex web of human interactions influenced by context. Education reform is not only for policymakers from the top down but a balancing act beyond evidence-based policymaking. Actors can interpret, react, and influence implementation. Including them throughout the process facilitates long-term success and prevents reactions against reforms. Cerna (2013) talks of a combined approach. Many write-ups now are focused on combining (micro-level variables of) bottom-up and (macro-level variables of) top-down approaches in implementation research in order to benefit from the strengths of both approaches and enable different levels to interact regularly. Other authors are for collaborative organizations involving multiple stakeholders who come together to identify common issues, share information and perspectives, generate or analyze information for decision-making, develop plans, and implement projects. To conclude, Viennet and Pont observed that the way a policy is debated and framed would determine the actors' willingness to effectively implement it. Cameroon, according to the Jomtien policies, shapes education in prison. Therefore, for minor education in prison to be fully implemented and assessed, especially as a summative evaluation, both the top and bottom-level practitioners in education need to come together, plan, and share their knowledge and experiences in prison education. Research has proven that policies passed down from top to bottom are sometimes misinterpreted because they are borrowed policies more often, and those mediating may not be competent enough to guide the main implementers—the teacher (Cheptoo, 2019; Agbo Eta & Vuban, 2018).

2.4.4. The desistance theory by Terrie Moffitt (1993)

In 1993, American psychologist Moffitt's (1993) described a dual taxonomy of offending behavior in an attempt to explain the developmental processes that lead to the distinctive shape of the age crime curve. Moffitt proposed that there are two main types of antisocial offenders in society: The adolescence-limited offenders, who exhibit antisocial behavior only during adolescence, and the life-course-persistent offenders, who begin to behave antisocially early in childhood and continue this behavior into adulthood. This theory is used with respect to antisocial behavior instead of crime due to the differing definitions of 'crime' among cultures. This theory can be applied to both females and males.

Age and Antisocial Personality Disorder

Aggression and antisocial behavior in a child is a predictor of adult antisocial behavior. Some difficult children exhibit behavioral problems due to neurological dysfunctions. One

study looked specifically at neurological damage and infant behavior in 66 low-birth-weight infants from intact middle-class families. These children exhibited traits such as immaturity, over activity, temper tantrums, poor attention, and poor school performance. Each of the previous traits listed has been linked to antisocial behavior later in life. However, these children were not followed up with later in life to ensure their trajectory into crime.

2.4.4.1 Continuity and Stability of Antisocial Behavior

The continuity and stability of antisocial behavior lies at the root of Moffitt's theory. The Adolescent Limited offenders exhibit antisocial behavior without stability over their lifetime, while Life-Course-Persistent offenders typically display antisocial behavior from very early ages. Biting and hitting as early as age 4 followed by crimes such as lies telling, selling drugs, theft, robbery, rape, and child abuse characterize a life course persistent offender. Donker et al. presents a test concerning the prediction on the stability of longitudinal antisocial behavior. Two types of antisocial behavior were measured: covert, or behavior that focuses on deceit and theft, and overt, or behavior that involves direct confrontation and the threat of physical harm. This experiment documents subjects during three main periods of their life: childhood, 6–11 years of age, adolescence, 12–17 years of age, and adulthood, 20–25 years of age. Offenders that begin to show antisocial behavior in childhood that continues into adulthood are what Moffitt considers to be life-course-persistent offenders. Their delinquent behavior is attributed to several factors including neuropsychological impairments and negative environmental features. Moffitt predicts that "estimates of the individual stability of antisocial behavior are expected to violate the longitudinal law, which states that relationships between variables become weaker as the time interval between them grows longer." The original sample of children (ages 6–11) in 1983 consisted of 1,125 subjects. Three main areas were studied in the subjects: status violations, overt behavior, and covert behavior. Children exhibiting overt behavior were found to have two times greater risk for covert behavior as an adolescent and three times greater risk for it in adulthood. This violates the longitudinal law and proves Moffitt's expectations correct. Further results also supported this violation, but only with respect to overt behavior, not covert behavior. There is a difference in the continuity of antisocial behavior between men and women as well. In one longitudinal study an entire county's population was followed from age 8 to 48. Only 18% of the women who ranked high in antisocial behavior at age 8 rank high at age 48, while 47% of men stay in the high category. About 37% of both men and women, however, retained low antisocial behavior through age

Biological Risk Factors

Biological risk factors have been linked to persistent antisocial behavior throughout the life course of an individual.

Brain Injury

According to multiple studies, a correlation was found between the brain insult suffered during delivery and later antisocial behavior. Also in acceleration-deceleration traumatic brain injury (TBI), an increase in aggression and antisocial behavior was recorded after the incident. Perhaps the well-documented injury associated with antisocial behavior is injury to the prefrontal cortex. Damage to this part of the brain early in childhood correlates to an antisocial behavior that extends through the life course. The right hemisphere is responsible for spatial awareness and orientation. Deficits on this side of the brain can lead to problems in facial and expression recognition. These impairments can do more than just interfere with early attachment and bonding. They can lead to adverse parenting due to the child's inappropriate responses to parental moods or expressions. In one experiment, 868 seven-year-old boys in Pennsylvania were divided into three groups: one group on the life-course persistent offender path, one on the adolescent limited path, and one control group. A continuous performance task (CPT) was used to test frontal lobe function. Larger neurocognitive impairments were found in the life-course persistent group (LCP) than in the control group. Additionally, positron emission tomography (PET), near-infrared spectroscopy, and magnetoencephalography imaging studies have shown more right hemisphere activation during the CPT, so these results are consistent with right hemisphere dysfunction in subjects displaying antisocial behavior.

Reduced glucose metabolism in the pre-frontal cortex has been recorded in murderers compared with normal controls. Also, several other studies cited reduced blood flow in the same area. Recent studies indicate that abnormalities associated with antisocial behavior are localized in the orbitofrontal and dorsolateral prefrontal regions. The dorsolateral prefrontal cortex abnormality may predispose to "response perseveration," leading to life-long persistent antisocial behavior despite repeated punishment. [10] Several other abnormalities of the brain have been found in relation to antisocial behavior, such as reduced functioning of the amygdala, abnormal glucose metabolism in the temporal lobe, smaller volumes of the hippocampus, and lesser function of the anterior cingulate.

Minor Physical Anomalies

Moffitt (1993) writes, "Minor physical anomalies, which are thought to be observable markers for hidden anomalies in neural development, have been found at elevated rates among violent offenders and subjects with antisocial personality traits." Neural development in the fetus may also be affected by maternal drug abuse, poor prenatal nutrition, or prenatal or postnatal exposure to toxic agents. Minor physical anomalies (MPAs) are features such as low-seated ears, a furrowed tongue, and adherent ear lobes. Evidence supporting the link between minor physical anomalies and antisocial behavior shows that the link only exists when adverse environmental factors are present.

Social Risk Factors

In many studies, the individuals displaying antisocial behavior developed in a family exhibiting "deviant behavior," in an "adverse home environment," or in something similar. However, most studies do not specify the exact traits that characterize the tested 'deviant' or 'adverse' environment. Many that are cited include abuse, neglect, socioeconomic status, parental antisocial behavior, etc. There is no evidence that social factors, such as these, can induce antisocial behavior without accompanying biological factors..

Table 11: *Effect of Biological and Social Risk Factors Together*

Biological	Social
Genetic	Abuse
Brain Injury	Neglect
Brain Activity	Socioeconomic Status
Minor Physical Anomalies (MPAs)	Parental deviant behavior

Source: Moffitt (1993)

Moffitt projects that initial biological predispositions combined with an adverse rearing environment will initiate the risk of life-long persistent antisocial behavior. She conducted a longitudinal study in New Zealand of boys exhibiting a range of antisocial tendencies. Of the 536 boys, 75 of them had adverse home environments and neuropsychological problems. Those 75 boys scored more than four times higher on aggression than the boys with adverse home environments or neuropsychological problems (one of the two). LCP offenders in the Pennsylvania study had higher levels of poverty than the control participants, and they had

higher levels of neglect than both the control participants and the AL participants. [11] Additionally, twin studies are often used to isolate the effects of nature and nurture. In one such study, the highest criminal activity levels were witnessed in individuals whose foster families exhibited deviant behavior.

Genetic and Environmental Interactions

The first biological predisposition one thinks of is genetics. Despite Moffitt's original projection that life-course persistent antisocial behavior was more genetically influenced than the adolescent limited variety, a recent study found similar levels of genetic influence on both childhood-onset and adolescent-onset antisocial behavior. Childhood-onset antisocial behavior shares common genetic underpinnings with attention deficit hyperactivity disorder (ADHD) and young adult antisocial behavior, whereas adolescent-onset antisocial behavior does not share any of these common genetic underpinnings. Several experiments use individuals with antisocial parents who have been adopted and raised by other people. Consistently, however, antisocial behavior prevails in the child despite the deviant biological parents being absent. One such experiment used individuals whose biological parents exhibited criminal behavior and who were adopted. When the adoptive environment was adverse and the genetic predisposition was present, 40% of the adoptees participated in criminal activity, compared to only 12.1% with only genetic predispositions. In another study, significant heritability was found for crime, but one subsequent finding was that heritability was higher in individuals from high socioeconomic backgrounds and those from rural areas. This shows the link between antisocial behavior and biological risk will be stronger in individuals from kindly social backgrounds than individuals from adverse social backgrounds "because the social causes of crime camouflage the biological contribution. While several studies have been initiated to identify the alleles responsible for antisocial behavior, no such discovery has been made thus far.

2.4.4.2 Brain Activity and Environmental Interactions

A link between prefrontal cortex dysfunction and antisocial behavior has been found in many studies. Some frontal lobe lesions have been responsible for impulsivity and disinhibition, which are key characteristics of antisocial personality disorder. In one such study, a group of murderers were divided into two groups: one with benign social backgrounds and one with malignant social backgrounds. Using positron emission tomography (PET), scans were used to detect function in different parts of the brain. Compared to a normal control group, the

murderers raised in malignant environments had relatively good prefrontal functioning, but the murderers raised in benign environments had significantly reduced prefrontal functioning, mainly in the right hemisphere. Functional MRI scans were used in another study with violent offenders and abusive environments. Four groups were composed of non-violent controls with no history of abuse, violent offenders with a history of abuse, violent offenders with no history of abuse, and non-violent controls with a history of abuse. The violent offenders who had been abused showed reduced function in the right hemisphere, particularly the right temporal cortex. According to the authors of this article, this experiment's results imply that good right hemispheric functioning may protect against violence in abused children.

2.4.4.3 Adolescence-limited offenders

Although the biological risk factor does not apply to this group, one point worth noting is that the myelination of the frontal cortex continues into our 20's. This continuing development may help to explain why antisocial behavior ceases after adolescence and why such a spike in crime exists there in the first place.

Cause

According to Terrie Moffitt, there are 3 etiological hypotheses for adolescent-limited offenders:

1. Adolescence-limited antisocial behavior is motivated by the gap between biological maturity and social maturity
2. It is learned from antisocial models that are easily mimicked
3. It is sustained according to the reinforcement principles of learning theory

Neuroethical Implications

This type of theory leads to several different neuroethical issues. If, in the future, we were able to use brain scans, behavioral data, or another type of screening to identify life-course-persistent offenders in childhood, what type of interventions would be implemented, if any? Would it even be ethical to use brain scans or other screening methods to preemptively test children in the first place? Assuming that the data was so reliable that there was no chance a child tested to be a life-course-persistent offender could change course throughout his/her life due to social or environmental factors, what would we do with those children? If those positively tested children were placed in a classroom together, away from other children, it is likely that their violence or aggression would simply worsen. Do we want to institute policies that "treat troubled children as future criminals?" One particular experiment compares the neural bases of antisocial behavior and morality. What if, in the future, we could identify the

people who had an intact moral compass, but were biologically engineered to exhibit antisocial behavior? Would this change the course of action with these individuals, or does every antisocial individual deserve intervention despite their moral health?

This theory is relevant in our study in that desistance is the process of abstaining from crime by those with a previous pattern of offending. It is an ongoing process and often involves some false stops and starts. The desister is placed front and centre in the process of desistance, recognising that each individual's experience is different the process is influenced by an individual's circumstances, the way they think, and what is important to them. Desistance research takes success stories seriously. The research does not start with programmes and aggregated outcomes, but individual lives and personal trajectories. Recognising the individual as the agent of change, desistance research explores individuals' social contexts, embedded social networks and subjective interpretations as keys to understanding long-term life change (Maruna & Mann, 2019)

2.4.4.4 Key findings of this theory are:

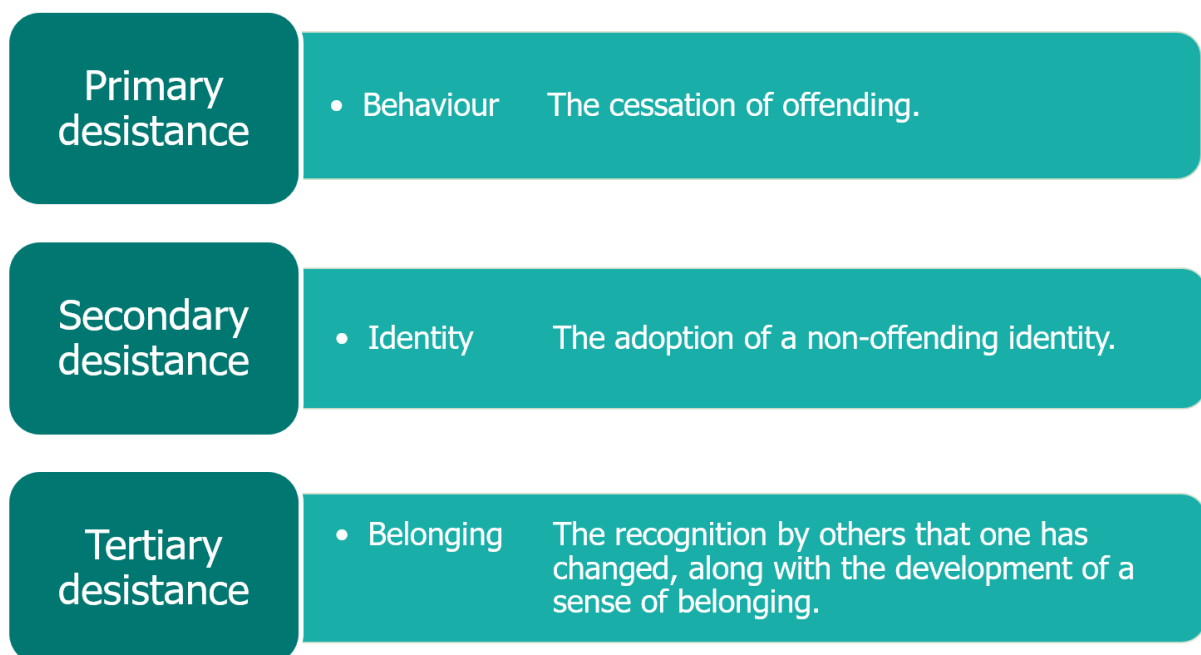
- Desistance should not be seen as a quick or easy process it can take considerable time to change entrenched behaviours and the underlying problems. Three stages of desistance have been identified primary, secondary and tertiary.
- The role of probation is to assist and support individuals desist from crime there are too many factors at play for probation to 'cause' desistance.
- The research highlights the importance of both internal factors, e.g. what the individual believes in, and external/social factors, e.g. the supportiveness of those around the individual.
- Desistance research also emphasises the need to:
 - Adopt an individualised approach, recognising that the desistance journey is different for each individual
 - Develop positive relationships individuals are influenced to change by those whose advice they respect and whose support they value
 - Recognise and build upon people's strengths, rather than focusing solely on individuals' deficits.

2.4.4.5 The process of desistance

Desistance theories accept that the process of desistance is neither a quick nor easy process, with the analogy of a journey being adopted to illustrate the complexities. It can take considerable time, potentially many years, to change entrenched behaviours and the underlying problems. Lapses and relapses should be expected and effectively managed.

Figure 10: *Three stages of desistance*

Desistance has been described as involving the following three stages:



Source: Maruna & Mann (2019)

Factors supportive of desistance

Desistance research has developed over recent decades, and the collated evidence suggests that people are more likely to desist when they have:

- strong ties to family and community
- employment that fulfils them
- recognition of their worth from others
- feelings of hope and self-efficacy
- a sense of meaning and purpose in their lives.

2.4.4.6 General principles for supporting desistance

- Increasing attention has been given within desistance studies to the implications for operational delivery. The term ‘assisted desistance’ has been used to describe the role that probation (and other agencies) can play, recognising that individuals can be supported to desist from crime but there are too many factors at play for an agency to ‘cause’ desistance. **Respect individuality:** since the process of giving up crime is different for each person, delivery needs to be properly individualized
- **Build positive relationships:** service users are most influenced to change by those whose advice they respect and whose support they value. Personal and professional relationships are key to change
- **Recognise the significance of social context:** desistance is related to the external/social aspects of a person’s life as well as to internal/psychological factors. Giving up crime requires new networks of support and opportunities in local communities
- **Recognise and develop people’s strengths:** promoting a range of protective factors and taking a strengths-based approach to supervise/assess process. For example, strong and supportive family and intimate relationships can support individuals in their desistance journey.

A further principle is the need to respect and foster agency or self-determination. This means working with service users rather than on them. Service users tend to highlight the importance of real collaboration and co-production, and their engagement as ‘active collaborators’. There has been growing attention in recent years to the potential value of service user involvement in the review and development of probation services. Service users have reported that such involvement can facilitate self-efficacy; social benefits, professional development, and desistance from further offending, and allow them to have a positive impact both on other service users and on overall probation delivery.

Figure 11: Key principles for supporting desistance



Source: Maruna (2019)

2.5 REVIEW BY OBJECTIVES

2.5.1 Teachers' Know-How on teaching methods and designs

Teacher know-how consists of the manner in which the teacher teaches, mastery of subject matter and assessment strategies, understanding the curriculum, educational ends learners, and so on. According to Nilsen and Albertalli (2002), teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills. Desforges (1995) defines teaching as the management of pupils' experiences, largely in classrooms, with the deliberate intention of promoting their learning. Schlechty (2004) defines teaching as the art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. What Schlechty meant by teaching being 'an art' is that the teacher must create situations to facilitate learning and then motivate learners to have interest in what is being transmitted to them. Melby (1994) added that teaching is not merely dispensing subjects or lesson-having but an art that involves the student in the teaching-learning process, where the student is given the chance to participate fully in the process, and that the teacher accepts each pupil and has a favorable attitude towards individual differences. It is a relationship in which the teacher eschews sarcastic statements, ridicule, and fault-finding.

Farrant (1980) simply defined teaching as a process that facilitates learning. Confucius, cited in Knott and Mutunga, said, “In his teaching, the wise man guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place... If his students are encouraged to think for themselves, we may call the man a good teacher” (1993:158). From the above definitions, teacher know-how depends on institutionalized teaching, which includes (a) *formal teaching* in which the teacher directs the teaching and learning process with minimal student participation and (b) *informal teaching* in which the teacher serves as a guide, facilitator, counselor, or motivator and student participation is very high. It therefore behoves the teacher to teach in such a way as to promote learning. Against this backdrop, teachers should note that the purpose of teaching is not for them to air their knowledge but to help children learn (Colin, 1969).

2.5.1.1 Principles of Teaching

A principle of teaching is a basic idea or rule that explains how teaching is done or conducted. In this section, the following teaching principles given by Tamakloe (2005) are presented: These include the following:

- Time the various stages of a lesson so that each stage receives the desired attention without exceeding the time limit of the lesson.
- Detect when his or her pupils are getting bored or restless so that he or she can vary his or her approach or the stimulus.
- Use the experiences of his or her pupils to initiate as well as generate further learning.
- Make judicious use of available resources in the teaching-learning process.
- Present what he or she teaches in an interesting way.
- Write an orderly layout of summaries on the chalkboard or whiteboard.
- Express him or her and illustrate his or her points clearly in the lesson, particularly in his or her explanation of the content.
- Design a suitable and adequate quantity of exercises and assignments for his or her pupils and insist on prompt tackling and submission.
- Use good or correct language in the teaching process.
- Correct and direct his or her pupils without making them feel embarrassed or frustrated.
- Learning situations that will serve as challenges to his or her pupils.
- Select appropriate learning experiences for his or her pupils or students.

- Employ a variety of teaching methods and techniques within a lesson generate divergent thinking and creativity in his or her pupils.
- Be able to achieve the objectives of his or her lessons.
- Use praise to urge his or her pupils to become eager to participate more in a lesson.
- Study and become aware of the needs of the individual pupils in his or her class.
- Be able to assist his pupils or students to assess their own performances.
- Maintain a reasonable balance between pupil-activity and teacher-activity as dictated by the nature of the lesson.

2.5.1.2 Main Phases in Teaching

Although what the teacher has to teach is contained in the teaching syllabus, he or she is constantly making decisions with regard to students' learning and appropriate teaching strategies and methods to employ. Among the decisions that a teacher has to make on a daily basis are how to plan for his or her lessons, which cover issues such as *what to teach*, *how to teach what has been selected*, and *how to evaluate what has been taught*. These questions are concerned with three basic teaching functions: (i) planning (pre-teaching phase); (ii) implementation (teaching phase); and (iii) evaluation (post-teaching phase).

Planning Phase (Pre-teaching Phase):

The decision on how to plan the lesson should be taken a long time in advance of the lesson. First, to allow the teacher enough time to read around the topic to be taught, especially where the teacher's command over the subject or topic is weak, Secondly, to permit the collection of teaching-learning resources and the preparation of other teaching-learning resources that could not be acquired commercially (Colin, 1969). This phase requires the teacher to make decisions about the students' needs, the most appropriate goals and objectives to help meet these needs, the motivation necessary to attain their goals and objectives, and the most appropriate strategies for the attainment of those goals and objectives. The planning decisions cover the pupils' progress, the availability of resources, equipment, and materials, and the time requirements of particular activities (Perrott et al., 1977, cited in Perrott, 1982). It is during this phase that the teacher writes up his or her lesson plan.

Implementation Phase (Teaching Phase):

This phase requires the teacher to implement the decisions made at the planning stage, especially those related to teaching methods, strategies, and learning activities. The implementation function occurs when the teacher is interacting with the students. In this phase, the teacher is expected to exhibit teaching skills such as presenting, explaining, listening, introducing, demonstrating, eliciting responses, and achieving closure. The implementation phase has segments such as prime, presentation, summary, consolidation, and checking learning through class exercises.

Prime Stage. It is getting students into a state of readiness to learn. This may involve a review of relevant previous learning, giving a brief outline of the topic and its structure, and generating student interest by indicating the importance of the topic as well as how it will be utilized. At the end of this stage, students should be aware of what is expected of them, want to learn, and know how the subject or topic will be dealt with (Knott & Mutunga, 1993).

Presentation Stage. This usually takes up a greater part of the implementation phase. The main body of the lesson is delivered in a systematic and logical manner. If the teacher decides to use explanation, it should be aided by visual aids.

Summary. At the end of the presentation stage, the topic should be summarized and the main elements reviewed.

Consolidation/Recapitulation/Closure. This stage is used to make students think hard about the topic and, as a result, learn. The consolidation stage forces students to recall the information and think it through with guidance from the teacher. The teacher can do this through the following steps:

- First, pose some simple recall-type questions on key elements of the topic;
- Then pose open-ended questions of a problem-solving type;
- Pause to give students a chance to think;
- Nominate at random a student to supply the answer;
- Echo the response by using the students' own words or paraphrasing them.

When the nominated student gives an incorrect answer, the teacher should refer it to another student or give clues to correct the original response. This procedure should be repeated until

all the main elements and key aspects of the topic have emerged, and the teacher should ensure this by distributing questions so that as many students as possible make a contribution. Another dimension of the consolidation stage, if time permits, is to give students the opportunity to ask questions requiring clarification or elaboration (Knott & Mutunga, 1993).

Check learning through class exercises. The last stage of the implementation phase is to ensure that students have fully understood the lesson through a written test or assignment. This is done by asking several questions requiring short or one-word answers on the main points covered. These may be asked orally, shown on an overhead projector (OHP), or written on the chalk or white board, but should always require written answers. These should be marked there and then by each student, either personally or through exchanging answer sheets with a neighbor, while the teacher calls out answers and asks for results. This can be done formally or informally, but both students and the teacher will have some idea of whether the instruction was assimilated because all students were tested (Knott & Mutunga, 1993). In a one-hour lesson, Knott and Mutunga opine that the teacher can allot the following duration or percentage to the five stages of the implementation phase:

- Prime Stage (Introduction): 5 minutes, or 7.5%
- Presentation Stage: 21 minutes, or 35%
- Summary: 6 minutes, or 10%

- Consolidation/Recapitulation/Closure – 22 minutes or 37.5%
- Check Learning through Class Exercises/assignments – 6 minutes or 10%.

Evaluation Phase (Post-Teaching Phase)

The evaluation function requires decisions about the suitability of the objectives of the lesson and the teaching strategies linked to them, and eventually whether or not the students are achieving what the teacher intended. Teaching skills that support this function include specifying the learning objectives to be evaluated, describing the information needed to make such an evaluation, obtaining, recording, analyzing, and recording that information, and forming judgments. In other words, you examine carefully the results of your teaching and decide how well you handled each teaching function. On the basis of this feedback, you decide whether or not to make new plans or try different implementation strategies. In this way, your decision-making will become more accurate (Perrott, 1982).

2.5.1.3 Requirements for Teaching

While all managers have something in common, specific management requires specific knowledge. Teachers and managers need a special body of knowledge and special skills too. The nature of the various subject areas as formal academic disciplines, the objectives for teaching them, the competencies they demand for their teaching and learning, and the varied methods and materials required for teaching and learning them make it imperative for every teacher to possess a repertoire of knowledge, qualities, attitudes, and values. There are certain characteristics given by Shulman (1987) that every professionally trained teacher should possess. These include content knowledge, general pedagogical knowledge, curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational context and human relations, pedagogical content knowledge, teacher craft knowledge, and knowledge of educational ends.

Content Knowledge

Content knowledge can be described as the subject matter, ideas, skills, or substance of what is taught. It covers issues such as:

- The teacher is familiar with the most recent knowledge in his or her discipline, the history and philosophy of teaching the subject (various schools of thought), and how the knowledge base of the subject informs or is informed by other disciplines.
- The teacher must have knowledge and understanding of the different fields and aspects of his or her subject.
- That is, s/he must have a broad view of the subject in all its aspects, a firm understanding of its concepts, principles, values, theories, generalizations, etc., and an unending enthusiasm for its study.
- His or her content knowledge should be in-depth, and he or she must know the probable sources of knowledge in his or her subject—textbooks, journals, national dailies, unpublished materials, etc.—from which he or she should tap his or her content.

Colin (1969) states that it is necessary for the teacher to read and study far beyond the level required for his or her actual lessons. For this reason, newly trained teachers must continue to study even though they have gained their teaching qualifications. The teacher should have both practical and liberal knowledge of his subject, with the latter making it possible for students to have an intelligent grasp of the salient features of world affairs. Lastly, the reason why the teacher should read broadly is that the world has now become a global village due to the modern

means of technology, transport, and communication. This has brought world events within the scope and experience of more people each year. Students who have access to these modern means of communication are likely to ask in-class questions on issues they don't understand. A well-informed teacher should be in a position to deal with such questions expertly. In sum, there is no substitute for a sound knowledge of the subject matter, and no teacher can be excused for trying to hide a deficiency of knowledge behind a façade of teaching techniques, for if your knowledge is suspect, your teaching techniques will invariably be suspect.

General pedagogical knowledge

It is made up of broad principles, approaches, strategies, methods, and techniques for conveying content to learners. It covers issues such as how the teacher should:

- Not be content with one good teaching method, but should constantly seek new ways of approaching things that are likely to interest students and at the same time be more effective in imparting knowledge.
- Never consider having reached the ultimate in teaching. Teachers should always keep their minds and attitudes flexible enough to consider new methods, and if these methods are good, attempts should be made to incorporate them into their schemes of work. This is because students not only accept but also welcome new methods of approach, which bring about receptive learning.
- Train students to observe things, record and correlate both primary and secondary data (e.g. study of maps, pictures and books).
- Teach students to learn to do things for themselves so as to be better equipped to carry across into everyday life the implications of what they learn at school. For example, a teacher teaching a topic like “the tropical grassland” in a savannah environment in a geography or social studies lesson should become the supplier of raw materials from which the students extract and interpret relevant details.
- Try as much as possible to break away from the teaching-talking and talking-teaching idea which lies behind much of the thinking of some teachers today.

Curriculum Knowledge

It is the information on various materials and programmes in the teacher's subject area which serve as “tools of the trade” for the teacher.

- This information includes the various levels at which his/her subject operates. It covers the (a) largest level which in the case of a subject like geography may be referred to as the social sciences (i.e. broad field curricular). Other types of curricular which belong to this level include, core curricular, completely undifferentiated curricular and subject specific curricular; (b) intermediate level – includes courses organized as segments, e.g. Economics 1, Economics 2, Auditing 1, Auditing 2, etc.; single semester or year courses, e.g. ESS 232, ESS/EAS 305, EPS 403, etc.; (c) lowest level – includes issues such as the various units, topics, lessons taught in a subject area.

- In addition to the above, the teacher should know the recommended textbooks, teachers' manuals, head teachers' handbooks, etc.

- He/she should know the materials required for teaching particular lessons; know the relevance of teaching certain topics.

- The teacher should know the i. organizing elements – these are the knowledge (facts, concepts and principles), skills (cognitive, affective & expressive), values (socio-cultural, intellectual, moral, etc), attitude etc. which make up the content and the learning experiences to be taught. These serve as threads in the organization of an instructional programme or course/subject; ii. *Organizing principles* – these are the standards by which the organizing elements are woven together to bring about effective teaching and learning. Examples include maxims of logical teaching methods such as teaching from the known to the unknown, from simple to complex, chronological arrangement of facts, demanding prerequisite learning, increasing breadth of application, increasing range of activities, use of description followed by analysis, forming a general conclusion from specific cases or examples, using specific examples or cases to form a generalization, stating objectives of study, repetition, application of facts, etc.; iii. organizing centres – these are the topics, problems, units of work or resource units which are used to combine the content and methods of teaching in the discipline with selected learning experiences in order to achieve the intended learning outcomes; iv. Organizing structures – they are the structural elements around which the learning experiences are organized.

Knowledge of Learners and Their Characteristics

It is information on the physiological, social, demographic and mental/psychological make up of the learners which serve as one of the key determinants of successful teaching and learning. It demands that teachers should

- Possess more than adequate knowledge of their students, their characteristics (personality traits), learning styles and habits, level of conceptualization, levels of motivation (i.e. their reasons for pursuing the subject/course), degree of interaction amongst themselves in both learning and non-learning environments.

- Know the principles/theories of learning and human growth (e.g. Piaget, Thorndike, Skinner, Bruner, etc.) which correspond with learners' level of development or maturity or age – pre-conceptual, enactive representation, iconic representation, symbolic representation and formal operations stages.

- Know their students' skills, abilities, attitudes, knowledge, interests, individual differences in learning, etc.

- Consider the various levels and types of motivation their students bring into the classroom – is the programme relevant to their interests, career aspirations, etc?

- Demographic information on their students – age range, sex ratio, number in class, etc.

Knowledge of Educational Context/Human Relations

It is information on issues such as the workings of such as the workings of a group of learners or the classroom, school organization/governance, peculiarities of local communities and cultures, etc. which impinge on the teaching-learning process. It demands that

- Teachers should know the culture and organization of their schools, the community and the cultural patterns of the society in which the school is located. All these influence to a great extent, the teacher's relations with his/her students, colleagues, school administrators and external school officials. As regards relationship with parents, the teacher can report to parents on their children's academic progress, hold parents' conferences and enlist the assistance of parents to help with some school project and encourage them to supervise their children's home work. When this is done on a regular basis, it strengthens the relationship between the teacher and parents and makes both teacher and parent partners in the grooming of the children (Callaghan, 1966).

- The teacher should be very effective in his/her working environment both in school and out of school. S/he should on first appointment acquaint him/herself with the various context in which s/he is required to work – his/her students, fellow teachers, school authorities, nonteaching staff, parents, educational authorities, etc.

- The teacher should know the factors which bring about a productive environment for teaching and learning – these factors include discipline and order; conventions and routines in the school; his/her responsibilities as a teacher; intellectual, moral and spiritual values of the

school; the schools' organogram (i.e. the organizational chart of the school showing the various administrative positions and their corresponding job descriptions, etc).

Pedagogical Content Knowledge/Teacher Craft Knowledge

- It is the special mix of content and pedagogy which is unique to teaching. It is the teacher's special form of professional understanding and how he/she blends content and pedagogy to teach particular topics or problems consistent with students' interest and abilities. Teachers who possess teacher craft knowledge are those who
- Foster the understanding of particular a concept, principle or theory by having knowledge of the ways of transforming the concept for students. They must have knowledge of the ways of transforming the content for the purposes of teaching.
- In the words of Dewey (1956), must 'psychologize' the subject matter. In order to transform or 'psychologize' the subject matter, teachers must have a knowledge of the subject matter that includes a personal understanding of the content as well as knowledge of ways to communicate that understanding to foster the development of subject matter knowledge in the minds of students.
- Are able to blend content and pedagogy into an understanding of how particular aspects of subject matter (e.g. concepts, principles, theories, etc) are organized, adapted and represented for instruction.
- Are able to transform subject matter into teaching using different ways to represent it and make it accessible to learners. S/he knows what teaching approaches fit the content, and likewise, knows how elements of the content can be arranged for better teaching.
- Have knowledge of what students bring to the learning situation, knowledge that might be either facilitative or dysfunctional for the particular learning task at hand. This knowledge of students includes their strategies, prior conceptions; misconceptions students are likely to have about a particular domain and potential misapplication of prior knowledge (Shulman, 1987).

Knowledge of Educational Ends

It provides information on cultural, philosophical and ideological issues which determine the general direction of the education system and the type of curricular that a nation should have. It makes the following demands on the professional teacher:

- This trait presupposes that if an educational programme is to be planned and if efforts for continued improvement are to be made, it is very necessary for the teacher to have some

conception of the educational goals being aimed at. These goals or ends become the criteria by which materials/resources are selected, content outlined, instructional procedures are developed and tests and exams are prepared. These goals are not simply matters of personal preference of individual teachers or groups, but are ends that are desired by the school staff.

- The teacher must have knowledge of the philosophy of education in order to come out with realistic educational objectives/goals. In Cameroon, the educational goals among others include i. education should result in a well-balanced people with the requisite knowledge, skills, values, aptitudes and attitudes for self-actualisation and for the socio-economic and political transformation of the nation; ii. Cameroonian should be trained to become enterprising and adaptable to the demands of a fast-changing world driven by modern science and technology to build a knowledge-based economy; iii. Education should lead to improvement in the quality of life of all Cameroonian by empowering the people themselves to overcome poverty and also raise their living standards to the levels that they can observe through the global interchange of images, information and ideas, etc. (Ministry of Education, Youth & Sports, 2004).
- The teacher should have knowledge of the various schools of thought with regard to educational goals such as the progressives, the essentialists, the subject specialists, child psychologists, etc. The progressive emphasizes the importance of studying the child to find out what purposes he/she has in mind information on this is the basis for selecting educational goals. The essentialist on the other hand is impressed by the large body of knowledge collected over many thousands of years and emphasizes this as the primary source for deriving educational objectives. The essentialist views objectives as essentially the basic learning selected from the vast cultural heritage of the past.

The nature of teaching by the professional teacher in the new paradigm of education is no longer the exclusive preserve of the teacher. Today, the know-how of the teacher is no more being an agent of knowledge, that is, teaching is no longer limited to imparting information in the hope that it will be comprehended by students. In the present dispensation, the teacher is not only a communicator but also a manager with the responsibility of creating the enabling environment for learning to occur. To do this, the teacher needs to have at his/her disposal a repertoire of teaching skills and employ interactive activities to bring about significant learning on the part of students. The extent to which the teacher is able to incorporate these interactive activities in his/her lesson is a function of his/her competence and personality (Ababio, 2009). A teacher with good know-how will help inculcate potential transformation in the minors.

2.5.1.4 Teacher know-how and prisoners potential transformation

According to (Shulman, 1987), to teach students in prison according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students in prison create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others. Shulman (1986) introduced the phrase *pedagogical content knowledge* and sparked a whole new wave of scholarly articles on teachers' knowledge of their subject matter and the importance of this knowledge for successful teaching. In Shulman's theoretical framework, teachers need to master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) knowledge of the curricular development which include method of teaching and evaluation. Content knowledge encompasses what Bruner (as cited in Shulman, 1992) called the "structure of knowledge"—the theories, principles, and concepts of a particular discipline. This can help enlighten the inmates' know-how on the various principles and concept of learning thereby increase their human capital. Importantly, content knowledge deals with the teaching process, including the most useful forms of representing and communicating content and how inmates' best learn the specific concepts and topics of a subject. "If beginning teachers are to be successful, they must wrestle simultaneously with issues of pedagogical content (or knowledge) as well as general pedagogy (or generic teaching principles)" (Grossman, as cited in Ornstein, Thomas, & Lasley, 2000, p. 508). Shulman (1986, 1987, and 1992) created a Model of Pedagogical Reasoning, which comprises a cycle of several activities that a teacher should complete for good teaching: comprehension, transformation, instruction, evaluation, reflection, and new comprehension.

Comprehension. To teach is to first understand purposes, subject matter structures, and ideas within and outside the discipline. Teachers need to understand what they teach and, when possible, to understand it in several ways. Comprehension of purpose is very important. We engage in teaching to achieve the following educational purposes:

- To help students gain literacy
- To enable students to use and enjoy their learning experiences
- To enhance students' responsibility to become caring people
- To teach students to believe and respect others, to contribute to the well-being of their community

- To give students the opportunity to learn how to inquire and discover new information
- To help students develop broader understandings of new information
- To help students develop the skills and values they will need to function in a free and just society (Shulman, 1992)

Transformation. The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy in the teacher's capacity to transform content knowledge into forms that are pedagogically powerful and yet adaptive to the variety of student abilities and backgrounds. Comprehended ideas must be transformed in some manner if they are to be taught. Transformations require some combination or ordering of the following processes:

1. Preparation (of the given text material), which includes the process of critical interpretation
2. Representation of the ideas in the form of new analogies and metaphors (Teachers' knowledge, including the way they speak about teaching, not only includes references to what teachers "should" do, it also includes presenting the material by using figurative language and metaphors [Glatthorn, 1990].)
3. Instructional selections from among an array of teaching methods and models
4. *Adaptation* of student materials and activities to reflect the characteristics of student learning styles
5. Tailoring the adaptations to the specific students in the classroom

Glatthorn (1990) described this as the process of fitting the represented material to the characteristics of the students. The teacher must consider the relevant aspects of students' ability, gender, language, culture, motivations, or prior knowledge and skills that will affect their responses to different forms of presentations and representations.

Instruction. Comprising the variety of teaching acts, instruction includes many of the most crucial aspects of pedagogy: management, presentations, interactions, group work, discipline, humor, questioning, and discovery and inquiry instruction.

Evaluation. Teachers need to think about testing and evaluation as an extension of instruction, not as separate from the instructional process. The evaluation process includes checking for understanding and misunderstanding during interactive teaching as well as testing students'

understanding at the end of lessons or units. It also involves evaluating one's own performance and adjusting for different circumstances.

Reflection. This process includes reviewing, reconstructing, reenacting, and critically analyzing one's own teaching abilities and then grouping these reflected explanations into evidence of changes that need to be made to become a better teacher. This is what a teacher does when he or she looks back at the teaching and learning that has occurred—reconstructs, reenacts, and recaptures the events, the emotions, and the accomplishments. Lucas (as cited in Ornstein et al., 2000) argued that reflection is an important part of professional development. All teachers must learn to observe outcomes and determine the reasons for success or failure. Through reflection, teachers focus on their concerns, come to better understand their own teaching behavior, and help themselves or colleagues improve as teachers. Through reflective practices in a group setting, teachers learn to listen carefully to each other, which also give them insight into their own work (Ornstein et al., 2000).

New Comprehension. Through acts of teaching that are "reasoned" and "reasonable," the teacher achieves new comprehension of the educational purposes, the subjects taught, the students, and the processes of pedagogy themselves (Brodkey, 1986). Students (the teacher's audience) are another important element for the teacher to consider while using a pedagogical model. A skillful teacher figures out what students know and believe about a topic and how learners are likely to "hook into" new ideas. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teachers need to build a foundation of pedagogical learner knowledge (Grimmet & Mackinnon, 1992). To help all students in prison learn, teachers need several kinds of knowledge about learning. They need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts like the prison with learners of deviate behaviours. Teachers must be able to identify the strengths and weaknesses of different learners and must have the knowledge to work with students who have specific learning disabilities or needs. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration—how to structure interactions among students so that more powerful shared learning can occur; how to collaborate with other teachers; and how to work with parents to

learn more about their children and to shape supportive experiences at school and home (Shulman, 1992).

Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students, requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas (Ball & Cohen, 1996). Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see. This kind of learning cannot occur in college classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice. Good settings for teacher learning—in both colleges and schools—provide lots of opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The combination of theory and practice (Miller & Silvernail, 1994) occurs most productively when questions arise in the context of real students and work in progress and where research and disciplined inquiry are also at hand. Darling-Hammond (1994) noted the following: Better settings for such learning are appearing. More than 300 schools of education in the United States have created programs that extend beyond the traditional four-year bachelor's degree program, providing both education and subject-matter course work that is integrated with clinical training in schools. Some are one or two year graduate programs for recent graduates or midcareer recruits. Others are five-year models for prospective teachers who enter teacher education as undergraduates. In either case, the fifth year allows students to focus exclusively on the task of preparing to teach, with year-long, school-based internships linked to course work on learning and teaching.

Studies have found that graduates of these extended programs are more satisfied with their preparation, and their colleagues, principals, and cooperating teachers view them as better prepared. Both university and school faculty plan and teach in these programs. Beginning teachers get a more coherent learning experience when they are organized in teams with these faculty and with one another. Senior teachers deepen their knowledge by serving as mentors, adjunct faculty, co-researchers and teacher leaders. Thus, these schools can help create the rub between theory and practice, while creating more professional roles for teachers and constructing knowledge that is more useful for both practice and ongoing theory building (Darling-Hammond, 1994). If teachers investigate the effects of their teaching on students' learning and if they read about what others have learned, they become sensitive to variation and

more aware of what works for what purposes and in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners.

2.5.2 Prison Experience and assessment strategies used.

No matter the background or origin of prisoners, everyone deserves a decent education during their lifetime. Article 26 of the UN Declaration on Human Rights (1948) states in paragraphs (1) that « Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages... (2) Education shall be directed to the full development of the human. Benefits are largely (though not exclusively) attributed to group work the kind of active learning which brings students into closer and more fruitful contact with each other to work with the disciplinary ideas, fostering positive interdependence. As the ‘What Works’ team at King’s emphasises (Todman, 2018), this meaningful contact is associated with academic success particularly for students from under-represented backgrounds.

Personality. This concept also embraces our citizens who are serving time within prison facilities for the crimes committed. Too many difficulties appear in the way of a productive, manageable, and engaging class planned to be offered, within prison education, by a prison teacher. Classroom management plays an important role in creating an efficient and interesting learning setting that will include the teacher’s methods of teaching and designing assessment for inmate students who come from different ethnic, religious, or social backgrounds.

Developmental stage: Minors in prison education are typically at a stage of significant cognitive and emotional development. Their educational needs may differ from those of adult inmates due to their age and developmental level. Teachers therefor have to take into consideration their developmental stages when planning for lesson and evaluation.

Limited educational background: Minors in prison education often have interrupted or inadequate formal education prior to their incarceration. They may have experienced educational gaps, learning difficulties, or disengagement from school before entering the criminal justice system.

Higher potential for rehabilitation: As minors are still in the process of maturing and developing their identities, there is often a greater emphasis on their potential for rehabilitation and reintegration into society. Rehabilitation-focused programs aim to address the underlying

causes of their criminal behavior, provide education, and equip them with skills for successful reentry.

Trauma and adverse experiences: Many minors in prison education have experienced significant trauma and adverse experiences in their lives, such as abuse, neglect, or exposure to violence. These experiences may impact their educational progress and overall well-being, requiring specialized support and services.

Individualized education plans: To address the unique needs of minors in prison education, individualized education plans (IEPs) are often developed. These plans outline specific educational goals, accommodations, and services tailored to each minor's learning style, abilities, and needs.

Social and emotional support: Minors in prison education require a supportive and nurturing environment that addresses their social and emotional well-being. Programs may incorporate counseling, therapy, mentoring, and social skills development to help minors navigate their emotional challenges and build healthy relationships.

Transition planning: Given their age, minors in prison education often require comprehensive transition planning to prepare them for their eventual release. This may involve coordination with community-based organizations, vocational training, reentry programs, and educational opportunities beyond the prison system.

It is important to note that minors' characteristics can vary based on jurisdiction, facility, and the specific educational programs available to minors in prison. Teachers and administrators should be geared towards attaining each of the characteristics based on the different minors. This will help the teacher to be more in comparison to the experienced and the way he delivers the content to the learners. It is considered as the main reason that forces teachers to think twice before applying for the job. Working in prison education requires additional teacher training, awareness, and preparedness. Recognizing inmate students' mental, emotional, and social needs, backgrounds and conditions forces all factors, involved in correctional schooling, to work harder and better to offer a suitable educational program that will support prisoners' rehabilitation and reintegration. Equal education, as offered to their peers in the common world, needs to be offered to inmate students too. Professional schooling provided for convicts is going to support their rehabilitation while paying their debt to society. According to Boulianne & Meunier (1986), "The ultimate goal of prison education is the successful reintegration of

inmates into the mainstream of society.” “Prisons will have some relationship to education outside, both in curriculum, methods of assessment for certification, overall aims and availability of resources” (UNESCO, 1995). Prison education in Cameroon follows the state curriculum as it is done by their counterparts in the free world. Gashi (2016) states that “formal education is obligatory within prison center, and can be divided into adult’s education, vocational education, female education and literacy schools offered to juvenile and female prisoners.

Prison Classrooms Characteristics and Differences

According to (Solomon, & Lindahl, 2009), the prison classroom is mostly teacher-centered. The only differences are doors are made of iron and metal bar windows are covered by barbwire. Each prisoner student entering and leaving cell classrooms is searched by a prison guard. There is always a correctional officer guarding, outside of the cell classroom, in the corridor ready to jump in if needed. These differences disorganize the teachers’ plans and slow down the teaching pace and process. According to Brazzell et al. (2009), “Programs should be provided in environments supportive of learning in which students feel physically safe and comfortable.” Further on, Marzano, Marzano, and Pickering (as cited in Yıldız, 2017) state that “Teachers need to be aware of student characteristics and needs for good classroom management.” Wright, Horn, & Sanders, (1997) (as cited in Stronge (2013) state that “the effectiveness of the teacher is the major determinant of student academic progress which lead to potential transformation.” Dual awareness needs to be present in lesson planning, activities prepared, time management and teaching materials selected. All of them need also to be adapted to cell classroom characteristics for a productive and effective class.

This professional awareness for teaching in prisons cannot be achieved only from knowledge gained and teaching skills developed from regular education faculties where teachers who teach in common schools are produced. According to LONCETT (2008) “no training customized to the particular needs of those teaching in prisons is currently available.” Teachers, who plan to work within prison educational services, need professional training to prepare them professionally, mentally, and emotionally. Apart from being familiar with safety and security conditions present within prison facilities, future teachers also need to develop skills and gain knowledge about teaching and managing classes full of inmate students. “It is self-evident that the students need their teachers in many types of learning environments” (Riley, 2009). Prison teaching characteristics are not similar to the ones the common schools in our society. Further, Frey et al. (1996) add that Social justice is not done when ‘we’ give our

time and energy to help ‘them’ escape from oppression; it is done when we realize that none of us is truly free while some of us are oppressed.”

Cell classrooms management

According to Postholm (2013), “The aim of classroom management is twofold. The first is to establish a quiet and calm environment in the classroom so that the pupils can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the pupils’ social and moral development.” Thus, classroom management issues were, are, and will always be present in classrooms in order both aims are achieved. There is no need to panic and give up on teaching within prison schooling or outside of it. Even the most experienced teachers face different issues with their classrooms. Classroom management issues will always be in classrooms as long as educational systems will exist on the Earth. If a class is not properly prepared and planned, the needs, characteristics, and conditions of the students and educational facility are not taken into consideration, teachers will always face discipline issues in their classrooms followed by a lack of classroom productivity. Weinstein, Woolfolk, Dittmeier & Shanker (1994) explain that “some of the discipline problems that plague teachers may be traced to the way they think about classroom management.” Prison teachers need to take into consideration the emotional, mental, and social conditions of the inmate students and attend training to understand prison schooling before they enter the prison educational system.

Related to teachers working within prison, Gashi (2016) states that: “As pedagogues, we must strive to minimize classroom management issues by well-preparing and respecting the dignity and circumstances of the inmate students. These will add value to teaching and learning processes within cell classrooms and give way to evaluation of the inmates. According to Fry, Ketteridge and Marshall (2009) “Teachers and learners are both responsible for learning happening.” By ensuring better teaching methods and grading processes to prison-by-prison teachers and offering suitable educational opportunities to prisoners will help their rehabilitation and reintegration within prison premises. According to Doyle (1986), teacher know-how means a peaceful atmosphere where students will learn and develop themselves socially, academically, and morally. Thus, the importance of teachers’ know-how increases the inmates’ anxiety to learn especially within prison classrooms.

Further, due to safety controls and procedures, technical difficulties for prison teachers appear at the main entrance that follow them all along until they reach their cell classrooms. Mainly, teachers’ hands are tight to bring supplementary materials and technology inside the

prison classrooms. In order to have productive and engaging classes, fair and professional evaluation of their work, teachers need full autonomy in the prison educational system, especially with classroom management and evaluation of their work. According to Salah (1980), the “teachers often display a slight fear of the prisoners, so they do not stress the students much that is, nobody fails anything. If already working prison teachers are not happy teaching in correctional facilities, there is a huge number of teachers, especially those from education faculties, who would like to contribute to prisoners’ rehabilitation and reintegration through prison education. Also, they are ready to face all these challenges within correctional facilities whether as paid teachers or volunteers. Not every prisoner is literate and knows the real value of education. Neither of them also has similar criminal backgrounds nor do all of them respect prison house rules. This diversity brings other issues into prison education. “Bringing inmate students of different security classifications together in the same classroom may be difficult” (Brazzell et al. 2009). Due to security issues, those prisoners who belong to a high-risk category are never brought together with prisoners from the general population in any circumstances, not even in the classrooms. “Despite these challenges, education can flourish within the prison walls with the support of correctional administrators and a willingness on the part of correctional educators to teach within and around the constraints” (Brazzell et al. 2009). Challenges need to be recognized and solutions presented so the hours spent in prison classrooms, by prisoners, are productive. “It is rare for prisoners to be in classrooms for more than a few hours a day, and even though their time in them is productive and enjoyable, it is seldom that it can counteract the much stronger and deeply embedded learning that predates (and will postdate) prison” (UNESCO, 1995).

