

Assessment of Educational services provided for Prisoners in Rehabilitation Center by Global College, Ambo Campus

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Abstract

Prison education interchangeably used with correctional education, henceforth the educational activities undertaken by persons who are under the supervision of the judiciary with regard to the type of education to be provided in prisons, while some say literacy and numeracy suffice, others insist that educational programs which enable inmates to achieve their full development should be offered. The aim of this study is to make a detail analysis on the perception and satisfaction level of educational services provided by Global College to the prisoners in West Shoa rehabilitation center. A descriptive research design and a qualitative research approach were applied for the study. Data was collected by using both questionnaire and interview from the purposely selected team. Data was analyzed by using SPSS statistical software. The finding of the study indicates that, prisoners were satisfied from the higher education program provided by Global College of Ambo campus in order to change the life of their parents since most of the prisoners were married and unemployed. The prisoners those completed TVET program continued Degree program and graduated one times. In addition to this Global College graduated TVET program three times in west shoa rehabilitation administration prisoners. Moreover, it is found that Global College is the unique college provided higher education program provided for prisoners. Finally, it is concluded that this college is playing an amazing role on community development activities which can be source of good practice for other government and private institutions found in Ethiopia.

Keywords: Prison Education, Global College, Ambo & Ethiopia.

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1. Introduction

Prisoner is a person legally committed to jail as a punishment for a crime or while awaiting trial. Recent literature at local as well as international levels shows that education is a human right and everyone should have access to it. In this regard, Friboulet, et al, (2006:10) affirmed that “the right of education has long been proclaimed as a fundamental human right”. This means that regardless of the condition of the individuals, the place where they are in, where they come from or whatever limitations they have, they must have access to educational opportunities. Kotchon (2010) further notes that education should be offered for every individual including those who are imprisoned. Similarly, United Nations Educational, Scientific and Cultural Organization [UNESCO] (1995:5) states “Since one of the aims of the basic criminal justice system is to promote justice and facilitate the appropriate reintegration of offenders into society, nobody can now deny that prisoners need education.”

With regard to the rights of people who are incarcerated, many countries have signed and endorsed different international legal agreements which include, the Universal Declaration of Human Rights (United Nations[UN] 1948), the International Covenant on Civil and Political Rights (1966), and the Standard Minimum Rules for the Treatment of Prisoners (1957) (in UNESCO 1995:6-7). Specifically, Article 77 of the Standard Minimum Rules for the Treatment of Prisoners (1957) clearly recognizes the right of inmates [interchangeably used with prisoners, henceforth] to education to help them pursue their education when they get out of prison (UNESCO 1995:6).

According to Laufersweiler and McAnelly (in Bircher 2010:2), prison education [interchangeably used with correctional education, henceforth] is „the educational activities undertaken by persons who are under the supervision of the judiciary.“ With regard to the type of education to be provided in prisons, while some say literacy and numeracy suffice, others insist that educational programs which enable inmates to achieve their full development should be offered. For instance, Kotchon (2010:para.3) reported that it may include vocational or academic training that can be offered by and in the prison and outside institutions.

Other studies also show that, in addition to helping inmates as individuals, correctional education can benefit society as a whole (Jovanic 2011:80; Vacca 2004:298). Echoing this, Diseth et al. 2008 asserts that providing education for inmates will help them develop their confidence, self-awareness and prevent them from committing another crime. Other research findings also show that inmates enrolled in educational programmes in correctional institutions show good behavior, and are unlikely to go back to prison compared to those who did

not participate in similar programs (Bazos & Hausman 2004:4; Vacca 2004:297). Thus, prison education has a paramount importance not only for inmates but also for the well-being of the larger society.

While a number of researchers have asserted the need for education in prisons, it must be remembered that there are opponents to this research. Such opponents argue that prisoners in a correctional institution are there for a purpose, i.e. imprisonment; and hence, they do not need to be educated. Jovanic (2011:79) reported that there are contradicting beliefs on the importance of provisions of education for inmates. According to this scholar, although there are those who take correctional education as an ideal means of correction, there are others who argue that any kind of intervention is against the function of prisons. Those who oppose the provision of such services believe that to compensate their crime, inmates deserve "...isolation and segregation..." as this is the only means through which "retribution by society is secured" (Jovanic 2011:79).

Generally, those against the other hand, researchers like Loewen (1997:1) oppose the provisions of education for inmates rehabilitation programmes for inmates believe that it is not important to spend public money for inmates as they are expected to pay for their crimes. Moreover, they claim that victims of the crime could best be compensated if the inmates are punished. Despite such contradictory arguments among scholars, prison education is provided in many countries as there is an increasing emphasis on rehabilitating inmates than punishing them. Consequently, a shift from punishment to rehabilitation of inmates has been reported in countries like the USA (Messemer 2011:94).

The Global College top management believed that educational services is highly important for prisoners and was inquisitive whether the methods and approaches they use with the learners are in line with characteristics of adult learners and conditions correctional institutions require. Moreover, the non-formal correctional education intended for educating adults is supposed to be in line with what the country is working on these days. Functional Adult Literacy however, needs highly trained facilitators and material facilities. Nonetheless, the Global College top management, based on their personal observations, information obtained from the head of Inmate Corrections and Behaviors Modification, and the report of the Oromia national Regional State Commission for correctional centers, is curious to know if the instructional practices in prisons are up to the expected quality level to help prisoners rehabilitate and reintegrate into society after release.

Moreover, the management was interested in exploring how the administrators and teachers view working in such contexts and the challenges they are facing while working west shoa zone prison administration. The College top management searches all Regional State Commission for correctional centers find in Ethiopia and identified that giving education for Prisoners was up to elementary school and high school. Thus, consider these problems Global College Top management and owners of the college discussed that higher education programs required for prisoners and agreed to facilitate in level Programs and degree programs in west shoa prisoners administrations. Taking into account the above arguments, this study intends investigate the state of prison education in Ethiopia, with particular emphasis on educational programs in selected Oromia National Regional State prison institutions in west shoa zone given by Global College of Ambo Campus.

2. Objectives of the Study

The general objective of this study was focused on assessing educational services provided for Prisoners in Rehabilitation by Global College, Ambo Campus. Specifically the study intends:-

- i. To explore the current trends providing educational service for prisoners by Global College in west shoa prisoner's administration.
- ii. To examine Prisoner's perception on the educational services provided by Global College.
- iii. To analyze the satisfaction level of prisoners on the educational services provided by Global College.

3. Literature Review

In Ethiopia, the history and development of prisons are not clearly known (EHRC 2012:22). However, the report by Worku, et al, (2014:2) stated that the practice of imprisonment and punishment was started during power conflicts among princes during „Zemene Mesafint' (the Ethiopian term for "era of the princes) to imprison those surrendered and those who protested those in power. Similar sources also show that the practice of imprisonment could be traced back to the 17th century in Ethiopia (Gulilat 2012:48; Tadesse 2011:174).

Regarding the locations of prisons, it is reported that the then prisons were purposely located remote and inaccessible area usually in mountain cliffs, one of which was "wehini Amba". As a result, prisoners during this time were made to suffer from harsh conditions of the places they were in and they were treated in a cruel way by prison officers (Gulilat 2012:48; Tadesse 2011:174; Worku et al. 2014:2). Literature shows, prisons during that time were disorganized and un-institutionalized as there was no system that governs their administration (Gulilat 2012:48; Tadesse 2011:174). Citing documented sources, Tadesse (2011:174) reported that though there were places which were used as prisons long ago in Ethiopia, the conditions of the places and the methods employed to punish criminals were inhuman and degrading. Hence, the practice of imprisonment in Ethiopia was

there for a long period of time without legal backup and proper handling of inmates. Taken collectively, the formal and structured prison system in the country is young when compared to other European and Asian countries.