Brophy’s finding (as cited in Weinstein et al. 1994) “contends that teachers who view classroom management as a process of guiding and structuring classroom events tend to be more effective than teachers who stress their disciplinary role.” Mageehon's (2006) findings also showed that “woman prisoners expressed a desire to work with teachers who explained concepts and encouraged hands-on experimentation rather than simply assigned work.” “In prisons, teachers do not humiliate or make their inmate-students feel unworthy, otherwise, they will rebel against everything that prison represents” (Salah El, 1980). Gashi states (2016), that each prisoner is body searched before and at the end of the classes by a correctional officer at the entrance of the cell classrooms. They are inspected for any hidden illicit items that can injure teachers or peer-inmates during the lectures. Prison teachers’ cooperation with every stakeholder of prison education is of great pedagogic importance. Sharing ideas, strategies and

challenges for a better prison classroom management, is necessary for better classroom management and a productive educational system to be offered for prisoners who want to return to society as free and educated citizens.

2.5.3 Challenges facing education in prison in terms of policy and practice

The early penal innovators, promoting prison as a human form of punishment, wanted education to play a role in their institutions, although there was not always consensus as to the nature or type of tuition that should be provided. Some wanted religious instruction, to encourage prisoners to mend their immoral ways, leave their sinning (i.e. criminality) behind, and become law-abiding citizens. Others emphasized that prisoners should be taught to work hard, thereby enabling personal transformation. Indeed, some believed that punishment could be transformative in itself, with the experience of detention and isolation offering an instructive opportunity for reflection (see Morris and Rothman, 1998). Although education in prison came into vogue in the twentieth century, its antecedents date back to the emergence of the modern prison in the early 1800s. The historian of education in prison, Thom Gehring (2020), argues that there is a ‘hidden heritage’, and that historical accounts have overlooked a number of radical and highly progressive practices that long predate the professionalization of pedagogy in prison. Notable innovators include Elizabeth Fry (1780–1845), a middle-class and well connected English Quaker. She began organizing educational activities at London’s Newgate Prison in 1817. In 1840, Alexander Maconochie (1787– 1860) became the Governor of Norfolk Island, a prison island in Australia. He believed that cruelty debased both the prisoner and the society inflicting it.

Punishment should not be vindictive, but a means of enabling a prisoner’s social reformation. Maconochie instituted many progressive programmes, such as the ‘mark’ system: the more marks a prisoner earned, the shorter the prison sentence. In the twentieth century, countries across the world adopted his innovations as progressive penal policies. Janie Porter Barrett (1865–1948) opened the Virginia Industrial Home School for Colored Girls, with support from many black and white women. Its programme of self-reliance and self-discipline offered academic and vocational instruction, and focused on providing social support for women at risk (Gehring, 2017 and 2020). By the early twenty-first century, practically every jurisdiction in the world had integrated some form of education into its prisons, with many regions creating their own professional organizations (see Appendix 1). In 2014, 13 October was officially declared International Day of Education in Prison.

2.5.3.1 International declarations, conventions and standards

There are a range of international declarations, covenants and regional agreements that apply to the provision of education in prison. Some of these expressly mention the education of prisoners in the context of lifelong learning for all; others refer to it as a human right; some argue that education in prison should be embedded within a social justice framework. Although not all of these international and transnational declarations explicitly mention the education of prisoners, the aspiration to provide education for all implicitly includes them. This section will review the range of international agreements in place that deal specifically with education in prison, in order to sketch out the principles that underpin it. While acknowledging that such agreements rarely translate into domestic policies, they nonetheless set standards and provide benchmarks by which to judge the framework, approach and provision of education in prison. Many of the declarations cited here situate the right to education in prison within an adult education framework. As Section 3.5 makes clear, there is a strong case to be made for considering the education of prisoners within a social justice context, on the basis of common characteristics identified among prison populations internationally.

The starting point is what has become the landmark document for assessing human rights internationally. The United Nations Declaration of Human Rights (1948). Clearly, and without caveats, Article 26 states that: that everyone has the right to education, which shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms'. Meanwhile, the first post-World War II document to deal specifically with the rights of prisoners was the United Nations Standard Minimum Rules for the Treatment of Prisoners (UNSMR). It was adopted by the first United Nations Congress on the Prevention of Crime and the Treatment of Offenders in 1955. One of its 'Guiding principles', elaborated upon in Rule 59, decreed that penal institutions 'should utilize all the remedial, educational, moral, spiritual and other forces and forms of assistance which are appropriate and available, and should seek to apply them according to the individual treatment needs of the prisoners'. In a specific reference to education in prison, Rule 77 offered a wide definition of education, to include recreational and cultural activities. It also stated that particular attention should be paid to young people in detention and those with literacy difficulties.

Some years later, at a meeting of UNESCO in 1960, the Convention against Discrimination in Education was adopted. It recalled that the Universal Declaration of Human Rights asserts 'the principle of nondiscrimination and proclaims that every person has the right

to education'. Its preamble deems that 'discrimination in education is a violation of rights enunciated in that Declaration'. In the same spirit, Article 13 of the International Covenant on Economic, Social and Cultural Rights (1976) recognized the 'right of everyone to education'. There was no exclusion of prisoners as it declared that education would enable the 'full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms'. In 1990, UN General Assembly resolution 45/111 agreed the following in its Basic Principles for the Treatment of Prisoners:

- Except for those limitations that are demonstrably necessitated by the fact of incarceration, all prisoners shall retain the human rights and fundamental freedoms set out in the Universal Declaration of Human Rights, and, where the State concerned is a party, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and the Optional Protocol thereto, as well as such other rights as are set out in other United Nations covenants.

- All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality (United Nations, 1991).

- It recognized 'the right to learn' for all prisoners. This was to be achieved by providing prisoners with information on different levels of education and training, and 'by developing and implementing comprehensive education programmes in prisons, with the participation of inmates, to meet their needs and learning aspirations'. Finally, the conference stated that prisoners must have 'access to educational institutions and encouraging initiatives that link courses carried out inside and outside prisons' (UIL, 2020, p. 36).

The final report from the sixth International Conference on Adult Education (CONFINTEA VI) (2009), the Belém Framework for Action, stressed that inclusive education is 'fundamental to the achievement of human, social and economic development'. Further, it declared that there can be no exclusion from education on the basis of imprisonment. It concluded that measures should be taken to enhance motivation and access for all: 'To these ends, we commit ourselves to providing adult education in prison at all appropriate levels' (UNESCO, 2010, p. 39). At the beginning of the twenty-first century, it was recognized that the UNSMR needed to be revised in order to take account of developments in human and civil rights, in particular the increasing use of prison as punishment; the existence of alternative forms of punishment; and the conditions of confinement. In 2011, in recognition of a growing awareness of the differential impact of imprisonment on women, the United Nations Rules for

the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (also known as the Bangkok Rules) were agreed by the UN General Assembly. In the Bangkok Rules, specific mention is made of health education for women and programmes that take gender-appropriate needs into account. The Bangkok Rules were timely.

Given the 53 per cent global increase in the number of women and girls imprisoned between 2000 and 2017, there was an urgent requirement to focus on their needs. Women and girls now make up 7 per cent of the global prison population, and in 80 per cent of countries worldwide, female prisoners constitute between 2 per cent and 9 per cent of the total prison population (Walmsley, 2017, p. 2). With the overwhelming majority of the prison population being male, penal and educational policy tended to focus on dealing with the needs of male prisoners. Indeed, in terms of the architecture, rules, regulations, discipline and hierarchy implemented in prisons, scholars have argued that they could be deemed masculine institutions. Sandoval, Baumgartner and Clark (2016, p. 34) concluded that there was a ‘need for more and targeted advocacy and education for incarcerated and formerly incarcerated women’. In 2015, the UN General Assembly unanimously adopted revised Standard Minimum Rules for the Treatment of Prisoners, known as the Mandela Rules. As regards the provision of education and recreation, the revised rules mirror the first iteration of the UNSMR. In particular, Rule 104 states that all people in prison should have access to education, with special attention paid to people with literacy difficulties and juveniles. Other UN declarations based on the ideal of education for all may impact on the provision of education in prison. Similarly, regional declarations such as the American Declaration of the Rights and Duties of Man (1948), the African Union’s Charter on Human and People’s Rights (1981) and the ASEAN Human Rights Declaration (2013) seek to provide education for all. The most comprehensive transnational organization to address education in prison is the 47-member Council of Europe.

Rule 28 of the European/African Prison Rules (2020)

The rule contains a comprehensive outline of the expectations of national governments and individual prisons:

28.1 Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations.

28.2 Priority shall be given to prisoners with literacy and numeracy needs and those who lack basic or vocational education.

28.3 Particular attention shall be paid to the education of young prisoners and those with special needs.

28.4 Education shall have no less a status than work within the prison regime and prisoners shall not be disadvantaged financially or otherwise by taking part in education.

28.5 Every institution shall have a library for the use of all prisoners, adequately stocked with a wide range of both recreational and educational resources, books and other media.

28.6 Wherever possible, the prison library should be organised in co-operation with community library services.

28.7 As far as practicable, the education of prisoners shall:

- a) be integrated with the educational and vocational training system of the country so that after their release they may continue their education and vocational training without difficulty; and
- b) take place under the auspices of external educational institutions. As *Education in Prison* (1990) was drawn up by prison educators, it argues compellingly for education in prison as a right, and for prisoners to have equal access to the provision available to learners outside: 'Education for prisoners should be like the education provided for similar age-groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible' (Council of Europe, 1990, p. 4).

2.5.3.2 The recommendations in *Education in Prison* (Council of Europe, 1990, pp. 4–5)

They included the following:

- All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
- Special attention should be paid to those with learning difficulties;
- Education should have no less a status than work within the prison regime; and the 'funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available'. Of particular importance in the light of the demographics of prison populations,
- Education in Prison recommended that education in prison 'shall aim to develop the whole person bearing in mind his or her social, economic and cultural context'.

Education in Prison (1990, p. 15) acknowledged that the penal context has a bearing on opportunities for fruitful pedagogical participation. Further, prison 'by its very nature is abnormal and destructive of the personality in a number of ways'. However, it declared that

education has the ‘capacity to render the situation less abnormal, to limit somewhat the damage done to men and women through prison’ (Council of Europe, 1990, p. 13). Echoing the declarations from UNESCO’s conferences on adult education, education in prison ‘must in its philosophy, methods and content, be brought as close as possible to the best adult education in society outside’ (Council of Europe, 1990, p. 14). Although these international declarations, conventions and standards setting out the principles of education in prison are very welcome, with a few notable exceptions, they have rarely been fully realized in practice. Translating such principles into domestic policy and local practice is a challenge across nearly all jurisdictions. One review of education in prison across Europe found that while all jurisdictions maintained that they followed Council of Europe recommendations, there are indications that ‘actual implementation or application of these conventions can vary’ (GHK, 2013, p. 14; see also Behan 2018). Another report on adult education in Europe was more forthright. It concluded that many excluded and marginalized groups, including prisoners, rarely feature in lifelong learning strategies in many jurisdictions. Despite the objectives set out at an international level, ‘prison education is outside the Pale of strategic focus and intervention at national level in some countries’ (Downes, 2014, pp. 192–3, cited in Behan, 2018, p. 101).

In Latin America, ‘prison education is more marginal than adult education’ (Rangel Torrijo, 2019, p. 802). In Mexico, for example, adult education teachers are ‘volunteers’ who receive minimal, if any, remuneration from the National Institute of Adult Education. The authorities have been so keen not to give status to these ‘volunteers’ that they have avoided referring to them as ‘teachers’. Further, in his study of education in South American prisons, Rangel Torrijo (2019) found that education behind bars was more peripheral than adult education, with many teachers reporting a lack of institutional support. In Argentina, for example, a national programme of prison education was established in 2004, stating that ‘inmates must have full access to education in all its levels and modalities’ (UNESCO, 2020). The 2020 Global Education Monitoring regional report for Latin America and the Caribbean explains that prisoners in Argentina ‘should be able to acquire certification in minimum literacy through the youth and adult literacy programme Encuentro so they can resume their education’. Other countries are also making changes. Colombia has ‘an education law for the social rehabilitation of people deprived of liberty and an education model for the penitentiary and prison system’, while in El Salvador, ‘the Constitution guarantees minors the right to receive education without discrimination, including those in confinement’. In Honduras, three programmes have been developed, reaching over 4,000 prisoners: the *Educadores* programme

(in 16 prisons), Alfasic (in 8 prisons) and the public school at the Támara National Penitentiary Centre. The GEM report notes, however, that ‘civil society organizations have raised questions over the fact that inmates, rather than trained teachers, teach each other and textbooks are not provided’ (UNESCO, 2020).

One is tempted to conclude that the available resources in prisons are more often used in order to improve protection, safety and order, and not to invest in the prison workshops, vocational training, tools for providing the educational process, sports and leisure, on the assumption that security can be achieved by applying more restrictive and disciplinary measures, but not by improving the prison environment, providing constructive employment of prisoners and encouraging positive relationships between staff and prisoners. (Baratov, 2014, p. 125). The mismatch between the principles laid down in various declarations and practice is usually related to penal policy in general, and a lack of resources allocated for the provision of education in prison in particular. The penal policies that are prevalent in a particular jurisdiction influence the provision of education in prison. In those jurisdictions that have a more punitive penal policy (see Cavadino and Dignan, 2006), the provision of education in prison tends to be more minimalist and, in some jurisdictions, if educational provision exists at all, it is in name only. Meanwhile, countries with a more rehabilitative approach to imprisonment place a far greater emphasis on education in prison. Education is seen as a human capital. Investing in educating minors will help after their release make them to be useful and productive members of the society. Those who wish to continue with their education because of their intellectual dimension, will easily be integrated and welcomed back into the society.

2.5.4 Positive social rehabilitation

Positive social rehabilitation refers to the process of helping individuals reintegrate into society in a way that promotes positive and pro-social behavior. It aims to address the underlying causes of criminal behavior, reduce the likelihood of reoffending, and promote the individual's successful reintegration into their community. Positive social rehabilitation typically involves a combination of therapeutic interventions, educational programs, vocational training, and support services.

Some key elements of positive social rehabilitation

Cognitive-behavioral interventions: These interventions focus on helping individuals develop pro-social attitudes, values, and decision-making skills. They aim to challenge and modify criminal thinking patterns, develop empathy, and improve problem-solving abilities.

Skill-building programs: Positive social rehabilitation involves providing individuals with the necessary life skills to function effectively in society. This can include programs that address anger management, conflict resolution, communication skills, financial literacy, employment readiness, and emotional regulation.

Education and vocational training: Access to education and vocational training is crucial for individuals to acquire knowledge, skills, and qualifications that enhance their employability. Educational programs can include basic literacy and numeracy skills, high school equivalency programs, or even college courses depending on the available resources. Vocational training can provide individuals with marketable skills and increase their chances of finding employment upon release.

Substance abuse treatment: For individuals with substance abuse issues, addressing addiction is a vital component of positive social rehabilitation. This may involve detoxification, counseling, therapeutic interventions, and relapse prevention programs to help individuals overcome substance abuse and maintain sobriety.

Mental health support: Many individuals involved in the criminal justice system have underlying mental health issues that need attention. Positive social rehabilitation should include access to mental health services, such as counseling, therapy, medication management, and support groups, to address and manage these conditions effectively.

Community support and reentry programs: Successful reintegration into the community requires ongoing support and assistance. Community-based organizations, transitional housing, employment assistance, mentoring programs, and peer support groups can provide the necessary support network to help individuals navigate the challenges they may face after release.

Restorative justice approaches: Positive social rehabilitation can incorporate restorative justice practices that emphasize repairing harm and promoting accountability. Restorative justice

programs may involve mediation, victim-offender dialogues, community service, and restitution, focusing on repairing the harm caused by the offense and fostering understanding and reconciliation.

By addressing the individual's needs holistically and providing them with the tools and support to make positive changes, positive social rehabilitation aims to reduce recidivism rates and promote a successful transition back into society. Prison education is a highly cost-effective investment. A study by the Department of Policy Studies at the University of California at Los Angeles found that a 1 million investment in incarceration will prevent about 350 crimes, while that same investment in prison education will prevent more than 600 crimes. Prison education is almost twice as cost effective as incarceration. Another study found that for every 1 million invested in prison education, taxpayers save 4-5 million in re-incarceration costs during the first three years post-release. Even for those who are serving lengthy even natural life sentences, prison education has profound and often life-changing benefits. There is a substantial reduction in violence and disciplinary infractions among those involved in prison education. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled. Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners' self-esteem.

Community and Intergenerational Benefits

The impact of education goes well beyond the walls of the prisons themselves, extending into the home communities of the incarcerated students. Studies show, for instance, that postsecondary prison education has many positive effects on the children of the incarcerated, offering a chance to break the intergenerational cycle of inequality and incarceration. Those who left secondary education in prison when reintegrated into the society avoid committing the same crime again because they had gained enough knowledge and skills that led to potential transformation. Moreover, the society is at peace as the government would not spend more money in incarceration. Human capital and social capital would increase and they would equally gain their self-esteem.

2.5.4.1 Evidence of those who left prison

A. Yusef Wiley California's Avenal State Prison

Wiley, a prisoner, who was incarcerated for domestic violence he asked the inmates. Nearly half of the room raised their hands. When he asked who had ever emotionally or physically abused a loved one, the others raised theirs. Forthcoming policy changes have triggered a greater need for rehabilitative programs. A usually taciturn man in his mid-40s stood up, and with a quivering voice admitted that he was incarcerated for killing his wife. Tears streamed down his face as he told the room he had never felt comfortable sharing his story with others in a large group setting before. "It made everybody open up," Wiley said. The room launched into a tell-all discussion about their personal histories with violence. To begin the process of the men making they whole again, Wiley encouraged them to dredge up harsh memories and to face their faults head-on. It's this commitment to transformation that led Wiley, a 46-year-old former inmate with a long-term sentence, to create the Timelist Group, a nonprofit organization that aims to fill the gaps left by the state's rehabilitation offerings. He started the program 10 years ago while he was in prison and, upon his release in 2012, has expanded its menu of services to support California's growing number of parolees with reentry. Timelist comes at a time when the California Department of Corrections and Rehabilitation is overhauling its system, following a 2011 U.S. Supreme Court order to reduce the state's overcrowded prison population by over 30,000.

Voters in the once tough-on-crime state voting in 2014 to recategorize nonviolent offenses and release thousands of nonviolent drug offenders. The sudden spike in parolees and forthcoming policy changes has triggered a greater need for rehabilitation programs that help inmates prepare to reenter society. Marking the shift in cultural thinking about the criminal justice system, California also increased its inmate rehabilitation programs budget to \$431 million, a bump of \$100 million in the past year. This was a welcome change to prison reform advocates who cite a 2007 National Institute of Corrections report that found research-based rehabilitation and recidivism prevention courses to be more effective than incarceration at reducing crime. There was a gap in services, a gap in reaching individuals who had other issues besides anger, besides alcohol and drugs." But as states throughout the nation look to California as a model for rehabilitation and solutions to overcrowding, Wiley and other former inmates contend that many of the state's prisons do not offer the courses needed for them to undergo meaningful change. While he was at Avenal State Prison, Wiley noticed that anger management

and alcohol and drug abstinence courses were some of the state's only offerings for self-betterment. It seemed like there was a gap in services, a gap in reaching individuals who had other issues besides anger, besides alcohol and drugs," he said. Timelist offers 12 courses taught by prisoners and staff members inside of prisons, with as many as 250 students altogether. The CDCR confirmed that two prisons currently offer the courses, although there could be more.

SAFE which stands for Staying out of prison, Addressing addiction, Family in crisis, and Earning a legitimate income is a four-week course that encourages inmates to write letters to their families about the behavioral patterns that landed them in prison. Inmates also hear from guest speakers who talk about their occupations. Another course focuses on gang recovery, using cognitive therapy to dissect the thought processes that led many of the prisoners onto the streets and behind bars. Students go through mock scenarios to practice how they would react if one of their family members considered joining the same gangs. Wiley's courses are based off of his personal experience as a member in South Central Los Angeles gangs during the 1980s. Fights and getting into trouble at school were the norm during his teenage years until an attempted robbery landed him in a juvenile detention center at 17 years old. Then in 1989, he got involved in a drive-by shooting and was sentenced to 16-years-to-life with the possibility of parole for homicide. All of the inmates enrolled in Timelist courses at that prison have not returned after their release. After a few years in prison, Wiley was accused of assaulting a correctional guard at Calipatria State Prison and was sent to solitary confinement for a year. It was there that he received a letter from his father urging him to change. He used the rest of his time in solitary confinement to read World Almanacs, literature, and books about Islam that taught him discipline, empathy, and perseverance. Although he grew up in a Christian household, he converted to Islam while he was incarcerated because the fasts, prayers, and emphasis on learning provided the structure he was seeking.

Religion was the essence of my transformation, noted Wiley, who is now a devout Muslim. After he completed his year in solitary confinement, he received his GED and continued reading and writing screenplays. He created his first self-help course in the early 2000s and tested it out during informal groups on the courtyard bleachers. He taught his students that "principles were the key to change," and told them to steer away from people who were bad influences. Wiley said that he maintains a strong network with the hundreds of inmates who have completed his courses inside of prisons, and that none of them have relapsed into

criminal behavior. Staff at Avenal State Prison confirmed that all of the inmates enrolled in Timelist courses at that prison have not returned after their release.

B. Cortez Chandler, a former inmate at Avenal State Prison.

Cortez Chandler was struggling one day in 2007 to come to terms with his own life sentence for homicide when another prisoner told him about Wiley's discussion in the courtyard. Chandler was particularly moved by Timelist's domestic-violence program. He said it helped him realize that the root cause of his aggression was the fear instilled in him at a young age by his father's alcoholism and abusiveness. A lot of people, when they were helping you with stuff, they were teaching you about the law. Nobody taught you about yourself," Chandler said. But Wiley's programs were different. "He taught us insight. Chandler went on to teach Timelist's domestic-violence prevention program in prison until he was released in August 2015. Now he works as a Timelist staff member, running a sober living house called The Pathway Home in Los Angeles. There, he helps 14 recently paroled men write resumes, apply for jobs, and complete entrepreneurship and leadership classes through the technology company Cisco Systems. At Timelist's headquarters in the San Francisco Bay area, about 30 other recent parolees have access to free life-skills programs. The organization's instructors teach the former prisoners how to apply for driver's licenses and to build credit. They provide job training and commissioned work through the soap company. The organization is also in the process of merging with Roots Community Health Center in Oakland to offer additional services, such as enrollment in healthcare and food stamps.

Timelist plans on addressing the barriers to housing access by renting out apartment units that don't require criminal background checks to ex-inmates. Everybody thinks that people go to prison and they get the help that they need and they're going to come out and they're going to be okay. No, they don't, Chandler said. "You only get the help that you want." Why the programs created by Wiley and other former inmates are so effective is because prisoners are more likely to be inspired by someone who is relatable, said Elizabeth Curtis, department director at Social Justice Services for Community Resources for Justice. "It is always more powerful for anyone in any situation to work with someone who walks a mile in their shoes," Curtis said. "Offenders hearing from ex-offenders who are on the outside and doing well is very powerful. Offenders hearing from ex-offenders who are on the outside and doing well is very powerful.

2.5.5 Curriculum used in prison education has aspects of psycho-social content that is used to assess potential transformation

Psychosocial wellbeing is a significant precursor to learning and is essential for academic achievement; it thus has important bearing on the future prospects of both individuals and societies. The resultant lack of learning and skill development puts the affected young people at risk of future unemployment, low wages, stigmatization, and other social and economic disadvantages (IASC Reference Group, 2010) of equal concern is the fact that education is a human right, which is relevant to all children, including those affected by emergencies and crises. The right to education is codified in multiple binding and non-binding international legal instruments. While the need for protection, to which education and psychosocial support (PSS) both contribute, is heightened during emergencies, the right to education is often poorly prioritized. As such, it is incumbent upon the international community to continue to provide an education to young offenders, and upon educators to ensure that their programs support and enhance the psychosocial wellbeing of children and youth through appropriate PSS and social and emotional learning (SEL) activities. Education that supports the psychosocial wellbeing of young offenders can enable them to learn more readily and participate more fully in educational opportunities

2.5.5.1 Advocating for the inclusion of PSC in education settings

- Education can offer a stable routine and structure and support a sense of normality, all factors that can support young offenders in healing and developing resilience.
- Learning spaces provide opportunities for friendship, as well as peer and adult support. These interpersonal skills and relational supports are essential for a healthy social ecology, psychosocial wellbeing, and longer-term resilience.
- Learning spaces unite the wider community and strengthen the relational supports available for vulnerable children. Activities that engage parents, community leaders, and education authorities are critical in this regard and may also enhance social cohesion.
- Education settings are ideal for structured play activities that help young offenders learn, recover from distressing experiences, and develop social and emotional skills. The integration of psychosocial support into educational activities is premised on several key concepts and principles. These concepts and principles are defined below, and the linkages between these concepts are discussed. :

Protection: Protection has been defined as “all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law,” namely, human rights law, international humanitarian law, and refugee law (ICRC, 1999, cited in IASC, 1999, p. 4). This broad definition encompasses targeted legal interventions, as well as more routine activities that uphold the protection and wellbeing of young offenders. Good education is protective and, because education is a human right in and of itself as well as an enabling right (i.e., one that facilitates other human rights), the education setting is especially important for mainstreaming protective programming and policies.

Child protection: Child protection is defined as “the prevention of and response to abuse, neglect, exploitation and violence against children” (Child Protection Working Group, 2013, p. 13). It refers more specifically to freedom from “bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups” (INEE, 2010a, p. 115). The protection of young offenders is enshrined in legally and nonlegally binding frameworks, Protocol, the 1954 Convention relating to the Status of Stateless Persons, the 1961 Convention on the Reduction of Statelessness, and the Guiding Principles on prison education.

Psychosocial: Psychosocial refers to “the dynamic relationship between the psychological and social dimension of a person, where the one influences the other” (IFRC Reference Centre for Psychosocial Support, 2014, p. 11). The psychological aspects of development refer to an individual’s thoughts, emotions, behaviors, memories, perceptions, and understanding. The social aspects of development refer to the interaction and relationships among the individual, family, peers, and community (UNRWA, 2016, p. 4).

Psychosocial support: PSS refers to the “processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends” (INEE, 2010a, p. 121). PSS can also be described as “a process of facilitating resilience within individuals, families and communities” (IFRC Reference Centre for Psychosocial Support, 2009, p. 11). PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events.

Wellbeing: Wellbeing is defined as a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Wellbeing includes what is good for a person: having a meaningful social role; feeling happy and hopeful; living

according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through positive life skills; and having security, protection, and access to quality services. The ACT Alliance and Church of Sweden identify seven important aspects of wellbeing: biological, material, social, spiritual, cultural, emotional, and mental (ACT Alliance & Church of Sweden, 2015, pp. 42-43).

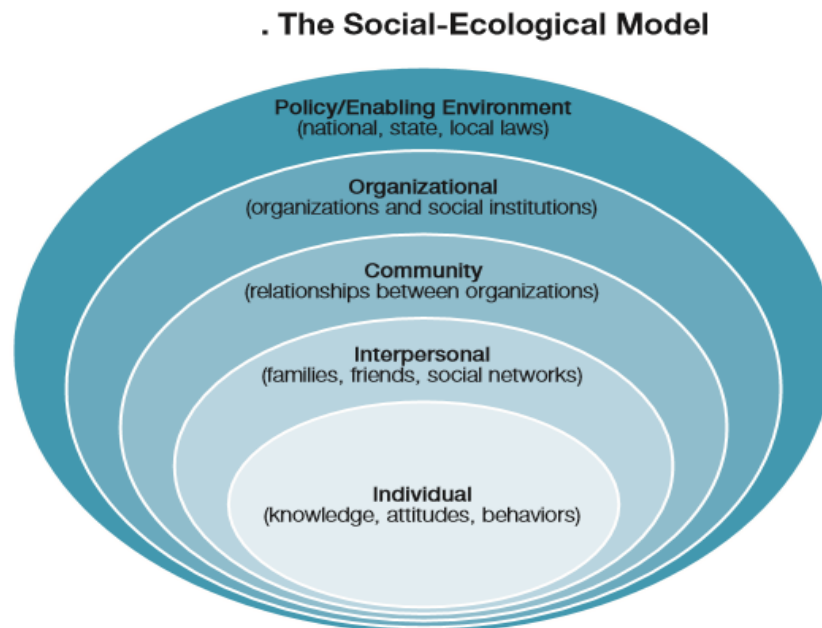
Social and emotional learning: SEL has been defined as “the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias, Zins, Weissberg et al., 1997). The qualities SEL aims to foster include self-awareness, emotional literacy, cognitive flexibility, improved memory, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, listening skills, self-esteem, selfconfidence, respect, and self-regulation (INEE, 2016, pp. 10-11). SEL is an important component that sits under the PSS umbrella. Educators can and should address, since it contributes to children’s and youths’ improved psychosocial wellbeing. It is a pedagogical practice and process that is especially fitting in both formal and non-formal educational environments, since it promotes the skills and abilities that help children, young people, and adults learn. By promoting self-awareness and interpersonal skills, SEL is a catalyst for better learning (Durlak, Weissberg, Dymnicki et al., 2011, p. 405). PSS and SEL principles and practices are described in this Guidance Note with the aim of empowering education professionals to prevent psychosocial problems from worsening, to seek specialized care for young people when needed, and to promote SEL and social cohesion in all learning spaces. See the 2016 INEE Background Paper for an in-depth discussion on the relationship between PSS and SEL.

Resilience: Another concept related to and overlapping with PSS is resilience. Often referred to as an outcome, resilience refers to a process by which individuals in adverse contexts recover and even thrive. Resilience is seen as the capacity of a system, community, or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills, such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance, and resourcefulness (The Sphere Project, 2017). Resilience occurs when protective factors that support wellbeing are stronger than risk factors that cause harm. Activities that promote PSS and SEL can contribute to resilience by promoting the core competencies that support wellbeing and learning outcomes (i.e., skills, attitudes,

behaviors, and relationships), and which in turn allow children and youth and the education systems they are part of to manage and overcome adversity. It is also important to note that individual resilience is often boosted by community support, including interactions with peers, family, teachers, community leaders, and so on (Diaz-Varela, Kelcey, Reyes et al., 2013).

Social ecology: The social-ecological model developed by Bronfenbrenner (1979) is an important framework for understanding the relational and environmental aspects of PSS and SEL. As depicted in the figure below, the child is placed at the center of an ecosystem in which physical, cognitive, social, spiritual, and emotional developments influence their wellbeing. The child is supported by the family, which in turn is embedded in a community structure and, ultimately, society at large. The overlapping rings in the model demonstrate how factors at one level influence factors at another level. In other words, multiple levels of risk and support can influence a child's wellbeing, thus the child's development unfolds in the context of an entire ecological system. A supportive environment in which a child's family, school, and community are connected provides the best foundation for positive growth and development. Education settings can facilitate this because they necessarily involve actors and institutions at all levels of the social ecology, from students, parents, and community leaders to service providers, such as governments, NGOs, and multilaterals. Therefore, an activity that focuses on one level of a child's social ecology, such as drafting a policy against corporal punishment, should also consider how the policy will be implemented and appropriated at the community and school levels. When designing PSS interventions, education practitioners and policy-makers should keep these linkages in mind and, as much as possible, ensure that they are complemented and synchronized at other levels of the social ecology. For example, in order to promote holistic and sustainable change, a new policy on corporal punishment may be accompanied by or aligned with school-level initiatives to promote nonviolent classroom-management techniques and to establish protection-referral systems and complaint mechanisms (see also UNICEF, 2014a). Such a synchronized multi-level approach is what is meant by thinking systemically.

Figure 12: *The social-Ecological Model*



Source: Adapted from the Centers for Disease Control and Prevention, 2015

The above model explained that children or adolescents are at the center nested within circles of family, peers, community, culture/society and overall government policy and systems. Intervention in education for the minor therefore aimed at minimizing harm that can disrupt their development and overall psychosocial wellbeing. Such interventions capitalize on crucial areas such as parenting, feeding programs. Education serves as a critical role in establishing and re-establishing safety and structure in the lives of primary and secondary school children, and offers a mechanism that supports their resilience, coping and overall mental health. Psychosocial activities further provides opportunities for creativity, play and recovering from stressful events. Intervention strategies must consider how best to promote equal access to learning environments and tailoring structured psychosocial activities (sports, games and creative activities) to ensure their full participation.

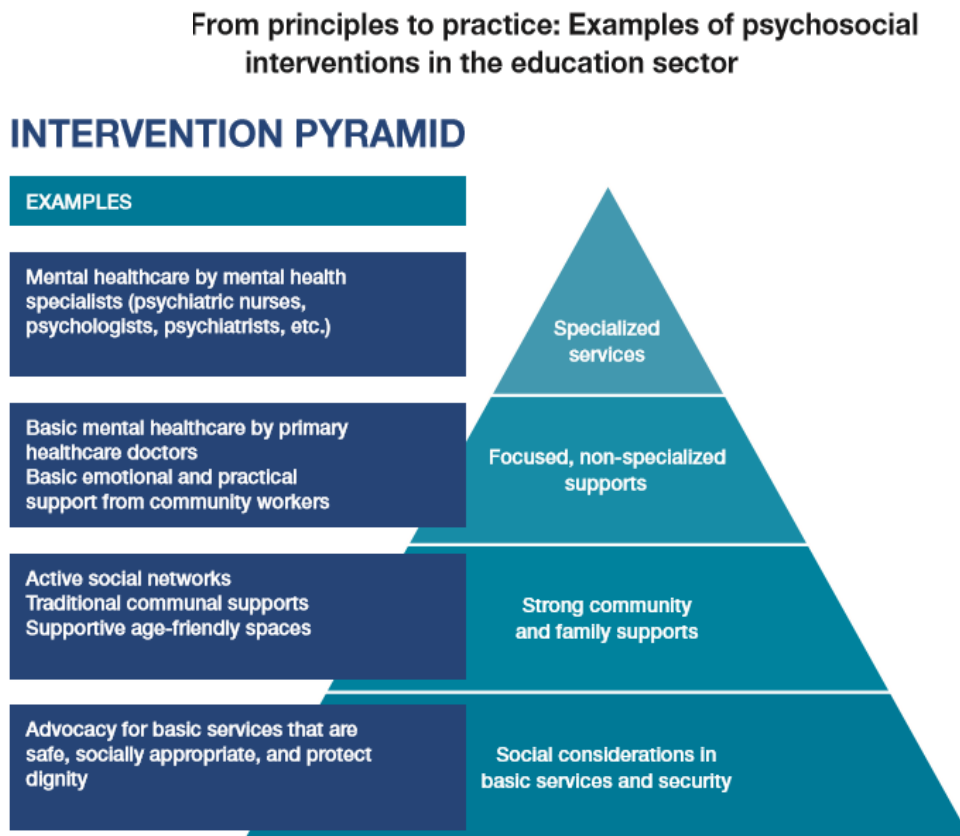
Tips for integrating PSS wellbeing and SEL into education policy and practice

Educators integrate goals into broader outcome assessments based on following three objectives • Support learners' development of skills and knowledge through activities that focus on life skills, culturally appropriate coping mechanisms, vocational skills, and conflict-management techniques.

- Enhance emotional wellbeing by promoting feelings of safety, trust in others, self-worth, and hope for the future.

• Strengthen learners’ social wellbeing through activities that build relationships with teachers, parents, and peers; create a sense of belonging to a community; provide access to socially appropriate roles; and resume cultural activities and traditions. These objectives may be reflected in different ways across cultures, but they provide a common core that can guide PSS and SEL activities (UNICEF, 2011).

Figure 13: Types of interventions: The 2007 IASC Intervention Pyramid is another useful tool for thinking about the linkages between education and PSS/SEL.



Source: Adapted from IASC, 2007

The pyramid depicts four levels of interventions that should be considered when addressing the psychosocial wellbeing of young offenders:

1. Social considerations in basic services and security
2. Strong community and family supports
3. Focused, non-specialized supports
4. Specialized services

Educational activities can support and promote PSS at any of these levels; however, the types of activities or interventions used will depend on the needs of the minor and will be different at each level. Some examples of activities and programs that operate at each of these four levels. Basic services, security, and efforts to strengthen social support networks are to be

addressed systemically at the family, community, and policy levels. Focused specialized and non-specialized supports require institutional strengthening of schools and community institutions, as well as leadership and political commitments at the organizational and governance levels.

Table 12: *Intervention type (as defined by IASC, 2007)*

Intervention type(as defined by IASC, 2007)	Role of education settings	Examples of activities and programs that can be implemented at this level
Social considerations in basic services and security	Education is an essential basic service during times of crisis. Educational messages can be both lifesaving and life-sustaining, while the routine and normalcy of attending school supports the psychosocial wellbeing of crisis-affected children and youth. Education settings can also facilitate access to other essential services and needs. For example, they can be used to distribute food, water, and basic medical care. This generalized level of intervention seeks to support all children and young people in the education system by getting schools up and running as soon as possible and promoting equal access to quality learning.	Schools, non-formal settings should be secured and reopened as soon as possible following a crisis. Educators should advocate and fundraise for the inclusion of education in humanitarian responses and for adequate funding to make schools accessible and safe. Access to education during a conflict may be addressed through longstanding Education in Emergencies approaches, such as double school shifts, gender-sensitive community-based schooling, or the development of alternative learning spaces. In contexts where access is especially compromised, educators may consider appropriate technological platforms (such as educational TV or home-based learning packages) to support the continuity of education and the integration of SEL activities into children’s daily routines. The integration of PSS and SEL activities and pedagogies can help children and young people build coping mechanisms to process and manage the adversity brought on by crisis. To achieve this, educators should prioritize training and supporting teachers. These interventions do not have to wait until a crisis hits; they can be mainstreamed as a preparedness activity. It should also be noted that teachers may also be affected by

a crisis and may require psychosocial support. Teachers' and other education personnel's needs should not be neglected during a crisis, and systems need to take account of teachers' needs and capabilities when supporting learners with psychosocial needs.

2. Strong community and family supports	Schools are often one of the most prominent and important institutions in a community. This makes them well placed to strengthen communities during times of crisis. Schools can serve as a bridge between family and community support systems	Education responses should involve and work through families and communities. Existing Parent-Teacher Associations (PTAs) and school councils are often an excellent starting point. Educators should know who these community contacts are and have information and/or data on the resources and capacities that exist in a community that can be harnessed to support access to quality education opportunities during a crisis. Where community structures do not exist, educators should design activities with the explicit goal of engaging parents or other community members, such as hiring teaching assistants.
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3. Focused, nonspecialized supports	<p>Some learners, although not in need of clinical supports, will nonetheless need more attention than others. Similarly, learners from traditionally vulnerable groups (such as those with disabilities) may have particular PSS needs that must be considered. Educators need to understand the specific needs and challenges of these learners and adapt PSS activities accordingly.</p>	<p>School counsellors may be hired to identify and support learners with particular needs within education settings. Peer-to-peer learning approaches that bring academically, psychosocially, or cognitively vulnerable children together with supportive peers may be used during class time or organized as an extracurricular activity. Self-help groups for parents and learners with particular needs can help to ensure that these needs are included in emergency responses while providing valuable peer support networks.</p>
Specialized services	<p>These services are intended for the most vulnerable learners whose needs cannot be met through education activities alone. Educators should not attempt to provide care for these individuals but refer them to the appropriate specialized mental health services with psychologists, psychiatrists, and other trained professionals. Education personnel should be able to recognize symptoms in children and know how to direct them to the necessary mental health services.</p>	<p>A functioning and well-communicated referral mechanism is key to ensuring that appropriate care is provided in a timely manner. Considerable harm can be done if referrals are made but specialized services are not available. Educators should coordinate closely with colleagues in other sectors (e.g., health ministries, social affairs, and families) to ensure that linkages are made. It is important not to wait until a crisis hits for these systems to be established; they should be a key aspect of preparedness.</p>

2.5.5.2 Strategies for applying Psycho-social contents

Assessments: It is important to assess at the onset of a teaching to determine what psychosocial and SEL interventions would serve the affected children and youth most effectively. The assessments should pay attention to age, gender, ethnicity, religion, and culture as they gather information on demographics, the impact the emergency has had on learners, key relationships in the learners' lives, potential risks, and available resources. Needs assessments should employ both qualitative and quantitative methods when seeking to identify and understand the experiences of young offenders.

Quantitative surveys may be used to count (for the whole population) or estimate (using representative sampling) the number of children in a given location who have physical and/or psychological needs as a result of a crisis. The data collected may include assessments of family level resources and needs; a basic population count, which may be especially valuable in cases where displacement has occurred; surveys of the availability and accessibility of mental health supports and referral systems; and tracking of school enrollment or participation in non-formal education opportunities over time. Participatory ranking exercises are another way to record such data (for more information, see Ager, Stark, & Potts, and 2010). Where possible, existing survey data should be used to determine the baseline situation before the crisis. Any quantitative data collected should include disaggregated information to capture the prevalence of specific vulnerabilities, such as the number of unaccompanied children or households headed by women. While such surveys are often conducted by colleagues working in the field of protection, there should be cooperation with the education sector at all times.

Qualitative data, on the other hand, is essential for soliciting more detailed (often narrative) information on the ways a crisis is experienced at the individual and community levels. Qualitative data includes reflections, perceptions, feelings, or understandings of one's own and/or family members' needs. Assessment methods may include observations from teachers, aid workers, and other community members, as well as interviews and focus groups to help determine needs, as well as culturally appropriate and acceptable responses to a crisis. Observations may be recorded using checklists or in narrative reports, such as systematic note-taking after a field visit or journaling by teachers. Qualitative data that stress participatory data collection approaches can be especially important in crisis contexts, as they may provide insights into otherwise intangible impacts and risks that communities and individuals are facing. Where possible, assessments should draw from several data sources. This will provide

a more holistic picture of a given situation and can improve the reliability of findings through triangulation (the alignment of findings across different types of data). For example, surveys may be accompanied by focus groups and observational data. In contexts where different agencies are collecting data, efforts should be coordinated to enhance triangulation and the comprehensiveness of findings. Finally, assessments should meet minimum ethical standards for data collection. This includes community members being informed about the data being collected from them and the intended use, and being sure that they consent to the data collection voluntarily. Community members should always be included in the process of determining what is needed, as they have the most accurate knowledge and information about their own situation.

The way young offenders respond to adverse events depends on their individual capacities and the level of support provided by their parents and community. Therefore, their risk levels and strengths must be assessed individually. The data collected should be broad enough to inform appropriate response strategies, including data on context, relationships, and relevant institutions, such as the host country or community institutions, and institutions within the humanitarian architecture. Simple tools can be used to conduct assessments, including observations, participatory ranking exercises, and analyses of specific subgroup experiences. However, the assessment process should not end there. Continuous assessments that allow educators to identify changes in the way minors cope with adversity can be the start of thorough monitoring and evaluation efforts. Educators can play a crucial role in such efforts; because they observe students' day-to-day behavior and any changes that occur over time, they can help to identify their students' needs. High-quality assessments and monitoring that include children and youth in the data collection process are needed to ensure accuracy and shared understanding.

Throughout the assessment, monitoring, and evaluation stages, particular attention should be paid to identifying and supporting the needs of marginalized groups. For example, young offenders with disabilities have historically been marginalized in mainstream education. A large portion of this population does not attend school due to being stigmatized and encountering a lack of physical access. To cultivate an inclusive and enabling environment, educators may conduct specific analyses to understand how they offend have affected the psychosocial wellbeing of the disabled student population? Children's PSS needs also may vary by gender and age. Ensuring that data are disaggregated to reflect the needs of different

groups is essential to providing an informed response. Assessments should identify barriers to education access and develop inclusive response strategies that meet the needs of all minors.

Activities conducted during the analysis, design, and implementation phases of an assessment should consider the community both a resource and a partner and solicit the participation of community members. Community participation through existing local education structures is essential; these include community education committees, school management committees, PTAs, etc. Their participation will strengthen the assessment and connect it more effectively to different levels of the social ecology. Moreover, by working with community or school committees to revitalize and build on what is already in place, educators can facilitate a timely response and improve education quality by ensuring the relevance of the response. It is important to recognize that resources are not merely the materials provided; participation should follow the principles of partnership so that those who implement a response are informed by community knowledge and make use of the community's capacity to support education

Examples of activities and programs that can be implemented at this level

1. Social considerations in basic services and security

Education is an essential basic service during times of crisis. Educational messages can be both lifesaving and life-sustaining, while the routine and normalcy of attending school supports the psychosocial wellbeing of crisis-affected children and youth. Education settings can also facilitate access to other essential services and needs. For example, they can be used to distribute food, water, and basic medical care. This generalized level of intervention seeks to support all children and young people in the education system by getting schools up and running as soon as possible and promoting equal access to quality learning. Educators should advocate and fundraise for the inclusion of education in humanitarian responses and for adequate funding to make schools accessible and safe. Access to education in prison may be addressed through longstanding Education in Emergencies approaches, such as double school shifts, gender-sensitive community-based schooling, or the development of alternative learning spaces. In contexts where access is especially compromised, educators may consider appropriate technological platforms (such as educational TV or home-based learning packages) to support the continuity of education and the integration of SEL activities into children's minors' routines. The integration of PSS and SEL activities and pedagogies can help young offenders to build coping mechanisms to process and manage the adversity brought on by crisis.

To achieve this, educators should prioritize training and supporting teachers. These interventions do not have to wait until a crisis hits; they can be mainstreamed as a preparedness activity. It should also be noted that teachers may also be affected by a crisis and may require psychosocial support. Teachers' and other education personnel's needs should not be neglected during a crisis, and systems need to take account of teachers' needs and capabilities when supporting learners with psychosocial needs.

2. Strong community and family supports

Prison schools are often one of the most prominent and important institutions in a community. This makes them well placed to strengthen minors during their stay in prison. Schools can serve as a bridge between family and community support systems. Education responses should involve and work through families and communities. Existing social workers, FOYER d'experience, NGOs and school councils are often an excellent starting point. Educators should know who these community contacts are and have information and/or data on the resources and capacities that exist in a community that can be harnessed to support access to quality education opportunities during a crisis. Where community structures do not exist, educators should design activities with the explicit goal of engaging parents or other community members, such as hiring teaching assistants.

3. Focused, nonspecialized supports

Some learners, although not in need of clinical supports, will nonetheless need more attention than others. Similarly, learners from traditionally vulnerable groups (such as those with disabilities) may have particular PSS needs that must be considered. Educators need to understand the specific needs and challenges of these learners and adapt PSS activities accordingly. School counsellors may be hired to identify and support learners with particular needs within education settings. Peer-to-peer learning approaches that bring academically, psychosocially, or cognitively vulnerable children together with supportive peers may be used during class time or organized as an extracurricular activity. Self-help groups for parents and learners with particular needs can help to ensure that these needs are included in emergency responses while providing valuable peer support networks.

4. Specialized services

These services are intended for the most vulnerable learners whose needs cannot be met through education activities alone. Educators should not attempt to provide care for these individuals but refer them to the appropriate specialized mental health services with

psychologists, psychiatrists, and other trained professionals. Education personnel should be able to recognize symptoms in children and know how to direct them to the necessary mental health.

The students' inmates are mostly adolescent and adults of age 16-40 years. They are trying hard to change their lives and to try to get something positive out of their situation. Many of them are serving long sentences, and they have been chosen to be part of the school programme because they are committed, behave well and enjoy the respect of the other inmates already. Drugs and violence are some of the biggest issues in the prison. And of course, living in such an environment brings a lot of anxiety, insecurity and loneliness. Many students' inmates suffer from loss of hope and low self-confidence. On top of that the inmates don't have strong social support systems because they are away from family and friends. Psycho-social training should be given and made compulsory to students' inmates. Volunteers are sometimes people from different NGOs like Red Cross and humanitarian association, sometimes religious group. The importance of psychosocial support, and recognises the huge need for psychosocial support in the prison. There is a good atmosphere in the training with jokes and laughter is very important for the inmate. They appreciate to have safe space where they can talk about stress reactions, loss, crisis events, feelings and thoughts without having to be tough and act cool. So besides being able to support fellow inmates in their capacity as Red Cross volunteers they also get an increased sense of connectedness and peer support among themselves.

Psychosocial adaptation and support

Psychosocial adaptation is a process a person experiences in order to achieve good fitness in person-environment congruence known as adjustment, a state of wisdom oriented activities and psychosocial equilibrium. Psychosocial support is the provision of psychological and social resources to a person by a supporter intended for the benefit of the receiver's ability to cope with problems faced. The allocentric principle within social relationships that promote health and well-being moves individuals to aid victims of terminal illness, disaster, war, catastrophe or violence to foster resilience of communities and individuals. It aims at easing resumption of normal life, facilitating affected people's participation to their convalescence and preventing pathological consequences of potentially traumatic situations. This might extend in forms of informational and instrumental support which help to bring the students into normal life.

2.6 EMPIRICAL REVIEW

2.6.1 TREATMENT OF MINOR IN PRISON: CASE STUDY OF BUEA CENTRAL PRISON by

Imprisonment penalty over the years had have a lot of problems in the treatment of minors as they have difficulties in learning due to poor treatment given to them in terms of feeding, clothing and over crowded habitation due to the increase number of minors in prison. This has however affected their educational careers thus hindering them for successful rehabilitation and social reintegration in the society after completion in prison. Prior to this the researcher advocated for good hygienic, nutrition and health habits in prison settings and good educational facilities and training programs that will help in boasting the minors knowledge, skills and attitudes while preparing them for rehabilitation and social reintegration after release in prison.