The beginning of formal prison system in Ethiopia is also not free from a debate among writers. For instance, Worku et al. (2014:2) stated that the first formal prison system was established in Ethiopia in 1924 when Ethiopia required joining the League of Nations (now United Nations) and its request was rejected because of inexistence of prison system which fulfilled certain standards. Accordingly, according to them, the first formal prison in Ethiopia, “Kerchele/Alem bekagn” was established in the capital Addis Ababa by French engineers (Worku et al. 2014:2). Other sources connect the beginning of prison system in Ethiopia with Italians during their five years stay in Ethiopia (EHRC 2012:22; Gulilat 2012:49; Tadesse 2011:174). According to these scholars, the modern practice of prison and imprisonment was started in Ethiopia with the building of a number of prisons during Haile Sillassie regime (1942-1974). In fact, Worku et al. (2014:2) also believe that the prison which was first established had various problems with regard to structure and administration and agree with the later scholars that the modern prison with clear organization and structure was started in the 1940s. Hence, based on these sources, it is possible to say that it was during Haile sillassie’s time that the modern history of prisons began in Ethiopia. In other words, although there were such practices before this time, the 1940s could be taken as the time when a modern practice of imprisonment has been started in Ethiopia.

During the reign of Haile sillassie, besides to the establishment of prisons, proclamation No.45/1944 was issued to facilitate prison administration (Centre for International Legal Cooperation[CILC] 2005:110; EHRC 2012:22; Gulilat 2012:49).

In fact, Ethiopia had the first written constitution in 1931, which means that the how of the treatment of prisoners has not been constitutionally mentioned before this time (Gulilat 2012:36). The criminal law has been proclaimed in 1957 to complement what has already been provided in the proclamation No. 45/1944 regarding prison administration and treatment of prisoners (Gulilat 2012:37). So, it is believed that the criminal law issued in 1957 is better than proclamation No. 45/1944 in terms of handling and punishment of inmates as it clearly indicated prisoner duties and rights regarding work payments, parole and education and training (Worku et al. 2014:3). As a result of these proclamations and laws, though they were disorganized and unsystematic, there were basic education and vocational related training provisions in most of the prisons and in some prisons reading rooms were also established where local newspapers, few books, mostly collected from donors were availed to the prisoners (Gulilat 2012:50; Worku et al. 2014:3).

During Dergue Regime (1974-1991), prisons were expanded all over the country (2012:23). During this time, as a result of mass incarceration and inhuman handling of prisoners, the prison condition in Ethiopia was worsened (Worku et al. 2014:3). Though a number of additional prisons were built at the time, the number of prisoners was beyond the capacity of the then existing prisons because of mass imprisonment without an order from the court (Gulilat 2012:50; Worku et al. 2014:3). In such conditions, the services provided were also limited. Worku et al. (2014:3) reported that the prisons and handling of prisoners during this time looked like the ones during „Zemene Mesafint“ as the prisoners were suffering from insufficient provisions of services like food, clothing and health care. The EHRC report also reported the corporal punishment of prisoners and the lack of food and health care in the prisons during that time (EHRC 2012:22). Regarding education, except the National Literacy campaign which was implemented for ten years all over the country, there was no regular educational programs for prisoners in the country during this time (Gulilat 2012:51-52). Similarly, in the Ethiopian human right commission document, it was stated, “Some attempts had been made at the time to open and expand educational services in prisons”. However, those were not sufficient in line with what was expected from modern prison systems.

In 2002, the Ouagadougou Declaration and Plan of Action on Accelerating Prisons and Penal Reforms in Africa was issued by the African Commission on Human and Peoples’ Rights which is contributing a lot to the betterment of prison conditions in Africa (in Gulilat 2012:15). The Ouagadougou Declaration aimed among others at controlling overcrowding, facilitating reintegration thereby upholding the implementation of what is declared by the African Charter on Human and Peoples,, Rights (in Gulilat 2012:16). Seen from such concerns, the declarations made by the African commission are in line with the Universal Declaration of Human Rights and other international commitments to make prison life easier and constructive. Among various issues taken into consideration to facilitate rehabilitation in prison settings, education is at the forefront. It is argued that education and training in the prison setting have advantages in bringing about improvements in inmates' behavior, personality and health (Dissel in Gulilat 2012:77).

Education is taken as the most important instrument for alleviating poverty at international level (Alessandra et al. 2013:1). Though education plays a key role in the overall development of both developed and developing countries, its need and importance are greater when it comes to developing countries. It is because education provision for citizens is seen as an instrument for all rounded developments on which particularly developing countries are lagging behind. It has also been practically tested that education is among the major

means through which development can be sustained (Alessandra et al. 2013:1). Besides its role as a crucial weapon for human and national development, the fact that it is a human right puts pressure on both national and international communities to consider it seriously.