2.6.2 THE ROLE OF EFFECTIVE EDUCATIONAL PROGRAMS IN THE REHABILITATION AND SOCIAL REHABILITATION PROCESS OF INMATES IN CAMEROON: CASE STUDY OF YAOUNDE CENTRAL PRISON NYENTY LIONEL EBOT,(2016)

The role of effective educational program in the rehabilitation and social reintergration process of inmates in Cameroon provides an overview of an evaluation process on the effectiveness of educational program that can lead to outstanding and optimal outcomes on the rehabilitation and social reintegration of inmates in prison. The researcher tried to explain the current practice and state of affairs as regards educational programs in our prisons, evidenced by what is operational in Yaounde Central Prison which are inadequate and ineffective to ensure a positive role on inmates' outcome before and after release. The goal is to identify and assess the effectiveness of correctional educational programs on inmates as well as orientations towards satisfying the mission of effective rehabilitation and social rehabilitation of inmates in Cameroon prisons. The findings of the study provide a foundation to make some solid proposals across the problems observed in the form of principles of effective educational programming and counter measures against the problems identified, that would serve to render educational programming in prisons effective and thus adequately facilitate the rehabilitation and social rehabilitation of inmates in Cameroon.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Methodology means an assembly of techniques and procedures through which one proceed to arrive at some results. This chapter describes the procedure for executing the study under the following sub headings: philosophical underpinning, research design, area of study, population of study, sample and sampling techniques, description of the instrument of measurement, validation and reliability of instrument, method of data collection, method of data analysis and synoptic table. This purpose of this study is to assess minor education towards the creation of an analogous integrated assessment model for potential transformation in Yaounde central Prison.

3.1 PHILOSOPHICAL UNDERPINNING

Philosophical underpinning deals with the philosophy of research and research methodology. In order to assess minors' education in prison towards the creation of an analogous integrated assessment model for potential transformation, a methodology was chosen based on its philosophical underpinning including ontological, epistemological and axiological perspectives, in order for informed decisions to be made regarding the methodology to be chosen in seeking answers to the research question(s). Hence the researcher was based on the philosophical assumption that assessing pedagogic factors of minor education influences minors' potential transformation. The positionalism of this research therefore include some indicators of assessment and analogous intergrated assessment model such as teaching methods and design, inmates common characteristics, challenges facing prison education, successful rehabilitation of inmates and Psycho-social content and their influences on potential transformation.

3.1.1 Ontological perspective

The researcher's ontological position was based on prison education reality in the cameroon prison society which affect whether a quantitative approach is necessary to fit an objective and measurable study, a qualitative approach to encompass a subjective and interpretative study or a mixed-methods approach that will emcompass a quantitative approach to fit an objective and measurable study and a qualitative approach to fit a subjective and interpretative study.

3.1.2 Epistemology

Epistemology is concerned with the nature and forms of knowledge. (Cohen et al., 2007). Epistemological assumptions are concerned with how knowledge can be created, acquired and communicated. The epistemological position of the researcher was the development of an analogous Intergrated Assessment model that can be used by teachers during implementation processes to assess minors' learning.

3.1.3 Axiological Perspectives.

Axiology is value judgement given to a research. To aid my personal perspective, the axiology of this study was both bias and bias free based on the questionnaire, empirical literature and interview guide. The biased free from the questionnaire was on the respondents (students') opinions from the closed and opened ended questions which could not be altered in the field and interpretations were based on the respondents opinions. The biased responses were based on the interview on the respondents' opinion from objective three and four of the study.

3.2 RESEARCH DESIGN

Kenner et al (1996) explains that research design specifies the type of information to be gathered, the sources of data collection, procedures or the search pattern. Different designs are available in collecting data following possibilities presented by the area under study. This study was carried out using the Traiangular research design where Mixed methods which include quantitative survey, followed by a few (qualitative) structured interviews were used to address our research questions. This method helps us to enhance the validity and credibility of our findings and mitigate the presence of any research biases in our work. It also enable the researcher to gather statistical and empirical data about responses from respondents related to the study and minimize the influence of extraneous variables.

3.2.1 Area of the study

This study was conducted in Kondengui Central prison of Yaounde, Cameroon. This region was purposively selected because it is the only region with the highest number of minors having a Bilingual primary and secondary school. Its accessibility, schoolarisation and exposure also favoured the researcher to carryout her study there. The researcher is familiar with this area because of the accessible roads at all times. It is one of the biggest prison school

in Cameroon. Many Cameroonians today cherish the Socio-Educational Bilingual Center for its cultural reputation, compatibility, competitiveness and global credibility. That is why it was chosen to assess prison minors' education for potential transformation.

The Socio- Bilingual Center has a minor population of 312 unevenly distributed in the different school types and training sections.

3.2.2 Research variables

The study had two variables; the Independent Variable which is the cause of the problem "Assessment of Pedagogic factors towards the creation of an integrated assessment model" and the Dependent variable which is the problem "Potential Transformation".

From the Independent variable stemmed (5) indicators:

- (1) Teachers' know-how and design used in assessing learners;
- (2) prison experiences and learning strategies;
- (3) challenges facing education in prison in terms of policy and practice;
- (4) minors positive social rehabilitation;
- (5) Curriculum used in prison education has aspects of psycho-social content.

The Dependent variable stemmed indices such as knowledge, skills and attitudes. The research variables of the study were grouped as shown on table below:

Table 13: Showing the research variables of the study

Independent variable	Dependent Variable	Extraneous Variables
Assessment of Pedagogic factors	Potential transformation	Minors' engagement Self regulation Successful outcomes
Specific variables	Indicators	
Teachers' know-how on Teaching Methods and Designs;	Lesson preparation - assessment tools -feedback - teaching methods	Teaching experience creation of terminal objectives creation of progressive objectives
Prison experience and assessment strategies	Minors' needs, common characteristics among minors, cooperation, individual learning plan	Family background and learning environment

challenges facing education in prison in terms of policy and practice;	policy document, learning programmes, legislations and guidelines	national and international conventions
Positive social rehabilitation;	Involvement in co-curricular activities, Completion of programs, further studies	successful outcome
Psycho-social content.	anger management, trauma healing, healthy life style	Nature of minors

Population, sample size and Techniques

3.2.3 Population of the study

According to Shukla, (2020), research population is a set of all the units (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study is all stakeholders of the Cameroon Prison Education. The stakeholders here consisted of all the minors, teachers, and administrators without any distinction of their political, economic and socio-cultural backgrounds. Eligibility criteria for this population are; be a member of one of prison community (student, teachers, and administrators). A situation that permits them to have a mastery of Assessing Prison Education. These categories of persons were chosen to provide representative ground for the research results to be applied and implemented for the betterment of the Prison education in Cameroon.

Table 14: Prison population in Cameroon

CATEGORIES PRISONS	TEMPORARY DETAINEES				CONDEMNED PRISONERS				TOTAL
	BOYS		GIRLS		BOYS		GIRLS		
	N	E	N	E	N	E	N	E	
ADAMAOUA	57	02	01	00	20	00	00	00	75
CENTER	252	05	05	00	49	00	01	00	312
EAST	98	08	01	00	19	05	00	00	131
EXTREM-NORTH	71	05	01	00	19	05	01	00	102
LITTORAL	111	00	03	00	13	00	02	00	129
NORTH	47	02	02	00	8	00	00	00	59

NORTH-WEST	19	00	00	00	3	00	00	00	22
WEST	83	00	01	00	23	01	00	00	108
SOUTH	38	00	00	00	9	00	00	00	47
SOUTH-WEST	30	02	06	01	13	00	01	00	53
TOTAL GENERAL	806	24	20	01	176	11	05	00	1043

Source : Hendou (2023).

- Out of a total of 1,043 juvenile detainees, 192 are convicted, making 18.4%.
- 811 minors are convicted, a rate of 81.59%.
- The Centre region has the highest rate of minors' incarcerated (312 minors).
- The North-West region has the lowest rate of minors in detention (16 minors).
- Around 2/3 of Cameroon's prisons have juvenile wings.

3.2.3.1 Target population

- Fraenkel and Wallen (2006) opine that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice).

Among the prisons in Cameroon, Yaounde Central prison was selected for our target population. The target region was the Centre Region. Socio-Educational Bilingual Center was targeted due to the fact that it is the only Bilingual Prison School in the Center region of Cameroon with the highest population.

3.2.3.2 Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. The accessible population of this study therefore involved minors, teachers and administrators of Yaounde Central Prison as presented on the table below.

Table 15: Presentation of the accessible population according to the stakeholders

Kondengui Central Prison	Number of minors		Number of teachers		Number of administrators		Total
	Male	Female	Male	Female	Male	female	
Socio-Educational Bilingual Center	68	02	13	01	05	00	89

Source: field data (2023)

3.2.4 Sample size

A sample is a part or section of a population study. It is a mirror image of the target population; a segment of population selected to represent a whole. According to Onen (2020), a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population. In this study we employed a sample size of 89 participants. The sample size was gotten using Taro Yamane formula which states that any research work with a given population, can find the respective sample size. In determining the sample size for extreme case the researcher used the exploratory factor analysis, which had two important assumptions to be fulfilled [Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity]. The Kaiser-Meyer-Olkin coefficient measures the appropriateness of sampling adequacy of the dataset. According to its provision, the approved coefficient must exceed 0.5 [KMO > 0.5]. On the hand, the Bartlett's Test of Sphericity measures the likelihood of the existence of at least one [1] significant correlation in the data set. Thus the Bartlett's Test of Sphericity indicates the adequate sample size for the analysis.

3.2.4.1 Sampling Technique

The purposive sampling technique, specifically extreme case sampling, was used in this study. Purposive sampling is a non-probability sampling technique that involves selecting participants for a study based on specific characteristics or qualities that align with the research objectives and the information needed to answer the research questions. The researcher chose this technique because she wanted to gain in-depth insights and a rich understanding of assessing the indicators towards the creation of an analogous assessment model. It also allows the researcher to deliberately select participants who represent extreme cases within the prison environment. By studying these extreme cases, the researcher gains insights into the boundaries, limits, and exceptional aspects of assessing minor education for potential transformation. With the help of the extreme case sampling technique, the researcher selected 70 minors, 14 teachers, and 5 administrators for the study.

3.3 SOURCES OF DATA

3.3.1 Primary Data source

Primary data is a type of data which never existed before, hence it was never previously published. Primary data is collected for a particular purpose, which implies that they are critically analysed to find answers to research questions. (Saunders et al, 2012). Primary data

is gotten mainly from the observation of the events, processes manipulation of variables, and contrivance of research situation including the performance of the experiment and responses to the questionnaires. When data take any of the forms listed, it gives rise to another source known as secondary source. In this research work «Assessment of minor education towards developing of an integrated assessment model for potential Transformation» the primary data was collected using a questionnaire and interview guide that was developed. The mixed method of data collection was used because the different ways of gathering information can supplement each other and hence boost the validity and dependability of the data.

3.3.2 Secondary Sources

Secondary sources are generated by primary sources. The data collected from secondary sources is secondary data, but secondary data emanates from the processing of data from the primary sources that was carried out and published by previous researchers. According to Saunders et al. (2012), secondary data is the type of data that has been previously published in journals, magazines, newspapers, books, online portals, YouTube video block pages, and other sources. In this study, secondary sources are derived from data gathered from studies carried out by other renowned researchers as well as TV interviews. The researcher also exploited books, the internet, journals, theses, and YouTube videos to collect data for this study.

3.3.3 Instruments of data collection

Instrument here is any device that enables the researcher to systematically collect data, such as a questionnaire, interview guide, focus group, observation, or documentation analysis. In order to acquire the necessary information from participants, two instruments were used: Questionnaire and Interview

3.3.3.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Closed-ended questionnaire was employed to collect quantitative data from minors, administrators and teachers. This is because it is convenient to conduct surveys and to acquire necessary information from respondents within a short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable responses (Best & Kahn, 2003). The questionnaire was

prepared in English, even though not all of the sample respondents were able to read and understand the concepts that were incorporated.

The questionnaires had three parts: The first part of the questionnaire for the minor describes the minor's background information, which includes: gender, age, duration, age to enter prison, level of education, crime committed, place and person lived with before entering prison, prison satisfaction, advice for society about prison education, lessons learned in prison, and total engagement in study. The second part incorporated the whole possible effect of independent variables of assessment of prison education in teachers' know-how on teaching methods and designs, common characteristics among minors, and psychosocial content. Each variable under the independent variable had nine closed-ended questions using the five-point Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree, and one open-ended question.

A questionnaire for the teachers addresses teachers' know-how on lesson presentation, student engagement, student assessment, and co-curricular activities. Each indicator under teacher know-how and designs had five closed-ended questions using the five-point Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. Experience-based questionnaires for administrators describe policy and practice and the positive social rehabilitation of minors. Each indicator under experience-based questionnaires for administrators had eight closed-ended questions using the five-point Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree and three open-ended questions. The third part was on dependent variables of potential transformation in terms of quality education, self-evaluation and reflection, and new comprehension.

Table 16: *Partition of research questions*

Items	Sample	Number
Teachers know-how and design	Teachers /minors	30
Prison experience and assessment strategies	Teachers	10
Challenges facing prison education in terms of Policy and practice	Minors	10
Positive social rehabilitation	Administrators	10
Psycho-social content	Administrators	10
Potential transformation	Minors	13

Source: field work (2023)

Weighting the Scale

The measuring scale was a five point likert scale presented orderly as : Strongly agree =5 ; Agree =4 : Neutral = 3, Disagree =4, Strongly Disagree= 1. From the objective of the study all items in each group of questionnaire evolve around the hypothesis and are designed to uncover the tenets of the assessment.

3.3.3.2 Interview

Semi-structured interview was used to gather in-depth qualitative data from thirteen (13) teachers of Socio-Educational Bilingual Center Kondengui. This was because interview will help to have potential to release more in-depth information and provide opportunity to observe non-verbal behavior of respondents and opportunities for clearing up any misunderstandings. The data through interview was collected by the researcher using ten questions under the background information and teachers' know-how and designs used.

3.3.3.3 Document Analyses

In addition to questionnaire and interview, document analysis was used to substantiate the information gathered by the questionnaire and interview. Documents such as policy document, lesson note book, record of works, report cards, document for selection of subordinates for workshop, training opportunity, promotion and rewards.

3.3.3.4 Validity of the Questionnaire

Amin (2005:285) defines validity as the ability to produce accurate results and measure what it was supposed to measure. Validity also refers to how well a test measures what it is supposed to measure. Validity defines the strength of the final results and whether they can be regarded as accurately describing the real world. This study measured the construct and content validity to ensure that the instrument was actually measuring the construct (potential transformation) it was intended to measure and not the other variables. To determine validity, input from subject experts was used for the validity of the instruments for this study such as questionnaire and interview, it was given to some classmates to read and make corrections and proposals for it to represent the topic so as to give it a face and content validity. The supervisors were the final judge of the instruments for both content and face validity. After the final corrections were being made, it was administered to principals and teachers for the collection of data.

3.3.3.5 Content validity

The detailed examination of the questionnaire was done by the supervisor and four other judges taking into consideration the objectives and the hypotheses of the study as he made the necessary corrections that facilitate the development of a proper questionnaire. This was done to have a proper content validity of the questionnaire. It was calculated using the formula for content validity index: $CVI = \frac{I C}{N}$

As shown on the table below.

Table 17: content validity index

Items	J1	J2	J3	J4	IJV coefficient
Demographic information	√	√	√	×	0.75
Teaching methods and design used in assessing inmates	×	×	√	√	0.5
Prison experiences and assessment strategies	×	√	√	√	0.25
Challenges facing education in prison	×	√	√	√	0.75
Psycho-social content	√	×	√	√	0.75
Potential transformation	√	×	×	×	0.25
Total					5.25

6

Pearson said if content validity is $0.7 <$ then it is validate. From the analysis of the instrument, $CVI = \frac{IVC}{N} = \frac{5.25}{6} = \mathbf{0.87}$

It was proven to be valid at 0.87

3.3.3.6 Face Validity

Face validity refers to the degree with which an item appears effectively in terms of its stated objectives. In this domain, the supervisor took so much time to cross check the instrument as he made the necessary corrections by doing an in-depth look and the face validity become visible thus, there after the development of the original copies of the questionnaire were issued out.

3.3.3.7 Reliability of the Instrument

According to Sekaran and Bougie(2013), reliability is the degree to which an assessment tool produces stable and consistent results. This refers to the extent to which results are consistent over time. This study tested for inter-rater reliability and average inter-item correlation reliability. Inter-rater reliability is used to assess the degree to which different judges or raters agree in their assessment decisions. The instruments used were tested for reliability with an index coefficient of .86 for the questionnaire .76 for the interview. Decision Rule (cut off); the benchmark was 2.50. Any value within 2.50 and above was taken as Great Extent while 2.50 was taken as little extent.

Validity and reliability measurement (VRM)

Validity testing was necessary to measure the appropriateness of the degree of credibility of the research instruments and constructs for hypotheses testing. Validity test determines how well a research instrument used measures to the concept for which it was intended (Miller, 2010). Meanwhile construct validity refers to the degree to which a test measures what it claims to be measuring (Sarantakos, 2005). Exploratory factor analysis and confirmatory factor analysis were used to test construct validity. Reliability is the consistency, stability and repeatability of results. Reliability was tested using CRONBACH's alpha coefficient. The alpha measures whether the scores were below .70 thresholds as guided by (Nunnally, 1978).

Reliability index

Latent constructs	Factor Loadings	Factor Loadings ²	AVE	α – Cronbach Test
Teachers' know-how on teaching methods and designs.(OTS)	0.781	0.609961	0.6444	0.713
Prison experience and assessment strategies used (PEAS)	0.915	0.837225	0.6983	0.852
Psycho-social content (PSC)	0.888	0.788544	0.6282	0.765
Policy and practice (PP)	0.888	0.788544	0.6016	0.873
Positive social rehabilitation (PSR)	0.702	0.492804	0.530955	0.771

Source: field work, (2023).

3.3.3.8 Data analysis techniques

Descriptive statistics

Kothari (2004) opines that descriptive statistics is an analytical form to summarize data in a more meaningful way. Descriptive statistics were used to analyse the data collected from the field with the use of questionnaire and interview. Charts were used to present the descriptions. Description and analysis of demographic data was with the help of ANOVA testing, where multiple correspondence analysis, data management and cleaning were done.

Analysis: The exploratory and confirmatory factor analyses statistics were used for qualitative descriptions of the distribution so as to summarize the data set, statistics was for the numerical distribution in terms of center, variability, and shape. Here the mean, median and mode, indicate the center, standard deviation and range describe variability. The statistical method used in analyzing the data were; both descriptive using ATLAS.TI software and inferential statistics using expofactory equation method through the help of a program: Statistical Packages for Social Sciences (SPSS), Version 26. Scater chart was also used to present outliers of the findings.

Inferential statistics

Wayne (2007) defines it as a prepared test upon which conclusions are made. Here, the sample size of the population is used to test the hypothesis, and then the results are generalized on population from which the sample is drawn. The Regression was used because of its universality. This index measures the degree and direction of the relationship between two variables X and Y. To effectively use this index, in order to determine the correlation between two variables the data must be linear, nominal and has at least an interval level of measurement.

The formula is;

R_{XY} = degree to which X and Y vary together

Degree to which X and Y vary separately.

= covariability of X and Y.

Separate variability of X and Y.

From this standpoint, three formulae can be used for computing r_{xy} .-the raw score and the covariance formulae. For the sake of this study only the raw score will be used because they satisfy the three conditions for the Pearson product-moment correlations.

$R_{XY} = n (\sum xy) - (\sum x) (\sum y)$

$$N (\sum x^2) - (\sum x)^2 \quad n (\sum y^2) - (\sum y)^2$$

where n = number of paired observations

$\sum xy$ = sum of cross products of x and y . That is, multiply the corresponding

Values of x and y and sum these products,

$\sum x$ and $\sum y$ are sums of the x and y scores respectively

$\sum x^2$ = sum of all the squared values of the x scores

$\sum y^2$ = sum of all the squared y scores.

$(\sum x)^2$ = sum of all x scores, this sum squared

$(\sum y)^2$ = sum of all y scores, this sum squared.

Note here that $\sum xy \neq (\sum x)(\sum y)$, $\sum x^2 \neq (\sum x)^2$ and $\sum y^2 \neq (\sum y)^2$

Interpretation of the regression index.

To interpret the value of r_{xy} , it should be noted that the correlation coefficient for r_{xy} ranges from -1 to $+1$

i.e. r_{xy} is in the interval $-1 \leq r_{xy} \leq 1$. A calculation value outside of this range means there is an error. Note also that $r_{xy} = -1$ and $r_{xy} = 1$ describe perfect negative linear and perfect positive linear correlations respectively. An $r_{xy} = 0$ implies lack of a linear correlation between x and y .

Next, we need to know that correlation simply describes the relationship between two variables and does not explain why they are related. Therefore, a correlation should not be interpreted as proof of a cause-and-effect relationship between the variables x and y . For example the fact that assessing minor education x may be related to developing an analogous model assessment model y , does not forcefully mean that it is the only variable to enhance minor potential transformation. Here, we mean that the simple existence of a correlation does not prove it, even though they may be a causal relationship.

Also, the value of a correlation can be greatly affected by the range of the scores represented in each of the distributions in the data. i.e. the less the variability in scores of a variable, the lower the correlation between that variable and the others. This implies that, the more homogeneous the population or sample with respect to the variable, the smaller the correlation with another variable. Lastly, extreme values or outriders or outliers (values that are substantially different from those of most of the individuals in the group) can have a dramatic effect on the value and consequently on the interpretation of the correlation coefficient.

Application of Regression correlation.

Prediction is used in a situation where two variables x and y are related in some specific way (linear or non-linear), the values of one of the variables can be used to predict the values of the other variables. This implies that there is a high probability that teachers' know-how in teaching methods and design can enhance lifelong skills and competences in the minors. The validity of measuring instruments refers to the extent to which an instrument can measure what it is supposed to measure. Also the reliability of measuring instruments in correlation indices seeks to establish reliability, which refers to the extent an instrument will measure or produce consistent results when the same group of individuals are repeatedly measured under the same conditions. Lastly the verification of the theory is important because it must be verifiable that the training has actually enhanced the performance in schools.

The variable

Kothari (2004) postulates that it is a concept which takes on definitive values. The value of a variable can change and take other forms when observations are made from one value to another. Variables are divided into types like dependent variable, independent variable.

Dependent variable

A dependent variable according to Kumar (2011) is one which receives the effect of the cause (independent variable). To Kan (2008), it is defined as the criterion variable, it is the variable of primary interest to the researcher so the researcher sets out to understand and describe the variable. Also, Luma et al (1999), says, that is the characteristics of statements used in the hypothesis. In this study, the dependent variable is Potential Transformation.

Independent variable

Kumar (2011) defines the independent variable as the predictor variable. It is the one that influences the dependent variable, that one which can be manipulated upon by the researcher; it is responsible for the status of the dependent variable. The purpose of manipulation is to confirm or determine the relationship of items in the research. In this study, the independent variable is Assessment of Pedagogic factors.

3.3.3.9 Methodological challenges

The following problems were encountered during the collection and analysis of data.

- Lack of finances for data screening and analysis;
- Some minors were very abusive and often stay away from class;
- Teachers were senior inmates that could not give us the right information about themselves;
- Absenteeism of some minors and teachers;
- Some minors were unable to answer the questionnaire because they could not read nor write;
- Interpretation of the questionnaire to French language was a big challenge since most of the minors were French speaking;
- Access to the minor quarter was not easy at the first beginning; we had to enter as visitors despite having authorisation from foyer d'expérience who stands as a support to minor education.

3.3.3.10 Ethical consideration

The following ethical issues were considered:

Informed consent: The researcher began by collecting the research authorisation letter from the head of department before going to the field to administer the instruments. The following ethical issues were considered: The respondents were informed on the purpose of the questionnaire. Their willingness to participate was sought and they were assured that the information they would give would be strictly used for academic purposes and that it was optional for them to fill in their choice of answers.

Confidentiality: The respondents were also informed about the confidentiality of the results. Their identity was not to be disclosed in the study, as it was purely an academic work.

Voluntariness: As stated by Amin (2005), the participant's consent to participate has to be voluntary and free from any coercion or promises of benefits likely to result from participation. The researcher met some teachers who were busy with examinations and they answered politely that they won't be able to participate.

Table 18: Synoptic Table or Recapitulative Table of Variables

General Objectives	Specific Objectives	Variables (IV, DV)	Specific variables	Indicators	Modalities	Measurement Scale	Statistical Analysis	Questionnaire Items
To assess Pedagogic factors that contribute to the improvement of quality transformative Education for minors in Kondengui Central prison Yaounde	To explore teachers know-how on teaching methods and design used for assessing Minor Potential transformation in Kondengui Central Prison	Assessment of Pedagogic factors (IV)	teachers know-how on teaching methods and design	-lesson presentation - minors' engagement communication and collaboration	-Strongly Agree -Agree -Neutral - Disagree -Strongly Disagree	Normal scale	Atlas.ti. software for qualitative variable	1-10
	To determine whether prison experiences and assessment strategies influence	Potential Transformation (DP)	prison experience and assessment strategies	Minors' needs, common characteristics among minors, cooperation, individual learning plan.	- Strongly Agree -Agree -Neutral - Disagree -Strongly	Normal scale	Structural equation modeling for quantitative variable	1-5

	Minor Potential transformation in Kondengu i Central Prison					Disagree			
	To find out whether challenges facing education in prison in terms of policy and practice influence Minor Potential transformation in Kondengu i Central Prison		challenges facing education in prison in terms of policy and practice	challenges facing education in prison in terms of policy and practice	- Regular visits -Conferences before and after. Regular follow up, learning programs, policy implementation , school climate.	- Strongly Agree -Agree -Neutral - Disagree -Strongly Disagree	Normal scale	Structural equation modeling for quantitative variable	1-5

	To verify whether minors who completed education in prison after detention have positive rehabilitation		minor positive rehabilitation		Involvement in co-curricular activities, Completion of programs, further studies	Strongly Agree -Agree -Neutral - Disagree -Strongly Disagree		Structural equation modeling for quantitative variable	1-5
	To verify whether the curriculums used in prison having aspects of psycho-social content that are used to assess potential		Psycho-social context.		anger management, trauma healing, healthy life style Parents' contribution to learning outcomes. Different curriculum and learning Nurture to excellent.	- Strongly Agree -Agree -Neutral - Disagree -Strongly Disagree	Normal scale	Structural equation modeling for quantitative variable	1-5

	transforma tion.							
			Potential transformation	Quality of education,self- evaluation,new comprehension	- Strongly Agree -Agree -Neutral - Disagree -Strongly Disagree	Normal scale		C ₁ -1-5, C ₂ 1-5, C ₄ 1-5

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 INTRODUCTION

This chapter is structured as follows; description and analysis of demographic data with ANOVA test, multiple correspondence analysis, data management and cleaning, exploratory and confirmatory factor analysis, validity and reliability test, test of hypothesis using regression, analysis of quantitative data using structural equation modelling and qualitative data analysis using ATLASTI software.

4.1 DISTRIBUTIONS OF DEMOGRAPHI

The nomenclature of the demographic distributions of the sample is to ensure that the sample frame of the study is relevant and appropriate. The sample must constitute participants with appropriate levels of knowledge and understanding of the assessment of prison minor education. These sets of variables were captured using categorical nominal and binary data as measurement of the sample frame from minors, teachers and administrators. The parameters for minors include; Gender = [male] & [female], Age = [12-14years], [15-17years], & [18-20years] and duration in prison = [1-5 Years], [6 – 10years], & [10 Years and above]. The parameters for administrators include; Gender = [male] & [female], Age = [30-35+years], [40-45+years], & [50-55+years] and experience = [1-5 Years], [6 – 10years], & [10 Years and above]. All these parameters are detailed below.

4.1.1 Minors Demographic Statistics

Table 19: Frequency distribution of minors by Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	63	88.7	88.7	88.7
	Female	8	11.3	11.3	100.0
	Total	71	100.0	100.0	

Source: Field Data 2023

The table above breaks down the minor’s participants according to gender and shows that 63 boys (88.7%) participated in the study compared to 8 girls (11.3%). This makes a total of 71 minors. These data show that the participants in this study are predominantly boys compared to girls. However, they do not allow us to conclude that gender has an effect on the minors' potential transformation. To do this, we use the ANOVA test to check whether this difference in numbers has a significant effect on the potential transformation.

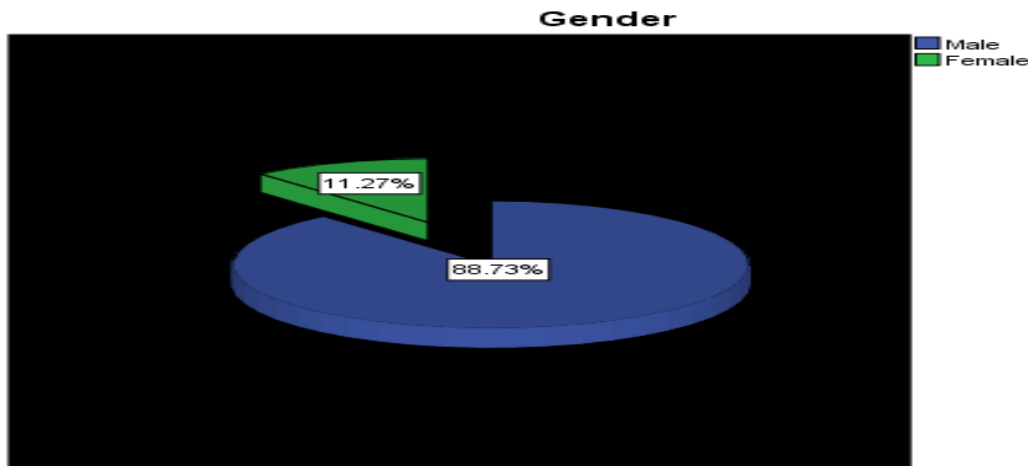
Table 20 : Comparison of average scores of minors ‘potential transformation of participants by gender

1-factor ANOVA					
gender	Sum of squares	Ddl	Average of squares	F	Meaning
Inter-groups	5,799	37	,157	3,978	,000
Intra-group	1,300	33	,039		
Total	7,099	70			

Source : Field data 2023

The results of the above table show that gender has an effect on potential transformation: $F(37.70) = 3.978$; $p = 0.000$. The observed difference in gender score (sample size) relative to potential transformation is not statistically significant. In this case, male participants (more numerous) develop more transformative potential than female participants

14 : Pie chart showing distribution of minors according to gender



Source: Field data 2023

Table 21: Frequency distribution of minors by age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-14 years	2	2.8	2.8	2.8
	15-17years	53	74.6	74.6	77.5
	18-20 years	16	22.5	22.5	100.0
	Total	71	100.0	100.0	

Source: Field data 2023

Looking at the table above, it can be seen that: 2 participants (2.8%) belong to the age group [12-14years], 53 participants (74.6%) are in the age group [16-17years] and 16 participants (22.5%) belong to the age group [18-20years]. These data show that the participants in this study are unevenly distributed and mostly belong to the age group of [15-17years] (74.6%). This table also shows that the averages between age groups are different and could have an impact on the potential transformation. It is therefore useful to check whether this difference actually has an effect on the potential transformation. To do this, we will use the ANOVA test to check if these differences are significantly different.

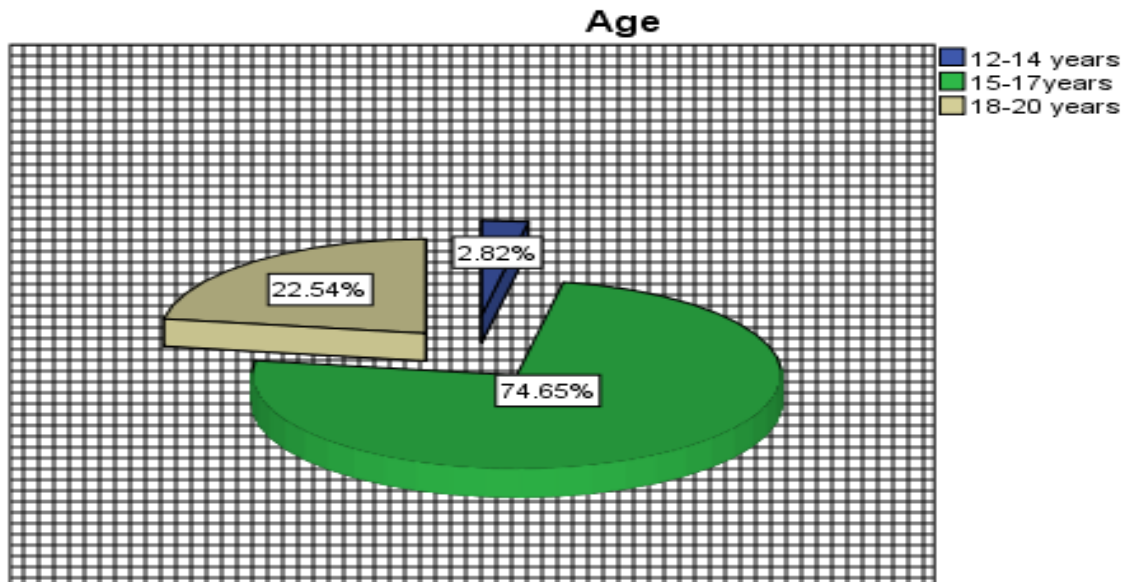
Table 22: Comparison of average scores of minors' potential transformation of participants by age

1-factor ANOVA					
	Age				
	Sum of squares	Ddl	Average of squares	F	Meaning
Inter-groups	6,564	37	,177	,675	,877
Intra-group	8,675	33	,263		
Total	15,239	70			

Source : Field data 2023

The results in the table above show that age has no effect on potential transformation: $F(33.70) = .675$; $p = 0.877$. The difference in score observed between the different age groups of minors at Kondengui prison centre is not statistically significant.

Figure 15 : Pie chart showing distribution of minors according to age



Source: Field data 2023

Table 23: Frequency distribution of minors by duration in prison

		Duration in Prison			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	58	81.7	81.7	81.7
	6-10years	9	12.7	12.7	94.4
	10years and above	4	5.6	5.6	100.0
Total		71	100.0	100.0	

Source: Field data 2023

Looking at table 7 above, it can be seen that: 61 participants (85.9%) have a sentence between [1-5 years], 9 participants (12.7%) have a sentence between [6-10[and only 1 participant (1.4%) to a sentence between 10 years and more [18-20[. These data show that the participants in this study are unevenly distributed and mostly belong to the duration of condemnation of [1-5[years (85.9%). This table also shows that the length of sentences is different and could have an impact on the potential transformation. It is therefore useful to check whether this difference actually has an effect on the potential transformation. To do this, we will use the ANOVA test to check if these differences are significantly different.

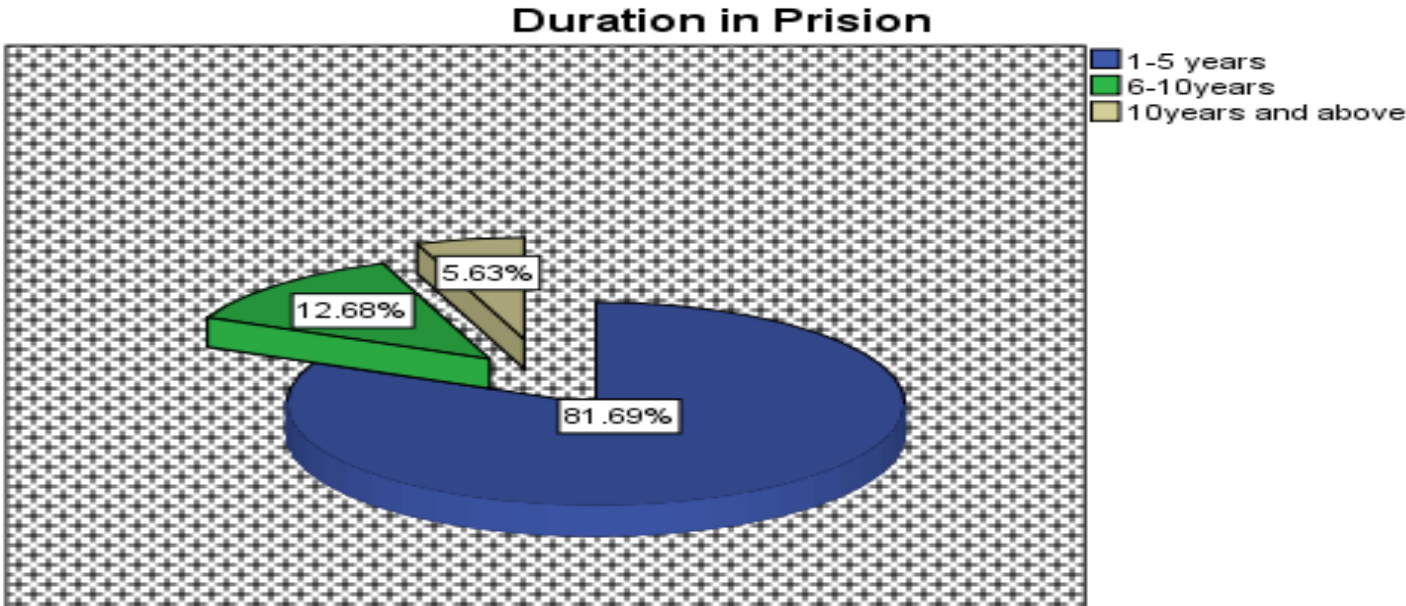
Table 24: Comparison of participants' mean scores of minors' potential transformation by duration

1-factor ANOVA					
	Duration				
	Sum of squares	ddl	Average of squares	F	Meaning
Inter-groups	5,596	37	,151	,876	,654
Intra-group	5,700	33	,173		
Total	11,296	70			

Source : Field data 2023

The results from table 8 above shows that the length of conviction has no effect on the potential transformation: $F(37.70) = .876$; $p = 0.654$. The difference in score observed between the different lengths of sentencing of juveniles in Kondengui prison is not statistically significant.

Figure 16 : Pie chart showing distribution of minors according duration in prison



Source: Field data 2023

4.1.2 Administrators Demographic Statistics

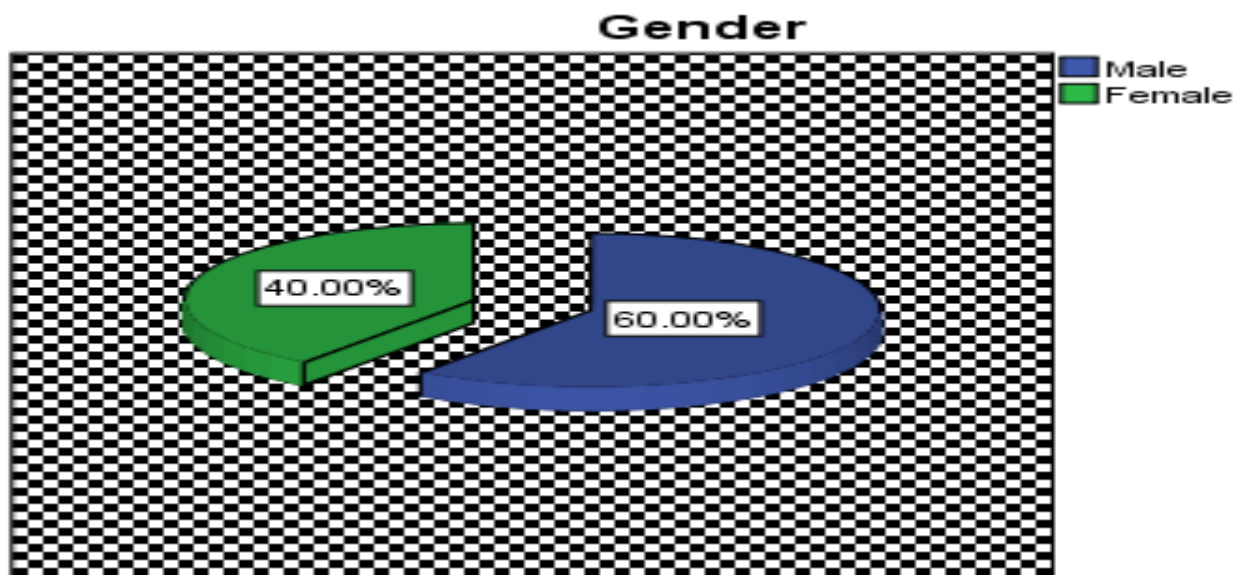
Table 25: Frequency distribution of administrators by Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	60.0	60.0	60.0
	Female	2	40.0	40.0	100.0
Total		5	100.0	100.0	

Source: Field data 2023

The table above breaks down the administrators' participants according to gender and shows that 3 males (60.0%) participated in the study compared to 2 females (40.0%). This makes a total of 5 administrators. These data show that the participants in this study are predominantly boys compared to girls. We can conclude that the gender of prison administrators has an effect on the minors' potential transformation.

Figure 17: Pie chart showing distribution of administrators according gender



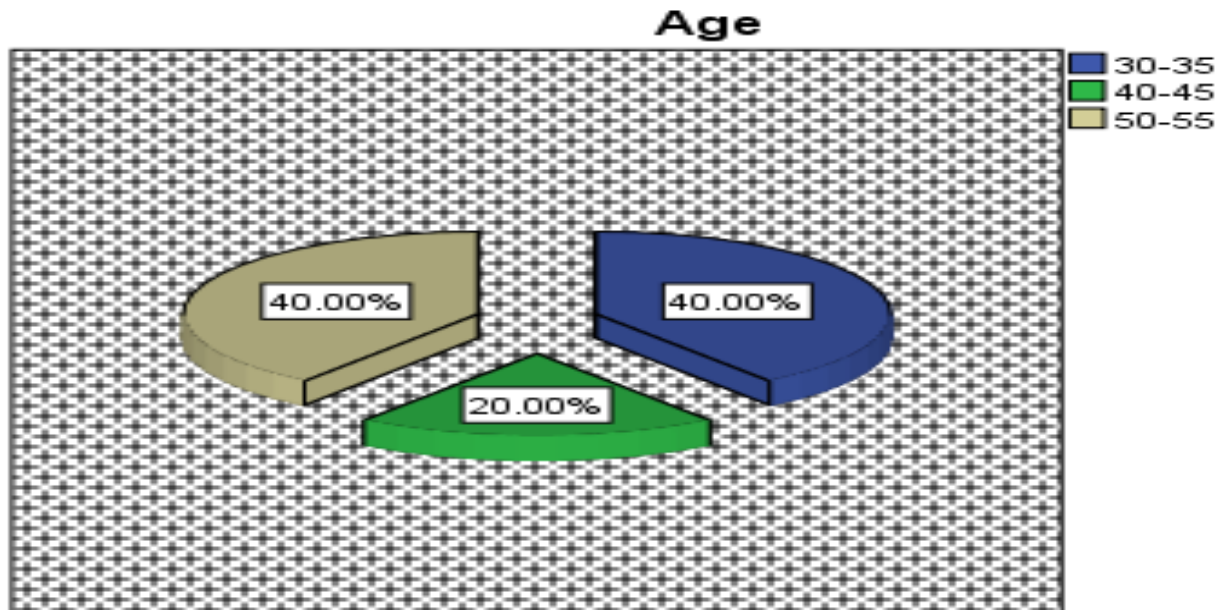
Source: Field data 2023

Table 26: Frequency distribution of administrators by age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-35+yrs	2	40.0	40.0	40.0
	40-45+yrs	1	20.0	20.0	60.0
	50-55+yrs	2	40.0	40.0	100.0
Total		5	100.0	100.0	

Looking at table 10 above, it can be seen that: 2 participants (40.0%) belong to the age group [30-35+years], 1 participant (20.0%) is in the age group [40-45+years] and 2 participants (40.0%) belong to the age group [50-55+years]. These data show that the participants in this study are unevenly distributed and mostly belong to the age group of [30-35+years] and [50-55+years] (80.0%). This table also shows that the averages between age groups are different and could have an impact on the potential transformation.

Figure 18: Pie chart showing distribution of administrators according age



Source: Field data 2023

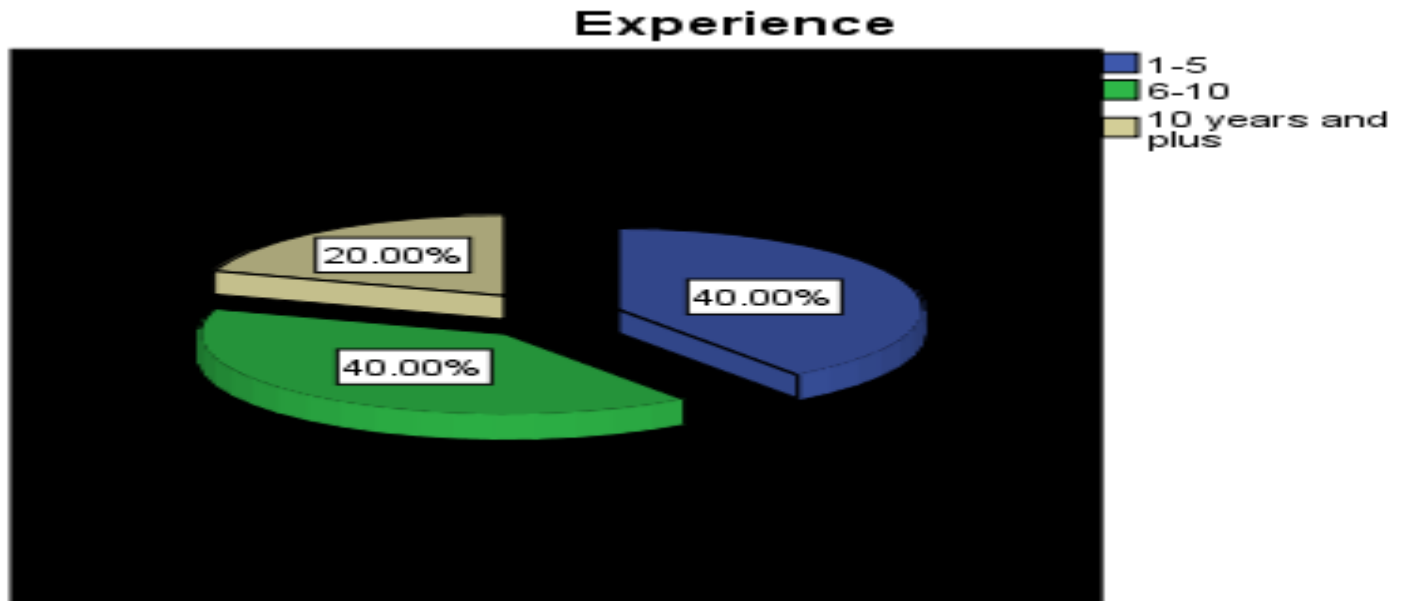
Table 27: Frequency distribution of administrators by Experience

		Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	2	40.0	40.0	40.0
	6-10	2	40.0	40.0	80.0
	10 years and plus	1	20.0	20.0	100.0
Total		5	100.0	100.0	

Source: Field data 2023

Looking at table 11 above, it can be seen that: 2 participants (40.0%) have working experience between [1-5 years], 2 participants (40.0%) have working experience between [6-10years] and 1 participant (20.0%) has working experience between 10 years and more. These data show that the participants in this study have working experience of below 10 years. This table also shows that the length of working experiences is different and could have an impact on the potential transformation of minors.

Figure 19 : Pie chart showing distribution of administrators according working experience



Source: Field data 2023

4.2 DATA MANAGEMENT AND THE TEST OF CONSTRUCT VALIDITY

The model of assessment of pedagogic factors: toward the development of an analogous integrated assessment model consists of five [5] specific independent latent constructs which are; [Teachers' know-how on teaching methods and design used, prison experience and assessment strategies; challenges facing prison minor education in terms of policy and practice; the rehabilitation of minors and the psychosocial content of prison curriculum;]. The dependent variable relates to [The potential transformation]. For appropriate measurement of relevant constructs observed in the study, data cleaning was done. The following consists of data management procedures conducted to enhance both reliability and validity measurements of all constructs as modelled in the study.

4.2.1 Data Cleaning and Management Processes

In recognition of the process statistical measurement, it is incumbent to underscore that all variables observed must be tested for validity and reliability purposes in conformity with the requirements of parametric analysis. The quality of data can be compromised by incomplete records observed from the point of data collection to the point of data entry using statistical models. The validity and reliability of any parametric analysis are greatly influenced by the data cleaning process. This is a result of the claim that raw data collected from the research survey contain impurities that may distort the findings and influence the credibility of the outcome. This study makes use of the statistical technique to enhance the quality of data by ensuring that missing data are a resource and completed. Missing data were identified and treated using appropriate statistical techniques.

4.2.2 Missing Data and Non-Response Bias Analysis

In some cases, some respondents could not answer some questions possibly due to the fact that they felt an infringement into their privacy, even when the questionnaire was coded that would have led them to communicate their privacy which made them uncomfortable or because of other reasons best known to them. Non response could also have been an intentional or unintentional omission and these led to some missing data capture. In statistical analysis, it should be stressed that there are situations where respondents' may fail either intentional or unintentionally to provide answers to all questions as observed on the questionnaire. Sometimes, data can be missing due to inaccuracies in data entry and or data omission. Data that are omitted by intention are usually

termed as missing not at random (MNAR) whereas, missing data resulting from unintentional actions are known as missing completely at random (MCAR). For validity and reliability purposes, the little's MCAR test was conducted to test the null hypothesis that missing data was completely missing at random and not being influenced by any premeditated intention. The distributions of missing data for the respective latent constructs are shown below.

Table 28: Distribution of minors missing data

	N	Mean	Univariate Statistics				No. of Extremes ^{a,b}	
			Std. Deviation	Missing		Low	High	
				Count	Percent			
Gender	70	1.1143	.32046	1	1.4	.	.	
Age	70	2.1857	.45977	1	1.4	.	.	
Duration	69	1.2174	.51075	2	2.8	.	.	
QTS1	70	3.6714	1.47168	1	1.4	0	0	
QTS2	71	3.2817	1.40594	0	.0	0	0	
QTS3	70	1.9857	1.19774	1	1.4	0	8	
QTS4	70	1.9571	1.14760	1	1.4	0	11	
QTS5	69	1.4783	.86787	2	2.8	0	3	
QTS6	70	1.5857	.97048	1	1.4	0	4	
QTS7	71	2.3239	1.33924	0	.0	0	0	
QTS8	70	2.9286	1.42769	1	1.4	0	0	
QTS9	71	1.9014	.97329	0	.0	0	7	
QTS10	70	3.6571	1.45349	1	1.4	0	0	
PELS1	70	3.6143	1.32198	1	1.4	0	0	
PELS2	71	2.3662	1.42668	0	.0	0	0	
PELS3	70	2.5000	1.47196	1	1.4	0	0	
PELS4	70	2.1143	1.38880	1	1.4	0	15	
PELS5	70	4.1714	1.10298	1	1.4	7	0	
PELS6	70	4.1571	1.23518	1	1.4	0	0	
PELS7	71	4.3239	1.15604	0	.0	10	0	
PELS8	69	3.9710	1.39296	2	2.8	0	0	
PELS9	70	1.8429	1.22339	1	1.4	0	9	
PELS10	71	2.3239	1.06603	0	.0	0	0	
API1	70	2.3429	1.40275	1	1.4	0	0	
API2	70	2.1000	1.14398	1	1.4	0	10	
API3	70	1.7571	1.04168	1	1.4	0	5	
API4	70	2.0714	.98277	1	1.4	0	8	

API5	70	1.6571	.93073	1	1.4	0	4
API6	70	1.8857	1.12344	1	1.4	0	10
API7	71	1.5211	.85955	0	.0	0	4
API8	70	1.8143	1.09403	1	1.4	0	8

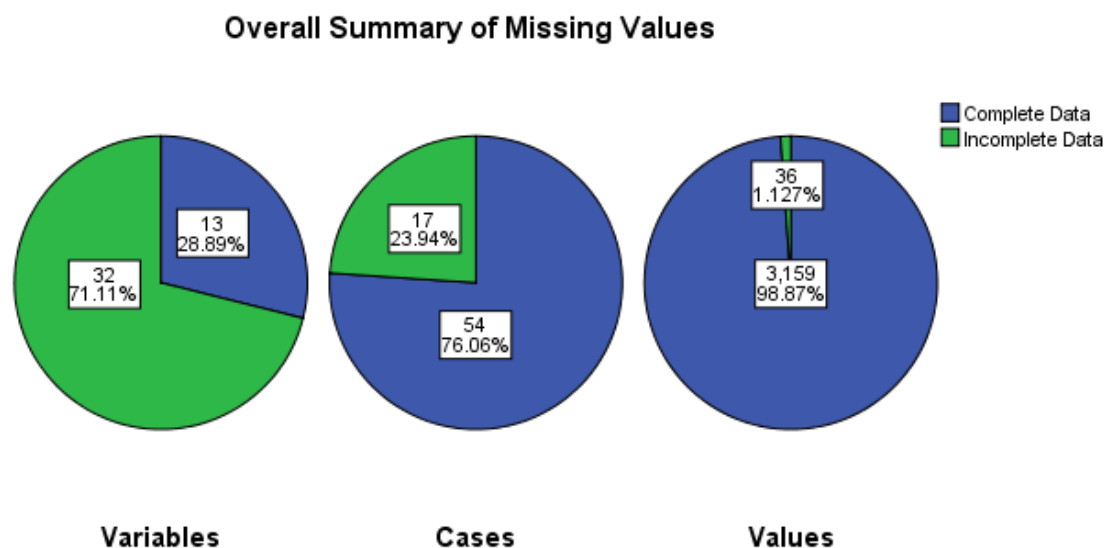
a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

b. . Indicates that the inter-quartile range (IQR) is zero.

Source: Field Data 2023

Based on the analysis of missing data using the Little’s MCAR test, the result revealed that Chi-Square [X^2] = 810.763, DF [Degree of Freedom] = 685, [Sig. = 0.822 > 0.05] suggest that there is insignificant statistical evidence to reject the null hypothesis that missing data is completely at random. This study thus decline to reject the null hypothesis and conclude that missing data is completely at random. Dispositions to resolve missing data include: the computation of the arithmetical mean, the use of multiple imputation technique, likewise deletion, and pairwise deletion techniques. In this study, the Expectation Maximisation Algorithm (EMA) technique was used to regenerate a complete data set for the test of validity and reliability of retained constructs appropriate for the study. The pattern of missing value analysis revealed that 71.11%, 76.06% and 98.87% of data were completed for variables, cases and values respectively. Total missing data resulting from the questionnaire survey was 1.127% as shown below.

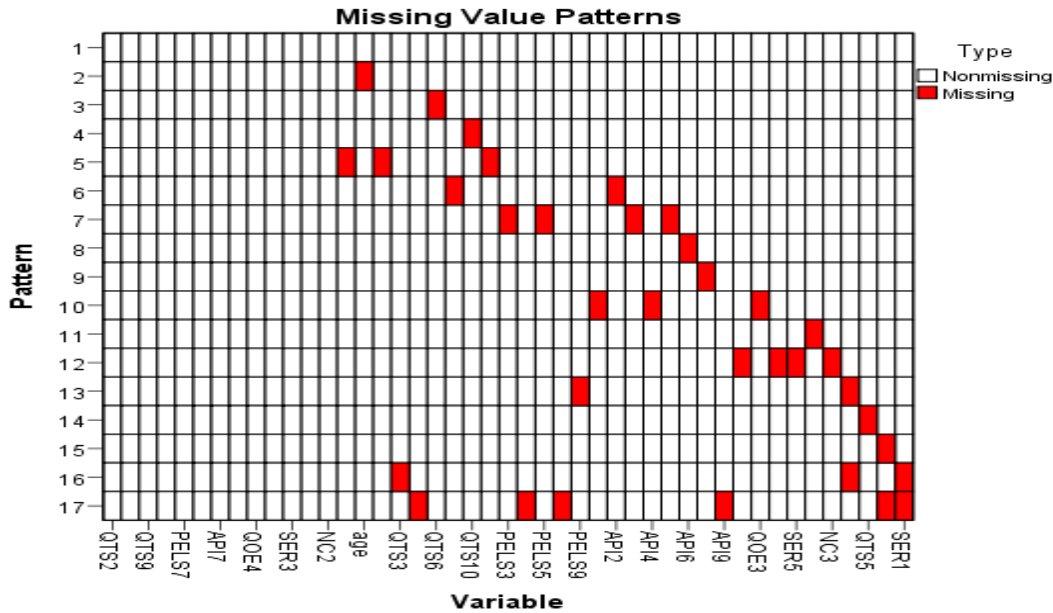
Figure 20: Proportion of Minors Missing values



Source: Field data (2023)

The missing value pattern supports the results of the Little’s MCAR test of the hypothesis that missingness was completely at random is as shown below.

Figure 21: Minors missing value patterns



Source: Field data (2023)

Table 29: EM Means^a

PELS10	2.3239	NC3	1.6586
PELS9	1.8454	NC2	1.6761
PELS8	3.9834	NC1	2.1558
PELS7	4.3239	SER5	3.5332
PELS6	4.1431	SER4	2.3239
PELS5	4.2064	SER3	2.0141
PELS4	2.0778	SER2	1.9163
PELS3	2.5224	SER1	1.5391
PELS2	2.3662	QOE5	1.5915
PELS1	3.7192	QOE4	1.8592
QTS10	3.6707	QOE3	1.7434
QTS9	1.9014	QOE2	1.7606
QTS8	2.9533	QOE1	1.6331
QTS7	2.3239	API9	2.1714
QTS6	1.5867	API8	1.8033
QTS5	1.4855	API7	1.5211
QTS4	1.9586	API6	1.9037
QTS3	1.9094	API5	1.6563
QTS2	3.2817	API4	2.0799
QTS1	3.6992	API3	1.7536
duration	1.2361	API2	2.0418
Age	2.1654	API1	2.3400
gender	1.1191		

Little's MCAR test: Chi-Square = 810.763, DF = 685, Sig. = .000

Source: Field data (2023)

Table 30: Distribution of teachers missing data

	N	Mean	Univariate Statistics			No. of Extremes ^a	
			Std. Deviation	Missing Count	Missing Percent	Low	High
LP1	13	3.0000	1.58114	1	7.1	0	0
LP2	13	1.1538	.37553	1	7.1	.	.
LP3	13	1.3846	.65044	1	7.1	0	0
LP4	13	2.0769	1.55250	1	7.1	0	3
LP5	13	2.0000	1.29099	1	7.1	0	2
AS1	13	1.3077	1.10940	1	7.1	.	.
AS2	13	1.6923	1.18213	1	7.1	0	1
AS3	13	1.7692	1.16575	1	7.1	0	1
AS4	13	1.6154	1.12090	1	7.1	0	1
AS5	13	2.0769	1.38212	1	7.1	0	3
SE1	13	2.0000	.81650	1	7.1	.	.
SE2	13	1.9231	1.11516	1	7.1	0	1
SE3	13	1.5385	.66023	1	7.1	0	0
SE4	13	1.9231	.95407	1	7.1	0	1
SE5	13	2.1538	1.40512	1	7.1	0	0
ICA1	13	1.7692	.83205	1	7.1	0	1
ICA2	13	2.0000	1.22474	1	7.1	0	2
ICA3	13	2.6154	1.38675	1	7.1	0	0
ICA4	13	3.4615	1.61325	1	7.1	0	0
ICA5	13	2.0769	1.38212	1	7.1	0	3

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

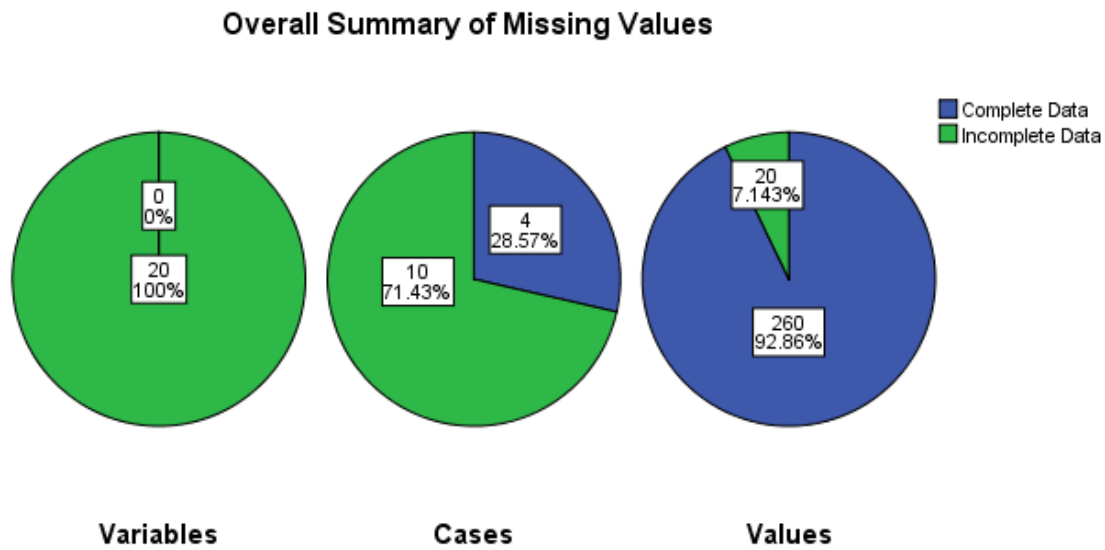
b. . indicates that the inter-quartile range (IQR) is zero.

Source: Field Data 2023

Based on the analysis of missing data using the Little's MCAR test, the result revealed that Chi-Square [X^2] = 8.068, DF [Degree of Freedom] = 180, [Sig. = 0.613 > 0.05] suggest that there is insignificant statistical evidence to reject the null hypothesis that missing data is completely at random. This study thus decline to reject the null hypothesis and conclude that missing data is completely at random. Dispositions to resolve missing data include: the computation of the arithmetical mean, the use of multiple imputation technique, likewise deletion, and pairwise

deletion techniques. In this study, the Expectation Maximisation Algorithm (EMA) technique was used to regenerate a complete data set for the test of validity and reliability of retained constructs appropriate for the study. The pattern of missing value analysis revealed that 100%, 71.43% and 92.88% of data were completed for variables, cases and values respectively. Total missing data resulting from the questionnaire survey was 7.143% as shown below.

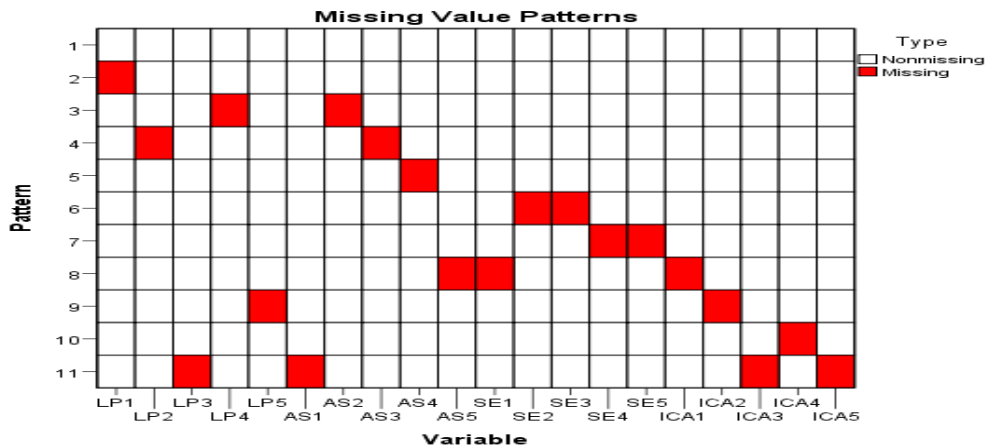
Figure 22: Proportion of teachers Missing values



Source: Field data (2023)

The missing value pattern supports the results of the Little’s MCAR test of the hypothesis that missingness was completely at random is as shown below.

Figure 23: Teachers missing value patterns



Source: Field data (2023)

Table 31: EM Means^a

ICAS5	.7229
ICAS4	3.3953
ICAS3	-.6256
ICAS2	2.0317
ICAS1	1.7838
SES5	2.1025
SES4	1.8862
SES3	1.5620
SES2	1.9433
SEI1	2.2659
AS5	2.2217
AS4	1.6162
AS3	1.7680
AS2	1.6799
AS1	.7673
LP5	2.0153
LP4	2.0537
LP3	1.3263
LP2	1.1560
LP1	3.0210

a. Little's MCAR test: Chi-Square = 8.068, DF = 180, Sig. = .000

Source: Field data (2023)

Table 32: Distribution of Administrators missing data

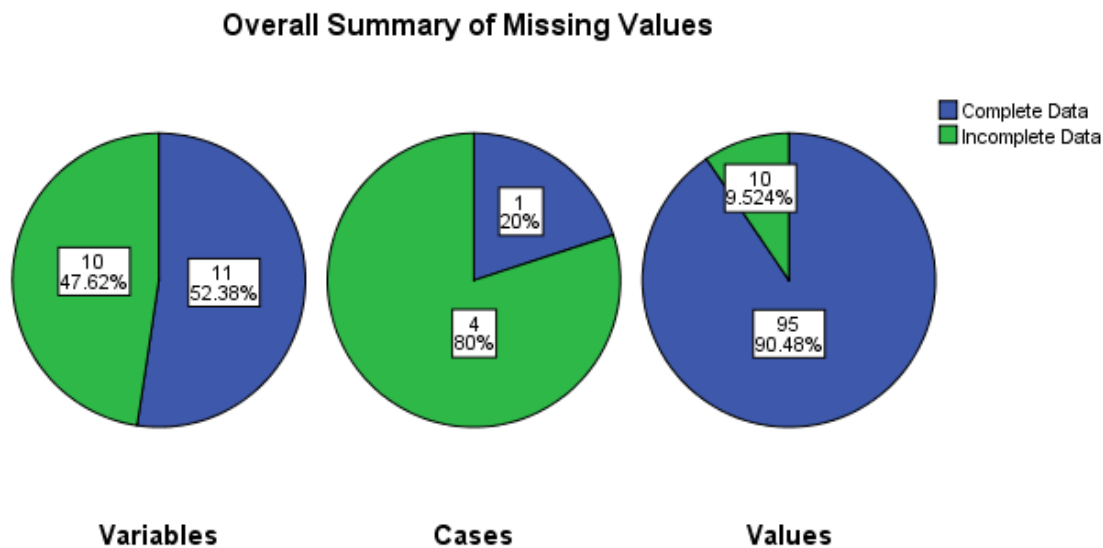
	N	Univariate Statistics				No. of Extremes ^a	
		Mean	Std. Deviation	Missing		Low	High
				Count	Percent		
Gender	4	1.5000	.57735	1	20.0	0	0
Age	4	2.2500	.95743	1	20.0	0	0
experience	5	1.8000	.83666	0	.0	0	0
PP1	4	2.2500	1.25831	1	20.0	0	0
PP2	5	3.6000	1.14018	0	.0	0	0
PP3	5	2.2000	1.64317	0	.0	0	1
PP4	4	1.2500	.50000	1	20.0	0	0
PP5	5	3.2000	1.64317	0	.0	0	0
PP6	4	1.5000	.57735	1	20.0	0	0
PP7	5	2.2000	1.64317	0	.0	0	1
PP8	5	3.2000	1.64317	0	.0	0	0
PP9	4	3.0000	1.82574	1	20.0	0	0
PP10	5	2.8000	2.04939	0	.0	0	0
PP11	5	3.8000	1.30384	0	.0	0	0
PSR1	4	3.5000	1.29099	1	20.0	0	0
PSR2	5	3.8000	.83666	0	.0	0	0
PSR3	4	3.0000	1.82574	1	20.0	0	0
PSR4	4	4.7500	.50000	1	20.0	0	0
PSR5	5	3.2000	1.30384	0	.0	0	0
PSR6	5	3.4000	1.51658	0	.0	0	0

PSR7	4	4.0000	1.41421	1	20.0	0	0
a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).							

Source: Field Data 2023

Based on the analysis of missing data using the Little’s MCAR test, the result revealed that Chi-Square [X^2] = 1.1023, DF [Degree of Freedom] = 71, [Sig. = 0.534 > 0.05] suggest that there is insignificant statistical evidence to reject the null hypothesis that missing data is completely at random. This study thus decline to reject the null hypothesis and conclude that missing data is completely at random. Dispositions to resolve missing data include: the computation of the arithmetical mean, the use of multiple imputation technique, likewise deletion, and pairwise deletion techniques. In this study, the Expectation Maximisation Algorithm (EMA) technique was used to regenerate a complete data set for the test of validity and reliability of retained constructs appropriate for the study. The pattern of missing value analysis revealed that 100%, 80% and 90.48% of data were completed for variables, cases and values respectively. Total missing data resulting from the questionnaire survey was 9.524% as shown below.

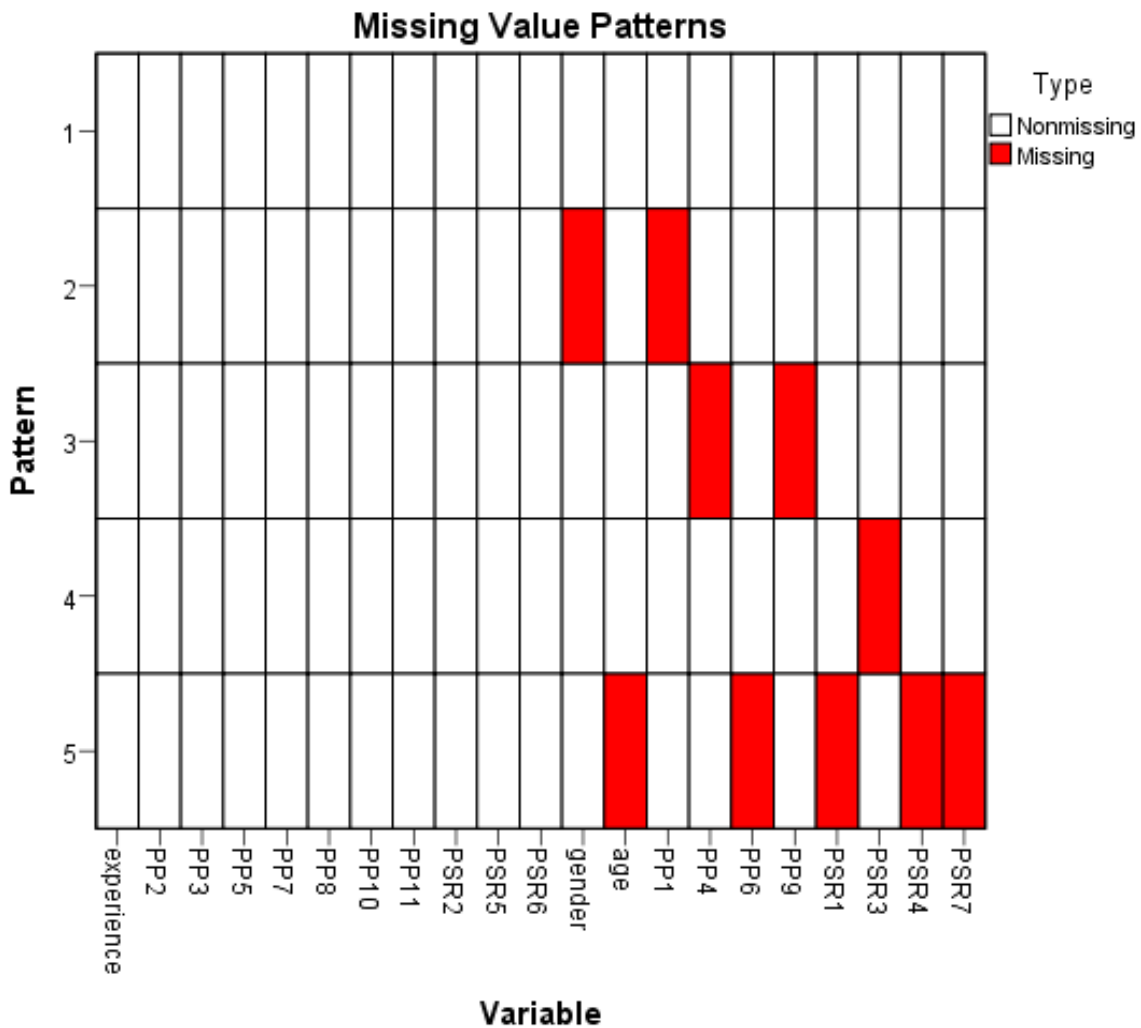
Figure 24: Proportion of Administrators Missing values



Source: Field data (2023)

The missing value pattern supports the results of the Little’s MCAR test of the hypothesis that missingness was completely at random is as shown below.

Figure 25: Administrators missing value patterns



Source: Field data (2023)

Table 33: EM Means^a

PSR7	3.7154
PSR6	3.4000
PSR5	3.2000
PSR4	4.7077
PSR3	3.0000
PSR2	3.8000
PSR1	3.5538
PP11	3.8000
PP10	2.8000
PP9	2.6937
PP8	3.2000
PP7	2.2000
PP6	1.5308
PP5	3.2000
PP4	1.2375
PP3	2.2000
PP2	3.6000
PP1	2.3429
Experience	1.8000
age	2.4462
Gender	1.4429

Little's MCAR test: Chi-Square = 1.1023, DF = 74, Sig. = .000

Source: Field data (2023)

4.3 DIMENSION REDUCTION- EXPLORATORY FACTOR ANALYSIS [INDEPENDENT VARIABLE= PEDAGOGIC FACTORS]

It is important to note that not every indicator used in a questionnaire survey is relevant measurement of their respective constructs. Each specific independent constructs considering minors, teachers and administrators were measured based on the following indicators: Teacher know-how on teaching methods and design used [$QTS = 10$], Prison Experience and assessment strategies Used [$PEAS = 10$], psycho-social content [$PSC = 9$], Policy and practice [$PP = 7$] and Positive Social Rehabilitation [$PSR = 8$]. Such scenarios are caused by inconsistent measurement of variables or caused by using a wrong sample. Problems of inconsistency in the data must be addressed appropriately. The Exploratory Factor Analysis (EFA) provides solutions to such situations.

In the analysis of exploratory factor analysis, two important assumptions must be fulfilled [Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity]. The Kaiser-Meyer-Olkin coefficient measures the appropriateness of sampling adequacy of the data set. According to its provision, the approved coefficient must exceed 0.5 [$KMO > 0.5$]. On the hand, the Bartlett's Test of Sphericity measures the likelihood of the existence of at least one [1] significant correlation in the data set. For this to happened, the test of significance of the P-Value must be < 0.05 [$P\text{-Value} < 0.05$]. It is only after these analyses of the two assumptions that the EFA is worthy. Based on our analysis of the data, it was observed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the study was 0.564 greater than 0.5 [$KMO = 0.564 > 0.5$]. This thus indicates adequate sample size for the analysis. Equally, the Bartlett's Test of Sphericity which measures the likelihood of at least one (1) significant correlation revealed Chi-square (X^2) = 1059.584 with; Degree of Freedom (DF) = 406 and sig. = $0.00 < 0.01$ indicated the existence of at least one [1] significant correlation amongst observed items as shown in table 18.

Table 34: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.564
Bartlett's Test of Sphericity	Approx. Chi-Square	1059.584
	DF	406
	Sig.	.000

Source: Field data (2023)

Based on the aforementioned test of the assumptions, the five factors involved in the study were extracted using Principal Component Analysis (PCA) technique with Eigen value greater than one [Eigen Value ≥ 1]. The study used Principal Component Analysis for extraction and Promax for rotation method with Kaiser Normalization converged in nine iterations. The procedure for extraction was programmed to reject smaller coefficients of less than 0.4 being loaded. The results for the five new components based on minors (three latent constructs), teachers (one latent construct) and administrators (two latent constructs) extracted are shown on the tables below.

Table 35: Total Variance Explained for minors

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.355	21.912	21.912	6.355	21.912	21.912	3.864
2	2.867	9.885	31.797	2.867	9.885	31.797	3.987
3	2.301	7.936	39.733	2.301	7.936	39.733	3.164
4	2.095	7.223	46.956	2.095	7.223	46.956	2.956
5	1.835	6.328	53.284	1.835	6.328	53.284	3.530
6	1.554	5.359	58.643	1.554	5.359	58.643	2.627
7	1.460	5.036	63.679	1.460	5.036	63.679	2.413
8	1.311	4.522	68.201	1.311	4.522	68.201	1.763
9	1.153	3.977	72.178	1.153	3.977	72.178	1.675
10	.969	3.343	75.521				
11	.889	3.067	78.588				
12	.780	2.690	81.278				
13	.737	2.541	83.818				
14	.646	2.227	86.046				
15	.566	1.951	87.996				
16	.535	1.843	89.840				
17	.441	1.519	91.359				
18	.416	1.435	92.794				

19	.356	1.227	94.021				
20	.312	1.077	95.098				
21	.297	1.026	96.124				
22	.247	.852	96.975				
23	.208	.716	97.691				
24	.167	.576	98.268				
25	.152	.525	98.793				
26	.121	.418	99.211				
27	.107	.369	99.580				
28	.080	.275	99.855				
29	.042	.145	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Source: Field data (2023)

Based on the total variance explained table, it was observed that all four [4] factors had Eigen value of more than one [6.355, 2.867, and 2.301 respectively]. Following the provisions on extraction using Eigen values, the coefficient must be greater than 1. Components with Eigen value of less than 1 were rejected from the analysis. Equally, the four extracted components accounted for 39.733% of Total Variance Explained. The variance explained for the four extracted components were [21.912%, 9.885%, and 7.936%] respectively. Just to reiterate, the main function of EFA was to downsize redundant indicators in the data.

Table 20: Total Variance Explained for teachers

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.196	40.978	40.978	8.196	40.978	40.978	6.006	30.030	30.030
2	2.578	12.888	53.867	2.578	12.888	53.867	3.176	15.882	45.911
3	2.181	10.906	64.773	2.181	10.906	64.773	2.310	11.551	57.463
4	1.826	9.130	73.903	1.826	9.130	73.903	2.130	10.649	68.112
5	1.315	6.574	80.477	1.315	6.574	80.477	1.794	8.970	77.083
6	1.005	5.023	85.499	1.005	5.023	85.499	1.683	8.417	85.499
7	.948	4.742	90.241						
8	.666	3.328	93.569						
9	.549	2.747	96.316						
10	.339	1.694	98.010						
11	.200	.998	99.009						
12	.154	.772	99.780						
13	.044	.220	100.000						
14	4.941E-016	2.471E-015	100.000						

15	1.760E-016	8.798E-016	100.000						
16	3.531E-017	1.766E-016	100.000						
17	5.400E-018	2.700E-017	100.000						
18	-3.079E-017	-1.540E-016	100.000						
19	-2.219E-016	-1.110E-015	100.000						
20	-3.780E-016	-1.890E-015	100.000						
Extraction Method: Principal Component Analysis.									

Source: Field data (2023)

Based on the total variance explained table, it was observed that all four [4] factors had Eigen value of more than one [8.196, 2.578, 2.181, 1.826 and 1.315 respectively]. Following the provisions on extraction using Eigen values, the coefficient must be greater than 1. Components with Eigen value of less than 1 were rejected from the analysis. Equally, the four extracted components accounted for 73.902% of Total Variance Explained. The variance explained for the four extracted components were [40.978%, 12.888%, 10.906% and 9.130%] respectively. The main function of EFA was to downsize redundant indicators in the data.

Table 36: Total Variance Explained for administrators

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.179	45.436	45.436	8.179	45.436	45.436	7.963	44.241	44.241
2	4.363	24.241	69.677	4.363	24.241	69.677	3.938	21.876	66.117
3	3.954	21.968	91.644	3.954	21.968	91.644	3.921	21.785	87.902
4	1.504	8.356	100.000	1.504	8.356	100.000	2.178	12.098	100.000
5	8.731E-016	4.851E-015	100.000						
6	4.365E-016	2.425E-015	100.000						
7	3.956E-016	2.198E-015	100.000						
8	2.566E-016	1.426E-015	100.000						
9	2.277E-016	1.265E-015	100.000						
10	1.776E-016	9.864E-016	100.000						
11	1.094E-016	6.076E-016	100.000						
12	3.606E-017	2.004E-016	100.000						
13	1.226E-017	6.813E-017	100.000						
14	-1.726E-017	-9.591E-017	100.000						
15	-9.797E-017	-5.443E-016	100.000						
16	-1.492E-016	-8.289E-016	100.000						
17	-2.327E-016	-1.293E-015	100.000						
18	-4.250E-016	-2.361E-015	100.000						

Extraction Method: Principal Component Analysis.

Source: Field data (2023)

PELS7		-.653							
PELS8							.677	.459	
PELS9				.425					.612
PELS10							.624		
API1				.947					
API2						.639			
API3		.774							
API4				-.445	.590				
API5	.465	.540							
API6	.929								
API7						.620			
API8	.726								
API9						.487			
Extraction Method: Principal Component Analysis.									
Rotation Method: Promax with Kaiser Normalization.									
a. Rotation converged in 16 iterations.									

Source: Field data (2023)

Based on the above-mentioned analysis, there are evidence of factors being cross-loaded amongst other components and also factors having coefficient of less than 0.5. To this effect, there was need for further downsizing of all constructs involved in the analysis.

Table 38: Teachers Pattern Matrix^a (one latent construct QTS [LP, AS, SE & ICA])

Pattern Matrix ^a						
	Component					
	1	2	3	4	5	6
LP1			-.519		.422	
LP2			1.094		.448	
LP3	.747					
LP4		.623				
LP5		.463				
AS1	1.022					
AS2	.611		.557			
AS3	.652					
AS4	.919					
AS5				.611		
SE1		1.020				
SE2	.797					

SE3		.947				
SE4						1.058
SE5		.566	.543			
ICA1	.467	.491	-.452			
ICA2	.793					
ICA3			.443		1.073	
ICA4				-1.243		
ICA5	.834					.565
Extraction Method: Principal Component Analysis.						
Rotation Method: Promax with Kaiser Normalization.						
a. Rotation converged in 9 iterations.						

Source: Field data (2023)

Based on the above-mentioned analysis, there are evidence of factors being cross-loaded amongst other components and also factors having coefficient of less than 0.5. To this effect, there was need for further downsizing of all constructs involved in the analysis.

Table 39: Administrators Pattern Matrix^a (two latent constructs PP & PSR)

Pattern Matrix ^a				
	Component			
	1	2	3	4
PP1			-1.025	
PP2	-.781			-.400
PP3	-.853		.442	
PP4		.719		
PP5	.999			
PP6			-.878	
PP7	.695	-.804		
PP8	.886	.465		
PP9	-.447		.800	
PP10		1.053		-.533
PP11	.432		.821	
PSR1	-.694	.574		
PSR2	-.858			.413
PSR3	-.999			
PSR4		-.509		1.059
PSR5		-.941	-.437	

PSR6	.823			
PSR7	.936			
Extraction Method: Principal Component Analysis.				
Rotation Method: Promax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

Source: Field data (2023)

Based on the above-mentioned analysis, there are evidence of factors being cross-loaded amongst other components and also factors having coefficient of less than 0.5. To this effect, there was need for further downsizing of all constructs involved in the analysis.

4.4 EXPLORATORY FACTOR ANALYSIS FOR MINORS

4.4.1 Exploratory Factor Analysis for Teacher know-how on teaching methods and design used [QTS]

A total of 10 indicators were used to measure the dependent latent construct minors' potential transformation. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as follow: The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.621 greater 0.5 [KMO = 0.621 > 0.5] indicating appropriate sample size for the analysis. Equally, the Bartlett's Test of Sphericity revealed Chi-square (X^2) = 155.199; Degree of Freedom (DF) = 45 and P-value = 0.00 < 0.01 indicating at least one (1) significant correlation amongst observed items as shown below:

Table 40: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test for QTS

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.621
Bartlett's Test of Sphericity	Approx. Chi-Square		155.199
	Df		45
	Sig.		.000

Source: Field Data 2023

Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with defined fixed factor of three [3]. Rotation method was Promax with Kaiser Normalization converged in 5 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The

guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 26.

Table 41: Exploratory Factor analysis pattern for teacher know-how on teaching methods and design used

Pattern Matrix^a			
	Component		
	1	2	3
QTS1		.835	
QTS2		.788	
QTS3	.653		
QTS4	.579		
QTS5	.612		
QTS7	.585		
QTS8		.736	
QTS9	.727		
QTS10			.719

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of one cross loadings and coefficients of less than 0.5. This shows that QTS with a score of -0.742 was suppressed due its negative influence. Based on the aforementioned tables, dimension reduction was approved and 9 of the indicators were retained as relevant.

4.4.1.1 Exploratory Factor Analysis for Teachers

Exploratory Factor Analysis for teachers' know-how on teaching methods and designs

To downsize research constructs, it is important to highlight that a total of twenty [20] indicators were modeled for dimensions reduction in the case of teachers' know-how on teaching methods and designs divided into four sub-latent constructs: Lesson preparation [LP=5], Assessing Students [AS=5], Students' Engagement [SE=5] and Involvement in Co-curricular Activities [ICA=5]. In order to complete the analysis of EFA, two assumptions must be fulfilled. The coefficient of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must exceed 0.5 [KMO >

0.5], and Bartlett's Test of Sphericity must have a significant P-value [P-Value < 0.05]. Other requirements for appropriate loading are premised that indicators must cross-load into other components or have coefficients less than 0.5. Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with Eigen value > 1. Rotation method was Promax with Kaiser Normalization converged in 9 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 31.

Table 42: Factor analysis for teachers' know-how on teaching methods and designs

Pattern Matrix ^a						
	Component					
	1	2	3	4	5	6
LP2			1.094			
LP3	.747					
LP4		.623				
AS1	1.022					
AS2	.611		.557			
AS3	.652					
AS4	.919					
AS5				.611		
SE1		1.020				
SE2	.797					
SE3		.947				
SE4						1.058
SE5		.566	.543			
ICA2	.793					
ICA3					1.073	
ICA5	.834					.565

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of some cross loadings and coefficients of less than 0.5 were rejected (LP1=-.519, LP5=0.000, ICA1=0.000 & -

1.243). Based on the aforementioned table, dimension reduction was approved and all the components were retained as relevant.

4.4.2 Exploratory Factor Analysis for Prison experience and assessment strategies used [PEAS]

A total of 10 indicators were used to measure the dependent latent construct minors' potential transformation. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as follow: The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.642 greater 0.5 [KMO = 0.642 > 0.5] indicating appropriate sample size for the analysis. Equally, the Bartlett's Test of Sphericity revealed Chi-square (X^2) = 134.088; Degree of Freedom (DF) = 45 and P-value = 0.00 < 0.01 indicating at least one (1) significant correlation amongst observed items as shown below:

Table 43: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test for PELS

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.642
Bartlett's Test of Sphericity	Approx. Chi-Square	134.088
	Df	45
	Sig.	.000

Source: Field Data 2023

Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with defined fixed factor of four [4]. Rotation method was Promax with Kaiser Normalization converged in 8 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 28.

Table 44: Exploratory Factor analysis pattern for Prison experience and assessment strategies used (PEAS)

Pattern Matrix^a				
	Component			
	1	2	3	4
PELS2		.596		
PELS3			.948	
PELS4				.912
PELS5	.799			
PELS6	.703			
PELS7	.741			
PELS9		.572		
PELS10		.856		

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.
 a. Rotation converged in 8 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of 2 cross loadings and coefficients of less than 0.5 (PELS1 & PELS8). Based on the aforementioned tables, dimension reduction was approved and 8 of the indicators were retained as relevant.

4.4.3 Exploratory Factor Analysis for Psycho-social content [PSC]

A total of 10 indicators were used to measure the dependent latent construct minors' potential transformation. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as follow: The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.642 greater 0.5 [KMO = 0.675 > 0.5] indicating appropriate sample size for the analysis. Equally, the Bartlett's Test of Sphericity revealed Chi-square (X^2) = 171.01; Degree of Freedom (DF) = 36 and P-value = 0.00 < 0.01 indicating at least one (1) significant correlation amongst observed items as shown below:

Table 45: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test for API

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.675
Bartlett's Test of Sphericity	Approx. Chi-Square		171.013
	Df		36
	Sig.		.000

Source: Field Data 2023

Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with defined fixed factor of four [4]. Rotation method was Promax with Kaiser Normalization converged in 8 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 30.

Table 46: Exploratory Factor analysis pattern for Psycho-social content [PSC]

Pattern Matrix^a				
	Component			
	1	2	3	4
API1		.924		
API2				.689
API3			.807	
API4				.849
API5			.506	
API6	.858			
API7			.752	
API8	.797			
API9		.652		

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.
 a. Rotation converged in 11 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of no cross loadings and coefficients of less than 0.5. Based on the aforementioned tables, dimension reduction was approved and all of the indicators were retained as relevant.

Exploratory Factor Analysis for Administrators

4.4.4 Exploratory Factor Analysis for Policy and Practice [PP = 11]

To downsize research constructs, it is important to highlight that a total of eleven [11] indicators were modeled for dimensions reduction in the case of policy and practice [PP = 11], In order to complete the analysis of EFA, two assumptions must be fulfilled. The coefficient of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must exceed 0.5 [KMO > 0.5], and Bartlett's Test of Sphericity must have a significant P-value [P-Value < 0.05]. Other requirements for appropriate loading are premised that indicators must cross-load into other components or have coefficients less than 0.5. Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with Eigen Value >1. Rotation method was Promax with Kaiser Normalization converged in 5 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 32.

Table 47: Exploratory Factor Analysis for policy and practice

Pattern Matrix ^a				
	Component			
	1	2	3	
PP4				.885
PP5	.977			
PP7	.765			-.643
PP8	.816			.533
PP9		.852		
PP10				.884
PP11		.914		

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of 4 cross loadings and coefficients of less than 0.5 (PP1, PP2, PP3, & PP6). Based on table 31 above, dimension reduction was approved and 7 indicators were retained as relevant.

4.4.5 Exploratory Factor Analysis for positive social rehabilitation [PSR = 7]

To downsize research constructs, it is important to highlight that a total of seven [7] indicators were modeled for dimensions reduction in the case of positive social rehabilitation [PSR = 7]. In order to complete the analysis of EFA, two assumptions must be fulfilled. The coefficient of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must exceed 0.5 [KMO > 0.5], and Bartlett's Test of Sphericity must have a significant P-value [P-Value < 0.05]. Other requirements for appropriate loading are premised that indicators must cross-load into other components or have coefficients less than 0.5. Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with defined fixed factor of two [2]. Rotation method was Promax with Kaiser Normalization converged in 3 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 33.

Table 48: Exploratory Factor Analysis for Positive Social Rehabilitation

Pattern Matrix^a		
	Component	
	1	2
PSR1	.996	
PSR2	.984	
PSR3	.886	
PSR4		.564
PSR5		1.028
PSR6	-.904	
PSR7	-.670	

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.
 a. Rotation converged in 3 iterations.

Source: Field data (2023)

The resulting outputs revealed appropriate factor loadings with evidence of 2 cross loadings and coefficients of less than 0.5 rejected (PSR6 & PSR7). Based on the aforementioned tables, dimension reduction was approved and 5 indicators were retained as relevant.

4.5 DIMENSION REDUCTION- EXPLORATORY FACTOR ANALYSIS [DEPENDENT VARIABLE=POTENTIAL TRANSFORMATION OF MINORS]

It is important to note that not every indicator used in a questionnaire survey is relevant measurement of their respective constructs. Each specific dependent constructs considering minors, teachers and administrators were measured based on: Quality of Education [QOT = 5], Self-evaluation and Reflection [SER = 5], and New Comprehension [NC = 3]. Such scenarios are caused by inconsistent measurement of variables or caused by using a wrong sample. Problems of inconsistency in the data must be addressed appropriately. The Exploratory Factor Analysis (EFA) provides solutions to such situations.

In the analysis of exploratory factor analysis, two important assumptions must be fulfilled [Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity]. The Kaiser-Meyer-Olkin coefficient measures the appropriateness of sampling adequacy of the dataset. According to its provision, the approved coefficient must exceed 0.5 [KMO > 0.5]. On the hand, the Bartlett's Test of Sphericity measures the likelihood of the existence of at least one [1] significant correlation in the data set. For this to happened, the test of significance of the P-Value must be < 0.05 [P-Value < 0.05]. It is only after these analyses of the two assumptions that the EFA is worthy. Based on our analysis of the data, it was observed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the study was 0.612 greater than 0.5 [KMO = 0.612 > 0.5]. This thus indicates adequate sample size for the analysis. Equally, the Bartlett's Test of Sphericity which measures the likelihood of at least one (1) significant correlation revealed Chi-square (X^2) = 205.649 with; Degree of Freedom (DF) = 87 and sig. = 0.00 < 0.01 indicated the existence of at least one [1] significant correlation amongst observed items as shown in table 34 below.

Table 49: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test for the dependent variable

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.612
Bartlett's Test of Sphericity	Approx. Chi-Square		205.649
	Df		87
	Sig.		.000

Source: SPSS Output (2023)

Having met the aforementioned assumptions, EFA was conducted. Three (3) factors were extracted using Principal Component Analysis (PCA) technique with Eigen value greater than 1 [Eigen Value \geq 1]. Rotation was through Promax. Smaller coefficients of less than 0.4 were suppressed. The results revealed Eigen value of 2.980, 2.162 and 1.241 greater than 1. Components with Eigen value of less than 1 were rejected from the analysis. However, the extracted component accounted for Total Variance Explained of 49.111 % as shown on the table below:

Table 50: Total variance for potential transformation of minors

Component	Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.980	22.927	22.927	2.980	22.927	22.927	2.757
2	2.162	16.634	39.560	2.162	16.634	39.560	2.023
3	1.241	9.550	49.110	1.241	9.550	49.110	1.617
4	1.155	8.885	57.995	1.155	8.885	57.995	1.412
5	1.097	8.436	66.431	1.097	8.436	66.431	1.205
6	.812	6.245	72.676				
7	.744	5.725	78.402				
8	.713	5.481	83.883				
9	.680	5.233	89.116				
10	.488	3.755	92.871				
11	.350	2.691	95.562				
12	.311	2.396	97.958				

13	.265	2.042	100.000			
Extraction Method: Principal Component Analysis.						
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.						

Source: SPSS Output (2023)

4.5.1 Exploratory Factor Analysis Potential Transformation of Minors [PTM = 13 (QOE=5, + SER=5 & NC=3)]

A total of 13 indicators were used to measure the dependent latent construct of potential transformation of minors [PTM = 13]. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as seen above. To downsize research constructs, it is important to highlight that a total of seven [7] indicators were modeled for dimensions reduction in the case of positive social rehabilitation [PSR = 7]. In order to complete the analysis of EFA, two assumptions must be fulfilled. The coefficient of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must exceed 0.5 [KMO > 0.5], and Bartlett's Test of Sphericity must have a significant P-value [P-Value < 0.05]. Other requirements for appropriate loading are premised that indicators must cross-load into other components or have coefficients less than 0.5. Based on the aforementioned, the analysis of EFA was conducted with the used of Principal Component Analysis (PCA) technique as mode of extraction with Eigen value >1. Rotation method was Promax with Kaiser Normalization converged in 44 iterations. Factor loadings and coefficient were suppressed to 0.4 in order to minimise noise in the final factor loadings. The guiding provisions for appropriate factor loadings must not cross-load and must have a coefficient of at least 0.5. Any indicator with factor loading of less than 0.5 and or is cross-loaded must be rejected. The Pattern matrix is shown on table 36 below.

Table 51: Exploratory Factor Analysis for Potential Transformation of Minors

	Pattern Matrix ^a				
	Component				
	1	2	3	4	5
QOE1					.814
QOE2	.771				
QOE3	.757				
QOE4		.669			
QOE5			.775		
SER1			.780		
SER2				.727	

SER3		.791	
SER4		.753	
NC1			.624
NC2	.635		
NC3	.718		

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 44 iterations.

Source: Field data (2023)

Based on the aforementioned analysis, there was one evidence of factor with coefficient of less than 0.5 (SER5=-.642) which was rejected and no cross-loadings among components. Therefore 12 indicators were retained.

4.6 VALIDITY AND RELIABILITY MEASUREMENT (VRM)

Not all latent constructs used in scientific research represent appropriate degree of validity and credibility. In scientific research, it is appropriate to ensure that the degree of validity and credibility of research instruments and constructs required to test hypotheses are adequate. Discrepancies are often caused by inconsistent data and wrong measurement. Validity tests determine how well a research instrument used measures to the concept for which it was intended (Miller, 2010). On the other hand, construct validity refers to the degree to which a test measures what it claims to be measuring (Sarantakos, 2005) . Construct validity was tested using both Exploratory Factor Analysis [EFA] and Confirmatory Factor Analysis [CFA] to assess the degree to which the operationalization of a construct does actually measure the theoretical constructs (Sarantakos, 2005). Reliability refers to the consistency, stability and repeatability of a data collection instrument c. Reliability of the data collection instrument was tested using the Cronbach’s alpha coefficient. The alpha measures whether the scale consistently reflects the construct it is measuring (Field, 2009). Factors whose alpha scores were below .70 thresholds as guided by (Nunnally, 1978) were dropped. However, it should be noted that the test of validity and reliability were based on only the five latent constructs observed in the study.

Table 52: Validity and reliability test

Latent constructs	Factor Loadings	Factor Loadings ²	AVE	α – Cronbach Test
Teachers' know-how on teaching methods and designs.(OTS)	0.781	0.609961	0.6444	0.713
Prison experience and assessment strategies used (PEAS)	0.915	0.837225	0.6983	0.852
Psycho-social content (PSC)	0.888	0.788544	0.6282	0.765
Policy and practice (PP)	0.888	0.788544	0.6016	0.873
Positive social rehabilitation (PSR)	0.702	0.492804	0.530955	0.771

Source: Field data (2023)

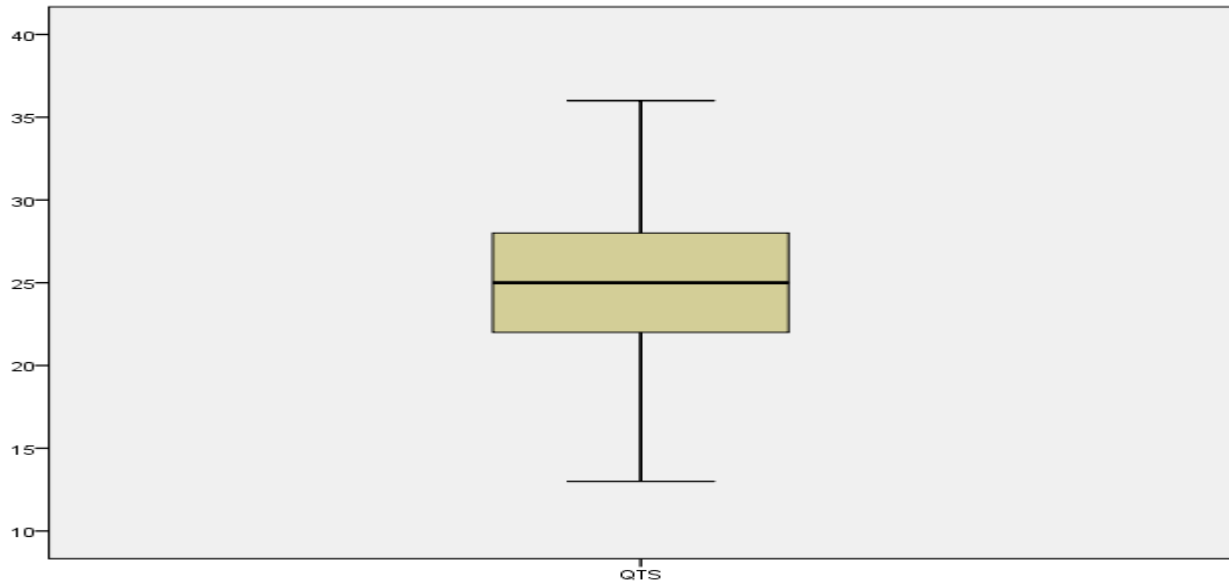
4.6.1 Parametric Assumptions

Given the conceptualization of this study and the hypotheses generated for testing, it requires conducting parametric tests. Specific assumptions that will be tested included normality of the distribution of the data, homogeneity of variance, linearity of the data and multi-collinearity using procedures prescribed by Field (2005).

4.7 OUTLIER IDENTIFICATION AND TREATMENT

An outlier is a data point that is extreme from other similar points (Hair, Black, Babin, and Anderson, 2010). Outliers can be mild or extreme. A data point beyond an inner fence on either side is considered to be a mild outlier and a point beyond an outer fence is an extreme outlier. Outliers may be as a result of variability in the measurement or may indicate experimental errors. Outliers can be identified and treated using different statistical methods such as scatter plots graphs, box plot approach and standardized residual method (Z-score). However, in this study outlier was conducted using the box plot methods. This process was carried out repeatedly until no outlier was identified. This is as shown in the figures below representing the five latent constructs of the study and the dependent variable of the study: potential transformation of minors.