However, there can be wider differences in the provision of education to groups of people even in the same country due to various factors. For instance, the opportunity to get education may vary between urban and rural, rich and poor, young and old, etc. Particularly, if one talks about education, what comes to the minds of people, especially in Ethiopia, is the formal provision and the one provided for children and youth. However, the Education For All which was first declared in Jomtien (1990) and later reaffirmed in Dakar (2000) recognizing fundamental human rights clearly stated that not only children and young people but also all adults have the right to basic education (in Alessandra et al. 2013:2). Similarly, Knowland and Thomas (2014:100) noted that conventionally education was seen as something one learns during childhood so as to be prepared for adult roles. These scholars also argue that learning during adulthood is important to keep pace with the ever-changing technological, social and working conditions and to compensate what has not been learnt during childhood. Besides, it is believed that education of adults is the short route to achieve development agenda and a guarantee for the education of children and youth.

Though Ethiopia is known for being the only country in Sub-Saharan Africa with its own alphabet and an education with religious orientation for centuries (Semela 2010:110), the beginning of education for a development purpose is a recent phenomenon. Formal education focusing on children was started around the beginning of the 20th century (Semela 2010:110). However, education of adults got attention after half a century in 1955 when the Imperial government issued a proclamation which gave those aged between 18 and 50 the opportunity to attend education on a part-time basis. During the military rule (1974-1991), education of adults continued with strong momentum. In this era, though there were no organized education and training programs across prisons in the country, prisoners have participated in the National Literacy Campaign programs (Gulilat 2012:51-52).

Moreover, to address international commitments like EFA and MDGs and to provide education for all, the current government has made a tremendous effort with regard to equity, access, and quality issues in the education system of the country. Among these commitments shown are the issuance of the new federal constitution (FDRE 1995) and the New Education and Training Policy (MoE 1994) which guaranteed better conditions for all citizens including inmates.

Part of this development, the Constitution of Ethiopia (FDRE 1995:15) recognizes education as one of the fundamental rights of citizens. For instance, Article 21(1) of the constitution states that “all persons held in custody and imprisoned upon conviction and sentencing have the right to get treatments that respect their human dignity”. And, Article 41 (3 & 4) further offers Ethiopian nationals to get equal access to publicly funded social services (FDRE 1995:24).

In addition, Ethiopian policies are directed to poverty alleviation to bring about sustainable development and become a middle-income country in the coming ten years (MoE 2010:14; Ministry of Finances and Economic Development [MoFED] 2010:34). This goal of becoming a middle-income country can only be achieved basically through the provision of education for all citizens, including inmates. Besides, Ethiopia is a signatory to international laws and guaranteed prisoners' rights through its constitution and policies and strategies. As to the ILO's report (s.a:31), prisoners in Ethiopian correctional institutions, among others, have the right to access capacity building services, counseling, skills training, business development services and the right to engage in income generating activities.

4. Methodology

The research design refers to the overall strategy that the researcher choose to integrate the different components of the study in a coherent and logical way that ensure effectively address the research problem. In this study descriptive research design was used to assessing higher education program for prisoners in rehabilitation in case of west shoa zone.

The target population for this study was high school, certificate and diploma holder prisoners in the rehabilitation center of west shoa zone. Even though it is known that more reliable information is obtained from large sample size and accurate and successful result on the finding, by considering availability of budget, time and data collectors 116 prisoners was selected as a sample size by using purposive sampling technique. Both Primary and Secondary types of data was used in the study. Primary data was collected from prisoners of west shoa zone and secondary data was collected from prisoner's administration of west shoa zone. More over data was analyzed by using descriptive statistics and presented with frequency and percentage.

5. Findings

The questionnaire was obtained from prisoners in rehabilitation in west shoa zone and the results were explained by using Descriptive statistics About 116 west shoa prisoners were participated in questionnaire.