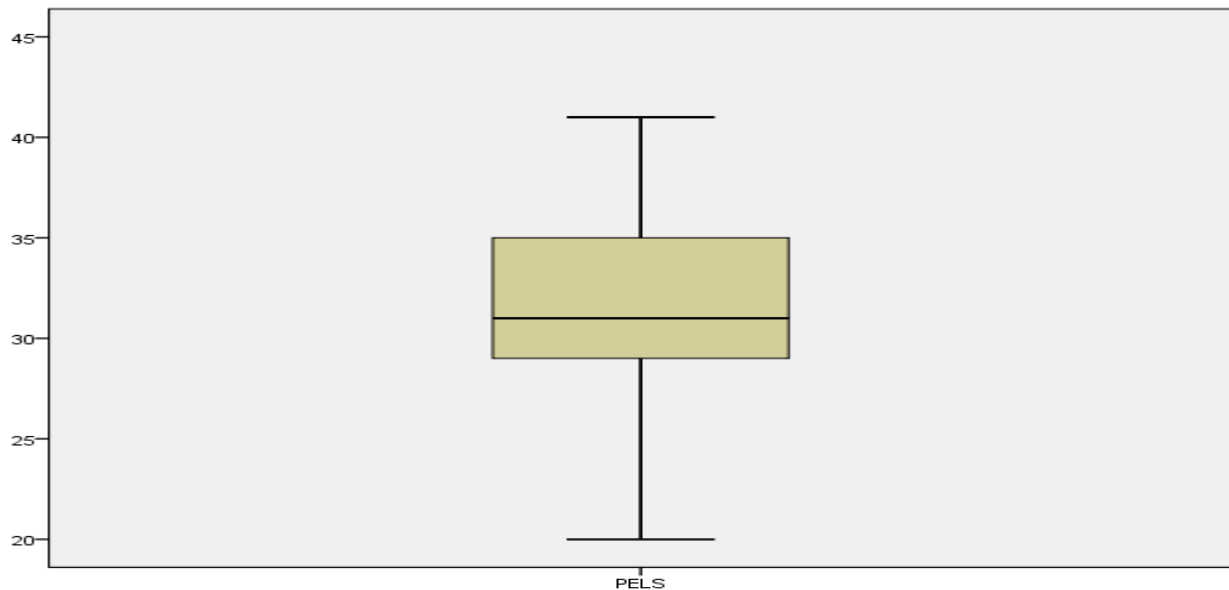
Figure 26: Outliers Identification and treatment using Box Plot Method for teachers' know-how on teaching methods and designs (OTS)



Source: Field data (2023)

From the figure above, it can be seen that the indicators of quality of teaching and staff had no outliers. Thus they were confirm to be accurate in measuring the dependent variable.

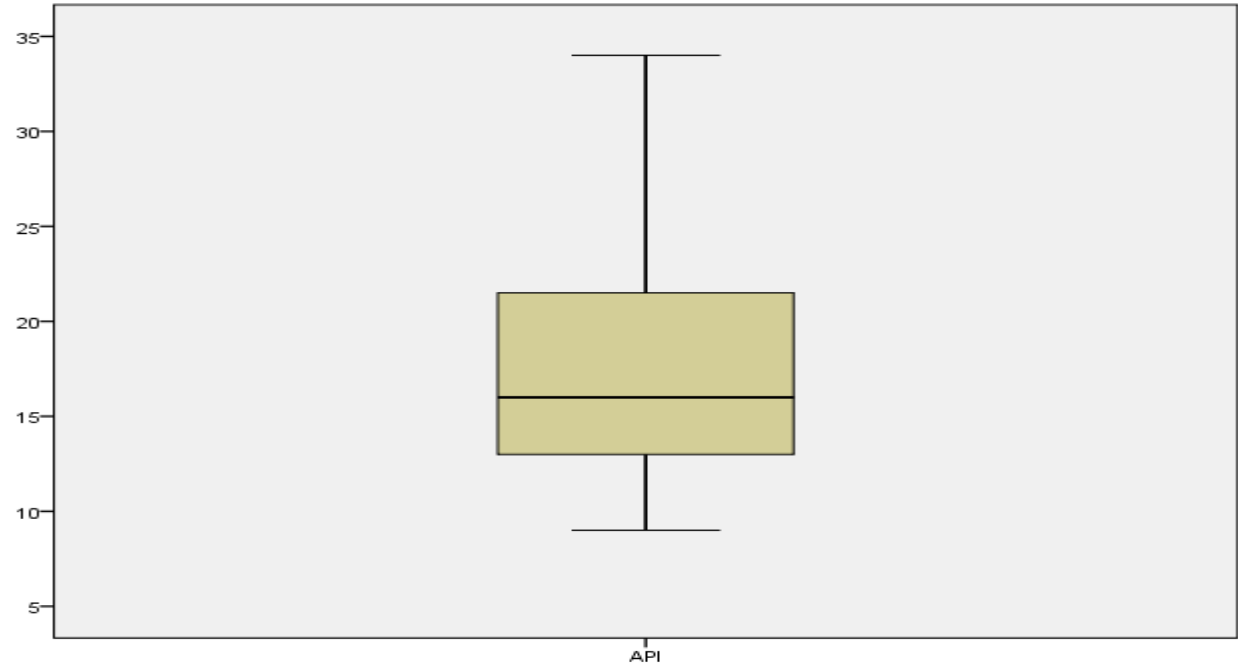
Figure 27: Outliers Identification and treatment using Box Plot Method for Prison experience and learning strategies used (PELS)



Source: Field data (2023)

From the figure above, it can be seen that the indicators of prison experience and learning strategies used had no outliers. Thus they were confirm to be accurate in measuring the dependent variable.

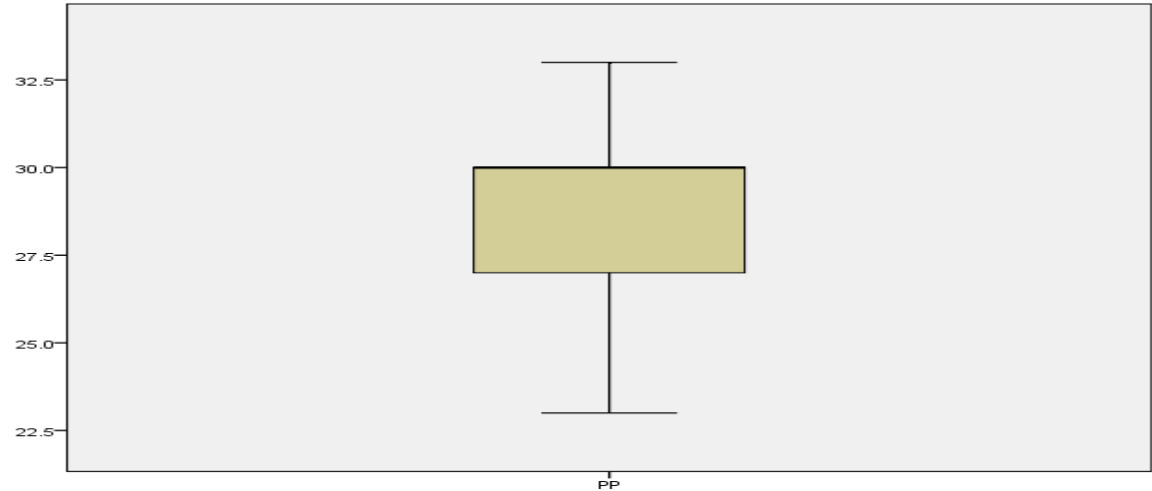
Figure 28: Outliers Identification and treatment using Box Plot Method for Psych0-social content(PSC)



Source: Field data (2023)

From the figure above, it can be seen that the indicators of appropriateness of prisoner interest had no outliers. Thus they were confirm to be accurate in measuring the dependent variable.

Figure 29: Outliers Identification and treatment using Box Plot Method for policy and practice (PP)



Source: Field data (2023)

From the figure above, it can be seen that the indicators of policy and practice had no outliers. Thus they were confirm to be accurate in measuring the dependent variable.

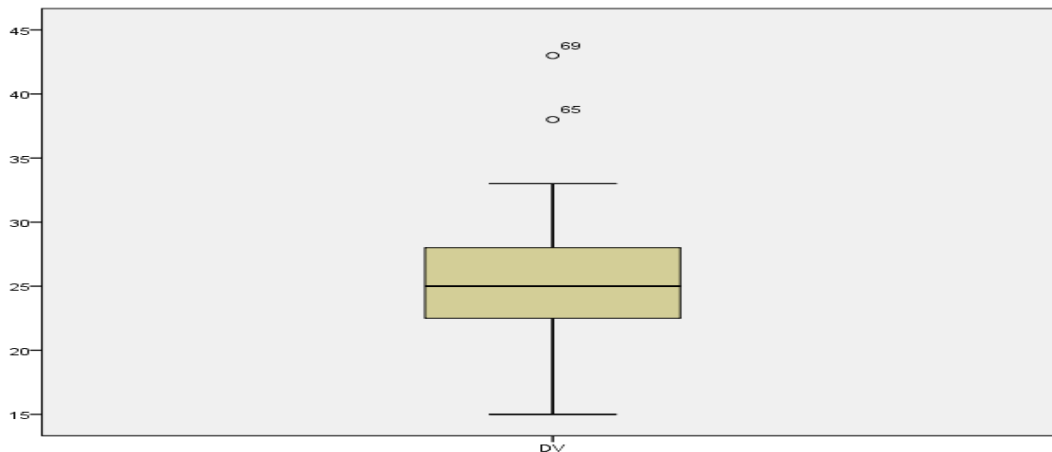
Figure 30: Outliers Identification and treatment using Box Plot Method for positive social rehabilitation (PSR)



Source: Field data (2023)

From the figure above, it can be seen that the indicators of positive social rehabilitation had an outlier which was treated to avoid inaccurate results. Thus they were confirm to be accurate in measuring the dependent variable.

Figure 31: Outliers Identification and treatment using Box Plot Method for Dependent variable (DV): potential transformation of minors.



Source: Field data (2023)

From the figure above, it can be seen that the indicators of potential transformation of minors had two outliers which were treated to avoid inaccurate results. Thus they were confirmed to be accurate in measuring the relationship with the independent variables.

4.8 MULTIVARATE NORMALITY TEST

4.8.1 Measures of Skewness and Kurtosis

A normal distribution is therefore a distribution where the skewness and kurtosis are zero (Tabachnick and Fidell, 2007). The interest in the current study is to determine whether the distribution as a whole deviates from a comparable normal distribution. As propounded by Black et al. (1990), normality of distribution of data for the statistics of skewness and kurtosis should range between -5 and 5 and -3 and 3 respectively. The test for normality in this study was carried out using skewness and kurtosis test. Normality is equally observed where both the skewness and the kurtosis lie between -3 and 3 Chan (1996). The table revealed that the assumption of multivariate normality based on skewness and the kurtosis was observed as both coefficients lie between -3 and 3 for all variables in the model.

Table 53: Measures of Skewness and Kurtosis

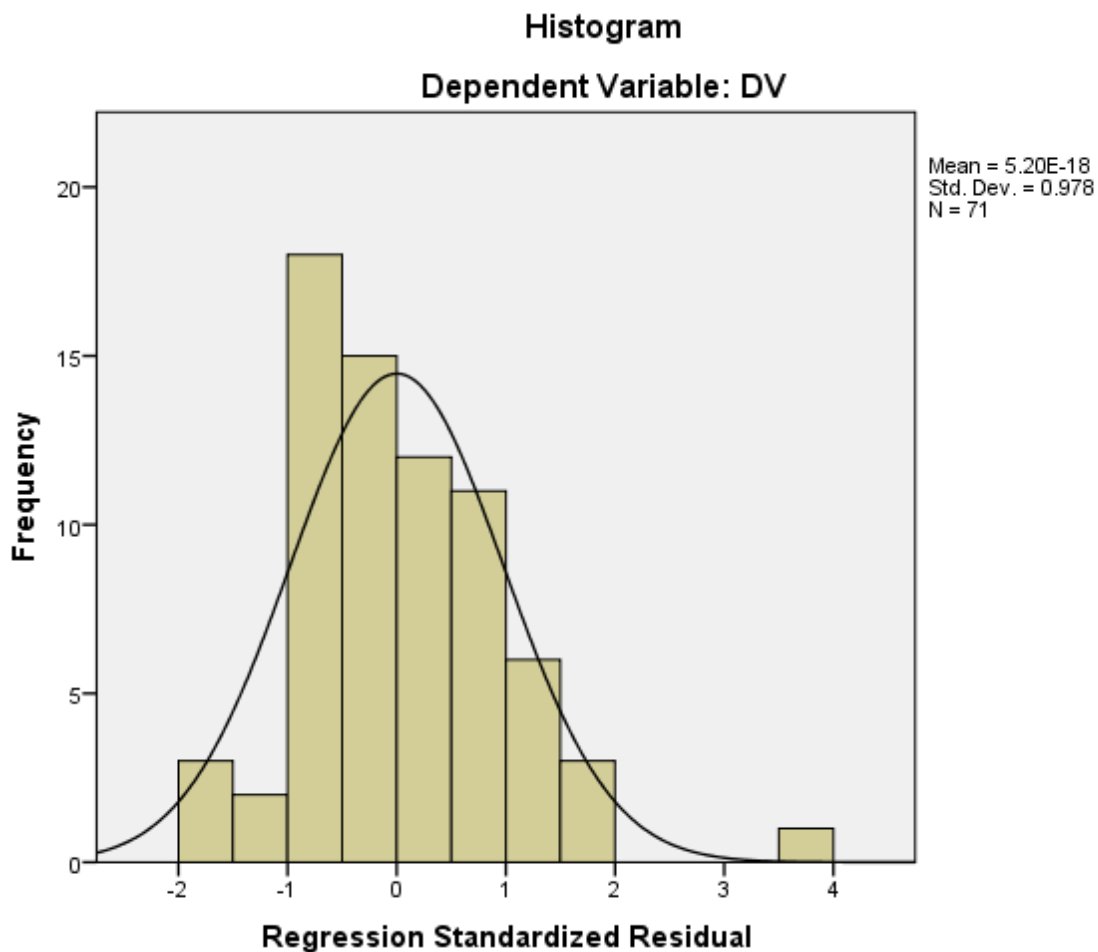
Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teachers' know-how and prison experiences	71	13.00	36.00	24.7746	4.84384	-.188	.285	-.270	.563
Prison experience and Assessment strategies used	71	20.00	41.00	31.4366	4.79503	-.231	.285	-.222	.563
Psycho-social content	71	9.00	34.00	17.3239	5.64111	.647	.285	.092	.563
policy and practice	5	23.00	33.00	28.6000	3.78153	-.686	.913	.390	2.000
positive social rehabilitation	5	23.00	27.00	25.4000	1.51658	-1.118	.913	1.456	2.000
Potential transformation of minors	71	15.00	43.00	25.4789	4.52251	.951	.285	2.728	.563
Valid N (listwise)	71 & 5								

Source: Field data (2023)

4.8.2 Probability-Probability (P-P) Plots And Quantile-Quantile (Q-Q) Plots

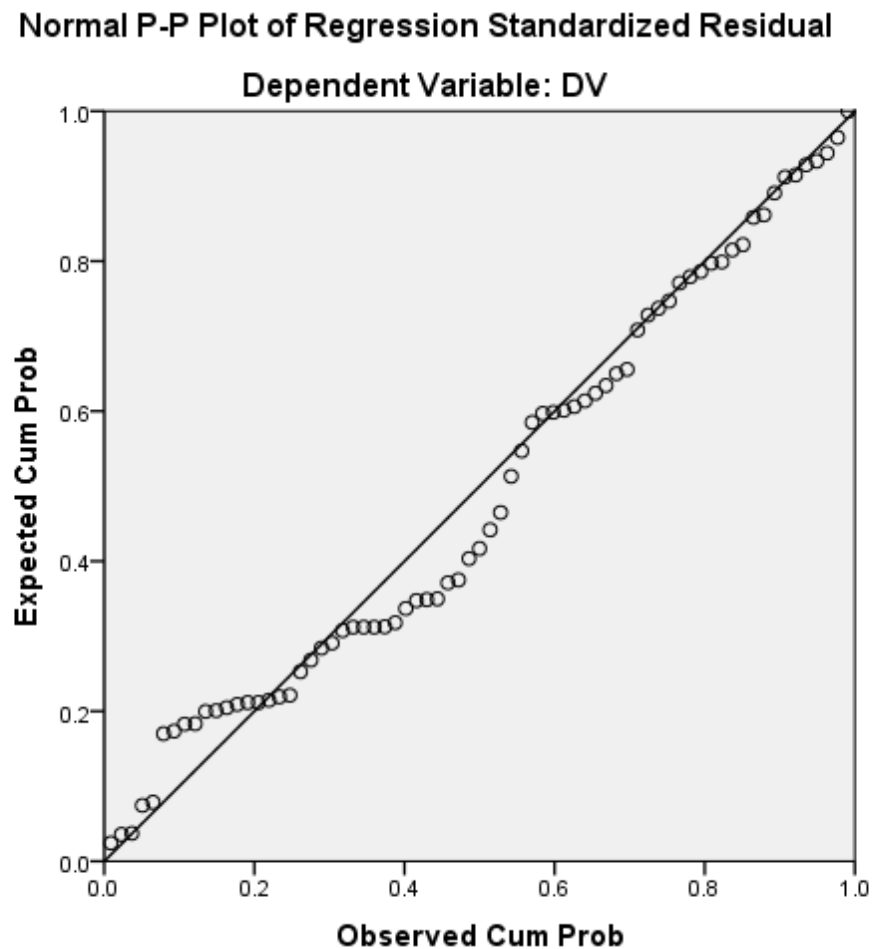
In order to graphically assess how close two data sets agree, P-P plots are used by plotting the two cumulative distribution functions against each other. Field (2009), advises that this graphical way of assessing normality is by plotting the cumulative probability of a variable against cumulative probability of a normal distribution. A Q-Q plot on the other hand is a graphical representation of the plots of quantiles of a variable against the quantiles of a normal distribution (Field, 2009). The P-P plot and Q-Q plot should form an approximate straight line along a normal distribution (Field, 2009) as shown on the figure 18 below. Based on the outputs, there is no significant deviation of any data points far from the diagonal lines thus the assumption of normality was achieved.

Figure 32: Dependent variable histogram: potential transformation of minors



Source: Field data (2023)

Figure 33: Normal P-P Plot of Regression Standardized Residual



Source: Field data (2023)

4.8.3 Multicollinearity

Multicollinearity is a situation whereby two or more independent variables in a multiple regression model are highly correlated (Sekaran and Bougie, 2010; Hair, Black, Babin, and Anderson, 2010). The data was further tested to confirm the absence of multicollinearity within the hypothesized model. The presence of high correlations between the individual independent variables is assumed to make it difficult to find the actual effect of the independent variables on the dependent variable since it increases the standard error (Field, 2009). In this study multicollinearity was assessed using the tolerance value (TV) and the variance inflation factor (VIF). The common cutoff value is a tolerance value of 0.10 and a VIF of 10 (Field, 2009; (Hair, Black, Babin, and Anderson, 2010; Sekaran and Bougie, 2010). The table below show that

multicollinearity did not exist among the independent latent constructs as VIF were all < 10 and Tolerance > 0.1. Therefore, as suggested by Hair et al. (2011), there is no existence of multicollinearity as shown on table 39.

Table 54: Multicollinearity Test

Model	Coefficients ^a						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
	B	Std. Error	Beta					
1 (Constant)	21.840	4.296		5.084	.000			
Teacher know-how on teaching method and design	.227	.101	.243	2.240	.028	.931	1.074	
Prison experience and learning strategies used	-.202	.105	-.214	-1.924	.059	.889	1.125	
Psycho-social content	.251	.091	.313	2.773	.007	.860	1.163	
Policy and Practice	.049	.136	.335	.356	.756	.338	.244	
positive social rehabilitation	-.002	.339	-.004	-.004	.997	-.241	-.003	

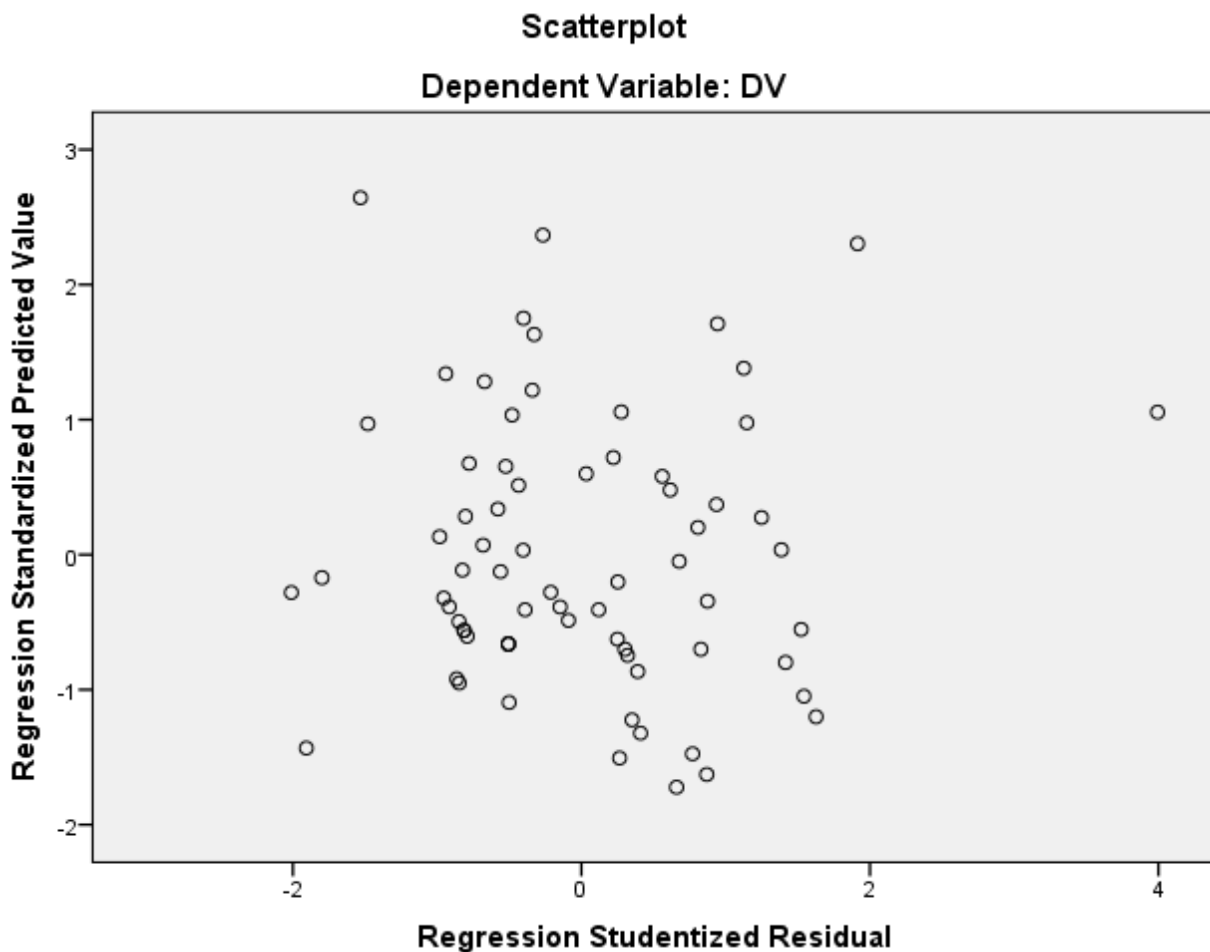
a. Dependent Variable: Potential transformation of minore

Source: Field data (2023)

4.9 HOMOGENEITY OF VARIANCE

Homogeneity of variance (Homoscedasticity) refers to the assumption that the dependent variable demonstrates equal levels of variance across the independent variables (Pallant, 2010). “Homoscedasticity is desirable because the variance of the dependent variable being explained in the dependence relationship should not be concentrated in only a limited range of the independent variables” (Hair, Black, Babin, and Anderson, 2010). In this study, scatter plot of the residuals was used to measure homogeneity of variance. The figure 20 shows a random displacement of scores with no clustering or systematic pattern.

Figure 34: Scatter plot graph



Source: Field data (2023)

4.10 TEST OF HYPOTHESES

In this sub-section an emphasis is placed on the inferential analysis of our results. Concretely, it is a question of verifying the link between the main factors (Assessment of Pedagogic factors towards the creation of an analogous integrated assessment model and potential transformation: The case of Kondengui Central Prison). These are the ones that allowed us to formulate our research hypotheses. This section will be organized around two main articulations. This articulation will carry a correlational analysis and then a regression analysis. It will measure the correlations of each modality of the independent variable (Teachers'know-how on teaching methods and designs used for assessing learners in prison, prison experiences and assessment strategies, challenges facing education in prison in terms of policy and practice, positive

rehabilitation in society and psycho-social content used in minor education) with the potential transformation of Minors.

4.10.1 H1: Teachers' know-how on teaching methods and designs used for assessing learners in prison affects learners' potential transformation in Kondengui central prison

Ho: Teachers' know-how on teaching methods and designs used for assessing learners in prison do not affect learners' potential transformation in Kondengui central prison

We hypothesized that Teachers' know-how on teaching methods and designs used for assessing learners in prison affects learners' potential transformation in Kondengui central prison. Theoretically this hypothesis states that teaching methods and designs according to Farrent (1980) are strategies and approaches used by educators to facilitate learning and engage students in the educational processes. These teaching methods and designs are employed based on the subject matter, educational goals, and students' needs. Blaise (1956) cited some commonly used teaching methods and designs, such as:

- **Lecture:** The lecture method involves the teacher delivering information or presenting a topic to the students in a structured manner. It is a teacher-centered approach where students passively receive information. Lectures can be supplemented with visual aids, multimedia presentations, or demonstrations. This method involves the teacher presenting information to students in a structured manner, here the teacher is efficient in delivery a large amount of information to a group of minors within a relatively short period. This is particularly useful when teaching minors who may have limited attention spans or require concise explanations. Again, there is clear organization of lessons, which provides a clear framework for presenting information. This organization helps students to understand the logical flow of the subject matter and facilitates their learning process. Lectures ensure that all students receive the same content and information. This can be especially beneficial when teaching minors, as it helps maintain consistency and ensures that important concepts are covered uniformly across the entire class. Teachers prefer lecture methods sometimes because it allows students to listen and absorb information without the pressure of immediate participation, which can be particularly helpful for introverted or shy students. This teaching method can help teachers effectively manage class time. By planning and structuring the content in advance, teachers can cover a significant amount of material within a specific timeframe,

ensuring that important topics are adequately addressed. It also fosters note-taking skills which are essential for organizing and reviewing information. Taking notes helps students actively engage with the material, process information, and retain key points. Lectures can accommodate a large number of students simultaneously, making them suitable for teaching minors in a classroom setting. This scalability allows educational institutions to offer courses to a broader audience while maintaining a manageable student-to-teacher ratio. According to Brown (2002), lectures should be complemented with other teaching methods to promote active student engagement, such as group discussions, hands-on activities, and interactive exercises. Additionally, considering the diverse learning styles and needs of minors, it is crucial for teachers to assess the effectiveness of the lecture method and adapt their instructional approach accordingly.

Discussion-based Learning: According to Dunn (2009), discussion-based Learning encourages active student participation through facilitated discussions. It involves open-ended questions, debates, and small-group discussions, allowing minors to explore ideas, exchange perspectives, and develop critical thinking skills. As cited by Tamakloe (2005) assessing discussion-based learning with minors can be done using various methods to gauge their understanding, participation, and critical thinking skills.

Tamakloe (2005), cited some assessment techniques used for minors that can be considered include:

- **Observational assessment:** Observe students' engagement during discussions. Take note of their active participation, listening skills, ability to contribute relevant points, and their ability to respond to others' ideas respectfully. This method allows you to assess their communication and interpersonal skills.
- **Questioning and probing:** Ask open-ended questions to assess students' comprehension and critical thinking. Encourage them to provide explanations, examples, or evidence to support their ideas. This approach helps to evaluate their ability to analyze, synthesize, and apply knowledge gained through discussions.
- **Peer and self-assessment:** Incorporate peer and self-assessment components into the discussion-based activities. Encourage students to provide constructive feedback to their peers, assessing their contributions, clarity of expression, and depth of thinking. Similarly, have students reflect on their own participation and contributions, setting goals for improvement. This method promotes self-reflection and encourages students to take ownership of their learning.

- **Rubrics and scoring guides:** Develop clear rubrics or scoring guides that outline specific criteria for assessing discussion and participation. Consider factors such as active listening, quality contribution, evidence-based reasoning, and respectful communication. This approach provides a more structured and objective assessment method.
 - **Written reflections:** Assign students to write reflections or summaries after the discussion. Ask them to express their understanding of the topic, highlight key points, and reflect on their learning process. This allows you to assess their comprehension, critical thinking, and ability to articulate their thoughts in writing.
 - **Group projects or presentations:** Assign group projects or presentations that require students to apply what they have learned through discussions. Observe their collaboration, problem-solving skills, and ability to present their ideas effectively. This approach assesses their ability to integrate and apply knowledge gained from discussions.
 - **Informal assessments:** Use formative assessment strategies during discussions, such as quick quizzes, exit tickets, or concept maps. These can provide immediate feedback on students' understanding and help identify areas that require further clarification or reinforcement.
- Providing timely and constructive feedback to minors, emphasizing both their strengths and areas for improvement will gear positive transformation and enable them to be conscious after their completion and release from prison. Assessment should be ongoing and integrated into the learning process to support students' growth and development.

4. **Cooperative Learning:** Cooperative learning involves organizing students into small groups to work together on a task or project. It promotes collaboration, communication, and teamwork skills. Students work collectively towards a common goal, share responsibilities, and support each other's learning. As cited by Kim (2002) assessing cooperative learning for minors involves evaluating both individual and group achievements, as well as assessing the development of interpersonal and collaborative skills. Some strategies to assess cooperative learning for minors' potential transformation include:

- **Individual Assessments:**

- Assign individual tasks or reflections that require students to demonstrate their understanding of the cooperative learning objectives. This can include written assignments, quizzes, or individual presentations.

- Use rubrics or scoring guides to assess individual contributions to the group, such as active participation, preparation, and quality of work.

- Conduct one-on-one conferences or interviews to discuss each student's understanding, growth, and challenges during the cooperative learning activities.

- **Group Assessments:**

- Evaluate the group's final product or project to assess the collective achievement. This can be done through presentations, performances, or group reports.

- Use peer assessment, where students evaluate and provide feedback on their group members' contributions. This encourages accountability and promotes reflection on cooperative skills.

- Observe group dynamics during the cooperative learning activities to assess collaboration, communication, and problem-solving skills. Take note of the roles students assume within the group and their ability to work together effectively.

- **Self-assessment and Reflection:**

- Encourage students to reflect on their own learning process within the cooperative learning setting. Have them identify their strengths, areas for improvement, and strategies they used to contribute to the group.

- Provide self-assessment tools or reflection prompts that guide students in evaluating their cooperative skills, such as their ability to listen actively, communicate clearly, and contribute to group decision-making.

- **Peer Feedback and Evaluation:**

- Incorporate peer feedback and evaluation as part of the cooperative learning process. Students can assess their peers based on predetermined criteria or rubrics, considering factors such as collaboration, communication, and problem-solving.

- Facilitate group discussions where students provide constructive feedback to each other, focusing on areas of improvement and strategies for enhancing cooperative skills.

- **Reflective Journals or Portfolios:**

- Have students maintain reflective journals or portfolios throughout the cooperative learning activities. This allows them to document their experiences, challenges, and growth. Review these journals periodically to gain insights into their individual and group progress.

- **Assessing Interpersonal Skills:**

- Observe and assess students' interpersonal skills, such as active listening, empathy, conflict resolution, and respect for others' perspectives. Provide feedback and guidance on improving these skills.

- **Long-term Impact Assessment:**

- Consider assessing the long-term impact of cooperative learning by evaluating students' ability to transfer the skills and knowledge gained to other contexts. This can be done through follow-up assignments, projects, or discussions. Focusing on both the process and the outcomes in assessing collaborative learning, encourages minors to reflect on their individual growth, as well as their ability to collaborate effectively within a group. Provide constructive feedback and support students in developing their cooperative skills throughout the assessment process.

4. Problem-based Learning (PBL): In PBL, students engage in real-world problem-solving scenarios. They analyze and solve complex problems, investigate issues, and apply knowledge and skills to find solutions. PBL fosters critical thinking, problem-solving, and self-directed learning. According to Enow (1998), assessing problem-based learning (PBL) for minors involves evaluating their ability to apply knowledge and skills to solve real-world problems, as well as assessing their critical thinking, collaboration, and self-directed learning abilities. Some strategies to assess problem-based learning for potential transformation of the minors include:

- **Performance Assessments:**

- Design authentic tasks or projects that require minor to apply their knowledge and skills to solve a problem or address a real-world challenge. Assess their ability to analyze the problem, generate solutions, and evaluate the effectiveness of their approach.
- Use rubrics or scoring guides to assess the quality of their solutions, depth of analysis, creativity, and the application of relevant knowledge and skills.

- **Presentations or Exhibitions:**

-Have students present their problem-solving process, findings, and recommendations to an audience. Assess their ability to communicate effectively, present their ideas clearly, and engage the audience.

-Evaluate their ability to justify their choices, use evidence to support their arguments, and respond to questions or challenges.

- **Reflection and Documentation:**

Ask minors to maintain a reflective journal or portfolio throughout the problem-solving process. Encourage them to document their thoughts, challenges, strategies used, and lessons learned. Evaluate their ability to reflect on their learning and identify areas of growth.

- **Self-assessment and Goal Setting:**

Promote self-assessment by having minors evaluate their own problem-solving skills, collaboration, and growth throughout the PBL experience. Encourage them to set goals for improvement and reflect on their progress.

- **Peer Feedback and Evaluation:**

Incorporate peer feedback and evaluation as part of the PBL process. Encourage students to provide constructive feedback to their peers based on predetermined criteria. This promotes collaboration, reflection, and growth among students.

- **Observation and Discussion:**

Observe minors engagement and participation during PBL activities. Assess their ability to work collaboratively, contribute meaningfully to group discussions, and engage in critical thinking and problem-solving conversations.

Facilitate whole-class or small-group discussions where minors can reflect on the problem-solving process, share their insights, and engage in metacognitive discussions.

- **Assessing Process and Product:**

Assess both the process and the product of problem-solving. Evaluate minors' ability to follow the problem-solving steps, utilize appropriate strategies, and apply critical thinking skills. Additionally, assess the quality and effectiveness of their final solution or product.

- **Long-term Impact Assessment:**

Consider assessing the long-term impact of PBL by evaluating students' ability to transfer their problem-solving skills to new situations or contexts. This can be done through follow-up assignments, reflections, or real-world application of their knowledge and skills. According to ... PBL assessment should focus on the development of critical thinking, problem-solving, collaboration, and self-directed learning skills. This encourage minors to take ownership of their

learning and develop a deeper understanding of the subject matter and their social world. Provide constructive feedback, guide their reflections, and support their ongoing growth and development throughout the assessment process.

5. Flipped Classroom: In a flipped classroom, students engage with instructional materials, such as pre-recorded lectures or readings, before coming to class. In-class time is then dedicated to discussions, activities, and hands-on application of knowledge under the guidance of the teacher. The flipped classroom model personalizes learning and allows for more interactive and engaging in-class experiences. According to Brown (2002), assessing the effectiveness of a flipped classroom for minors involves evaluating their engagement, understanding, and application of knowledge in both the pre-class and in-class components. Bruner (1993, cited some strategies to assess a flipped classroom for potential transformation for the minors:

- **Pre-Class Assessments:**

Assign pre-class activities such as video lectures, readings, or online quizzes to assess students' engagement and comprehension of the material before coming to class.

Use formative assessments, such as online quizzes or short assignments, to gauge students' understanding of the pre-class content. This helps identify any areas of confusion or misconceptions that can be addressed during in-class activities.

- **In-Class Assessments:**

Use a combination of formative and summative assessments during in-class activities to evaluate students' understanding and application of the concepts learned.

Incorporate interactive activities such as discussions, group work, problem-solving tasks, or hands-on experiments. Assess students' participation, critical thinking, collaboration, and application of knowledge in these activities.

- **Projects and Assignments:**

Assign projects or assignments that require students to apply the knowledge gained from pre-class materials during the in-class sessions. Assess their ability to integrate and demonstrate their understanding through the completion of these tasks.

- **Peer Feedback and Evaluation:**

Incorporate peer feedback and evaluation as part of the flipped classroom experience. Encourage students to provide constructive feedback to their peers on their understanding, application, and presentation of the concepts.

Use peer evaluation rubrics or scoring guides to assess students' contributions to group work, discussions, or presentations.

- **Quizzes or Tests:**

Administer quizzes or tests that assess students' overall understanding of the material covered in both the pre-class and in-class components. This helps evaluate their comprehension and retention of the content.

- **Observation and Feedback:**

Observe students' engagement and participation during in-class activities. Assess their level of involvement in discussions, their ability to ask meaningful questions, and their collaboration with peers. Provide timely and constructive feedback to students on their progress, areas of improvement, and strengths. As stated by Cesaroni (2009) assessment in a flipped classroom should focus on both the pre-class and in-class components. It should evaluate students' engagement, understanding, critical thinking, collaboration, and application of knowledge. Provide ongoing feedback, support their reflections on their learning process, and guide their continued growth and development throughout the assessment process.

8. Differentiated Instruction: Differentiated instruction recognizes that minors have diverse learning needs, abilities, and interests. It involves tailoring teaching methods, content, and assessments to meet individual student needs and promote inclusive learning environments. According to Eths (2010), assessing the effectiveness of a flipped classroom for minors involves evaluating their engagement, understanding, and application of knowledge in both the pre-class and in-class components for potential transformation such as:

Pre-Class Assessments:

- Assign pre-class activities such as video lectures, readings, or online quizzes to assess students' engagement and comprehension of the material before coming to class.

- Use formative assessments, such as online quizzes or short assignments, to gauge students' understanding of the pre-class content. This helps identify any areas of confusion or misconceptions that can be addressed during in-class activities.

In-Class Assessments:

- Use a combination of formative and summative assessments during in-class activities to evaluate students' understanding and application of the concepts learned.

- Incorporate interactive activities such as discussions, group work, problem-solving tasks, or hands-on experiments. Assess students' participation, critical thinking, collaboration, and application of knowledge in these activities.

Projects and Assignments:

- Assign projects or assignments that require students to apply the knowledge gained from pre-class materials during the in-class sessions. Assess their ability to integrate and demonstrate their understanding through the completion of these tasks.

Quizzes or Tests:

- Administer quizzes or tests that assess students' overall understanding of the material covered in both the pre-class and in-class components. This helps evaluate their comprehension and retention of the content. Assessment in a flipped classroom should focus on both the pre-class and in-class components. It should evaluate students' engagement, understanding, critical thinking, collaboration, and application of knowledge. Provide ongoing feedback, support their reflections on their learning process, and guide their continued growth and development throughout the assessment process.

In a nutshell, teachers' know)how on teaching methods and designs used in the classroom are combination of the above approaches based on the specific learning objectives, student characteristics, and subject matter to create engaging and effective learning experiences. In the context of teaching methods and assessment designs used for learners in prison, teachers require a specialized skill set and knowledge base to effectively engage and assess incarcerated individuals. Which involved:

- **Understanding the Prison Environment:** Teachers working in prisons must possess a comprehensive understanding of the correctional system, including policies, security protocols, and the unique challenges faced by incarcerated individuals. This knowledge helps them navigate the prison environment and establish a conducive learning atmosphere.

- **Adapting Teaching Methods:** Effective prison educators utilize teaching methods that are tailored to the specific needs and constraints of the prison setting. They often employ a combination of traditional and innovative approaches to engage learners, considering factors such as limited resources, restricted access to technology, and potential security concerns.
- **Individualized Instruction:** Teachers in prison recognize that learners often have diverse educational backgrounds, varying levels of literacy, and specific learning needs. They employ strategies to provide individualized instruction, such as differentiated teaching techniques, personalized learning plans, and small group activities to cater to learners' abilities and promote their progress.
- **Creating a Supportive Learning Environment:** Establishing a supportive and respectful learning environment is crucial in prison settings. Teachers must foster a safe space that encourages active participation, open dialogue, and collaboration among learners. This can be achieved through positive reinforcement, building trust, and promoting a sense of community within the classroom.
- **Incorporating Life Skills:** Recognizing the importance of reintegration into society, teachers often incorporate life skills training into their curriculum. This includes essential skills such as communication, problem-solving, critical thinking, and vocational training, which help learners develop competencies necessary for their successful re-entry into the community.
- **Assessing Learning:** Teachers in prison employ various assessment methods to evaluate learners' progress and ensure the effectiveness of their teaching. These assessments may include written exams, oral presentations, projects, practical demonstrations, and performance evaluations. Assessments are designed to be fair, culturally sensitive, and aligned with the learning outcomes while considering the constraints of the prison environment.
- **Vocational Training:** In addition to academic instruction, prison educators often incorporate vocational training programs into their teaching methods. These programs provide practical skills and knowledge in areas such as carpentry, plumbing, culinary arts, automotive repair, and computer technology. Vocational training helps incarcerated individuals develop marketable skills that can increase their employability upon release.
- **Peer-to-Peer Learning:** Teachers in prison recognize the value of peer-to-peer learning and often encourage collaborative activities among learners. Group projects, discussions, and

mentoring programs enable incarcerated individuals to learn from and support each other, fostering a sense of community and shared knowledge within the prison education system.

- **Restorative Justice Principles:** Some prison education programs incorporate restorative justice principles, which emphasize repairing harm caused by criminal behavior and promoting personal growth and accountability. Teachers may facilitate activities that encourage learners to reflect on their actions, develop empathy, and engage in restorative practices, fostering a positive learning environment.
- **Formative and Summative Assessments:** To assess student progress, teachers use a combination of formative and summative assessments. Formative assessments, such as quizzes, class discussions, and informal observations, provide ongoing feedback to guide instruction and monitor learning. Summative assessments, such as exams or final projects, are used to evaluate learners' overall achievement at the end of a unit or course.
- **Portfolio Assessments:** In addition to traditional exams, portfolio assessments are sometimes used to evaluate incarcerated learners. Portfolios consist of a collection of learners' work, including essays, projects, artwork, or other evidence of their skills and achievements. This approach allows learners to demonstrate their progress and growth over time and provides a more holistic view of their abilities.
- **Recognition of Prior Learning:** Teachers in prison acknowledge the value of learners' prior educational and life experiences. They may employ methods to assess and recognize learners' prior learning, granting credit or exemptions for relevant knowledge and skills acquired outside of the prison education system. This recognition helps motivate learners and accelerates their educational progress.
- **Professional Development and Collaboration:** Teachers working in prison settings often engage in professional development activities and collaborate with colleagues to enhance their knowledge and skills. They participate in workshops, conferences, and training programs specifically focused on teaching incarcerated learners. Collaboration with other educators and correctional staff provides opportunities for sharing best practices and implementing innovative approaches.
- **Emotional Support:** Teachers working with incarcerated learners understand the emotional challenges they may face. They provide a supportive and empathetic presence, offering guidance, mentorship, and counseling when necessary. This holistic approach acknowledges

the impact of the prison experience on learners' well-being and aims to address their emotional needs alongside their educational goals.

In practical terms, it follows from this hypothesis that the correlation between teachers' know-how on teaching methods and designs used for assessing learners and learners' potential transformation in Kondengui central prison is statistically significant.

Table 55: Correlation matrix

		Correlations							
		1	2	3	4	5	6	7	8
1. MoyLP	1								
2. MoyAS	,759**	1							
3. AvgSE	,863**	,625*	1						
4. MoyICA	,455	,457	,656*	1					
5. MoyQE	-,278	-,285	-,096	,191	1				
6. MoySER	,034	-,196	-,014	-,164	,097	1			
7. MoyNC	-,370	-,300	-,180	,121	,181	-,078	1		
8. AvgVD	,593**	,585**	,650**	,316*	-,090	-,356	-,149	1	

****.** The correlation is significant at level 0.01 (bilateral).
*****. The correlation is significant at level 0.05 (bilateral).

The table above shows the correlation matrix between teachers' know-how on teaching methods and designs used for assessing learners and learners' potential transformation in Kondengui central prison. We observe a positive and significant correlation between the different modalities of the Teachers' know-how on teaching methods and designs used for assessing learners and the learners' potential transformation in Kondengui central prison. Concretely, we observe the following correlations between the learners' potential transformation in Kondengui central prison and the Lesson Presentation ($r = .593$; $P=0.01$); Assessing students ($r=.585$; $P=0.01$); Students Engagement ($r=, 650$; $P=0.01$) and Involvement in co-curricular activities ($r=.288$; $P=0.01$): This result implies that Teachers'know-how on teaching methods and designs used for assessing learners

affects learners'potential transformation in Kondengui central prison. For a more detailed analysis, we will use the linear regression test

Table 56: Regression analysis

Summary of models					
Model	R	R-two	R-two adjusted	Standard error in estimation	
1	.205 ^a	,063	,288	,64431	

a. Predictors: (constant), avowed

ANOVA ^a						
Model		Sum of squares	ddl	Average square	F	GIS.
1	Regression	13,931	1	14,931	30,645	.000 ^b
	Residue	144,833	69	,468		
	Total	129,764	70			

has. Dependent variable: MoyPERF

b. Predictors: (Constant), AvgN

Coefficients ^a						
Model		Non-standardized coefficients		Standardised coefficients	t	GIS.
		Has	Standard error	Beta		
1	(Constant)	,935	,275		3,405	,001
	MoyLP	,284	,096	,347	2,961	,004
	MoyAS	,017	,074	,026	,227	,001
	MoySE	,079	,076	,124	1,037	,003
	MoyICA	,079	,076	,124	1,037	,003

has. Dependent variable: AvgVD

The table above shows the regressions between Teachers' know-how on teaching methods and designs used for assessing learners and learners' potential transformation in Kondengui central prison. The related results show that the model of this scale is significant ($F = 30.645$; $P = .000^b$). Subsequently, it is observed that this model explains 29% of the variance of the learners' potential transformation in Kondengui central prison. Among these indicators, Lesson Presentation ($\beta = .347$;

$p=.004$) appears to be the best predictor of the variance of the learners' potential transformation in Kondengui central prison. It is followed by Student Engagement ($\beta =.124$; $p=.003$), Involvement in co-curricular activities ($\beta=.124$; $p=.003$), and ends with Assessing Students ($\beta=.026$; $p=.001$). It can be concluded that Teachers'know-how on teaching methods and designs used for assessing learners affect learners'potential transformation in in Kondengui central prison. Our first hypothesis is therefore confirmed

4.10.2 H2: There are prison experiences and assessment strategies which influence minors' Potential transformation in Kondengui central prison

Ho: There are no prison experiences and assessment strategies which influence minors' Potential transformation in Kondengui central prison

We hypothesized that there are prison experiences and assessment strategies which influence minors' Potential transformation in Kondengui central prison. Theoretically this hypothesis states that when it comes to minors in prison, there are specific experiences and assessment strategies that can potentially influence their transformation and rehabilitation Shulan (1987), brought out some key factors that can play a role:

- Education and Skill Development: Providing access to quality education and skill development programs is crucial for minors in prison. Offering academic instruction, vocational training, and life skills programs can equip them with the knowledge and abilities needed for their future reintegration into society. Education can empower minors by expanding their opportunities, improving self-esteem, and fostering a sense of purpose.

- Therapeutic Interventions: Many minors in prison have experienced trauma or have underlying psychological issues. Offering appropriate therapeutic interventions, such as individual counseling, group therapy, or art therapy, can help address their emotional and mental health needs. These interventions can support personal growth, emotional healing, and the development of positive coping mechanisms.

- Mentorship and Positive Role Models: Providing positive role models and mentorship programs can have a significant impact on minors' transformation. Mentors can offer guidance, support, and encouragement, helping minors develop positive relationships and aspirations for their future. They can also serve as a source of inspiration and provide guidance in decision-making and problem-solving.

- **Restorative Justice Practices:** Restorative justice focuses on repairing harm caused by criminal behavior and promoting accountability. Implementing restorative justice practices, such as victim-offender dialogues or community reconciliation programs, can help minors understand the consequences of their actions, develop empathy, and take responsibility for their behavior. These practices encourage personal reflection, empathy-building, and the development of conflict resolution skills.

- **Individualized Rehabilitation Plans:** Recognizing that each minor is unique and has different needs, it is essential to develop individualized rehabilitation plans. These plans should consider factors such as the minor's background, interests, strengths, and areas of improvement. Tailoring interventions to their specific needs can enhance engagement, motivation, and the likelihood of positive transformation.

- **Family and Community Involvement:** Involving families and communities in the rehabilitation process can be beneficial for minors. Providing opportunities for family visits, family counseling, and community involvement programs can support the minor's reintegration and provide a supportive network upon release. Strengthening family bonds and community connections can contribute to a sense of belonging and reduce the likelihood of reoffending.

- **Opportunities for Personal Growth and Responsibility:** Offering minors opportunities for personal growth and responsibility can foster a positive sense of self and aid in their transformation. This can include participation in leadership programs, community service initiatives, or restorative justice projects. Giving them a sense of purpose, agency, and opportunities to contribute positively can facilitate personal growth and skill development.

- It is important to note that the effectiveness of these experiences and learning strategies can vary based on individual circumstances and the implementation within each correctional system. A multidisciplinary and holistic approach that combines educational, therapeutic, and supportive interventions is generally considered most effective in promoting transformation and rehabilitation among minors in prison.

- Certainly! Here is some additional information on experiences and learning strategies that can influence the potential transformation of minors in prison:

- **Positive Reinforcement and Rewards:** Implementing positive reinforcement techniques can motivate and encourage positive behavior among minors. Rewarding achievements, progress, and

efforts can reinforce pro-social behavior and provide a sense of accomplishment. This can include recognition, privileges, or small incentives that promote positive engagement and effort.

- **Peer Support and Group Dynamics:** Creating opportunities for peer support and group dynamics can be beneficial for minors in prison. Group activities, such as group therapy sessions, collaborative projects, or team-building exercises, can foster a sense of belonging, promote social skills, and encourage mutual support and accountability. Positive peer influence and a supportive group environment can contribute to personal growth and behavioral change.

- **Cultural and Recreational Programs:** In addition to academic and vocational programs, incorporating cultural and recreational activities can enhance minors' rehabilitation experience. Engaging them in arts, sports, music, or cultural events can provide outlets for self-expression, creativity, and personal development. These activities can also promote teamwork, discipline, and healthy leisure pursuits.

- **Trauma-Informed Approaches:** Many minors in prison have experienced trauma, abuse, or adverse childhood experiences. Adopting trauma-informed approaches involves recognizing and addressing the impact of trauma and providing appropriate support and interventions. Creating a safe and supportive environment, employing trauma-informed therapists, and integrating trauma-specific interventions can help minors process their experiences and foster healing and resilience.

- **Continuity of Care and Reentry Support:** Ensuring continuity of care and providing reentry support are critical components of minors' transformation and successful reintegration into society. Coordinating with community-based organizations, social services, and educational institutions to develop post-release support plans can help minors access necessary resources, continue their education or vocational training, secure housing and employment, and establish a stable and productive post-release life.

- **Individualized Case Management:** Assigning dedicated case managers or counselors to work closely with each minor can provide personalized support and guidance. These professionals can regularly assess progress, set goals, and provide ongoing guidance and mentorship. Individualized case management ensures that minors receive tailored interventions and support throughout their rehabilitation journey.

- **Restorative Community Engagement:** Engaging minors in restorative community programs can facilitate their reintegration and help them make amends to the community. This can involve community service initiatives, volunteering, or participating in projects that contribute positively

to society. Restorative community engagement promotes a sense of social responsibility, fosters empathy, and encourages prosocial behavior. It is crucial for correctional systems to adopt a comprehensive and evidence-based approach that combines these strategies, taking into account the unique needs and circumstances of minors in prison. By providing a supportive and rehabilitative environment that addresses their educational, emotional, and social needs, minors have a higher chance of transforming their lives and reducing the likelihood of reoffending.

In practical terms, it follows from this hypothesis that the correlation between prison experiences and learning strategies and minors' Potential transformation in Kondengui central prison will be significant.

Table 57: Correlations matrix

	Correlations						
	1	2	3	4	5	6	7
1.MoyKHM	1						
2.AvgPELS	,034	1					
3.AvgPSC	,277*	-,215	1				
4.AvgQE	,125	-,229	,194	1			
5.AvgSER	,283*	,156	-,193	,097	1		
6.AvgNC	,262*	,026	,399**	,181	-,078	1	
7. Avg VD	,235**	,564**	,378**	,457**	,871**	,468**	1

*. The correlation is significant at level 0.05 (bilateral).
 **. The correlation is significant at level 0.01 (bilateral).

The table above presents the correlation matrix between prison experiences and learning strategies and minors' Potential transformation in Kondengui central prison. We observe a positive and significant correlation between the different modalities of prison experiences and learning strategies and learners' potential transformation in Kondengui central prison. Concretely, the results show the following correlations between learners' potential transformation in Kondengui central prison and Know-how on teaching methods and designs ($r = .235$; $P=0.01$); Prison experience and assessment strategies used ($r = .564$; $P=0.01$) and Psycho-social content (Psycho-social content) ($r = .378$; $P=0.01$). This result implies that prison experiences and learning strategies influence learners' potential transformation in Kondengui central prison. For a more detailed analysis, we will use the linear regression test

Table 58: Regression analysis

Summary of models				
Model	R	R-two	R-two adjusted	Standard error in estimation
1	,400 ^a	,160	,122	,25149
has. Predicted values: (constants), MoyPSC, MoyPELS, MoyKHM				

ANOVA ^a						
Model		Sum of squares	ddl	Average of squares	D	GIS.
1	Regression	,805	3	,268	4,242	,008 ^b
	Residue	4,238	67	,063		
	Total	5,043	70			
has. Dependent variable: AvgVD						
b. Predicted values: (constants), MoyPSC, MoyPELS, MoyKHM						

Coefficients ^a						
Model		Non-standardized coefficients		Standardised coefficients	t	GIS.
		Has	Standard error	Beta		
1	(Constant)	,935	,275		3,405	,001
	MoyKHM	,284	,096	,347	2,961	,004
	MoyPELS	,017	,074	,026	,227	,821
	MoyPSC	,079	,076	,124	1,037	,303
has. Dependent variable: AvgVD						

The table above shows the regressions between prison experiences and assessment strategies and minors' Potential transformation in Kondengui central prison. The related results show that the model of this scale is significant ($F = 30.645$; $P = .000^b$). Subsequently, it is observed that this model explains 29% of the variance of the learners' potential transformation in Kondengui central prison. Among these indicators, Know-how on teaching methods and designs ($\beta = .347$; $p = .004$) appears to be the best predictor of the variance of the learners' potential transformation in

Kondengui central prison. It is followed by Psycho-social content ($\beta = .124$; $p = .003$), and ends with Prison experience and learning strategies used (appropriateness of prison interest) ($\beta = .026$; $p = .001$). It can be concluded that prison experiences and learning strategies learners affect learners' potential transformation in Kondengui central prison. Our second hypothesis is therefore confirmed.

4.10.3 H3 : There are challenges facing education in prison in terms of policy and practice that affect the Potential transformation in minor education

Ho : There are no challenges facing education in prison in terms of policy and practice that affect the Potential transformation in prison education.

Theoretically, Education in prison faces several challenges in terms of policy and practice that can affect the potential transformation of individuals through prison education. Key challenges here are:

- **Limited Funding and Resources:** Adequate funding is essential for developing and maintaining educational programs in prisons. However, limited resources often result in a lack of qualified teachers, outdated educational materials, insufficient technology, and limited access to educational facilities. Insufficient funding hinders the ability to provide comprehensive and high-quality education.
- **Lack of Policy Emphasis:** The level of emphasis placed on education within prison systems varies. Education is not prioritized as a key component of rehabilitation and reintegration efforts. Without clear policy directives and support for education, there may be a lack of funding, inadequate program offerings, and a lack of recognition of the transformative potential of education.
- **Lack of Coordination and Continuity:** Coordinating education efforts between correctional institutions and external educational providers is often challenging. Issues such as credit transfers, curriculum alignment, and communication gaps can disrupt the continuity of education, particularly during transitions from prison to the community. Lack of coordination can hinder individuals' ability to continue their education and apply their knowledge and skills post-release.
- **Limited Program Variety and Flexibility:** The range of educational programs offered in prisons can be limited, especially in terms of vocational training and specialized courses. This lack of program variety may not cater to the diverse needs, interests, and skills of incarcerated individuals.

Additionally, rigid scheduling and limited program availability can hinder access to education for those with competing responsibilities or specific learning needs.

- **Stigma and Limited Recognition:** Individuals who have been incarcerated often face social stigma and limited recognition of their educational achievements. This can negatively impact their opportunities for further education, employment, and community acceptance. Without recognizing and valuing the educational accomplishments of incarcerated individuals, their potential for transformation and successful reintegration may be undermined.
- **Limited Post-Release Support:** After release, individuals who have engaged in prison education often face challenges in accessing continued educational opportunities and support services. Limited post-release support, such as assistance with job placement, access to higher education, and mentoring programs, can hinder the application of acquired knowledge and skills in real-world settings.
- **Inequitable Access and Disparities:** Inequitable access to education within prisons can exist due to factors such as language barriers, disabilities, and the availability of programs for specific populations. Disparities in access to education can further exacerbate existing inequalities and hinder the potential for transformation among incarcerated individuals.
- **Addressing these challenges requires a comprehensive and coordinated approach.** It involves policy reforms that prioritize education, increased funding and allocation of resources, coordination between correctional and educational institutions, recognition of educational achievements, and the provision of post-release support. By overcoming these challenges, the potential for transformation through prison education can be enhanced, leading to improved reintegration outcomes for incarcerated individuals.
- **Lack of Staff Training and Professional Development:** The effectiveness of educational programs in prisons relies on the competence and expertise of the teaching staff. However, there may be limited opportunities for staff training and professional development in correctional institutions. Insufficient training can impact the quality of instruction, curriculum development, and the ability to address the unique needs and challenges of incarcerated learners.
- **High Staff Turnover:** High turnover rates among educational staff in prisons can disrupt the continuity and stability of educational programs. Frequent changes in teaching staff can lead to inconsistencies in teaching methods, curriculum delivery, and individualized support for learners.

It is essential to address factors contributing to high turnover, such as job dissatisfaction, limited career advancement opportunities, and inadequate support systems.

- **Security Concerns and Operational Constraints:** Prisons operate within strict security protocols, which can pose challenges to the implementation of educational programs. Security concerns may restrict access to certain resources, limit movement within the facility, or impose strict scheduling requirements. These operational constraints can impact the flexibility, availability, and effectiveness of educational initiatives in prisons.
- **Limited Technology Integration:** Incorporating technology into educational programs can enhance access to resources, promote interactive learning experiences, and develop digital literacy skills. However, prisons may face limitations in terms of access to technology, internet connectivity, and security concerns related to the use of digital devices. These limitations can hinder the integration of technology into prison education and impede the development of essential digital skills.
- **Limited Community Engagement and Partnerships:** Engaging external stakeholders and establishing partnerships with community organizations, educational institutions, and employers is vital for enhancing the potential transformation through prison education. However, barriers such as limited collaboration, lack of awareness, and negative perceptions of incarcerated individuals can hinder the development of meaningful partnerships. Building and sustaining community engagement can provide opportunities for post-release support, employment, and further education.
- **Overcrowding and Limited Resources Allocation:** Overcrowding in prisons can strain resources and impact the provision of education. Limited space, insufficient classrooms, and a high student-to-teacher ratio can hamper effective teaching and learning. Addressing issues of overcrowding and ensuring appropriate resource allocation are essential for creating conducive educational environments within correctional facilities.
- **Limited Individualized Education:** In a prison setting, it can be challenging to provide individualized education tailored to the unique needs, abilities, and learning styles of each incarcerated individual. Large class sizes, limited resources, and time constraints can hinder the ability to provide personalized instruction and support. However, individualized education is crucial for maximizing the transformative potential of education and addressing learners' specific needs.
- **Lack of Continuity and Progression:** Education in prison often operates within a limited timeframe, with individuals serving varying sentence lengths. This can result in discontinuity and challenges

in ensuring educational progress and attainment. The lack of continuity in education can impede individuals' ability to complete programs, earn credentials, and build upon their educational achievements over time.

- **Inadequate Relevance to Real-World Contexts:** The relevance of educational content to real-world contexts and employment opportunities is essential for incarcerated individuals' successful reintegration. However, some educational programs in prisons may not adequately align with current labor market demands, skills requirements, or local community needs. This mismatch can hinder individuals' ability to apply their acquired knowledge and skills in meaningful ways upon release.
- **Limited Social and Emotional Support:** Education in prisons not only aims to develop academic skills but also plays a role in fostering social and emotional growth. However, the focus on social and emotional support within educational programs in prisons may be limited. Factors such as trauma, mental health challenges, and lack of supportive environments can impact individuals' learning experiences and hinder their overall transformation.
- **Lack of Post-Secondary Education Opportunities:** While many prisons offer basic education and vocational training programs, access to post-secondary education opportunities within correctional facilities is often limited. The availability of higher education courses and degree programs can be scarce, which restricts individuals' ability to pursue advanced education and obtain credentials that hold greater value in the job market.
- **Limited Family Engagement and Support:** Maintaining strong connections with family members and support networks is crucial for the successful reintegration of incarcerated individuals. However, educational programs in prisons may not always provide opportunities for family engagement and support. Limited communication options, visitation restrictions, and a lack of family-focused initiatives can hinder the ability to involve families in the educational journey and create a support system for individuals during and after incarceration.

It is important for policymakers, correctional administrators, educators, and community stakeholders to address these challenges collectively. By recognizing the significance of education in prisons, allocating appropriate resources, fostering professional development, promoting technology integration, and engaging in collaborative efforts, the potential for transformation and successful reintegration through prison education can be maximized. Through policy reforms,

resource allocation, staff training, individualized instruction, community engagement, and a focus on holistic support. By recognizing and addressing these challenges, minor education can become more effective in promoting transformation, reducing recidivism, and facilitating successful reintegration into society.

Table 59: Correlations matrix

	Correlations					
	MeanPP	MoyPSR	MoyQE	MoySER	MoyNC	MoyVD
MeanPP	1					
MoyPSR	,686**	1				
MoyQE	-,122	-,178	1			
MoySER	,077	,105	,097	1		
MoyNC	-,126	-,158	,181	-,078	1	
MoyVD	,593**	,585**	,798**	,650**	,645**	1

** The correlation is significant at level 0.01 (bilateral).

The Table above presents the correlation matrix between challenges facing education in prison in terms of policy and practice and minors' Potential transformation in Kondengui central prison. We observe a positive and significant correlation between the different modalities of the challenges facing education in prison in terms of policy and practice and the Potential transformation in prison education. Concretely, the results show the following correlations between Potential transformation in prison education and policy and practice ($r=.593$; $P=0.01$) and Positive social rehabilitation ($r=.585$; $P=0.01$). This result implies that there are some challenges facing education in prison in terms of policy and practice that affect the Potential transformation in prison education. For a more detailed analysis, we will use the linear regression test

Table 60: Regression analysis

Summary of models				
Model	R	R-two	R-two adjusted	Standard error in estimation
1	.449 ^a	,581	,462	,32149
has. Predicted values: (constants), MoyPP, MoyPSR				

ANOVA ^a						
Model		Sum of squares	ddl	Average of squares	D	GIS.
1	Regression	,805	3	,268	7,345	,003 ^b
	Residue	4,238	67	,063		
	Total	5,043	70			
has. Dependent variable: AvgVD						
b. Predicted values: (constants), MoyPP, MoyPSR						

Coefficients ^a						
Model		Non-standardized coefficients		Standardised coefficients	t	GIS.
		Has	Standard error	Beta		
1	(Constant)	,645	,240		4,324	,001
	MoyPP	,190	,083	,423	3,435	,005
	MoyPSR	,049	,081	,135	,234	,002
has. Dependent variable: AvgVD						

The table above shows the regressions between some challenges facing education in prison in terms of policy and practice and the Potential transformation in prison education. The related results show that the model of this scale is significant ($F(3.67) = 7.345$; $P=.003^b$). Subsequently, we observe that this model explains 46% of the variance of the Potential transformation in prison education. Among these indicators, policy and practice ($\beta = .423$; $p=.005$) appears to be the best predictor of variance in the Potential transformation in prison education. It is followed by Positive social rehabilitation ($\beta = .135$; $p=.002$). It can be concluded that there are some challenges facing education in prison in terms of policy and practice that affect the Potential transformation in prison education. Our third hypothesis is therefore confirmed.

4.10.4 H4: There is a positive statistical significant relationship between those whose complete education in prison after detention and rehabilitation in society

Ho: There is no positive statistical significant relationship between those whose complete secondary education in prison after detention and rehabilitation in society

To decide on this hypothesis, we will use an average comparison test. We will discuss here the T test of student which is a comparison test of two averages (those who have completed high school and those who have not).

Table 61: Correlations matrix

Statistics for matched samples					
		Average	N	Standard deviation	Medium standard error
Pair 1	group	1,4930	71	,50351	,05976
	MoyVD	1,6798	71	,26840	,03185

Correlations for matched samples					
			N	Correlation	GIS.
Pair 1	Group & MoyVD		71	,245	,707

Matched sample testing									
		Paired differences					t	ddl	Sig. (bilateral)
		Average	Standard deviation	Medium standard error	Confidence interval 95% of the difference				
					Inferior	Superior			
Pair 1	group - MoyVD	,18685	,55974	,06643	,31934	,05437	2,813	70	,006

The results of the tables above show that the observed score difference between the observed mean difference (1.4930 vs 1.6798) is significant ($t=2.813$, $p=0.006$). It can therefore be concluded that there is a positive statistical significant relationship between those whose complete secondary education in prison after detention and rehabilitation in society.

Empirically some general positive outcomes that can result from education and rehabilitation programs in prison settings are:

- **Successful Reintegration:** Education in prison can equip individuals with the knowledge, skills, and qualifications necessary to reintegrate into society successfully. By completing education programs, formerly incarcerated individuals in Cameroon may have improved prospects for employment, reduced recidivism rates, and an increased ability to lead productive lives after their release.
- **Entrepreneurship and Business Development:** Education can foster entrepreneurial skills and business acumen, enabling individuals to start their own businesses or contribute to the local economy. By acquiring knowledge in fields such as business management, finance, or vocational training, individuals can develop the skills needed to establish sustainable livelihoods and contribute positively to their communities.
- **Advocacy and Community Engagement:** Education can empower individuals to become advocates for criminal justice reform and engage in community initiatives. Formerly incarcerated individuals who have completed education in prison may use their knowledge and personal experiences to raise awareness, lobby for policy changes, and work towards improving the conditions and opportunities for those who have been through the criminal justice system.
- **Rehabilitation of Youth Offenders:** Education plays a critical role in rehabilitating youth offenders and preparing them for a positive future. By completing their education in prison, young individuals in Cameroon have the opportunity to break the cycle of crime, develop essential life skills, and pursue higher education or vocational training upon release.
- **Role Models and Mentors:** Formerly incarcerated individuals who have successfully completed their education in prison can serve as role models and mentors for others. By sharing their stories, providing guidance, and offering support, they can inspire and motivate fellow inmates to pursue education, personal growth, and positive change.

The success stories and positive outcomes of individuals who have completed education in prison

There are numerous positive examples of individuals who have completed education in prison, undergone successful rehabilitation, and made significant contributions to society. Here are a few notable examples:

- i. **Bryan Stevenson:** Bryan Stevenson is a renowned lawyer, author, and social justice advocate. He completed his law degree after being incarcerated in a youth detention center. Stevenson founded

the Equal Justice Initiative, an organization that fights for criminal justice reform and provides legal representation to individuals who have been wrongly convicted or unfairly sentenced.

- ii. **Topeka K. Sam:** Topeka K. Sam is a criminal justice reform advocate and the founder of Ladies of Hope Ministries, an organization that supports women and girls impacted by the criminal justice system. After her release from prison, Sam earned a Bachelor's degree in sociology and launched several initiatives to empower and uplift formerly incarcerated women.
- iii. **Jarvis Jay Masters:** Jarvis Jay Masters is an author and Buddhist practitioner who spent over three decades on death row in California. During his incarceration, Masters completed a Bachelor's degree in sociology and authored several books, including "That Bird Has My Wings." He is now an advocate for criminal justice reform and speaks out against the death penalty.
- iv. **Piper Kerman:** Piper Kerman is the author of the memoir "Orange is the New Black," which was later adapted into a successful Netflix series. After serving time in federal prison for a nonviolent drug offense, Kerman became an advocate for criminal justice reform. She uses her platform to raise awareness about the issues faced by incarcerated women and the need for prison education and rehabilitation programs.
- v. **Reginald Dwayne Betts:** Reginald Dwayne Betts is a poet, memoirist, and lawyer who transformed his life after serving time in prison as a young adult. While incarcerated, Betts developed a passion for writing and completed a Bachelor's degree. He went on to earn a law degree and has since published several books of poetry, including "Felon," which explores his experiences with the criminal justice system.
- vi. **Teresa Hodge:** Teresa Hodge is a social entrepreneur and co-founder of Mission: Launch, an organization that provides resources and support to individuals transitioning from prison. Hodge earned her Bachelor's and Master's degrees while incarcerated and went on to advocate for policies that promote successful reentry and reduce barriers for formerly incarcerated individuals.
- vii. **Andrés Idárraga:** Andrés Idárraga is a Harvard Law School graduate who completed his law degree while serving time in prison. He founded the Education Justice Project (EJP) at the University of Illinois, which offers college courses and degree programs to incarcerated individuals. Idárraga's work with EJP has helped transform the lives of many incarcerated students and has contributed to the broader conversation on prison education.
- viii. **Susan Rosenberg:** Susan Rosenberg is an author, professor, and advocate for social justice. While serving a lengthy prison sentence for her involvement in political activism, Rosenberg earned a

Bachelor's degree and a Master's degree in writing. After her release, she became a professor at Hunter College and has written books on social justice and her experiences in prison.

- ix. **Reginald Dwayne Betts (Continued):** In addition to his accomplishments as a poet and lawyer, Reginald Dwayne Betts founded the Million Book Project, an initiative that aims to bring a curated collection of books to prisons and juvenile detention centers across the United States. The project seeks to promote the transformative power of literature and education in the lives of incarcerated individuals.
- x. **Hudson Link for Higher Education in Prison:** Hudson Link is a nonprofit organization that provides college education programs to incarcerated individuals in New York correctional facilities. The program has helped hundreds of students earn college degrees while in prison, facilitating their successful reentry into society. Many Hudson Link alumni have gone on to pursue meaningful careers, contribute to their communities, and advocate for criminal justice reform.

These examples illustrate the transformative impact of education in prison and the potential for individuals to rebuild their lives, make positive contributions, and become agents of change. By providing access to education, fostering personal growth, and supporting reentry initiatives, society can help break the cycle of incarceration and create opportunities for individuals to thrive after serving their sentences. These individuals demonstrate the transformative power of education in prison and its potential to facilitate personal growth, rehabilitation, and successful reintegration. Through their accomplishments and advocacy, they have made significant contributions to the fields of law, social justice, literature, and activism, inspiring others and driving positive change in society. Their stories highlight the importance of providing educational opportunities and support for incarcerated individuals to unlock their full potential.

4.10.5 H5: The curriculum used in prison minor education has aspects of psycho-social content that are used to assess potential transformation

H5: The curriculum used in prison minor education does not have aspects of psycho-social content that are used to assess potential transformation

Table 62: Correlations matrix

	Correlations						
	1	2	3	4	5	6	7
1.MoyKHM	1						
2.AvgPELS	,034	1					
3.AvgPSC	,277*	-,215	1				
4.AvgQE	,125	-,229	,194	1			
5.AvgSER	,283*	,156	-,193	,097	1		
6.AvgNC	,262*	,026	,399**	,181	-,078	1	
7. Avg VD	,759**	,234**	,456**	,765**	,291**	,872**	1

*. The correlation is significant at level 0.05 (bilateral).
 **. The correlation is significant at level 0.01 (bilateral).

The table above shows the correlation matrix between the curriculums used in prison minor education has aspects of psycho-social content that are used and assess potential transformation. The results contained in the table above show a positive and significant correlation between the different modalities of the curriculum used in prison minor education has aspects of psycho-social content and the Potential transformation in prison education. Concretely, the results show the following correlations between Potential transformation in prison education and know-how on teaching and designs (teacher know-how on teaching methods and design) ($r = .759$; $P=0.01$) and Common characteristics among the minor population (prison experience and assessment strategies used) ($r=, 234$; $P=0.01$). This result implies that there are some curriculum used in prison minor education has aspects of psycho-social content that are used to assess potential transformation.

In many prison education programs, there is recognition of the importance of addressing psycho-social aspects to facilitate transformation and rehabilitation. These programs may include elements that focus on personal development, self-reflection, and addressing the underlying factors that contribute to criminal behavior. Some common aspects that can be incorporated into the curriculum include:

- 1. Psycho-Educational Content:** This may involve courses or workshops that aim to enhance self-awareness, emotional intelligence, anger management, conflict resolution skills, and decision-making abilities. These topics are designed to help individuals understand and manage their emotions, develop healthier coping mechanisms, and make positive choices.

2. **Cognitive Behavioral Therapy (CBT):** CBT techniques can be incorporated into the curriculum to help individuals identify and challenge negative thought patterns, develop more positive beliefs and attitudes, and develop effective problem-solving skills. CBT can address factors such as distorted thinking, impulsivity, and poor decision-making that contribute to criminal behavior.

3. **Social Skills Development:** Programs may include activities or modules that focus on developing and improving interpersonal skills, communication skills, and empathy. These skills are crucial for building healthy relationships, resolving conflicts, and reintegrating into society successfully.

4. **Rehabilitation and Reentry Planning:** The curriculum may include components that help individuals plan for their reentry into society. This may involve practical guidance on finding employment, accessing education or vocational training opportunities, accessing social services, and building a support network.

In prison education programs, psycho-social content can play a crucial role in assessing potential transformation by addressing the psychological, emotional, and social factors that contribute to an individual's growth and rehabilitation. While the specific content may vary depending on the program and context, here are some examples of psycho-social content that can be used to assess potential transformation:

- **Self-awareness and Reflection:** Activities that promote self-reflection, self-assessment, and introspection are often included. These activities can help individuals gain insight into their thoughts, emotions, and behaviors, encouraging them to take responsibility for their actions and make positive changes.
- **Emotional Intelligence:** Content focused on emotional intelligence aims to develop individuals' ability to identify, understand, and manage their emotions effectively. Assessments may gauge their awareness of emotions, empathy towards others, and their ability to regulate emotions in different situations.
- **Anger Management and Conflict Resolution:** Psycho-social content related to anger management and conflict resolution equips individuals with skills to express anger constructively, manage conflicts peacefully, and develop healthier communication strategies. Assessments may measure their ability to identify triggers, apply appropriate coping mechanisms, and resolve conflicts in non-violent ways.

- **Social Skills and Empathy:** Content addressing social skills and empathy helps individuals develop interpersonal skills, such as active listening, effective communication, and empathy towards others. Assessments may evaluate their ability to engage in positive social interactions, collaborate with peers, and show empathy towards different perspectives.
- **Personal Values and Moral Development:** Psycho-social content may encourage individuals to explore personal values, ethical decision-making, and moral development. Assessments may involve scenarios or ethical dilemmas to assess their ability to apply critical thinking, demonstrate moral reasoning, and make ethical choices.
- **Goal Setting and Personal Development:** Content focused on goal setting, personal development, and life planning helps individuals envision a positive future and develop strategies to achieve their aspirations. Assessments may evaluate their ability to set realistic goals, develop action plans, and demonstrate progress towards personal growth.
- **Resilience and Coping Strategies:** Psycho-social content addressing resilience and coping strategies helps individuals develop resilience in the face of challenges and adopt positive coping mechanisms. Assessments may measure their ability to bounce back from setbacks, utilize healthy coping strategies, and adapt to changing circumstances.

4.11 For a more detailed analysis, we will use the linear regression test

Table 63: Regression analysis

Summary of models				
Model	R	R-two	R-two adjusted	Standard error in estimation
1	.449 ^a	.648	.612	.42732
has. Predicted values: (constants), MoyPP, MoyPSR				

ANOVA ^a						
Model		Sum of squares	ddl	Average of squares	D	GIS.
1	Regression	.805	3	.324	13,456	.000 ^b
	Residue	4,765	67	.079		
	Total	5,128	70			
has. Dependent variable: AvgVD						
b. Predicted values: (constants), MoyKHM, MoyPELS						

Coefficients ^a						
Model		Non-standardized coefficients		Standardised coefficients	t	GIS.
		Has	Standard error	Beta		
1	(Constant)	,645	,240		4,324	,001
	MoyKHM	,190	,083	,641	3,435	,001
	MoyPELS	,049	,081	,382	,234	,000
Dependent variable: AvgVD						

The table above shows the regressions between some curriculum used in prison minor education has aspects of psycho-social content that are used and assess Potential transformation. The results show that the model of this scale is significant ($F(3,67) = 13.456$; $P = .000^b$). Subsequently, we observe that this model explains 61% of the variance of the Potential transformation in prison education. Among these indicators, know-how on teaching and designs (quality of teaching and staff) ($\beta = .641$ $p = .001$) appears to be the best predictor of the variance of the Potential transformation in prison education. It is followed by Common characteristics among the minor population (prison experience and assessment strategies used) ($\beta = .382$; $p = .000$). It can be concluded that there are some curriculum used in prison minor education has aspects of psycho-social content that are used to assess Potential

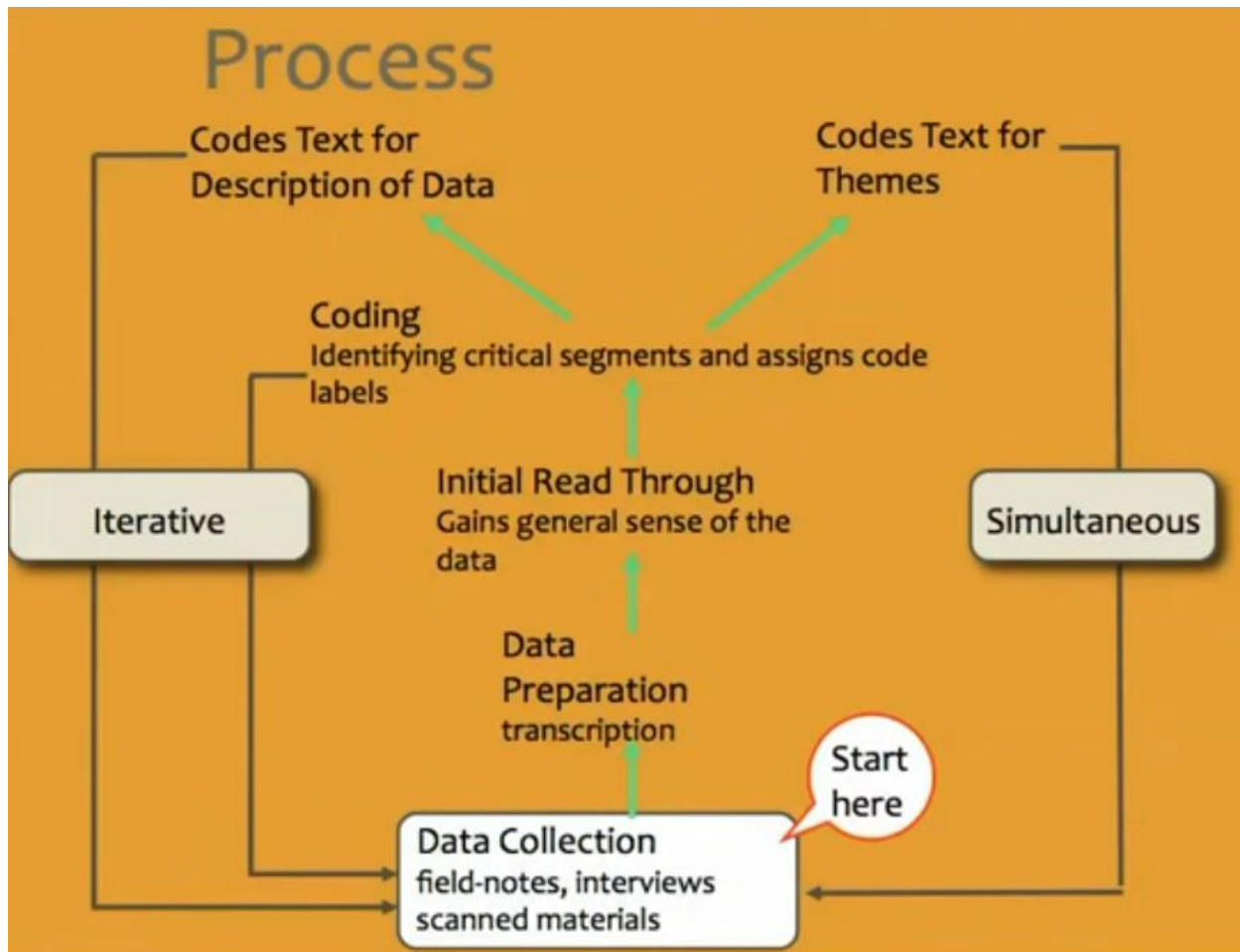
4.12 QUALITATIVE DATA ANALYSIS

Qualitative data uncover valuable insights that can be used to improve the user and customer experience. But how exactly do you measure and analyze data that isn't quantifiable?

4.12.1 Qualitative Data Technique

This study used the Narrative analysis. Narrative analysis is a method used to interpret research participants' stories things like testimonials, case studies, interviews, and other text or visual data. The method provides you with a deep understanding of your respondents' actions and the motivations behind them. This research used the qualitative data analysis software ATLAS.ti to input responses from the interview, code the responses to arrive at a narratable context.

4.12.2 Data Analysis Process



4.12.3 Presentation of All Quotation coding to Codes

■ Code 1: Specialty

Quotation: 1 - PD: interview 1.docx

The subject I teach in the Center is English Language

Quotation: 1 - PD: interview 2.docx

Computer

Quotation:1 - PD: interview 3.docx

French Language

Quotation: 1 - PD: interview 4.docx

English Language

Quotation: 1 - PD: interview 5.docx

Mathematics

Quotation: 1 - PD: interview 6.docx

Computer sciences

■ **Code 2: Teaching experience**

Quotation: 2 - PD: interview 1.docx

And as my teaching experience is concerned, I started teaching English Language in the French subsystem since the year 2000 and I have been in the Socio-Educational Bilingual Center in 2012 since I was made the Head of the institution

Quotation: 2 - PD: interview 2.docx

5 years

Quotation: 2 - PD: interview 3.docx

3 years

Quotation: 2 - PD: interview 4.docx

Got teaching experience of 5 years at the socio-educational bilingual center.....

Quotation: 2 - PD: interview 5.docx

5 years as the preacher at CSEB of the Central Prison of Yaounde

Quotation: 2 - PD: interview 2.docx

9 years experience teaching and taking care learners. I have realized that Education is one of the most important tools a person needs so I have learned effective ways to facilitate learning help some children discover new talents

■ **Code 3: Participation in decision making**

Quotation: 3 - PD: interview 1.docx

And as concerns participation in decision making, I am the one who is given the vision of the institution and I follow up that the vision is being achieved, the mission of the penitentiary administration which recommends that we should prepare these young offenders for social re-integration is also taken into consideration

Quotation: 3 - PD: interview 2.docx

I follow up minors

Quotation: 3 - PD: interview 3.docx

No

Quotation: 3 - PD: interview 4.docx

Yes, for I hold the post of discipline mistress at the center

Quotation: 3 - PD: interview 5.docx

Participates in decision making abit, but takes decisions for the church

Quotation: 3 - PD: interview 6.docx

Though surrounded by professionals of the teaching field, we had a supervisor who promoted shared responsibility and equity, so I had the opportunity to give opinion on decision making.

■ **Code 4: Means of communication to learners**

Quotation: 4 - PD: interview 1.docx

About communication with the learners, I think that is the crucial part. I communicate each and every one of them on one to one basis upon their arrival, I question them to know exactly what brought them to prison to the strategies to put in place and partners to be involved in order to effect change they need in their lives so that upon living the prison they will become a better version of their lives.

Quotation: 4 - PD: interview 2.docx

Verbal, non-verbal

Quotation: 4 - PD: interview 3.docx

Written, verbal

Quotation: 4 - PD: interview 4.docx

80% here when teaching or communicating with them, I do it in a participatory method. Every one participates

Quotation: 4 - PD: interview 5.docx

Class participation, class presentation

Quotation: 4 - PD: interview 6.docx

I lid with the learners, understood their language, mentality and motivations. This made it easy for mr to communicate with them

■ **Code 5: other duties apart from teaching**

Quotation: 5 - PD: interview 1.docx

As concerns other duties apart from teaching, since I am Head of the Institution, I have already mentioned that I am the vision bearer of this center, I also do placement for the various workshops for those who have been released with the skills that they have acquired so that they can squarely fit into the society

Quotation: 5 - PD: interview 2.docx

No

Quotation: 5 - PD: interview 3.docx

Yes

Quotation: 5 - PD: interview 4.docx

Am a major prison wardress, discipline mistress. Teaching adds to the objectives of the penitentiary

Quotation: 5 - PD: interview 5.docx

Chief catechist in church, SG of old colleagues, Coordinator of minor quarters

Quotation: 5 - PD: interview 6.docx

Taking care of learners in their hostel. Doing small scale production to earn survival means

■ **Code 6: Completion of course outline**

Quotation: 6 - PD: interview 1.docx

As concerns completion of course outline at the end of the year, Yes it is very difficult because the timetable is very constraint as we don't have permanent classes, we have halls that are being used by the penitentiary administration and other prison groups like churches hhhh..we always work to make sure that we reach at least 75% of the coverage, reason why we always have to do it the best like this year we had 100% in Baccalaureate 100% in probatoire is because we put in our best to make sure that minimum 75% of the program is covered

Quotation: 6 - PD: interview 2.docx

No but atleast 75% covered

Quotation: 6 - PD: interview 3.docx

No

Quotation: 6 - PD: interview 4.docx

Yes

Quotation: 6 - PD: interview 5.docx

The course cannot be completed but revision is done to prepare them for official exams

Quotation: 6 - PD: interview 6.docx

By organizing catch-up classes always identifying learners objectives sequencing lessons, staying within the program, I always complete my course

■ Code 7: Prepare lesson plans

Quotation: 7 - PD: interview 1.docx

Ehhh...as concerns preparation of lessons, its primordial because failing to prepare your lessons is ceasing to teach and as pedagogy would say if you have a lesson of 1 hour, you need to prepare like 2 hours to prepare your lesson to make sure that you are well armed in order to transmit this knowledge to the learners

Quotation: 7 - PD: interview 2.docx

Sometimes

Quotation: 7 - PD: interview 3.docx

yes

Quotation: 7 - PD: interview 4.docx

Yes a work plan must be presented before the start of each academic semester

Quotation: 7 - PD: interview 5.docx

Preparation is done in the night from 8pm to 11pm.....

Quotation: 7 - PD: interview 6.docx

Computer field is vast so to stay within the program I must prepare lessons before I teach

■ Code 8: methods of assessment

Quotation: 8 - PD: interview 1.docx

And the methods of assessment we use, we use not only one as competency based approach is, the courses with the learners are interactive, to assure that competencies are being acquired we do questions at the end of the class, there is also

assignments that are given and then there are also evaluations that is end of term evaluation that is being carried out to assess..to make sure that these children have really acquired the competencies that were set before in each subject

Quotation: 8 - PD: interview 2.docx

Test, assignment, group work

Quotation: 8 - PD: interview 3.docx

Testing, presentations, assignments

Quotation: 8 - PD: interview 4.docx

Weekly

Monthly

Sequently

Quotation: 8 - PD: interview 5.docx

Evaluation continues during the course and as assignments for them to do at home and control their skills at the end of the sequence

Quotation: 8 - PD: interview 6.docx

I use continuous assessment test questions every end of sequence and end of term

■ **Code 9: co-curricular activities**

Quotation: 9 - PD: interview 1.docx

The curricular used in this center, we use 90% of the curricular that is being built by the Ministries of Basic Education and Secondary Education because at the end of the school year most these students who have registered for official exams will confront the same exams with other students who are not in prison and they should be equal opportunities. Included in our curricular activities, we have workshops where some young offenders are being placed to learn a trade to sharpen their skills that can easily make them to be re-integrated in the society upon their release from prison.

Quotation: 9 - PD: interview 2.docx

Workshop (tailoring)

Quotation: 9 - PD: interview 3.docx

Club activities

Quotation: 9 - PD: interview 4.docx

-word puzzles

-educative talks

-short plays

-debate

Quotation: 9 - PD: interview 5.docx

Sporting activities, ICT workshops

Quotation: 9 - PD: interview 6.docx

Tailoring, handicraft and commerce, experimenting on chicken farming

4.12.4 Presentation of all the Codes Generated

	P	1:	P	2:	P	3:	P	4:	P	5:	P	6:	TOTALS:
	interview	interview	interview	interview	interview	interview	interview	interview	interview	interview	interview	interview	
	1.docx	2.docx	3.docx	4.docx	5.docx	6.docx							
Specialty	1	1	1	1	1	1							6
Teaching experience	1	1	1	1	1	1							6
Participation in Decision making	2	0	0	1	1	1							5
Means of communication to learners	2	1	1	2	2	2							10
Other duties apart from teaching	3	0	0	1	3	1							8
Completion of course outline	2	0	0	0	0	0							2
Prepare lesson plans	1	1	1	1	1	1							6
Methods of assessment	3	3	2	3	2	1							14
Co-curricular activities	4	1	1	4	3	3							16
TOTALS:	19	8	7	14	14	11							73

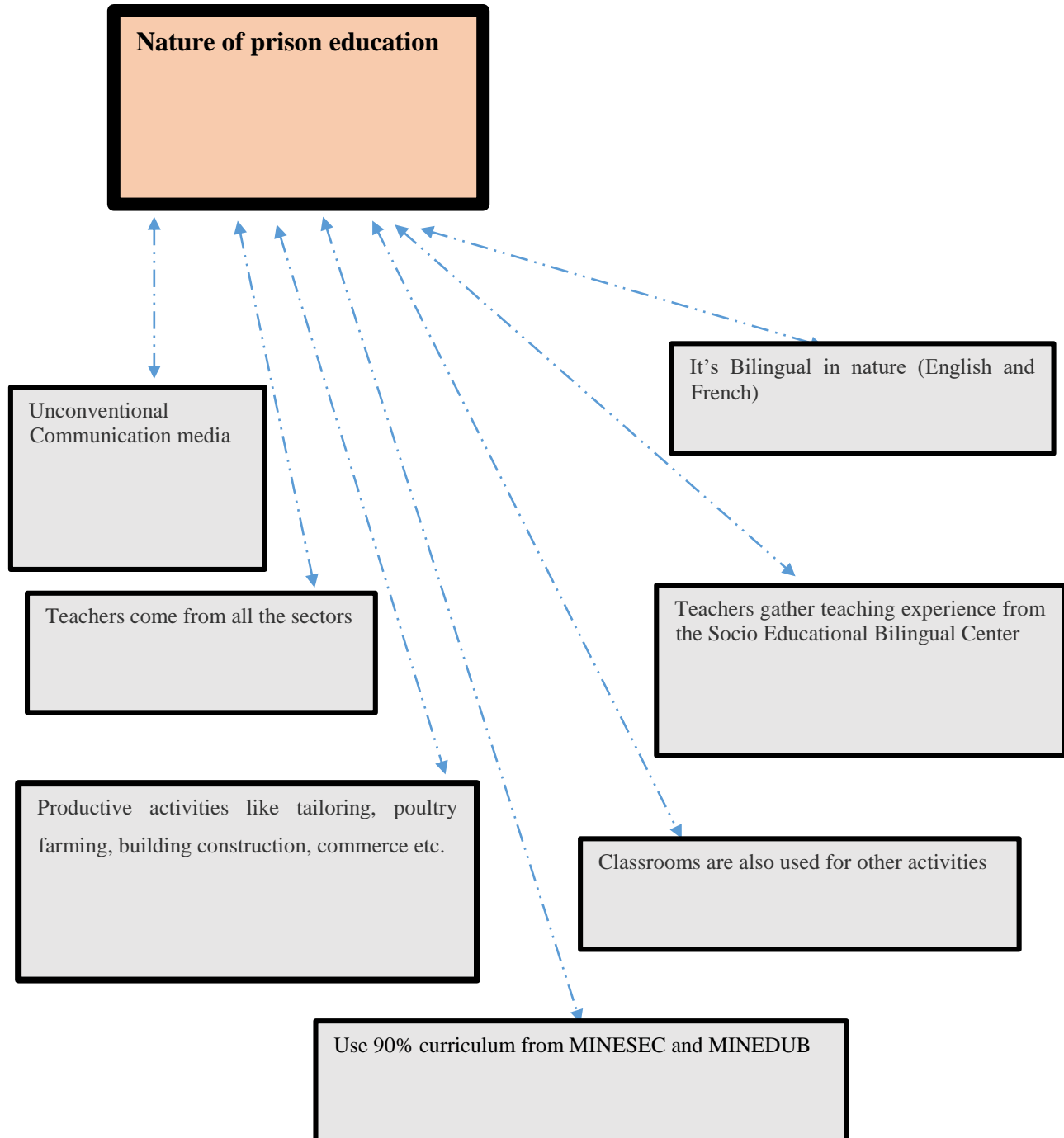
4.12.5 Presentation of Codes according to Families

Code Family	Codes
Challenges of prison education in Cameroon	<ul style="list-style-type: none">• Lack of trained teachers• No tailored curriculum• Lack of permanent classrooms• Time factor• Inadequate Equipments• Low information Sharing• Little or no Autonomous power
Nature of Prison education in Cameroon	<ul style="list-style-type: none">• Use 90% curriculum from MINESEC and MINEDUB• Classrooms are also used for other activities• Teachers come from all the sectors• Teachers gather teaching experience from the Socio Educational Bilingual Center• Unconventional Communication medias• Productive activities like tailoring, poultry farming, building construction, commerce etc.
Suggestions to Prison Education in Cameroon	<ul style="list-style-type: none">• Suggestions

Challenges Faced by Prison Education in Cameroon

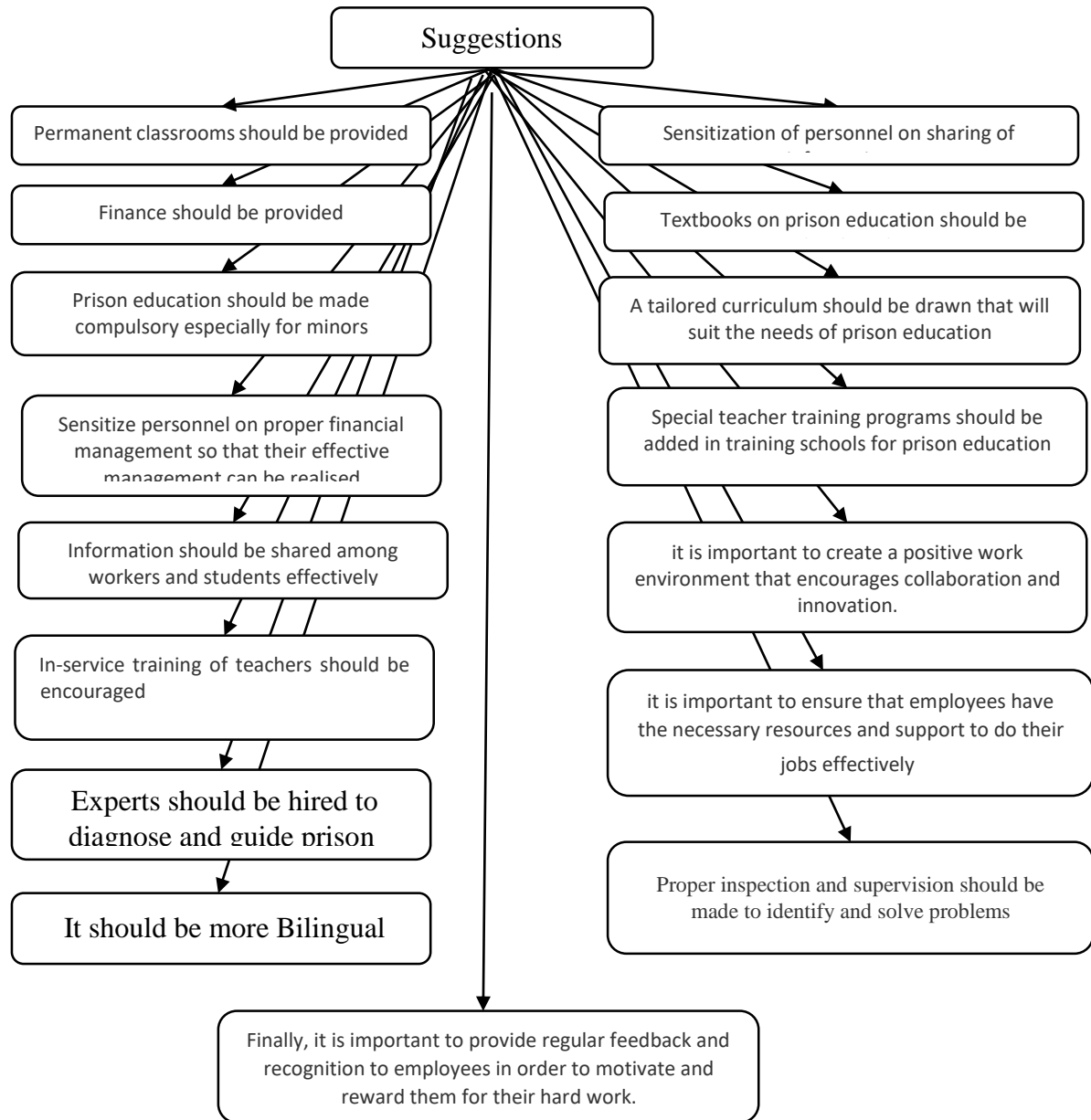
4.12.6 Memo Writing

4.12.6.1 The Nature of Prison Education in Cameroon



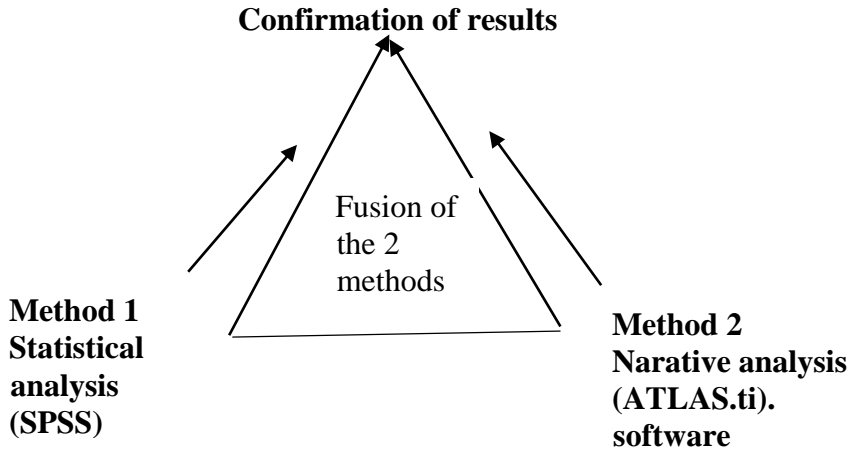
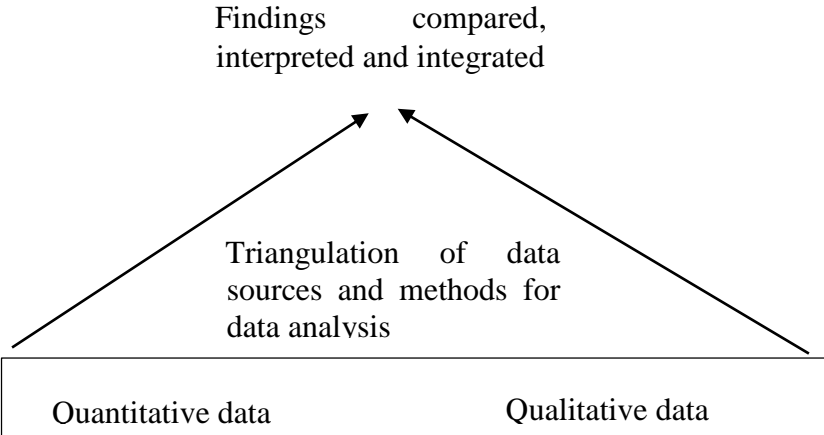
Source: field work (2023)

4.12.6.2 Suggestions to enhance prison education in Cameroon



Source: field work (2023)

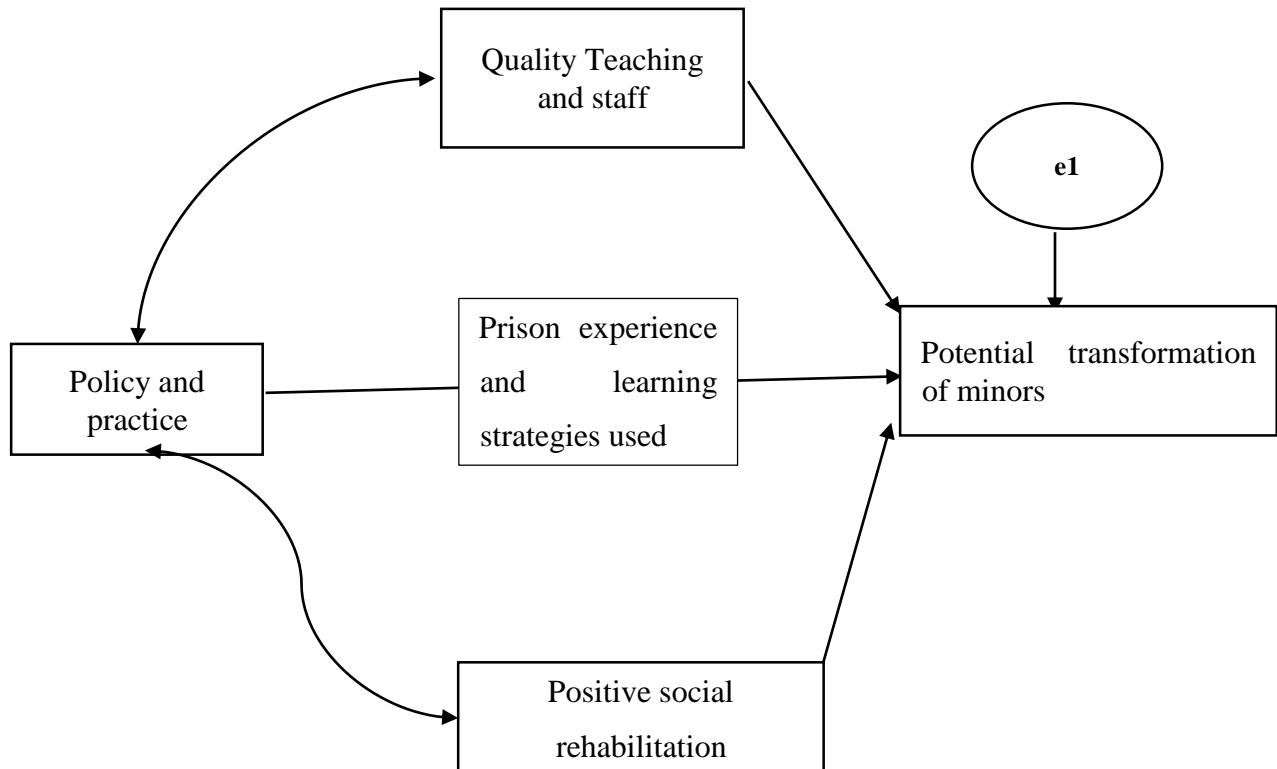
4.5 Triangulation of Results



Source: field work, (2023)

4.13 PROPOSED MODEL FROM THE RESULTS

Figure 35: Proposed Model: The QPPP Model of Assessment of Pedagogic Factors: Towards Developing An Analogous Integrated Assessment Model For Potential Transformation: The Case Of Kondengui Central Prison, Yaounde.