Demographic background of the respondents

Table 1: Summary results of demographic respondents

<i>Variables</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentage</i>
Age	20-29	79	68.1
	30-39	35	30.1
	40-49	1	0.9
	>50	1	0.9
Sex	Male	115	99.1
	Female	1	0.9
Education qualification of respondents	Grade 10/12 completed	54	46.6
	Certificate	30	25.8
	Diploma	32	27.6
Marital status of respondents	Single	47	40.5
	Married	62	53.4
	Divorced	7	6.1
Employment status of respondents	Unemployed	83	71.6
	Self-employee	24	20.7
	Government employee	9	7.7

As discussed in table 1 about 79(68.1) percent of prisoners was categorized under the ages of 20-29 and 115 (99.1) percent of prisoners were males. In addition to this education qualifications of prisoners respondents were about 54(46.6) were grade 10 and 12 completed and about 30(25.8) percent were certificated and about 62(53.4) percent were married. An employment status of respondents indicate about 83(71.6) percent were Unemployed. From this results one can understand the ages of prisoners were productive age, the time to change the life of themselves, their parents and the overall countries if the get higher education prisoners. So the Global College provided higher education for prisoners starting from 2009 to the moment according to Ethiopian calendar. The prisoners were satisfied from the higher education program provided by Global College Ambo campus in order to change the life of their parents since most the prisoners were married and unemployed. Since the goal of Global College was based on Community Based Education and prisoners was one of our communities that higher education was needed for the in order to change their behavior. Therefore, Global College owners discussed to provide higher education program for rehabilitation in west shoa zone administration. This idea fulfilled to achieve the goal of community based education. The prisoners those completed TVT program continued Degree program and graduated one times. In addition to this Global College graduated TVT program Two times in west shoa rehabilitation administration prisoners. In Ethiopia, government higher education and private higher education, Global College was the unique college provided higher education program provided for prisoners.

The Summary Results of Perceptions of Prisoners in West Shoa Rehabilitation center

Table 2: Summary results of perception of prisoners

Variables	Categories	Frequency	percent
Do you think that the prison education conducted by Global College experts are problem solving	yes	101	87.1
	No	10	8.6
	Not sure	5	4.3
How you rate the adequacy of prison education provided by Global College Administration	Adequate	88	75.9
	Adequate to some extent	28	24.1
How you rate the adequacy of prison education provided by Global College Finance	Adequate	74	63.8
	Adequate to some extent	23	19.8
	Not adequate at all	19	16.4
Do you believe that the Prison educations delivered by Global College are based on the interest of Prisoners	Yes	99	85.3
	No	17	14.7
Have got the benefits from the prison education delivered by Global College	Yes	99	85.3
	No	9	7.8
	not sure	8	6.9
How useful did you find on the prison education delivered by Global College	very useful	66	56.9
	use full	50	43.1

Variables	Categories	Frequency	percent
How do you rate the image of Global College in the provision of prison education services	Excellent	81	69.8
	Very good	19	16.4
	Good	16	13.8
How well the prison education provided by Global College does meets your expectations and needs	Very Well	85	73.3
	Well	31	26.7
The Teachers of Global College delivering the prison education are neat, disciplined, and professional in their appearance	Excellent	40	34.5
	Very Good	60	51.7
	Good	10	8.6
	poor	6	5.2
How do you describe the overall quality of the prison education delivered by Global College	Excellent Quality (85% & above)	30	25.9
	Good Quality (70-84%)	86	74.1

As indicated in table 2. About 101(87.1) respondents were said yes that the prison education conducted by Global College experts are problem solving, so prisoners were agreed that higher education provided by Global College were problem solving and change the life of prisoners after releasing. From the training and education get from higher education provided by Global College prisoners can bring radical change to solve the problems incomes, behaviors and situation of the surrounding the community as well as the country after released from prison. Therefore, the prison education provided by Global College was problem solving.

The rate of the adequacy of prison education provided by Global College Administration was about 88(75.9) percent adequate. This indicated the administration of Global College tried to address prison higher education for each prisoner to bring change in their life after released from prison. From these results one can understand prison education can change the attitude of prisoners that make special the prisoners released from west shoa rehabilitation administration. The rate the adequacy of prison education provided by Global College Finance was about 74(63.8) percent adequate. From these results one can understand that finance of Global College did the activities of the Global College properly. Since outing is not possible for prisoners from the campus of prison, Global College finance workers adjusted to collect the payment from the prisoners in campus of prison. For this reasons prisoners get adequate service from the finance of Global College. Graphically adequate services from the finance of Global College can be explained as follows.

The Prison educations delivered by Global College are based on the interest of Prisoners. About 99(85.3) percent of prisoners said yes that prison education delivered were based on the interest of prisoners. Global Top management adjusted all materials and programs according to their interest of prisoners to fulfill the goals of the College. The prisoners get benefits from prison education provided by Global College and about 99(85.3) percent said yes that prison education brings benefits for prisoners. From these results one can conclude that prison education change the life the prisoners after released from the prison. Therefore, prison education provided by Global College was very useful and about 66(56.9) said very useful for prisoners. When Compared to other prisoners existed in Ethiopia, West shoa prisoners administration was one of the prisoners administration provided higher education program with cooperation Global College.

The prisoners get benefits from prison education provided by Global College and about 99(85.3) percent said yes that prison education brings benefits for prisoners can be explained in the following picture. About 6.9 percent of respondents said not and 7.76 percent said not sure that prisoners get benefits from prison education provided by Global College. This resulted indicated that almost all prisoners and members of west shoa prison administration gets benefits and hope full to change their life and life their parents as well as participating in bring development the country Ethiopia.

The Teachers of Global College delivering the prison education are neat, disciplined, and professional in their appearance was very good and about 60(51.7) percent prisoners responded that the teachers of Global College was active and knowledgeable in their professions. Generally, the overall quality of the prison education delivered by Global College was scaled as good quality which can be ranged from (70-84) %. These results reveal that higher education delivered by Global College for prisoners was properly running. So one can understand from these results that Global College gave same time for prisoners and regular students in the same and the program delivered by Global College was also similar.

The overall quality of the prison education delivered by Global College was scaled as good quality which can be ranged from 70-84 (74.14) percent and about 25.86 percent was explained as Excellent quality.

The Summary Results of Satisfactions of Prisoners in West Shoa Rehabilitation Administration Zone

Table 3: Summary results of satisfaction of respondents

Variables	Categories	Frequency	Percent
How satisfied are you with the overall quality of the prison education delivered by Global College	Very Satisfied	75	64.7
	Satisfied	36	31.0
	Neutral	5	4.3
How satisfied are you with the issues/problems on which prison education was conducted	Very satisfied	48	41.4
	Satisfied	53	45.7
	Neutral	15	12.9
How satisfied are you with the knowledge and abilities of the experts who delivered prison education on the behalf of Global College	very satisfied	68	58.6
	satisfied	40	34.5
	Neutral	8	6.9
How satisfied are you with the usefulness of the prison education provided by Global College in addressing the need prisoners	Very satisfied	53	45.7
	Satisfied	37	31.9
	Neutral	26	22.4
How satisfied are you with the utilization or use the prison education services provided by Global College	Very satisfied	65	56
	Satisfied	36	31
	Neutral	15	13
Indicate your overall satisfaction with the prison education provided by global College	Highly Satisfied (85% and above)	31	26.7
	Very Satisfied (70-84%)	59	50.9
	Satisfied (55-69 %)	19	16.4
	Moderately Satisfied (40-54%)	7	6.0

Prisoners were very satisfied with the overall quality of the prison education delivered by Global College and about 75(64.7) percent of prisoners were very satisfied with higher education delivered by Global College. The Overall quality was service was obtained from College manager, College dean, College vice dean, College finance dean, students dean, Registrar dean and all workers of registrar, Library workers and securities of the Colleges. The prisoner's students were satisfied with the issues/problems on which prison education was conducted by Global College services and about 53(45.7) percent of prisoners students were agreed with results. Prisoners of Global College students was very satisfied was with the knowledge and abilities of the experts who delivered prison education on the behalf of Global College. From these results one can understand that Global college top manager would select top experts with their specialization that fit the goals of Global College. These results again reveal that Global College focus on Community based education.

Prisoners were very satisfied with the usefulness of the prison education provided by Global College in addressing the need prisoners and about 53(45.7) percent respondents were very satisfied. These results reveals prisoners were happy with the use fullness of prison education provided by Global College in order to change their life, parents and the situation of the country in all directions after released from prison. About 65(56) percent of prisoners were Very satisfied with the utilization or use the prison education services provided by Global College.

Prisoners were very satisfied with the prison education provided by global College and about 59(50.9) percent of prisoners responded that they were very satisfied with prison education provided by Global College on TVT program, Certificate and Degree program.