Model Description

This model is an “on-going holistic model for assessment that produces powerful insights to support program design, strategy, implementation, impact assessment and evaluation. It is communicated through diagrams and narratives which are updated at regular intervals as supported by the theory of Change (Vogel 2012, p5). The model which is drawn from the results of the study, is based on assessing what and how we learn through the various domains of learning. Its purpose is to address some of the problems evaluators faced when trying to assess the impact of complex social development programs and behaviours. This among others include poorly articulated assumptions (constructs), lack of clarity about how change processes (behavior) unfold, and insufficient attention being given to the sequence of changes.

Using the model

A. **Understand and Identifying how potential transformation of the minors happen:** The first step, is an assessment of how change could happen in relation to a particular issue. This can include an assessment of:

- Which factors in the external context might help or hinder change;
- Who has the power to influence change, positively or negatively;
- What or who needs to change, and at which levels (e.g. national, regional, community); and over what timeframes.

B. **Identifying specific role (construct):** this stage attempts to explicitly identify an organisation or program's own contribution to change. The main purpose of this stage is to be able to identify which changes minors' education and its prison administrators can contribute to directly and/or indirectly, and which areas of change are beyond their scope.

C. **Developing a conceptual pathway:** Once there is clarity about the potential roles that prison education institutions can play, the next stage involves identifying an achievable long-term goal, clarifying and identifying the key changes which need to be in place for this goal to be realised, and then discussing and agreeing for an organisation or programme:

- Who it needs to work with and how;
- What changes in their knowledge, attitudes, skills and behaviour are required; and
- What activities or working approaches are needed to contribute to those desired changes?

The results of these discussions can then be presented as a conceptual map which illustrates the linkages between school work and the desired medium and long-term changes it seeks to influence. With this, the teachers can easily predict outcomes of the minors and work towards achieving the said outcome. This can be done in different ways,

- **Causal chain.** Describe a succession of elements inputs, activities, outputs, outcomes, in combination leading to the next element. Objectives trees and impact pathways range from simple logic models, to much more complex flow charts and diagrams with arrows pointing in all directions should be drawn.
- **Dimensions of change.** Design conceptual pathways to capture behavioural change of different minors, based on the idea that minors and education are a key driving force for change. The most common method for applying this at the moment is Outcome Mapping, which helps

schools define desired changes in minors' behaviour at different levels changes that a programme expects to see over its lifetime; changes it would *like* to see; and changes it would *love* to see and that would indicate long-term sustainable change. The idea is to make explicit the kind of potential transformation that prison education is seeking, and how the work it carries out helps support that transformation at different levels. With this, the conceptual pathway can easily communicate the model to different stakeholders.

- D. **Identifying assumptions:** These assumptions are often linked to the conceptual pathway, and can be seen as conditions that are necessary for change at one level to influence change at another level. The assumptions (construct) should therefore be tested throughout a minor education lifetime. The combination of the conceptual pathway with its associated assumptions is what makes the model analogous to a scientific theory.
- E. **Monitor change:** Indicators should be set at each level of change on the conceptual pathway. This enables prison administrators and teachers to assess where change is happening, and where it is not happening, and to track whether or not they are making progress towards their longer-term goals or impact. This can be done by comparing assessments of change at different levels and attempting to draw conclusions about how change at one level is (or is not) influencing change at another. In particular, if change is occurring at one level but failing to translate into change at another level that is a good indication that assumptions may be false or incomplete. This might mean approving, amending or discarding assumptions.
- F. **Reflect and give feedback:** Critical reflection is a vital part of Theory of Change thinking. Monitoring or evaluating change, and reflecting on critical assumptions, should lead an organisation or programme to question itself on a regular basis. Important questions to ask include the following.
- Is the Theory of Change still valid?
 - Is the institution working with the right people in the right way?
 - To what extent have anticipated changes led to changes in the lives of minors?
 - What is now better understood than before?
 - What needs to change in the understanding of how change happens, or an organisation or programme's specific role within that? Through this critical reflection, prison institutions can gradually refine their Theory of Change; better articulating how change happens and their particular role in helping bring about that change, and better appreciating the assumptions that underpin their work.

CHAPTER FIVE

DISCUSSIONS, LIMITATIONS, CONCLUSION AND FUTURE RESEARCH DIRECTIONS

5.1 DISCUSSIONS OF RESULTS

This research study is assessment of pedagogic factors that contribute to the improvement of quality transformative education of minor in Kondengui central prison. The results of this study show the following findings: discussions based on the objectives, research questions and hypothesis following the different five independent variables, findings based on the theoretical perspective, general implications, and limitations of the study, general conclusions and recommendations. Thus, they have been presented as follows:

5.2 DISCUSSION OF FINDINGS ACCORDING TO RESEARCH OBJECTIVES, RESEARCH QUESTIONS AND RESEARCH HYPOTHESIS

5.2.1 Research objective and Research Question 1.

In this study Objective 1 states “To Explore Teachers’ Know-How on teaching methods and designs used for assessing minors in Prison”. The first research question states: How does Teachers’ Know-How on teaching methods and designs used for assessing Learners in Prison affect learners’ potential transformation in prison education?

Teachers know-how on teaching methods and design serves as the blue- print in teaching and learning as well as in the assessment of learners potential transformation of learners (Maja 2012).The analysis of the questionnaires of the participants responses were positive, indicative of the fact that teachers know-how on teaching methods and designs used for assessing learners in prison greatly affect learners’ potential transformation in prison education, (Bellibi, 2018, Reynolds & Muijs 1999) strongly hold this opinion . The findings of this study with respect to the indicator: teachers using cooperative tasks strategy skill in teaching and learning confirm the study of Ambei et al when he contends that “teachers are the key players in the potential transformation of learners, because they are the ones who do and implement the curriculum in the classroom or in the Black Box (Paul et al 2017). According to Paul et al the Black Box is where learning is driven by what teachers and students do in the classroom. The advocates of the Black

Box contend that in the Black Box teachers have to manage complicated and demanding situations, channelling the personal, emotional, and social pressures of a group of 30 or more youngsters, all this depend on the sound knowledge of their strategic methods, in order to help them learn immediately and become better learners in the future.

Therefore, in the context of the above teacher's beliefs towards curriculum innovation is crucial because the way they perceive curriculum innovation will influence their strategic methods in teaching and learning. Mata (2012), in her write-up on categorization of factors of curriculum innovation gave credence to this issue about teachers' belief being crucial in curriculum innovation. Because of its importance, teachers' know-how according to UNESCO (2021) is when a teacher finds balance between a curriculum-centered and a student-centered approach. This will help the teacher to be more in comparison to the experienced and the way he delivers the content to the learners. It is considered as the main reason that forces teachers to think twice before applying for the job. Working in prison education requires additional teacher training, awareness, and preparedness. Recognizing inmate students' mental, emotional, and social needs, backgrounds and conditions forces all factors, involved in correctional schooling, to work harder and better to offer a suitable educational program that will support prisoners' rehabilitation and reintegration. Equal education, as offered to their peers in the common world, needs to be offered to inmate students too. Professional schooling provided for convicts is going to support their rehabilitation while paying their debt to society. According to Boulianne & Meunier (1986), "The ultimate goal of prison education is the successful reintegration of inmates into the mainstream of society." "Prisons will have some relationship to education outside, both in curriculum, methods of assessment for certification, overall aims and availability of resources" (UNESCO, 1995).

More so, it also implies that since many educational innovations require teachers to change their classroom practices and adopt new ways of teaching, teachers' training and development should also be regarded as an essential factor in the transformation process (Orafi, 2013). As Malderez & Wedell (2007:xiii) emphasize "the effective teaching of teachers is the key factor influencing the extent to which the effective implementation of new education policies and curriculum reforms takes place as intended". In addition, Carless (1999:23) argues that "teachers need to acquire the skills and knowledge to implement something, particularly if it is slightly different to their existing methods". Thus, it is important to recognize that while teachers examine

and assess the transformation of learners, they need to be monitored and supported in a way that their personal practical understandings and knowledge of the prison education are enhanced.

5.2.1.1 Hypothesis 1

Hypotheses one the alternative, states that Teachers' Know-How on teaching methods and designs used for assessing Learners in Prison affect learners' potential transformation in prison education. The null hypotheses was rejected, which means that there is a significant statistical evidence to suggest that, Teachers' Know-How on teaching methods and designs has a positive significant effect on the potential transformation of learners in prison education.

The findings of this first retained hypothesis of the study that is quality of teaching and staff, compliment to a greater extent the work of some researchers Agbor -Tabe (2019) in this field of studies as well as Dffang (2019). As Frank (2012) points it "Good teaching is timeless" he says these techniques: lesson plan and extension activities offer opportunities for students to make powerful connections with the target language. This view of Frank (2012) from his article "Good Teaching is Timeless" corroborates vehemently with the findings of the research just stated above. This change in approach in methodology can only be possible when teachers collectively understand that they need more time to work with colleagues, to critically examine the new standards being proposed, and to revise the curriculum. They need opportunities to develop, master, and reflect on new approaches to work with children, (Corcoran 1995). The learner is the focus of the learning process. Individual learners' needs and learning styles are given priority in determining the content to be covered, the teaching and learning method and the mode of assessment. . It is outcome-based, students must demonstrate mastery of all required competencies to earn credit or graduate or advance to the next level. Involve multiple measures of assessment to determine competency Students earn credit toward graduation in ways other than seat time and course taking (such apprenticeships, blended learning, and dual enrollment. Practice oriented Students must demonstrate practice skills and tangible outcomes to determine competence and not just the possession of theoretical knowledge.

In the light of the above, According to (Shulman, 1987), to teach students in prison according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students in prison create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables

teachers to make ideas accessible to others. Shulman (1986) introduced the phrase pedagogical content knowledge and sparked a whole new wave of scholarly articles on teachers' knowledge of their subject matter and the importance of this knowledge for successful teaching. In Shulman's theoretical framework, teachers need to master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) knowledge of the curricular development which include method of teaching and evaluation. Content knowledge encompasses what Bruner (as cited in Shulman, 1992) called the "structure of knowledge"—the theories, principles, and concepts of a particular discipline. This can help enlighten the inmate's know-how on the various principles and concept of learning thereby increase their human capital. Importantly, content knowledge deals with the teaching process, including the most useful forms of representing and communicating content and how inmate's best learn the specific concepts and topics of a subject. "If beginning teachers are to be successful, they must wrestle simultaneously with issues of pedagogical content (or knowledge) as well as general pedagogy (or generic teaching principles)" (Grossman, as cited in Ornstein, Thomas, & Lasley, 2000, p. 508).

Thus the quality of teaching and staff related to teachers' know-how on teaching methods and designs will play a major role in the potential transformation of learners in the different prisons. The findings of this study also compliment Glatthorn (1990) view that described quality of teaching and staff as the process of fitting the represented material to the characteristics of the students. The teacher must consider the relevant aspects of students' ability, gender, language, culture, motivations, or prior knowledge and skills that will affect their responses to different forms of presentations and representations for their potential transformation.

5.2.2 Research objective and Question 2

The Objective 2 of this study states "To determine whether prison experience and assessment strategies influence minors' potential transformation. This objective guided the second research question that states "What are the prison experience and assessment strategies that influence inor potential transformation? The essence of this objective was to find out from the respondents using the interview, questionnaire and observation, the role prison experience and assessment strategies used can contribute to the potential transformation of prison minors. Indirectly the objective also aimed at unearthing the extent to which the common characteristics among prison minors are taken care of during the teaching and learning process to improve the

teachers' job effectiveness thereby facilitating any innovations during the potential transformation of learners. Given that many prisoners lack the employment skills needed to join the workforce on release, policy-makers often contend that education in prison should primarily prepare prisoners for employment, with a particular focus on vocational skills, numeration and literacy.

Others reject this: some argue that education in prison should be based solely on an adult education approach; some believe that it should mirror programmes of education. Education in prison offered to the wider community outside the prison context, and some make the case that education in prison should be viewed as part of a social justice framework. And in light of the large numbers of people in prison who come from marginalized and minority communities, some scholars believe that education in prison should be part of a consciousness-raising process. The most dominant perspective expounded by political and penal administrators internationally is that education should be used as a tool for rehabilitation (Bozick et al., 2018). This approach tends to prioritize education in prison not as a right, but as a means to an end, the goal being rehabilitation. Prominent in this understanding of education as a means of rehabilitation is the promotion of secondary, vocational and skills training designed to prepare prisoners for employment on their release. Understandably, governments and penal policy-makers are keen to promote this approach to education, which can upskill prisoners, prepare them for the workforce and, it is hoped, prime them for employment that will encourage them to move away from a life of crime.

In a study of prisoners participating in education in prison in Western Australia, Giles (2016) found that the more classes' prisoners completed, the lower the rate of re-incarceration. Research in South Africa (Vandala and Bendall, 2019, p. 1) led to the conclusion that education in prison transforms prisoners' lives by boosting self-esteem and confidence, improving literacy levels, and equipping prisoners with valuable skills. The researchers determined that education in prison 'transforms offenders into law abiding and productive citizens on release'. They found that prisoners participating in educational programmes were 28 per cent less likely to re-offend than detainees who did not participate in these programmes. However, they found that this reduction in the rate of recidivism did not always lead to gainful employment after release. People who did not participate in education in prison were as likely to obtain post-release employment as those 43 who did. The impact of a prison sentence outweighed a prisoner's educational achievements while incarcerated. Despite this, Bozick et al (2018, p. 389) nonetheless concluded that this demonstrated the value of providing prisoners 'with educational opportunities while they serve their sentences if

the goal of the program is to reduce recidivism'. The results of the interviews and the classroom observation unveiled a golden thread that reminds stakeholders the academic role expected of teachers and learners and it provides critical feedback about teaching and learning if learners(minors) in prison education are to be transformed.

5.2.2.2 Hypothesis 2

The alternative of the second hypotheses states that there are prison experience and assessment strategies that need to be taken into consideration in order to meet their educational needs for potential transformation. Here, there was a rejection of the null hypotheses which points out that, there is significant statistical evidence suggesting that Prison experience and learning strategies used (PELS) has a positive effect on the potential transformation of Minors in prison education. Alternative hypothesis of this construct states that there are common characteristics among the prison population that need to be taken into consideration in order to meet their educational needs for potential transformation. Prison experience and learning strategies used from the results of the findings showed a positive or pleasant connotation. In this light the construct was retained by this study. The fact that the results was significantly positive confirm the point that Prison experience and learning strategies used. Nevertheless findings of the Prison experience and learning strategies used as a determinant of the potential transformation is not really new. The impact of a prison sentence outweighed a prisoner's educational achievements while incarcerated. Despite this, Bozick et al (2018, p. 389) nonetheless concluded that this demonstrated the value of providing prisoners 'with educational opportunities while they serve their sentences if the goal of the program is to reduce recidivism'.

Meanwhile, skills-based, vocational approaches to education in prison have been criticized for being more akin to training for employment. Critics contend that the educational needs of learners can become subsumed into the requirements of employers. Costelloe and Warner (2014, p. 177) argue that 'much of the employment-focussed "education" provided in some countries does not constitute education as it is understood generally in the field of adult education, or indeed "prison education" as understood by the Council of Europe'. Downes (2014, p. 202) concludes that while there was a 'national strategic approach to access to lifelong learning in prison' in England, 'it nevertheless remains a concern that the goal of employment subordinates other legitimate goals of lifelong learning, such as active citizenship, social cohesion and personal fulfilment' (see also Behan 2018).

Although education and training are both important in their own right, Pike and Farley (2018) argue that the terms ‘education’ and ‘vocational training’ are sometimes used interchangeably in a prison context. However, they believe that there are important differences between the terms that need to be considered. They use the term ‘education’ to refer to all forms of formal and informal education for personal development that may relate to vocational outcomes, but which are not specifically aimed at employment. ‘Vocational training’, meanwhile, also incorporates the idea of personal progression, and is aimed at learning specific skills for particular types of employment. Pike and Farley identify significant benefits from all forms of education and training in prison contexts. In their examination of theoretical models of education and training, they consider ‘how best to cultivate a learning environment in prisons which can fully engage prisoners in education; to be not only employable, but with a positive pro-social identity, encouraging active citizenship’ (Pike and Farley, 2018, p. 82).

The relationship between education and personal development is the subject of some debate, as education has become increasingly enmeshed in discourses around rehabilitation and treatment. Rehabilitation programmes such as anger management and aggression replacement training are included in education provision in Estonia (GHK, 2013, p. 17, fn. 25). While a holistic approach, i.e. one that aims to educate the ‘whole person’, undoubtedly contributes to a transformative process of development, Warr argues that education should not be confused with treatment. To do so could lead to a situation where rehabilitative programmes and educational opportunities ‘serve the interests of the institution and the wider public over that of the prisoner’. He concludes that, ‘in much criminal justice procedure the prisoner comes very low on the hierarchy of stakeholders’ (Warr, 2016, p. 20). In some jurisdictions, prison educators endeavour to distinguish their practices from contemporary rehabilitative programmes that can be used by the state to ‘responsibilize’, ‘redeem’ or ‘normalise’ the socially excluded” (Ryan and Sim, 2007, p. 697; cited in Behan, 2018, p. 104). Drawing on the ‘prison works’ and ‘get tough on crime’ agendas, Costelloe and Warner (2008, p. 137) contend that some of these follow the ‘discredited medical model of imprisonment’, with an underlying ethos that views the prisoner primarily as something broken in need of fixing, or as an object in need of treatment. Robinson and Crow (2009, p. 121) suggest that ‘themes of personal responsibility, choice and recognition of the moral implication of these choices’ predominate in ‘offending behaviour’ programmes within contemporary rehabilitation models. Frequently, these can overlook the social context of

criminality, punishment and imprisonment (see Behan, 2018 and 2014b). Bayliss (2003) sees a middle way. He argues that, in jurisdictions in which the prison population is rising, governments are according education an increasingly important role. He believes that the main effect of education in prison is to increase ex-prisoners' chances of employment and hence reduce recidivism. Bayliss is convinced that, if this link were to be firmly established, 'it may convince policy makers, prison staff and inmates of the further benefits of prison education'.

He argues that educational programmes should offer a wider curriculum than basic education, become an integral part of the prison regime and prepare prisoners better both for life after prison and for a greater degree of involvement with the outside community (Bayliss, 2003, p. 157). The implication here conforms to the negative perception of the respondents of this construct. Minors are not given the opportunity to be at the forefront in issues of teaching and learning as their common and individual characteristics are not always fully taken into consideration thus a barrier to their potential transformation.

5.2.3 Research Objective and Question 3

Objective 3, of this study states "To find out the challenges facing education in prison in terms of policy and practice" The research question was guided by this objective that states "Are there challenges facing education in prison in terms of policy and practice that affect the potential for transformation in prison education?" The rationale underlining this research question was to unearth the extent to which appropriateness of prisoner interest will influence the potential transformation of minors in prison. The statistical analysis of this study of respondents' answers portrayed a less significant positive outlook as concerns appropriateness of prisoner interest. The early penal innovators, promoting prison as a humane form of punishment, wanted education to play a role in their institutions, although there was not always consensus as to the nature or type of tuition that should be provided. Some wanted religious instruction, to encourage prisoners to mend their immoral ways, leave their sinning (i.e. criminality) behind, and become law-abiding citizens. Others emphasized that prisoners should be taught to work hard, thereby enabling personal transformation. Indeed, some believed that punishment could be transformative in itself, with the experience of detention and isolation offering an instructive opportunity for reflection (see Morris and Rothman, 1998).

Although education in prison came into vogue in the twentieth century, its antecedents date back to the emergence of the modern prison in the early 1800s. The historian of education in prison, Thom Gehring (2020), argues that there is a ‘hidden heritage’, and that historical accounts have overlooked a number of radical and highly progressive practices that long predate the professionalization of pedagogy in prison. Notable innovators include Elizabeth Fry (1780–1845), a middle-class and wellconnected English Quaker. She began organizing educational activities at London’s Newgate Prison in 1817. In 1840, Alexander Maconochie (1787– 1860) became the Governor of Norfolk Island, a prison island in Australia. He believed that cruelty debased both the prisoner and the society inflicting it. Punishment should not be vindictive, but a means of enabling a prisoner’s social reformation. Maconochie instituted many progressive programmes, such as the ‘mark’ system: the more marks a prisoner earned, the shorter the prison sentence. In the twentieth century, countries across the world adopted his innovations as progressive penal polices. Janie Porter Barrett (1865–1948) opened the Virginia Industrial Home School for Colored Girls, with support from many black and white women. Its programme of self-reliance and self-discipline offered academic and vocational instruction, and focused on providing social support for women at risk (Gehring, 2017 and 2020). By the early twenty-first century, practically every jurisdiction in the world had integrated some form of education into its prisons, with many regions creating their own professional organizations.

5.2.3.1 Hypothesis 3

The alternative hypothesis 3 states that there are challenges facing education in prison in terms of policy and practice that affect the potential for transformation in prison education. It is necessary to mention here that the construct rejected the null hypothesis. In this connection this hypothesis was retained as a construct, underscoring the fact that there is a significant statistical evidence to suggest that appropriateness of prisoner interest (psycho-social content) has a positive significant effect on the learners’ potential for transformation in prison education.

The implications of the rejection of the null hypothesis is a pointer to the fact that educators should consider the psycho-social content in prison education as it has adverse effect on the learners’ potential for transformation. The respondent’s views are a pointer to the fact that psycho-social content in our prison education is still plagued with lack of appropriate definition underlying purpose, focus, and mainstreaming. There is the prevalence of discrimination, subjectivity, biases,

favouritism, corruption, confusion, dishonesty, witch hunting, intimidation, harassment, and victimisation of teachers on flimsy grounds (Wanzare 2011). It is also believed that often there is lack of free environment for teachers to share instructional concerns with supervisors (Ololude, 2011). These findings are in congruence with findings of studies on common characteristics of minors which are not fully utilized in the course of teaching by teachers.

Generally the results from qualitative analysis reveal that students' psycho-social needs are not fully taken into consideration due to the type of learning environment. Education in Prison (1990, p. 15) acknowledged that the penal context has a bearing on opportunities for fruitful pedagogical participation. Further, prison 'by its very nature is abnormal and destructive of the personality in a number of ways'. However, it declared that education has the 'capacity to render the situation less abnormal, to limit somewhat the damage done to men and women through prison' (Council of Europe, 1990, p. 13). Echoing the declarations from UNESCO's conferences on adult education, education in prison 'must in its philosophy, methods and content, be brought as close as possible to the best adult education in society outside' (Council of Europe, 1990, p. 14). Although these international declarations, conventions and standards setting out the principles of education in prison are very welcome, with a few notable exceptions, they have rarely been fully realized in practice. Translating such principles into domestic policy and local practice is a challenge across nearly all jurisdictions. One review of education in prison across Europe found that while all jurisdictions maintained that they followed Council of Europe recommendations, there are indications that 'actual implementation or application of these conventions can vary' (GHK, 2013, p. 14; see also Behan 2018). Another report on adult education in Europe was more forthright. It concluded that many excluded and marginalized groups, including prisoners, rarely feature in lifelong learning strategies in many jurisdictions. Despite the objectives set out at an international level, 'prison education is outside the Pale of strategic focus and intervention at national level in some countries' (Downes, 2014, pp. 192–3, cited in Behan, 2018, p. 101).

One is tempted to conclude that the available resources in prisons are more often used in order to improve protection, safety and order, and not to invest in the prison workshops, vocational training, tools for providing the educational process, sports and leisure, on the assumption that security can be achieved by applying more restrictive and disciplinary measures, but not by improving the prison environment, providing constructive employment of prisoners and encouraging positive relationships between staff and prisoners (Baratov, 2014, p. 125

5.2.4 Research Objective and Question 4

Objective 4 of the study states “To determine whether minors who complete education in prison after detention have a positive social rehabilitation”. The research question was as follows affect “What is the significant difference between those who complete secondary education in prison after detention and their rehabilitation in society?” This objective was to ascertain the challenges facing the ex-convicted minors from the viewpoint of positive social rehabilitation in society. It was also aimed at deciphering successful outcomes at the level of the people in the society taking cognizant of the fact that minors from the prison generally needs help on issues of positive social rehabilitation especially in the society where they were before. From findings it was realized that Materials, psychological and social support are not given to minors in the time of release. It was realized that even programs and strategies that policy makers and practitioners have developed, that will help ex-minor successfully reintegrate into the society without re-offending are very few and mostly by owned by Non-governmental Organizations (NGOs).

The respondents’ answers to the questions reveal that if there are many rehabilitation centers for minors who complete secondary education after release it can go a long way in their positive social rehabilitation. After scrutinizing the validity and rigidity of this construct, it rejected the null hypothesis concluding that there is significant statistical evidence to suggest that positive social rehabilitation have a positive significant effect on the potential transformation of ex-convicted minors.

The implication of this positive stand from the respondents’ perception exhibits the indispensability of education on the positive social rehabilitation of minors into the society. The indispensable nature is recognized from the point of potential transformation of minors. The impact of education goes well beyond the walls of the prisons themselves, extending into the home communities of the incarcerated students. Studies show, for instance, that postsecondary prison education has many positive effects on the children of the incarcerated, offering a chance to break the intergenerational cycle of inequality and incarceration. Those who left secondary education in prison when intergreted into the society avoid committing the same crime again because they had gain enough knowledge and skills that led to potential transformation. Moreover the society is at peace as the government would not spend more money in incarceration. Human capital and social capital would increase and they would equally gain their self-esteem.

5.2.4.1 Hypothesis 4

The fourth hypotheses, from the results of the findings the null hypothesis was rejected, stating that positive social rehabilitation (PSR) has a positive significant effect on the potential transformation of the minors. The fourth hypothesis of this study states: There is a positive and significant relationship between those who complete secondary education in prison after detention and rehabilitation in society. Positive social rehabilitation in this connection, involve, rehabilitation centres for minors, how the state re-integrate minors after completion of their studies and release, extra-curricular activities that assess minors' social skills during their study, a monitory and follow up unit that counsel the minors on behaviour issues, State provides employment opportunities to minors after their liberation, States provides certification after completion of prison education, Materials, psychological and social support are given to minors in the time of release, effective intervention unit to assist ex-minors to reintegrate into the society and avoid further criminality, programs and strategies have policy makers and practitioners develop, that will help ex-minor successfully reintegrate into the society without re-offending and re-integration programs are subjected to controlled evaluation and successful approaches. The result of this hypothesis was positive thus, the rejection of the null hypothesis. The result is very significant because it is in line with the findings of other studies done in the domain of social rehabilitation. A study by the Department of Policy Studies at the University of California at Los Angeles, found that a 1 million investment in incarceration will prevent about 350 crimes, while that same investment in prison education will prevent more than 600 crimes. Prison education is almost twice as cost effective as incarceration.

Another study found that for every 1million invested in prison education, taxpayers save 4-5million in re-incarceration costs during the first three years post-release. Even for those who are serving lengthy even natural life sentences, prison education has profound and often life-changing benefits. There is a substantial reduction in violence and disciplinary infractions among those involved in prison education. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled. Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners' self-esteem.

5.2.5 Research Objective and Question 5

The objective 5 of the study states “To verify whether the curriculum used in prison education has aspects of psycho-social content that are used to assess potential transformation.” The research question that stemmed from this objective states, “Does the curriculum used in prison education have aspects of psycho-social content that are used to assess potential transformation? This fifth research question was designed to throw light on the influence of psycho-social content in prison education on the potential transformation of minors. Adolf Meyer in the late 19th century stated that; "We cannot understand the individual presentation of perpetuating factors without knowing how that person functions in the environment." Psychosocial assessment stems from this idea. The relationship between mental and emotional wellbeing and the environment was first commonly applied by Erik Erikson in his description of the stages of psychosocial development.

Mary Richmond considered there to be a strict relationship between cause and effect, in a diagnostic process. In 1941 Gordon Hamilton renamed the existing (1917) concept of "social diagnosis" as "psychosocial study". Psychosocial study was further developed by Hollis in 1964 with emphasis on treatment model. It is in tension with diverse social psychology, which attempts to explain social patterns within the individual. Problems that occur in one's psychosocial functioning can be referred to as "psychosocial dysfunction" or "psychosocial morbidity." That refers to the lack of development or diverse atrophy of the psychosocial self, often occurring alongside other dysfunctions that may be physical, emotional, or cognitive in nature. Most people especially the adolescent and youths go to prison because they have psycho-social dysfunction. There is now a cross-disciplinary field of study, and organisations such as the Transcultural Psychosocial Organization (United Nations High Commissioner for Refugees), and Association for Psychosocial Studies. A person needs to have all their psychosocial needs met to be happy with themselves and those around them. Health, education, and psychosocial support also need to be central to any national reconstruction efforts.

5.2.5.1 Hypothesis 5

The alternative of the fifth hypothesis originally postulates that the curriculum used in prison secondary education has aspects of psycho-social content that are used to assess potential transformation. The result here rejected the null hypotheses which interprets that there is significant

evidence to suggest that psychosocial content (PSC) has a positive significant effect on the potential transformation of students. The findings of this construct showed a positive perception. Psychosocial assessment considers several key areas related to psychological, biological, and social functioning and the availability of supports. It is a systematic inquiry that arises from the introduction of dynamic interaction; it is an ongoing process that continues throughout a treatment, and is characterized by the circularity of cause-effect/effect-cause. In assessment, the clinician/health care professional identifies the problem with the client, takes stock of the resources that are available for dealing with it, and considers the ways in which it might be solved from an educated hypothesis formed by data collection. This hypothesis is tentative in nature and goes through a process of elimination, refinement, or reconstruction in the light of newly obtained data. The teacher can also use the psychosocial assessment to grade the learners so as to give feedback on their progress in the classroom.

There are five internal steps in assessment:

1. Data collection (relevant and current) of the problem presented.
2. Integrating collected facts with relevant theories.
3. Formulating a hypothesis (case theory) that gives the presented problem more clarity.
4. Hypothesis substantiation through exploration of the problem: life history of the client, etiology, personality, environment, stigmas, etc.
5. Further integration of newer facts identified in the treatment period and preparing a psychosocial report for psychosocial intervention.

Assessment includes psychiatric, psychological and social functioning, risks posed to the individual and others, problems required to address from any co-morbidity, personal circumstances including family or other carers. Other factors are the person's housing, financial and occupational status, and physical needs. Assessments when categorized, it particularly includes Life history of the client that include data collection of living situation and finances, social history and supports, family history, coping skills, religious/cultural factors, trauma from systemic issues or abuse and medico-legal factors (assessment of the student's awareness of legal documents, surrogate decision-making, power of attorney and consent). Components include: the resource assessment of psycho-spiritual strengths; substance abuse; coping mechanisms, styles and patterns (individual,

family level, workplace, and use of social support systems); sleeping pattern; needs and impacts of the problem etc. Advanced clinicians incorporate individual scales, batteries and testing instruments in their assessments. In the late 1980s Hans Eysenck, in an issue of *Psychological Inquiry*, raised controversies on then assessment methods and it gave way to comprehensive Bio-Psycho-Social assessment. This theoretical model sees behavior as a function of biological factors, psychological issues and the social context. Qualified healthcare professionals and teachers can conduct the physiological part of these assessments. This thrust on biology expands the field of approach for the student, with the student, through the interaction of these disciplines in a domain where mental illnesses are physical, just as physical conditions have mental components. Likewise, the emotional is both psychological and physical.

The clinician's comprehension and set of judgments about the student's situation, the assessment through a theory of each case, predicts the intervention. Hence a good psychosocial assessment leads to a good psychosocial intervention that aims to reduce complaints and improve functioning related to mental disorders and/or social problems (e.g., problems with personal relationships, work, or school) by addressing the different psychological and social factors influencing the individual. For example, a psychosocial intervention for an older adult client with a mental disorder might include psychotherapy and a referral to a psychiatrist while also addressing the caregiver's needs in an effort to reduce stress for the entire family system as a method of improving the client's quality of life. Treatment for psychosocial disorders in a medical model usually only involve using drugs and talk therapy.

The alternative hypothesis of this construct states that the curriculum used in prison secondary education has aspects of psycho-social content that are used to assess potential transformation. This included willingness to support change towards developing social and human capital, values and skills to function in a free and just society, an opportunity to learn, inquire and discover new knowledge, intrinsically motivated through learning new concepts, in the midst of a conflict, they can manage my anger to an extent that I will let go of the incident and difficulty they experience during study.

5.3 FINDINGS: THEORETICAL PERSPECTIVE

The findings of the study were gleaned and guided by the following theoretical underpinnings: The Desistance theory (Maruna and Mann, 2019); the top-down and bottom-up

theories of policy implementation; the Human Capital Theory by Becker (1962) and Rosen (1976), and Social Learning Theory and Self-Efficacy by Albert Bandura (1977).

The answers to the research questions defined and visualized as well as underscored a road-map that revealed the startling findings. The research questions generally anchored on the crucial part played by the education in the potential transformation of minors in prison education. This implies that education is the pivot of any positive potential transformation of prison minors to be rehabilitated and accepted into the society.

5.3.1 The Desistance theory and the Implications of the Findings

Desistance theories accept that the process of desistance is neither a quick nor easy process, with the analogy of a journey being adopted to illustrate the complexities. It can take considerable time, potentially many years, to change entrenched behaviours and the underlying problems. Lapses and relapses should be expected and effectively managed. The Desistance theory argued that when the leader practices behaviors that support the subordinates' abilities, the subordinates' performance increases. Desistance should not be seen as a quick or easy process – it can take considerable time to change entrenched behaviours and the underlying problems. Three stages of desistance have been identified primary, secondary and tertiary. The role of probation is to assist and support individuals desist from crime – there are too many factors at play for probation to 'cause' desistance, The research highlights the importance of both internal factors, e.g. what the individual believes in, and external/social factors, e.g. the supportiveness of those around the individual. Desistance research also emphasizes the need to: adopt an individualized approach, recognizing that the desistance journey is different for each individual, develop positive relationships individuals are influenced to change by those whose advice they respect and whose support they value and recognize and build upon people's strengths, rather than focusing solely on individuals' deficits. In the light of the above, the findings of the first research question based on the quality of teaching and staff tie up with a good number of the theories mentioned above. The answer was positive and confirms that quality of teaching and staff influence the potential transformation of minors in prison education.

Desistance is the process of abstaining from crime by those with a previous pattern of offending. It is an ongoing process and often involves some false stops and starts. The resister is

placed front and centre in the process of desistance, recognizing that each individual's experience is different – the process is influenced by an individual's circumstances, the way they think, and what is important to them.

According to the Desistance theory, people are more likely to desist when they have:

- strong ties to family and community
- employment that fulfils them
- recognition of their worth from others
- feelings of hope and self-efficacy
- a sense of meaning and purpose in their lives. The desistance theory demand increasing attention to the implications for operational delivery. The term 'assisted desistance' has been used to describe the role that probation (and other agencies) can play, recognising that individuals can be supported to desist from crime but there are too many factors at play for an agency to 'cause' desistance. In line with this theory, the higher the quality of teaching and staff, and the higher the potential of education in the transformation of prison minors.

5.3.2 The top-down and bottom-up theories of policy implementation and its Implication on the Findings

Education policy implementation is a purposeful and multidirectional change process aiming to put a specific policy into practice and may affect a given education system on several levels (Viennet and Pont, 2017). It is important to point out that policy change goes hand in hand with policy implementation (Cerna, 2013). Passing policies does not guarantee success on the ground if policies are not implemented well. It is difficult to say which factors or conditions facilitate successful implementation since so much depends on the political, economic, and social context. Even if policy implementation appears to be successful, Fullan (2000) points out that there is no guarantee that success will last. In terms of the change process in schools, there has been strong adoption and implementation but not strong institutionalization. Fullan (2000, 2007) further notes that both local school development (which engages teachers and students) and the quality of surrounding infrastructure are key to lasting success.

As concerns policy and practice, based on the findings of the study, the concept of policy implementation is of utmost importance in the potential transformation of minors: the top-down

and the bottom-up theories. Top-down theorists see policy designers as the central actors and concentrate their attention on factors that can be manipulated at the central level (Matland 1995, quoted by Cerna, 2013). The top-down theory looks at a policy that is conceived or designed at the top level (by external agencies such as NGOs, ministries, etc.) and passed down for implementation by those at the bottom who play a passive role in decision-making. According to Ornstein and Hunkins (2009, p. 267), "teachers must be viewed as full participants in curriculum implementation, not passive recipients of the curriculum." They "possess clinical expertise" (p. 266).

Conversely, bottom-up theorists emphasize target groups and service providers, arguing that policy is made at the local level. Bottom-up approaches see policy implementation as a "time-consuming process of interaction and negotiation between those seeking to put policy into effect and those on whom action depends" (Barrett and Fudge, 1981, cited in Viennet and Pont 2017). The bottom-up scholars (e.g., Hjern and Hull, Hanf, Barrett and Fudge, and Elmore, quoted by Cerna, 2013) criticized the top-down theorists for only taking into consideration the central decision-makers and neglecting other actors. The bottom-up approach, developed by Hanf, Hjern, and Porter, identifies the networks of actors who are involved in service delivery in one or more local areas and asks them about their goals, strategies, activities, and contacts. Among the benefits of the bottom-up approach is its focus on centrally located actors who devise and implement government programs; thus, contextual factors within the implementing environment are important. Actors and their goals, strategies, and activities need to be understood in order to comprehend implementation. Bottom-up approaches do not provide prescriptive advice, but rather describe what factors have hampered achievement of stated goals.

According to Viennet and Pont (2017), the process of developing educational policy is no longer linear. A complex web of human interactions influenced by context is required for better policymaking. Education reform is not only for top-down policymakers, but it is also a balancing act that goes beyond evidence-based policymaking. Actors can interpret, react, and influence implementation. Including them throughout the process facilitates long-term success and prevents reactions against reforms. Cerna (2013, p. 18) talks of a combined approach. Many write-ups now are focused on combining micro-level variables from bottom-up and macro-level variables from top-down approaches in implementation research in order to benefit from the strengths of both approaches and enable different levels to interact regularly. Other authors are for collaborative

organizations involving multiple stakeholders who come together to identify common issues, share information and perspectives, generate or analyze information for decision-making, develop plans, and implement projects.

5.3.3 The Human Capital Theory by Becker (1962) and Rosen (1976) and its Implication on the Findings

Human capital theory is about the idea of humans increasing their productivity and efficiency through a greater focus on education and training. Human capital is the study of human resources. It talks about the development of economic value from how we function as a society. In the 1960s, economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity. As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital. According to Sean (2021) Human capital is a loose term that refers to the educational attainment, knowledge, experience, and skills of an employee. Rasure (2021) states that, the key points of Human capital are: the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality, posits that human beings can increase their productive capacity through greater education and skills training. Intellectual and human capital is treated as renewable sources of productivity.

Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money. The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms. In the light of the above, the findings of the some research questions based on the psychological content and common interest, a number of the theories mentioned above. The answer was positive and confirms that teacher's methodological competencies influence the implementation of the CBA in the selected schools in the south west region.

The importance of human and social capital is far reaching; the ability to acquire skills and sufficient networking abilities allow persons to enjoy elevated levels of economic and social status and avoid stigmatizing events, like incarceration. Human capital refers to education and skill sets, at both the individual and group level, while social capital refers to networks of obligations and reciprocity which allow information to spread between individuals and groups. Human and social capital both produces economic capital through access to relevant skill sets and information about potential employers in the licit labor market (Bourdieu, 1983; Coleman, 1988; Putnam, 2001). However, deficits in either category make entering into the licit labor market difficult; for example, persons with few social connections, a lack of sufficient job skills or a criminal record, may find legal employment hard to attain. If human and social capital levels have been stunted by gaps in educational attainment or absence from the licit labor market, due to incarceration or jailing, relevant job skills and information networks erode, making entrance into licit labor markets increasingly difficult (Clear, 2001). Acquiring a job depends on access to pertinent information about the availability and working conditions of employment (Ioannidies & Loury, 2004).

5.3.4 Social Learning Theory by Albert Bandura (1977) and its Implication on the Findings

In 1961 and 1963, Albert Bandura conducted a series of experiments to determine whether social behaviors (aggression) could be accrued by observation and imitation. The research that entailed children observing a model punch an inflatable doll looked to support the idea that children emulate their behavior by watching others. These experiments were collectively known as the Bobo doll experiments. Supported by his findings in the Bobo doll experiments, Bandura developed the social learning theory in 1977. The theory later evolved into the social cognitive theory in 1986 which postulates that learning takes place in a social framework with an ever-changing and shared interaction between the person, environment and behavior. Social learning theory is grounded by several key assumptions:

- **People learn through observation.** Learners can acquire new behavior and knowledge by merely observing a model.

- **Reinforcement and punishment have indirect effects on behavior and learning.** People form expectations about the potential consequences of future responses based on how current responses are reinforced or punished.
- **Mediational processes influence our behavior.** Cognitive factors that contribute to whether a behavior is acquired or not.
- **Learning does not necessarily lead to change.** Just because a person learns something does not mean they will have a change in behavior.

One of the primary strengths of social learning theory is its flexibility in explaining the differences in a person's behavior or learning, i.e., when there is a change in a person's environment, the person's behavior may change. An additional strength of the social learning theory is that it allows for different ways of learning. A person can learn through observation or direct experiences. Looking at Self-efficacy, it is a set of beliefs that influence the decisions individuals make and the subsequent actions they choose to carry out. In the 1970s, psychologist Albert Bandura developed the framework of self-efficacy, Bandura (1970) defined self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to attain designated types of performances. He argued that people with high self-efficacy will apply effort, persevere and demonstrate resilience when faced with challenging tasks, while those with low self-efficacy tend to hold back during difficult tasks, expect mediocre results, and give up easily. Self-efficacy judgements affect which activities individuals choose or avoid, how much effort they put in, how much resilience they have, and how long they persist with a task. People with high self-efficacy enjoy challenges and respond proactively to failure. They set higher goals and expend more effort towards their achievement. They are more self-regulating, persist longer and use more cognitive and metacognitive strategies (higher-level thinking), showing an understanding of what is involved to carry out a task successfully. People with low self-efficacy are more likely to avoid difficult tasks and have low commitment to goals.

Based on the findings of the study, this theory can positively affect prison education assessment programs and inmate potential transformation. More than 1000 prisoners are released each year from kondengui prison, and other prisons into the communities of Cameroon (Coley & Barton, 2006). When these ex- inmates re-enter society, they seek employment, but with limited education and low literacy levels their prospects for becoming employed are reduced (Coley &

Barton, 2006). A three-year study of 1,205 releases showed a strong positive relationship between prisoners obtaining education of any kind in prison and the reduction of recidivism (Haer, 1995). Because education has been shown to reduce recidivism, Kondengui prison and other prisons around Cameroon offer correctional education classes to inmates. The most widely offered correctional education classes are Adult Basic Education, Moral Education, Secondary Education (GCE) preparation, and vocational training (Coley & Barton, 2006).

5.3.5 Theory of change by Maureen O'flynn and Clare Moberly (1992)

Theory of Change' first emerged in the 1990s. Its purpose at that time was to address some of the problems evaluators faced when trying to assess the impact of complex social development programmes. These included poorly articulated assumptions, a lack of clarity about how change processes unfolded, and insufficient attention being given to the sequence of changes necessary for long-term goals to be reached (O'Flynn 2012). Theory of Change thinking has progressed rapidly since then, and is becoming increasingly popular even in the assessment of minors' education. O'Flynn (2012), saw theory of Change as an "on-going process of discussion-based analysis and learning that produces powerful insights to support programme design, strategy, implementation, evaluation and impact assessment, communicated through diagrams and narratives which are updated at regular intervals" (Vogel 2012, p5). The theory of change is based of mapping to make explicit the kind of potential transformation that prison education is seeking, and how the work it carries out helps support that transformation at different levels. Theory of change also known as theory of action is concerned with:

-Identifying assumptions: A critical part is the articulation of assumptions. Either at this point in the process, or in parallel with earlier stages, a minor education develops a series of assumptions. These assumptions are often linked to specific places in the conceptual pathway, and can be seen as conditions that are necessary for change at one level to influence change at another level. Theory of Change thinking encourages the testing of these assumptions throughout a minor education lifetime. The combination of the conceptual pathway with its associated assumptions is what makes a Theory of Change analogous to a scientific theory.

-Ongoing monitoring of change: Regular monitoring of change forms an important part of Theory of Change thinking. Many organisations choose to link their monitoring and evaluation systems to their Theories of Change, either by setting indicators at each level of change on their conceptual

pathway, or by attempting to assess change directly (James 2011). This enables prison administrators to assess where change is happening, and where it is not happening, and to track whether or not they are making progress towards their longer-term goals or impact. Within Theory of Change thinking it is also important for schools to look at the changes that are occurring in combination with their assumptions. This can be done by comparing assessments of change at different levels and attempting to draw conclusions about how change at one level is (or is not) influencing change at another. In particular, if change is occurring at one level but failing to translate into change at another level there is a good indication that assumptions may be false or incomplete. This might mean approving, amending or discarding assumptions.

- **Critically reflecting:** Critical reflection is a vital part of Theory of Change thinking. Monitoring or evaluating change, and reflecting on critical assumptions, should lead an organisation or programme to question itself on a regular basis. Important questions to ask include the following.

- Is the Theory of Change still valid?
- Is the institution working with the right people in the right way?
- To what extent have anticipated changes led to changes in the lives of minors?
- What is now better understood than before?
- What needs to change in the understanding of how change happens, or an organisation or programme's specific role within that?

Based on the findings of the study, this theory can positively affect minor education and their potential transformation. Through this, it can help to lay out a framework within which planning, monitoring, evaluation, impact assessment, learning, and improving can all take place more effectively. Also critical reflection, prison institutions can gradually refine their Theory of Change; better articulating how change happens and their particular role in helping bring about that change, and better appreciating the assumptions that underpin their work.

5.4 GENERAL IMPLICATIONS

The findings of this study have severe implications. It is necessary to re-invoke the objectives of the study to better appreciate the implications. The specific objectives of the study are:

1. To explore teachers' know-how on teaching methods and designs used for assessing learners in prison education influence minors potential transformation;

2. To determine whether prison experiences and assessment strategies influence minors potential transformation;
3. To find out the challenges facing education in prison in terms of policy and practice influence minors potential transformation;
4. To determine whether minors who complete education in prison after detention have a positive social rehabilitation;
5. To verify whether the curriculum used in prison education has aspects of psycho-social content that are used to assess potential transformation.

The concept of prison education systems have shifted from a traditional content-based approach towards a more comprehensive and competence-based approach to education and training programs, as noted by Siarova et al. (2017), Mukunja (2016), Remmy (2017), Cheptoo (2019), Mukunja (2016), Chemagosi (2020), and many others. Most developing-country educational systems are gradually shifting away from developing head knowledge and toward developing employable skills. This implies that learning should now be directed toward making use of the acquired abilities and skills rather than memorizing information. The integrated assessment approach has thus received recognition in many prison education systems in recent years as a strategy towards improving the quality of education. The countries adopting the intergovernmental assessment system need to innovate and reformulate the pedagogical and evaluative practices (Muoz and Araya, 2017; Cheptoo, 2019). Hence, the teaching methodology, assessment approaches, instructional materials, appropriateness of prison's interest, quality of teaching staff, prisoners experience and learning strategies used and classroom organization must change. In 2007, Kobola observed that, despite research findings on new teaching methods and classroom technology, assessment of minor prison education remains way below expectations due to the lack of an analogous assessment model. Thus it is in this light that this study was anchored to ascertain the extent to which prison minor education: towards developing an analogous intergreted assessment model can affect potential transformation. The findings are the postulation of the implications. It is worthwhile mentioning that the findings were harnessed from the research questions which were gleaned from the objectives of the study.

The implications of the findings shall be visualized from one viewpoint: The positive responses of all the research questions and all the five objectives were found significantly relevant to state to what extent assessment of prison minor education: towards developing an analogous

integrated assessment model for potential transformation: the case of Kondengui central prison, Yaounde. In the light of the above, the following objectives from the findings were concretized. Thus the final harmonized tests of the postulated Hypotheses mentioned below portrayed the rejection of the null hypotheses.

- 1) Teacher know-how on teaching methods and design
- 2) Prison experience and assessment strategies used.
- 3) policy and practice
- 4) positive social rehabilitation
- 5) Psycho- social content

The quality of teaching and staff based on teachers' know-how on teaching methods and designs portray that this factor is one of the hallmarks to reckon with if the vision 2035 behind prison education and potential transformation for rehabilitation must be realized. It will be an over statement saying from the findings that the quality of teaching and staff can be said to be the heartbeat of prison education. This is viewed or evident in the lesson preparation, assessing students, students' engagement and involvement in co-curricular activities. The respondents whom more than 90% were prison minors confirmed the fact that teachers' know-how on teaching methods and designs is great factor in prison education which can help in the potential transformation of prison minors. This is in line with Shulman (1986) who introduced the phrase pedagogical content knowledge and sparked a whole new wave of scholarly articles on teachers' knowledge of their subject matter and the importance of this knowledge for successful teaching. In Shulman's theoretical framework, teachers need to master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) knowledge of the curricular development which include method of teaching and evaluation. Content knowledge encompasses what Bruner (as cited in Shulman, 1992) called the "structure of knowledge"—the theories, principles, and concepts of a particular discipline. This can help enlighten the inmates' know-how on the various principles and concept of learning thereby increase their human capital. Importantly, content knowledge deals with the teaching process, including the most useful forms of representing and communicating content and how inmates' best learn the specific concepts and topics of a subject. This implies that the centrality of the teacher's role lies in the ability to construct tasks and

activities which will serve to meet the needs and expectations of the learners previously calculated prior to the commencement of the course and what they can do at the end of the course for potential transformation.

The second construct that showed positive response and statistical significance is, prison experience and learning strategies used. The positive nature of this construct is indicative of the fact that prison experiences and assessment strategy is something worth rethinking. The relationship between education and personal development is the subject of some debate, as education has become increasingly enmeshed in discourses around rehabilitation and treatment. Rehabilitation programmes such as anger management and aggression replacement training are included in education provision in Estonia (GHK, 2013, p. 17, fn. 25). While a holistic approach, i.e. one that aims to educate the 'whole person', undoubtedly contributes to a transformative process of development, Warr argues that education should not be confused with treatment. To do so could lead to a situation where rehabilitative programmes and educational opportunities 'serve the interests of the institution and the wider public over that of the prisoner'. He concludes that, 'in much criminal justice procedure the prisoner comes very low on the hierarchy of stakeholders' (Warr, 2016, p. 20). In some jurisdictions, prison educators endeavour to distinguish their practices from contemporary rehabilitative programmes that can be used by the state to 'responsibilize', 'redeem' or 'normalise' the socially excluded" (Ryan and Sim, 2007, p. 697; cited in Behan, 2018, p. 104).

Drawing on the 'prison works' and 'get tough on crime' agendas, Costelloe and Warner (2008, p. 137) contend that some of these follow the 'discredited medical model of imprisonment', with an underlying ethos that views the prisoner primarily as something broken in need of fixing, or as an object in need of treatment. Robinson and Crow (2009, p. 121) suggest that 'themes of personal responsibility, choice and recognition of the moral implication of these choices' predominate in 'offending behaviour' programmes within contemporary rehabilitation models. Frequently, these can overlook the social context of criminality, punishment and imprisonment (see Behan, 2018 and 2014b). Bayliss (2003) sees a middle way. He argues that, in jurisdictions in which the prison population is rising, governments are according education an increasingly important role. He believes that the main effect of education in prison is to increase ex-prisoners' chances of employment and hence reduce recidivism. Bayliss is convinced that, if this link were to

be firmly established, 'it may convince policy makers, prison staff and inmates of the further benefits of prison education'. This is a reminder that there are Common characteristics among prison population that need to be taken into consideration in order to meet their educational needs

The implications of the findings of the construct, policy and practice interest which after harmonizing the test of hypotheses ended with a positive note. The early penal innovators, promoting prison as a humane form of punishment, wanted education to play a role in their institutions, although there was not always consensus as to the nature or type of tuition that should be provided. Some wanted religious instruction, to encourage prisoners to mend their immoral ways, leave their sinning (i.e. criminality) behind, and become law-abiding citizens. Others emphasized that prisoners should be taught to work hard, thereby enabling personal transformation. Indeed, some believed that punishment could be transformative in itself, with the experience of detention and isolation offering an instructive opportunity for reflection (see Morris and Rothman, 1998).

Another implication of the findings from the stand point of policy and practice can be said to have very visible revelations. This component of policy and practice in prison education has a crucial role to play in the potential transformation of learners. It is the first determining factor that plays pivotal role in the setting up of prison education. In this connection the nature of the mind-set of the implementer plays on his belief and contributes in no small degree in the success or failure of the education. Janie Porter Barrett (1865–1948) opened the Virginia Industrial Home School for Colored Girls, with support from many black and white women. Its programme of self-reliance and self-discipline offered academic and vocational instruction, and focused on providing social support for women at risk (Gehring, 2017 and 2020). By the early twenty-first century, practically every jurisdiction in the world had integrated some form of education into its prisons, with many regions creating their own professional organizations. In 2014, 13 October was officially declared International Day of Education in Prison.

The implications of the findings of the construct, positive social rehabilitation (Successful outcomes) which after harmonizing the test of hypotheses ended with a positive note. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled. Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence

in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners' self-esteem. This shows that prison education helps to reduce crimes and increase the prisoners self esteem when rehabilitated in the society.

Another implication from positive social rehabilitation is that the impact of education goes well beyond the walls of the prisons themselves, extending into the home communities of the incarcerated students. Studies show, for instance, that postsecondary prison education has many positive effects on the children of the incarcerated, offering a chance to break the intergenerational cycle of inequality and incarceration. Those who left secondary education in prison when intergreted into the society avoid committing the same crime again because they had gain enough knowledge and skills that led to potential transformation. Moreover the society is at peace as the government would not spend more money in incarceration. Human capital and social capital would increase and they would equally gain their self-esteem.

Implications from the last construct on psycho-social content showed a significantly positive influence on the potential transformation of learners. This implies that most people especially the adolescent and youths go to prison because they have psycho-social dysfunction. There is now a cross-disciplinary field of study, and organisations such as the Transcultural Psychosocial Organization (United Nations High Commissioner for Refugees), and Association for Psychosocial Studies. A person needs to have all their psychosocial needs met to be happy with themselves and those around them. Health, education, and psychosocial support also need to be central to any national reconstruction efforts.

Another implication from the finding is that Psycho-social training should be given and made compulsory to student inmates. Volunteers are sometimes people from different NGOs like Red Cross and humanitarian association, sometimes religious group. The importance of psychosocial support, and recognises the huge need for psychosocial support in the prison. There is a good atmosphere in the training with jokes and laughter is very important for the inmate. They appreciate to have safe space where they can talk about stress reactions, loss, crisis events, feelings and thoughts without having to be tough and act cool. So besides being able to support fellow inmates in their capacity as Red Cross volunteers they also get an increased sense of connectedness and peer support among themselves.

The last implication from this construct shows that should be considered. Psychosocial assessment considers several key areas related to psychological, biological, and social functioning and the availability of supports. It is a systematic inquiry that arises from the introduction of dynamic interaction; it is an ongoing process that continues throughout a treatment, and is characterized by the circularity of cause-effect/effect-cause. In assessment, the clinician/health care professional identifies the problem with the client, takes stock of the resources that are available for dealing with it, and considers the ways in which it might be solved from an educated hypothesis formed by data collection.

5.4.1 Implications Vis a Vis the Qualitative Findings

It is worth mentioning the implications of the results of the qualitative analysis of this study. The results based on the interview expose the generated nature of prison education in Yaounde central Prison. The following issues were noted from the interviews : lack of classrooms, poor infrastructure, little or no use of didactic materials, lack of pedagogic reinforcement, lack of tailored curriculum, lack of trained teachers, very few or no seminars ,low information sharing and others. A relook at those stumbling blocks that constitute the generated nature of prison education mentioned above, it implies that much needed to be done, to prison education in Cameroon.

After the exposure of the generated nature of prison education in Cameroon, the study unveiled the challenges faced with prison education in Cameroon some suggestions were made for ameliorations. The challenges and suggestions were not very different from those visualized after the quantitative analysis.

5.4.2 The Limitations of the Study

The results of the findings of the study have brought to lime light by ascertaining to what extent does assessing prison education in terms of teachers know-how and designs used in teaching minors, prison experience and learning strategies used, psycho-social content, policy and practice and positive social outcomes can help to abreast potential transformation in the minors and prepare them for positive social reintegration into the society. In this light, the findings have portrayed concretely the extent of the shift from assessment method that focused on a narrow set of academic outcomes and fails to recognize that minors' successes are dependent on a full range of foundational skills including social-emotional, socio-cognitive and socio-psychomotor skills. This abandonment is to facilitate movement to analogous model, a model designed to help teachers

assess students' academic knowledge, emotions, skills to apply, and lifelong learning skills that are needed to be fully prepared for reintegration into the society and face with real life. These findings were damn necessary, for the education and prison stakeholders who need a much more profound understanding of the main determinants of assessment in prison education. However no matter how constructive this research work is, there are nevertheless some limitations:

- The state has not put in place strategies and follow up rules to achieve prison education goals;
- The teachers are not available reasons why the prison coordinator sort for benevolent workers to accomplish the tasks;
- Limited budget for the running of prison schools;
- Didactic materials are always unlimited supply by well-wishers;
- The structure for learning is also problematic because the hall is co-shared for other prison activities;
- Access to prison school is strictly forbidden from well-wishers;
- Teachers are not trained to teach in prison schools and most of the teachers teaching in prison schools are senior inmates.

5.5 CONCLUSION

Education is the process through which society plan their socio-economic development. It enables the people to improve their social, cultural and economies situation (Michal and lock, 2022, p.91). The education system must produce individuals who will cope well with the changing world. As noted by Schleicher (n.d.) cited by Lopez, et al. (2017). That is why prison education serves as a function to sustainable change in the behaviours of the minors. Cameroon has ratified several international and national conferences starting from the Jomtien Educational Framework 1990, to Salamanca Statements of 1994, to Dakar Framework of 2000 and Incheon Declaration of 2015. These International conferences address the right of children and also children in difficult situations. A child is every human being below the age of eighteen years. According to the above conferences, all children have the right to education. A minor is a person below the legal age of majority. That is why minors are being considered as young offenders rather than victim, and therefore they all have the right of education. "Today, prison education need to be geared towards preparing minors for more rapid economic and social change base on their potential transformation. It is in this light that the Ministries of justices, education and social affairs felt triggered by many

problems wrecking the minors: by still adopting a system that is organized to efficiently deliver curriculum and assess minors' proficiency at different levels of Bloom taxonomy such as cognitive, affective and psychomotor levels making the minors to be holistic.

Prison education should depend on extrinsic motivation and has a high variability in how teachers and administrators determine proficiency (Supradi 2000) in the minors for potential transformation. The deteriorating test scores both in internal and external exams (FSLC, GCE, PROBATOIRE, CAP and BACC) and reoffending in minors came as the last straw on the camel's back. It was at this juncture that it became dawn to education stakeholders that it is high time for education in prison to be assessed considering various factors like teacher know how on teaching methods and designs, prison experiences and assessment strategies used, challenges facing education in prison in terms of policy and practice, positive psycho-social content and curriculum used in prison to ensure their well-being, growth, and potential for rehabilitation and transformation.

The thinking abilities of the minors should provide opportunities for them to have the same high standards as others after their release in prison and completion of their education. Stakeholders in prison education now appreciate and encourage the assessment of minors' education towards personalized learning and support the development of higher order skills such as analysis, evaluation and problem solving which bring about their potential transformation and made them socially fit into the society after their release.

The study has as the general objective: To examine the link between Assessing Minors' Education towards the development of an Analogous Integrated Assessment Model for Potential Transformation: The case of Kondengui Central Prison, Yaounde.

The study aimed at assessing to what extent the prison education can lead to minors' potential transformation. The problem of minor sameness in their behaviors in the contemporary society after completion and release in prison include the devastating poor results in official exams for instance out of the 1092 minors in Cameroon prison for the academic year 2022-2023, 56 minors registered, 37 passed as follows: 30 CEP, 4 BEPC, 1 Probatoire and 2 BACC (Ali 2023,) the poor methods of assessment which rely solely on standardized test that focus on rote

memorization and regurgitation of information rather than critical thinking; problem solving and creativity, excessive emphasis on grades rather than providing feedback which usually create a culture of competition and discourages genuine learning that promote minors long-term growth and development, negligence in formative assessment which is an on-going and continuous evaluation and rely solely on summative assessment which turn to limit opportunities for minors to monitor their progress and make necessary adjustment, lack of recreational centers to accommodate the minors after their release into the society, lack of follow-up to ensure these minors do not go back to the same environment they were coming from, the needs of the learners are not being assessed, for instance a child who entered the prison because he or she was not having national identity card upon completion of education and release will not be given one.

All these and more will made the young offenders to commit the same crime in other to meet their needs. Offending is not just leisure that most of the youths find themselves doing, they are victim of circumstances and they also want to meet their needs. Once these needs are not met, they find themselves committing the same offends after release in prison. The aim of prison is for incapacitation, punishment, rehabilitation and deterrence which has little or no relationship in meeting the young offenders' needs so that they should not commit those same crimes again. The findings gotten from the research questions that were carefully carved out from the specific objectives have been an eye opener to the youth offending services which include elements from the penateciary administration, elements from the police, workers from social affairs, workers from the ministry of youth and civic education, interest group such as Plan Cameroon, UNICEF, UNESCO, ministries of education(MINEDUB/MINESEC that have far reaching repercussions as far as minors' potential transformation is concerned. The assumption is that assessing minors' education is an approach that can help enhance potential transformation (Harris, Guthrie, Hobart &Lundberg1995; Weddel, 2006). The findings gotten from this study is in support of the notion of creating entitled programs and centers that address the psychological and physical needs of the young offenders, the creation of youth offending programs from the stakeholders of prison education to address the needs of the young offenders, creating rehabilitation centers, provide, job opportunities to the young offenders.

This study also points out that the teacher as the key implementer is an indispensable factor in the process of education innovation and the bottom top approach should be considered as the rule. Assessing minors' education as means for potential transformation has ultimate

importance for ensuring quality education in prison, meeting evolving needs of the minors, enhancing teaching and learning, addressing inequities, improving Policy and Decision-Making, supporting accountability, promoting continuous improvement and empowering stakeholders (Boukhentache 2016). As UNESCO (2000, p.8) views that education is the principal tool for coping with the increasing problems of complex world as well as achieving sustainable development and a higher quality of life. Assessing minor education produces a web of inter-related changes with positive effect on population growth, social and economical development that is why the need of Education for All is a need of the day. Therefore EFA National Plan for Action (NPA) has been developed. This is a clear expression of ‘political will’ and government commitment to Education for All.

But it is worth mentioning that this cannot be realized without teachers who are the key implementers of assessment. Teachers, be it trained or untrained, voluntary inmate, need to be trained with the knowledgeable of assessment for potential transformation

Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills for preconditions for a successful transformation in the minors. This view conforms to that of Orafi (2013) stating that the teacher is the main factor in effective delivery of any imposed change. Su (2006) also noted that teachers are the determiner of the success of any reform to become meaningful at local or national level.

The five research questions that guided the results of the hypotheses unfolded the findings of this study. Out of the five hypotheses, all of them underscore positive results and were all retained or accepted.

- 2) Teachers know-how on teaching methods and design;
- 3) Prison experiences and assessment strategies;
- 4) Challenges facing prison education in terms of policy and practice;
- 5) Positive social rehabilitation;
- 6) Curriculum in prison has aspects of psycho-social content.

The five positive constructs by implication in the light of the objective of the study confirm the extent to which assessing minor education was positive from the viewpoint of those five

constructs in Kondengui Central prison, Yaounde of Cameroon. From the results it is therefore clear that assessing Teachers know-how on teaching methods and design, Prison experiences and assessment strategies, Challenges facing prison education in terms of policy and practice, Positive social rehabilitation and Curriculum in prison has aspects of psycho-social content were retained from the positive standpoint of the five constructs in the case of Kondengui Central Prison, guided by the responses of the respondents who were teachers themselves, minors and administrators.

In the light of the above, the fertile groundwork for assessing minors in prison involves considering various factors to ensure their well-being, growth, and potential for rehabilitation. It is important to note that assessing minors in prison involves using assessment tools specifically designed for minors, considering their age, cognitive development, and emotional maturity. These tools might include standardized tests, interviews, and observations conducted by trained professionals that will indicate their cognitive, affective and psychomotor levels of understanding. According to Borzycki (2007) most minors suffer from trauma and deficiency in their needs due to poverty or dismise of their parents. Conducting comprehensive mental health assessments will help to identify any underlying psychological or psychiatric conditions that may require intervention or treatment. This includes evaluating the presence of trauma, substance abuse, or any other mental health concerns. More grounds should be given to educational assessment in prison education. Assessing the educational needs and abilities of minors in prison to determine appropriate educational interventions and support which involved evaluating their academic skills, learning disabilities, and potential for educational advancement will help serve in certification, grading, promotion and placement in the society after release. Positive social rehabilitation entails assessing the risk level and identifying the specific needs of minors to develop individualized intervention plans.

This may involve evaluating factors such as their history of offending, family relationships, social skills, and community support. Examining the social environment and family dynamics of minors to understand the impact of these factors on their behavior and development. This assessment may involve interviewing family members, caregivers, or social workers to gain insights into the minor's background and support systems. Assessing the minor's capacity for rehabilitation and identifying factors that may contribute to positive change encourages motivation for personal growth, engagement in treatment programs, and the presence of supportive

relationships. Regularly reviewing and updating assessments as the minor progresses through their incarceration. This ensures that interventions and support align with their changing needs and developmental milestones.

The three new r's in education: Reflex, Rethink, Refocus, and undoubtedly should be put into serious action. In Socio-economic Bilingual Center, assessment is still a nightmare. These are disheartening realities: Recidivism risk assessment, rehabilitation potential, educational assessment, mental health evaluation and monitoring are all educational components that can create potential transformation in the minors if well assessed. These are harsh and stinking realities that the stakeholders of prison education need to address and focus attention to so that minors after completion of their study and release will not be tempted to commit similar crime. Considering the fact that the stakeholders mirror the values of the local community (Orafi 2013), it is worth mentioning that the aim of assessing minors in prison is typically to inform decision-making processes related to appropriate care, treatment, and opportunities for rehabilitation. The goal is to promote their overall well-being and facilitate their successful reintegration into society.

Therefore, it should be ensured that there is rehabilitation centers and programs being put in place, follow up commissions, allocation of funds to cater for the basic needs of the minors and employment facilities being put in place to follow up the minors after their release. All these have to be involved in decision taking processes. As concerns the teachers being the most influential factor in assessing the minor, it is damn imperative to work hand in gloves with them, providing in-service training, opportunities for professional development, incentives and motivation in order for them to be aware and conscious of the evolving changes in terms of teaching and learning in our educational system (Maja 2012). In this light it creates an atmosphere of competency which is an important characteristic of school governance. Unless further research would prove otherwise it seems reasonable to believe that the findings reported can be generalized. In the light of the above submission the researcher has proposed a model gleaned from the findings that would go a long way to contribute in the assessment of Minor education for potential transformation in prison schools in Cameroon. The model called "Integrated Analogous Assessment Model" (IAAM) this will inevitably drive change through effective assessment strategies thereby enhancing minor potential transformation.

5.6 DIFFICULTIES FACED

1. **Access and permissions:** Acquiring access to prisons and obtaining necessary permissions to conduct research was significantly hurdle. Prisons are highly controlled environments with strict security protocols, and gaining approval to enter as a researcher was a lengthy and complex process. Only FOYER d'Experience granted the researcher access to Kondengui Central prison since they are concern with the education of the minor.
2. **Ethical considerations:** Research involving incarcerated individuals raises ethical concerns. Researchers must navigate issues of informed consent, privacy, and confidentiality while ensuring the well-being and dignity of participants. Respecting the rights and autonomy of incarcerated individuals can be particularly challenging within the confines of a prison setting. Some successful minor never gave us their identity. Only statics were given to us.
3. **Limited resources:** Kondengui central prison has limited resources for educational programs. The researchers faced a lack of funding, materials, or infrastructure to carry out comprehensive studies. These constraints limit the scope and depth of research projects.
4. **Restricted sample size and diversity:** The population within prisons is inherently limited, making it difficult to obtain a representative sample for research purposes. That is why the researcher had to use deviant sampling technique.
5. **Security concerns:** Prisons prioritize safety and security, which can restrict certain research methodologies. For example, conducting interviews in person limited to specific areas or subject was highly under the supervision of prison education coordinator. This however limited information given by the teachers.

5.7 RECOMMENDATIONS

The findings of this study are much in compliance with the findings of other research studies in this field of study. However, a good recommendation will only be found invaluable if the findings of the study establish the compliance with other studies. It would also show much concern if there is any divergence that carries a positive note for the way forward especially if the degree of divergence is stated, that is showing a greater or lesser extent. According to Luka (2018) the intention of any educational system whether openly stated or not is to develop competent and confident individuals who can use the acquired knowledge and skills to positively transform their own lives in particular and contributes maximally to the development in general. The education

system must produce who will cope well with the changing world. In this perspective ,the findings of this study does not establish much divergence from other research findings from the standpoint of teachers know-how on teaching methods and designs , prison experience and assessment strategies, challenges facing education in prison in terms of policy and practice, psycho-social content and positive social rehabilitation. These components just mentioned above are in line with assessment philosophy and practices, the assessment philosophy used grading as designed to communicate minors' progress in learning academic skills and content as well as the skills they need to be lifelong learners.

The following recommendations are aimed at enhancing the assessment of minors' education for potential transformation:

5.7.1 PEDAGOGIC CONTRIBUTION

Curriculum

- A holistic curriculum is needed in order to meet the social, physical and cultural needs of minors. This includes creative and cultural activities. In view of the over-representation of minority and marginalized populations among prisoners, it is essential that the curriculum recognizes and embraces their history, culture and identity. This curriculum should be drawn from the new primary school Curriculum of MINEDUB and that of the secondary from MINESEC.

Make available to all detainees, whether sentenced or in remand, education programmes that would cover at least the curriculum of compulsory education at the primary and, if possible, at the secondary level.

-Education programmes aimed at the development of the full potential of each minor should be made available that will aim to minimize the negative impact of incarceration, improve prospects of reintegration, rehabilitation, self-esteem and morale.

Individual education plans with full participation of the detainee should result from this screening, and be monitored, evaluated and updated from entry to release.

-Education programmes should be integrated with the public system so as to allow for continuation of education upon release.

Civic engagement and active citizenship

Education in prison can draw on pedagogical methods that prepare minors to be active citizens which aims at strengthening learners' inclination to participate in society and to engage in policy debates around issues of concern for them and acknowledge their agency, namely by implementing and resourcing non-formal learning. This includes the promotion of citizenship in action, which includes a curriculum on themes such as human rights, the rights of children, democratic values, gender equality, tolerance and non-discrimination. It also includes learning the skills of democratic dialogue and participation and also engaging in advocacy towards decision making for the fulfilment of one's rights both in the learning space and throughout the prison time. Framework for valuing citizenship education and civic engagement include knowledge which permits minor to act in a democratic society, skills to engage and be active citizen, values which meant the norm set that guides how people view each other, tolerance, accepting differences and resources / social capital that will facilitate active engagement.

❖ Improving Teaching Methods

It is very essential that teachers revise and improve their teaching and learning approaches. Methodology competencies are a crucial precept in the implementation of a curriculum innovation. Gabriel (2010) found that teachers were unable to use highly and potentially interactive teaching methods such as problem solving and discovery which are very useful in teaching and learning environment .Morsha (2012) noted that when competency -based approach was not effectively followed up . There was often a danger for teachers to slide back to traditional teaching methods. Teachers therefore need to be highly proficient in the application of new teaching methods necessary to make students learning effective (Kafyullo et al,

❖ Enhancing Teacher -minor Interaction:

Teacher- student interaction is an important aspect in ensuring an effective teaching and learning. The fact that essentially this objective of competency based teaching and learning focus on teacher's effectiveness in the use of interactive, participatory teaching and learning techniques and a child learning environment. Learners come to class with some knowledge and skills .In order for the learners to share their knowledge and skills with that of teacher in the class, teachers must

create a friendly and interactive environment. Reports have often proven that this is often found lacking in most classroom observations, (Olulobe, 2010)

❖ **Training of teachers:**

-Teachers should be offered approved training and ongoing professional development, a safe working environment and appropriate recognition in terms of working conditions and remuneration.

Psycho-social programs

- Education programmes should pay close attention to accessibility and relevance to individual needs; the barriers to continued education upon release.
- The diverse background and needs of minors should be reflected in programmes and curriculum offered where the sharing of research, best practice and experience would generate particular dividends and is therefore specifically and strongly encouraged.
- Education programmes in detention should be based on current, multidisciplinary and detailed research. To this end, the international community should establish cooperation and exchange mechanisms between States to facilitate the sharing of such research and examples of best practice and their implementation.

- **5.7 .2 POLITICAL CONTRIBUTION**

- **Funding**

- States should identify the dispositional barriers to education and subsequently ensure adequate assistance and resources to meet their challenge.
- Detention institutions should maintain well-funded and accessible libraries, stocked with an adequate and appropriate range of resources and technology available for all categories of minors.
- Evaluation and monitoring of all education programmes in detention should become the norm and a responsibility of the ministry of education.

❖ - **Review Education Policy**

-Education should be guaranteed and entrenched in Constitutional and/or other legislative instruments;

- Compliance with the standards set forth in international law and guidance pertaining to education in prison should be ensured;

The policy and practices of prison minor's education needs a strong review and rethinking of the education policy

❖ **Providing infrastructure:**

It should be made known to educational authorities especially those in Primary and Secondary Education that learning and teaching infrastructure are crucial in building competencies among the learners. This means that the presence and conditions of classrooms, laboratories, workshops, libraries, sports field and power and water supply have great influence in the development of competencies among learners. It cannot be denied that minors have great opportunities to learn various things when infrastructure are available and in good conditions. This confirms and goes in line with the findings of one of the constructs that is prison experience and assessment strategies. In the light of the above, there is no building that can easily facilitate various learning and experience of the minor. It is a call to concern for the state to build a school in prison so as to facilitate teaching and learning thereby enhancing their potentials.

5.7.3 SCIENTIFIC CONTRIBUTION

- Identify, Define and Promote Career/Paths at an Early Age

In Cameroon, the problem of identifying, defining and promoting career or paths at an earlier age is a call for concern. Nevertheless, teachers who are by nature career oriented would endeavor to pick out good children who have traces to make informed choice of their future careers. Learners of course study a lot of subjects in school without having knowledge of the application of each subject in their daily lives. In this light, it is strongly recommended that even though the teachers' focus is always to complete the syllabus, the teacher should endeavor to identify and define learners and talents so that they can be guided to choose their future careers.

❖ **Improvement of Assessment Procedures;**

Improving assessment procedures in minors' education involves implementing practices that are fair, comprehensive, and supportive of their learning and development:

- Multiple assessment methods: Utilize a variety of assessment methods to capture different aspects of a minor's learning. This can include traditional tests and exams, but also project-based assessments, portfolios, presentations, group work, and self-assessments. Using diverse assessment methods allows for a more comprehensive understanding of a minor's skills, knowledge, and abilities.

-Formative assessment: Emphasize formative assessment, which focuses on providing ongoing feedback to support learning and growth. This can involve regular check-ins, informal assessments, and constructive feedback throughout the learning process. Formative assessment helps minors identify their strengths, areas for improvement, and take ownership of their learning.

- Individualized assessment: Recognize the unique needs and abilities of each minor by implementing individualized assessment approaches. This involves considering their learning styles, interests, and backgrounds when designing assessment tasks. Tailoring assessments to individual needs promotes engagement and increases the relevance and authenticity of the assessment process.

- Authentic assessment: Incorporate authentic assessments that reflect real-world tasks and challenges. These assessments can include problem-solving activities, simulations, case studies, or performance-based tasks. Authentic assessments provide minors with opportunities to apply their knowledge and skills in meaningful contexts, fostering deeper understanding and transferable skills.

- Assessment for learning progress: Shift the focus from solely measuring outcomes to assessing the progress and growth of minors over time. This involves considering their starting points and tracking their development throughout the learning process. By recognizing and valuing progress, minors are motivated to continue learning and overcome challenges.

-Inclusive assessment practices: Ensure that assessment procedures are inclusive and accessible to all minors, regardless of their diverse backgrounds, abilities, or learning needs. Accommodations, such as extra time, alternative formats, or assistive technologies, should be provided to support minors with disabilities or special educational needs. Culturally responsive assessments should also consider the cultural and linguistic diversity of the student population.

- Professional development for educators: Provide ongoing professional development and support for educators to enhance their assessment literacy. Educators should be equipped with the knowledge and skills to design valid assessments, interpret results, and provide constructive feedback. Professional development opportunities can foster a culture of continuous improvement in assessment practices.

- Engage stakeholders: Involve minors, parents, and other stakeholders in the assessment process. Communicate assessment goals, methods, and criteria clearly with all parties involved.

Encourage minors to actively participate in self-assessment and goal-setting, and involve parents in understanding and supporting their child's assessment journey.

- Continuous evaluation and refinement: Regularly evaluate and refine assessment procedures based on feedback, research, and best practices. This iterative process ensures that assessment practices remain relevant, effective, and aligned with educational goals.

By implementing these improvements, assessment procedures in minors' education can become more holistic, supportive, and conducive to their overall growth and development

Importance of improving assessment strategies in prison education for potential transformation.

Improving assessment strategies in prison education is crucial for fostering potential transformation and positive outcomes for incarcerated individuals. It is vital for understanding the needs of incarcerated individuals, designing effective interventions, fostering motivation and engagement, monitoring progress, supporting rehabilitation, and ultimately reducing recidivism. By recognizing the transformative potential of education and implementing robust assessment practices, prison education programs can empower individuals to make positive changes in their lives:

Individualized support: Effective assessment strategies allow for a better understanding of the educational needs, strengths, and weaknesses of incarcerated individuals. By identifying their specific learning styles, skill gaps, and interests, educators can tailor instruction and interventions to meet their unique needs. This individualized support increases the chances of engagement, progress, and transformation.

Targeted interventions: Assessments help identify areas where incarcerated individuals may require additional support or intervention. By understanding their educational challenges or gaps in knowledge, educators can design targeted interventions to address those specific areas. This focused approach increases the effectiveness of educational programs and improves the chances of successful learning outcomes.

Motivation and engagement: Well-designed assessments have the potential to motivate and engage incarcerated individuals in their education. When assessments are meaningful, relevant, and aligned with their learning goals, individuals are more likely to see the value in their education

and actively participate in the learning process. This increased motivation and engagement can lead to transformative learning experiences.

Progress monitoring: Assessments provide a means to monitor the progress and growth of incarcerated individuals over time. By regularly assessing their knowledge, skills, and competencies, educators can track their development and provide feedback and support accordingly. The ability to see tangible progress can boost self-confidence, foster a sense of achievement, and encourage continued educational efforts.

Rehabilitation and reintegration: Education plays a vital role in the rehabilitation and reintegration of incarcerated individuals into society. By improving assessment strategies, educators can accurately assess the educational achievements and capabilities of individuals during their time in prison. This information can be used to develop individualized education plans, identify further educational or vocational opportunities, and facilitate a smoother transition back into the community.

Empowerment and self-reflection: Assessment strategies that encourage self-assessment and self-reflection empower incarcerated individuals to take ownership of their learning and personal growth. Through self-assessment, individuals can identify their strengths, weaknesses, and areas for improvement. This process of introspection and self-awareness is essential for personal transformation and can contribute to their successful reintegration into society.

Reducing recidivism: Access to quality education and successful transformation have been linked to reduced rates of recidivism. By improving assessment strategies, educational programs can better identify the educational needs and strengths of incarcerated individuals, provide appropriate interventions, and equip them with the knowledge and skills necessary to reintegrate into society. This, in turn, can contribute to a decreased likelihood of reoffending.

Watering these Challenges

Summarily, the recommendations advanced above shall be able to water down these challenges common to developing countries prison education if the guidelines below are not ignored:

- 1) lack of infrastructure

- 2) Lack of train teachers to adopt new paradigms.
- 3) lack of rehabilitation centers
- 4) lack of authorization for running prison schools
- 5) Inadequate teaching and learning facilities
- 6) Lack of funding
- 7) Rigidity of the education policies and guidelines.

According to the researcher the recommendations shall bear good fruits if certain basic truth that has paved its way from start to finish of this study are given serious rethinking, It is now widely believed that in inclusive research , findings obtained in one country are not necessarily transferable to assessment strategies or policy making in another country (Eith, 2000,Rahman and Pandian,2016) , and it is now increasingly recognized that policy makers cannot import and adapt any assessment strategies from the west without considering contextual constraints, (Humphries and Barns, 2015) Unfortunately , most developing countries do not seem to be aware of this as yet

SUGGESTIONS FOR FUTURE RESEARCHERS

1. **Long-term outcomes:** Investigate the long-term effects of prison education programs on incarcerated individuals after their release. Explore factors such as recidivism rates, employment prospects, and successful reintegration into society. Examining the impact of education on reducing reoffending and promoting post-release success is crucial for advocating for the expansion and improvement of prison education initiatives.
2. **Program effectiveness:** Conduct rigorous evaluations of different educational programs implemented in prisons. Compare the outcomes of various approaches, such as vocational training, academic education, or therapeutic interventions. Assess the effectiveness of different instructional methods, curriculum designs, and program structures to identify best practices in prison education.
3. **Socio-emotional development:** Investigate the socioemotional and personal development outcomes associated with prison education. Explore the impact of education on self-esteem, resilience, critical thinking skills, empathy, and other socioemotional competencies. Understanding how education contributes to holistic growth and personal transformation can inform the design of comprehensive educational programs in prisons.

These research areas can contribute to a better understanding of the benefits, challenges, and strategies for improving education in prison settings, ultimately leading to evidence-based policies and practices that support the educational needs of incarcerated individuals.

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MENTORS

- Pr. Belinga Bessala Simon
- Pr. Maigaraid Daouada
- Pr. Tanyi Maureen
- Pr. MGBWA Vadeline
- Pr. Leke Tambo
- Pr. Awah kum Paschal
- Pr. Chaffi cyrille Ivan

APPENDICES

Appendix- A

QUESTIONNAIRE FOR MINORS

Dear Respondents:

I am a post graduate (PhD) student, of the University of Yaounde 1, carrying out a research on the topic: “*Assessment of Prison Minor Education towards the creation of an analogous assessment model for potential transformation*”: *The case of Kondengui Central Prison*”. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is designed for minors like you who have specific duties to perform in school. It is on this background that you have been purposefully selected to participate by completing the questionnaire. You are requested to be as frank as possible since your responses will be respected and accorded the highest confidentiality.

Thank you.

Express your consent to fill the questionnaire by answering the following questions.

Will you fill the questionnaire voluntarily? Yes No

SECTION A: DEMOGRAPHIC INFORMATION

Part I: This part of the questionnaire contains personal information. Thus, please fill the necessary information for each item properly by ticking in the box with the correct option.

- 1.1. Gender: male female
1.2 Age a) 12-14+ years b) 15-17+years c) 18-20+years
b) Duration in prison: a) 1-5years b) 6-10years c) 10years and above

SECTION B: INDEPENDENT VARIABLES: ASSESSMENT OF MINORS/ CREATION OF AN ANALOGOUS ASSESSMENT MODEL

PART II:

This part of the questionnaire focuses on Assessment of minors and the creation of an analogous assessment model. Please select the option that directly represent your opinion on the above variables and rate the following using a scale where; 1=Strongly Agree (SA); 2=Agree (A); 0 = Neutral (N); 3=Disagree (D) 4=Strongly Disagree (SD).

B.1 Items related to teachers’ know-how on teaching methods and designs

No		SA	A	N	D	SD
B.1	Items	1	2	0	3	4
1.1	Teachers consider individual differences before planning lessons for teaching.					
1.2	Evaluation is done on a daily bases to improve equality of learning.					
1.3	Teachers allow me to demonstrate high degree of innovativeness, initiative and creativity in the project learning					
1.4	Teachers encourages co-operation among the minors during the class presentation					
1.5	Feedback is given to us after class assessment					

1.6	Teachers come to the class with revision questions to boast of understanding					
1.7	Our teachers follow up us to read and do our assignments after school					
1.8	Assessment is mostly given in the form of homework					
1.9	Each time I answered question in the class, motivation in the form of praises is given to me					
1.10	I have an evaluation book that is meant for weekly assessment					

B.2 Items on Prison experience and learning strategies used

No	Items	SA	A	N	D	SD
B.2		4	3	0	2	1
2.1	I am expose to physical violence					
2.2	My family supports me in my personal and needs					
2.3	Social experience threatens my peace					
2.4	I have friends who always asked me to play with them after class					
2.5	My teachers are not always in the class, so I do not read well					
2.6	I put harmful objects in my bag just for social protection					
2.7	I have a phone that I use to do research					
2.8	I look in my exercise book during class examination					
2.9	I study together with my friends					
2.10	I learn a lot form co-curricular activities					

B.5 Items related to psycho-social content

No	Items	SA	A	N	D	SD
B.5		4	3	0	2	1
5.1	I have strong ties with my family and community.					

5.2	I recognize my worth for others.					
5.3	I feel hope and self-efficacy.					
5.4	I recognize the significance of social context.					
5.5	I am willing to support change towards developing social and human capital.					
5.6	I have the values and skills to function in a free and just society.					
5.7	If there is an opportunity to learn, inquire and discover new knowledge, I will pursuit.					
5.8	I am intrinsically motivated through learning new concepts.					
5.9	In a midst of a conflict, I can you manage my anger to an extent that I will let go of the incident.					
5.10	What difficulty do you experience during your study?					

SECTION C: DEPENDENT VARIABLE: POTENTIAL TRANSFORMATION

PART III: This part of the questionnaire is focused on the minors' potential transformation. Please select the option that directly represent your opinion on the above variables and rate the following using a scale where; 1=Strongly Agree (SA); 2=Agree (A); 0 = Neutral (N); 3=Disagree (D) 4=Strongly Disagree (SD).

2. Items related to quality of Education

No	Items	SA	A	N	D	SA
C.1	Items	4	3	0	2	5
1.1	The quality of education given to us is good					
1.2	The teachers frequently give us feedbacks about our learning					
1.3	Remediation is given to us whenever we don't understand some concepts					
1.4	Scholarships and prizes are given to best students					
1.5	All our school needs are provided to us by the school					

3. Items related to self-evaluation and reflection

No	Items	SA	A	N	D	SA
C.2	Items	4	3	0	2	5

2.1	Accountability on my academic progress is recorded and communicated					
2.2	I see the best in me through studying with my friends					
2.3	My education is my highest priority for now					
2.4	My abilities are monitored by my teachers and ensure that my strength and weaknesses are communicated					
2.5	Our morals are assessed and built by re-ward punishment					

4.Items related to New Comprehension

No	Items	SA	A	N	D	SA
C.4		4	3	0	2	5
4.1	I understand my domain of excel and proud of my academic achievements					
4.2	There is new meaning and understanding of me due to my new experiences					
4.3	My self-esteem can never be under-estimated by my friends and families					

Thank you for responding

Appendix-B

INTERVIEW FOR TEACHERS

Dear teachers:

I am a postgraduate (PhD) student of the University of Yaounde 1, carrying out a study on the Topic: *“Assessment of Prison Minor Education towards the creation of an analogous assessment model for potential transformation”: The case of Kondengui Central Prison*”.

This interview guide is for teachers teaching in prison like you who are expected to carry out different teaching methods and assessment strategies to enhance Minors performance towards potential transformation. You are requested to be as honest as possible when answering these questions. Your responses will be highly respected and accorded with highest confidentiality. Thank you for your kind cooperation in progress!

1. Background Information of the teachers.

- 1.1 Your subject of specialization.....?
- 1.2 Your experience in teaching.....
- 1.4. In which ways do you participate in decision-making of the school.....?
- 1.5 How do you communicate with your learners.....?
- 1.6 Do you have other duties apart from your job as a school teacher.....?
- 1.7 Do you finish your course outline at the end of the school year.....?
- 1.8 Do you prepare lesson plans before teaching.....?
- 1.9 Which methods do you use to assess the students?
- 1.10. In which co-curricular activities do you involve your students.....?

B.1 Items related to teachers’ know-how on teaching methods and designs.

PART III: This part of the questionnaire is focused on the Independent Variables. Please select the option that directly represent your opinion on Teachers’ know-how on teaching methods and design and rate using a scale where; 1=Strongly Agree (SA); 2=Agree (A); 0 = Neutral (N); 3=Disagree (D) 4=Strongly Disagree (SD).

Teachers’ Questionnaire

2. Items related to Lesson Presentation

No	Items	SA	A	N	D	SA
B		4	3	0	2	5
1.1	I carryout research in internet lab when preparing for my lesson.					
1.2	I communicate lesson objectives to the minors.					

1.3	I evaluate the objectives of my lesson					
1.4	I always come with lesson plans to class					
1.5	I make record of work on what I have taught and what I have not taught.					

3. Items related to Assessing Students

No	Items	SA	A	N	D	SA
C.2	Items	4	3	0	2	5
2.1	I give tests to my students					
2.2	I give home work to my students					
2.3	I give exercise in class					
2.4	I communicate feedback to my students					
2.5	I remediate lesson to slow learners					

2. Items related to students engagement

No	Items	SA	A	N	D	SA
C.3	Items	4	3	0	2	5
3.1	I engage my students by apportioning group work to them					
3.2	Students only get involved fully in assessment only when they are being motivated					
3.3	I also assess my learners through class presentation					
3.4	I carry out project learning with my students					
3.5	I boost students self-efficacy by organizing discussion in the classroom					

4. Items related to Involvement in co-curricular activities

No	Items	SA	A	N	D	SA
C.4	Items	4	3	0	2	5
4.1	students participate in football competitions organized by the school					

4.2	students participate in counselling and other programs organized by the school					
4.3	I mobilize students for club activities in the school					
4.4	I mobilize students for excursion					
4.5	I mobilize students for projects and Arts work.					

Thank you for responding

APPENDIX C

QUESTIONNAIRE FOR ADMINISTRATORS

Dear Respondent(s)

I am a post graduate (PhD) student, of the University of Yaounde 1, carrying out a research on the topic: “*Assessment of Prison Minor Education towards the creation of an analogous assessment model for potential transformation*”: *The case of Kondengui Central Prison*”. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is designed for administrator like you who have specific duties to perform in prison education. It is on this background that you have been purposefully selected to participate by completing the questionnaire. You are requested to be as frank as possible since your responses will be respected and accorded the highest confidentiality.

Thank you.

Express your consent to fill the questionnaire by answering the following questions.

Will you fill the questionnaire voluntarily? Yes No

SECTION A: DEMOGRAPHIC INFORMATION

Part I: This part of the questionnaire contains personal information. Thus, please fill the necessary information for each item properly by ticking in the box with the correct option.

- 1.1. Gender: male female
1.2 Age a) 30-35+ years b) 40-45+ years c) 50-55+ years
b) Experience: a) 1-5years b) 6-10years c) 10+ years

SECTION B: INDEPENDENT VARIABLES: ASSESSMENT OF MINORS/ CREATION OF AN ANALOGOUS ASSESSMENT MODEL

PART II:

This part of the questionnaire focuses on Assessment of minors and the creation of an analogous assessment model. Please select the option that directly represent your opinion on the above variables and rate the following using a scale where; 1=Strongly Agree (SA); 2=Agree (A); 0 = Neutral (N); 3=Disagree (D) 4=Strongly Disagree (SD).

B.3 Items related to policy and practice

No		SA	A	N	D	SD
B.3	Items	1	2	0	3	4
3.1	There are policies that are set for the functioning of schools in prison.					
3.2	There is a special curriculum designed to be used for schools in prison					
3.3	Evaluation is done based on norm references.					
3.4	Certification is given based on the National standard					
3.5	There is a policy for recruiting and training teachers in prison schools					

3.5	There are criteria for assessing teachers effectiveness					
3.6	Minors fully have rights over educational affairs.					
3.7	There is a policy for the amelioration of minors' education?					

B.4 Items related to positive social rehabilitation.

No	Items	SA	A	N	D	S
B.4		4	3	0	2	D 1
4.1	There is a rehabilitation centers for minors who complete secondary education after release					
4.3	There are extra-curricular activities that assess minors' social skills during their study.					
4.4	There is a monitory and follow up unit that counsel the minors on behavior issues.					
4.5	The State provides employment opportunities to minors after their liberation.					
4.6						
4.7	Materials, psychological and social support are given to minors in the time of release.					
4.8	There is an effective intervention unit to assist ex-minors to reintegrate into the society and avoid further criminality.					
4.1 0	Re-integration programs are subjected to controlled evaluation and successful approaches.					

Thank you for responding

Appendix D

AUTORISATION OF INTERNSHIP

ARCHIDIOCESE DE YAOUNDE
FOYER DE L'ESPERANCE
ARCHE DE NOE
TEL : 699 723 425
Mail : henriette.ngaffo@yaounde.com



AUTORISATION DE STAGE

Je soussignée Henriette NGAFFO, Directrice de l'Arche de Noé/Foyer de l'Espérance, autorise par la présente note la nommée **MAIENYONGA Robeltine**, étudiante en école Doctorale à la faculté des Sciences de l'Education de l'Université de Yaoundé 1, Département Curricula et Évaluation, matricule N° 20V3794, titulaire de la Carte Nationale d'Identité N° CE05225151301593F3L0 à effectuer son stage de recherche académique sur le sujet : « *Assessment of Prison Education towards the creation of an Analogous Assessment Model for Potential Transformation* » du 01 février au 01 mai 2022 tous les jours ouvrables, de 08h00 à 16h00.

Son stage s'effectuera à l'Arche de Noé et avec les mineurs incarcérés à la Prison Centrale de Yaoundé. L'intéressée devra se conformer au règlement intérieur de l'Arche de Noé et à celui de la Prison Centrale de Yaoundé.

En foi de quoi, cette autorisation lui est accordée pour servir et valoir ce que de droit.



Fait à Yaoundé, le

La Directrice

Henriette NGAFFO

Appendix E

Raw data

QUESTIONNAIRE

1. Subject specialty / PCT
2. Experience of teaching / 20 ans
3. Participation in decision making / oui / comme conseiller des écoles.
4. Communication with learners / Bonne
5. Other duties apart from teaching / Travail administrative
Responsable d'emploi de temps et leur suivi.
6. Completion of course at the end of the year / Mais
7. Preparation of lesson plans before teaching / non
8. Method of assessment / A.P.C. : Appuie sur les compétences avec l'élève dans les situations de vie.
9. Co-curricular activities involved / activités extra-scolaires en-
touchées avec les élèves / élèves.

TEACHING EXPERIENCE QUESTIONNAIRE

1. Subject specialty / ENGLISH LANGUAGE
(ANGLAIS)
2. Teaching experience / Got teaching experience of 15
years and was once selected by the
state to be a teacher in a school for
the blind. I have been a teacher for
many years and have been a teacher for
many years.
3. Participation in decision making / Yes for I could see past
my own discipline matters of the school.
4. Communication with learners / Yes, there when teaching
or communicating with them, I do it in
a participatory method - everyone participates.
5. Other duties apart from teaching / As a teacher, I have
responsibility teaching children to the objectives
of the curriculum.
6. Completion of course at the end of the year / Yes
7. Preparation of lesson plans before teaching / Yes
A lesson plan must be presented before
the start of each academic semester.
8. Method of assessment / Mostly
monthly
sequentially
9. Co-curricular activities involved / - Intra-curricular
- Extracurricular
- subject plays
- drama

TEACHING EXPERIENCE QUESTIONNAIRE

1. Subject specialty./ COMPUTER SCIENCES
2. Teaching experience./ 9 YEARS EXPERIENCE TEACHING AND TAKING CARE OF LEARNERS. I HAVE REALISED THAT EDUCATION IS ONE OF THE MOST IMPORTANT TOOLS A PERSON NEEDS SO I HAVE LEARNED EFFECTIVE WAY TO FACILITATE LEARNING HELP SOME CHILDREN DISCOVER NEW TALENTS
3. Participation in decision making./ THOUGH ~~SEE~~ SURROUNDED BY PROFESSIONALS OF THE TEACHING FIELD WE HAD A SUPERVISOR WHO PROMOTED SHARED RESPONSIBILITY AND EQUITY SO I HAD THE OPPORTUNITY TO GIVE OPINION ON DECISION MAKING.
4. Communication with learners./ I LIVED WITH THE LEARNERS. I UNDERSTOOD THEIR LANGUAGE, MENTALITY AND MOTIVATION. THIS MADE IT EASY FOR ME TO COMMUNICATE WITH THEM.
5. Other duties apart from teaching./ TAKING CARE OF LEARNERS IN THEIR HOVEL DOING SMALL SCALE PRODUCTION TO EARN SURVIVAL MEANS
6. Completion of course at the end of the year./ BY ORGANISING CATCH-UP CLASSES, ALWAYS IDENTIFYING LEARNER'S OBJECTIVES, SEQUENCING LESSONS, STAYING WITHIN THE PROGRAM. I ALWAYS COMPLETED MY COURSES.
7. Preparation of lesson plans before teaching./ COMPUTER FIELD IS VAST SO TO STAY WITHIN THE PROGRAM I MUST PREPARE LESSON BEFORE TEACHING. (SEE N6)
8. Method of assessment./ I USE CONTINUOUS ASSESSMENT, TEST QUESTION EVERY END OF SEQUENCE AND END OF TERM
9. Co-curricular activities involved./ TAILORING, HANDICRAFT AND COMMERCE. EXPERIMENTING ON CHICKEN FARMING

TEACHING EXPERIENCE QUESTIONNAIRE

1. Subject specialty / ENGLISH LANGUAGE
2. Teaching experience / Sixteen (16) years
3. Participation in decision making / I always give an advice to my students before taken any decision.
4. Communication with learners / Always be friendly to my students, let them fill free to talk with you.
5. Other duties apart from teaching / Agricultural Animal Farming.
6. Completion of course at the end of the year / I calculate all the (6) six sequential exams and give the average.
7. Preparation of lesson plans before teaching / I make sure I write all my lessons notes so as to make possible for teaching.
8. Method of assessment / I always assess my students nearly every week.
9. Co-curricular activities involved / Activities such like Bilingualism, youth's week activities.

QUESTIONNAIRE

1. Spécialité du sujet / MATHEMATIQUES
2. Expérience d'enseignement / 5 ans en tant que
général au CSEB de la Prison Centrale
de Yaoundé.
3. Participation à la prise de décision / Très peu de participation à
la prise de décision, mais plus d'exécution
dans les décisions prise par l'équipe dirigeant.
4. Communication avec les apprenants / Parfaite, inter-action,
Echange participative.
5. Autres tâches en dehors de l'enseignement / Responsable dans l'école
(colecteur principal), SC association des
anciens collègues, coordinateur quartier mineurs.
6. Fin du cours en fin d'année / Les cours s'achèvent au mois
de Mai par les séances de révision
préparatoires aux examens officiels.
7. Préparation of lesson plans before teaching / Mes préparations se font en soirée entre
20 heures et 23 heures, dans mon local.
8. Méthode d'évaluation / Évaluation continue en cours
et par les devoirs à faire à domicile,
et contrôle de connaissances en fin de séquence
9. Activités parascolaires impliquées / Activités sportives (football
basket ball), Activités religieuses et informatiques.