Results Obtained From Interviews

Global College Community serve and research vice dean prepared interview questions in order to get feedback that support result obtained from collected data for prisoners students of Global College in west shoa prison administrations. Based on questionnaire prepared the respondents were gave the following responses.

Students of Global College in west shoa prison administration responded that they had strong questions based the higher education and Global College considered these strong question to answers the questions of prisoner of students. The students informed that they asked different Private College working in Ambo and Government higher education working in Ambo but private college owners were not willing to provide higher education for prisoners because of the difficult situations in west shoa prison administration. In Addition to this different government secondary school and higher education did not accept the questions prisoners to get higher education's program to change the their life, parents and country after released from prison. But Global College discussed the issue of prison education with prisoners and member of west shoa prison administration to accept the questions of prisoners. Since the goals of Global College were focused on Community based education the

top managements of the colleges were agreed with this issue to meet the expectations and needs of the prisoners. This issue makes outshine Global College that it's unique Private College in Ambo and private college working in Ambo as well as government organizations working in Ethiopia. For this reason students were responded that they were chance full in Ethiopian prisoners. Students were also explained the way of providing prison educations for west shoa prison administration that Global College over coming for TVT program, certificate and Degree program in Good situations. From these situations the owners of the Global College discussed to reduce the payment paid per semester by 25% and also members of west shoa prison administration gets full and have scholarships by considering their problems.

The workers of Global College starting from General management and security guard of the college adjusted suitable conditions in order to meet our expectations and needs. The general management, College Dean, College vice Dean, administration and finance and students dean to gathers adjusted the necessary conditions to start prison education in west shoa prisoners administration. The general manager, Dean, Vice dean and administration and finance played good to start prison education in west shoa prison administration. They discussed with concerned government organization in order to start prison education in Level Program, TVT and degree program in regular and weekend program.

On behave of the Global College registrar the prisoners gets necessary support to register in prison, showing grade report on time, schedule on time and respecting all of the prisoners and members of the prison administration equally.

Global College library also provided necessary handout, books and Computers in order to learn in the same way with regular students of the colleges. In addition to these Global College library listed the course that prisoners learn and providing sufficient handout to prisoners and members of west shoa prison administration since it cannot possible for prisoners outing out of the campus of the prisoners. So prisoners were very satisfied on the works of registrar and library. Generally, prisoners and members of west shoa prison administration were very satisfied with corporation of Global college owners since our expectations and needs was fulfilled and gets hope in our life. After released from the prisoners we can do any work by training and education we get from prison education provided by Global College.



Figure 1: prisoner students in laboratory practices.

Global College facilitates computers in prison in order to do practice by computers. This practice develops our capacity and knowledge about computers.



Figure 2: Class of prisoner students

Global college also facilitates all necessary material that used for teaching and learning to provide sufficient serves for us.

6. Conclusions

It is found that Global College of Ambo Campus provided higher education for prisoners starting from 2009 to the moment according to Ethiopian calendar.

The prisoners were satisfied from the higher education program provided by Global College Ambo campus in order to change the life of their parents since most of the prisoners were married and unemployed.

The prisoners those completed TVET program continued Degree program and graduated one times. In addition to this Global College graduated TVET program three times in west shoa rehabilitation administration prisoners.

In Ethiopia, government higher education and private higher education, Global College was the unique college provided higher education program provided for prisoners.

When Compared to other prisoners existed in Ethiopia, West shoa prisoners administration was one of the prisoners administration provided higher education program with cooperation of Global College.

Prisoners were very satisfied with the overall quality of the prison education delivered by Global College and about 75(64.7) percent of prisoners were very satisfied with higher education delivered by Global College.

The Overall quality service was obtained from College manager, College dean, College vice dean, College finance dean, students dean, Registrar dean and all workers of registrar, Library workers and securities of the Colleges.

The prisoner's students were satisfied with the issues/problems on which prison education was conducted by Global College services and about 53(45.7) percent of prisoners students were agreed with results.

Prisoners were very satisfied with the usefulness of the prison education provided by Global College in addressing the need prisoners and about 53(45.7) percent respondents were very satisfied.

These results reveals prisoners were happy with the use fullness of prison education provided by Global College in order to change their life, parents and the situation of the country in all directions after released from prison.

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