



The Ministry of National Security  
Research and Evaluation Unit  
October, 2015

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## **The End Violence Programme**

**March-August, 2015 Assessment Report**

nt Forgiveness Team Work Violence Conflict End Violence Integrity Leadership Self Empowerment Anger Management Self Empowerment Forgiveness Respect End Violence Honesty Integrity Responsibility Conflict Resolution

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## **EXECUTIVE SUMMARY**

The End Violence programme, formally referred to as the Leadership and Transformational Thinking programme was officially launched in Jamaica in January, 2015 and was piloted in the St Catherine Adult Correctional Centre (SCACC) over the March-August, 2015 period. Thirty-two (32) volunteers attended one (1) lecture session each week for this 6 month period where thematic topics such as leadership, integrity, empowerment, responsibility, conflict management and general life skills were explored; all with the aim of providing inmates with the skills needed to possibly improve their way of life within and outside of the correctional centre.

Since this was the first time a programme of this nature was introduced within a correctional centre in Jamaica, an investigation into the views of participants at the start and end of the programme (pre/post test design) was of particular interest to the Ministry of National Security. All 32 participants were targeted; however, 24 had successfully completed the pre and post-test, making them eligible for inclusion in the final assessment. Uni-variate analyses (mainly frequency distributions and graphical representations) were used to present the demographic characteristics of participants and summarize their overall views of the programme and the Wilcoxon Signed-Rank statistical test was used to analyze their pre/post-test perception scores. Overall, the perceptions captured from the pre and post-test were relatively similar with no statistically significant difference, which could mean that respondents had entered the programme with some level of knowledge of the thematic areas covered over the 6 month period. Nonetheless, participants were generally of the view that they had received practical knowledge which could be applied to their daily lives.

In going forward, if extended or a second phase of the programme is carried out with new inmates, family members could be invited periodically to view their progress over the course of the programme, informal sensitization sessions could be organized so that participants get an opportunity to share their lessons learnt with other inmates (non-participants) and weekly sessions could be recorded and if possible made available to all interested persons to enjoy and review at their leisure.

## **CHAPTER 1: INTRODUCTION**

The Government of Jamaica, more specifically, the Ministry of National Security (MNS), continues to focus its attention on the implementation of rehabilitation programmes, in particular, those which focus on the social integration of offenders back into the community/society. One such intervention is the End Violence Programme, which is a non-profit organization established by Mahin Bina in 1988. With the primary mission to “*end violence without violence*,” the programme (formally referred to as the Leadership and Transformational Thinking programme) provides volunteer inmates with six (6) months of training in the areas of leadership, integrity, forgiveness, empowerment, teamwork, partnership, respect for others and self, and general life skills.

The programme, which was firstly introduced at the Graterford Prison (Pennsylvania, USA) in 1990, was officially launched in Jamaica in January, 2015 and was piloted in the St Catherine Adult Correctional Centre (SCACC)\* over the March-August, 2015 period. Besides attending one (1) lecture session each week for this 6 month period, volunteers (approximately 32 participants/inmates) were also asked to identify something they felt was “missing” in the correctional centre and then design a project that would bring this attribute into their environment. Overall, the programme’s major aim was to provide inmates with certain key life skills which they could use to improve their way of life within and outside of the correctional centre.

Given that this was the first time a programme of this nature was introduced within a correctional centre in Jamaica, an investigation into the views of participants at the start and end of the programme was of particular interest to the Ministry.

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\*The St. Catherine Adult Correctional Centre (SCACC) is an all male institution located in Spanish Town, St Catherine

As such, the Research and Evaluation Unit (REU) in collaboration with representatives from the Department of Correctional Services (DCS) and the programme's implementers, sought to assess the views and perceptions of participants through a pre/post-test assessment for the March-August, 2015 period. The current assessment therefore aims to:

- *Provide a basic profile of inmates, the method(s) in which they heard about the programme and their major reason for joining*
- *Investigate the general perception of inmates in terms of integrity, leadership, responsibility, conflict management and empowerment and*
- *Provide recommendations as to how the programme can be improved in the future*

In terms of structure, the information presented in this report has been organized into four (4) main chapters. Chapter 1 provides a brief introduction and the main objectives of the current assessment, Chapter 2 outlines the methodology, Chapter 3 is a presentation and analysis of the major findings and Chapter 4 presents the conclusion and major recommendations.

Overall, it is hoped that the data gleaned from the current assessment will assist the Ministry and programme implementers in ensuring the success of this and other current/future rehabilitation programmes offered within the correctional facilities.

## **CHAPTER 2: METHODOLOGY**

- *Research Design, Survey Instrument and Data Collection*

The Research Team which comprised of members of the REU, the DCS and the programme implementation team, had a series of discussions in which the feasibility, methodology, logistics and objectives of the study were discussed. It was agreed that the views/perceptions of all participants would be captured through a pre/post-test assessment for the March-August, 2015 period. This design was selected as the perception of inmates would be captured at the start and end of the programme and later assessed to see if their perceptions had changed or remained the same over the 6 month investigative period.

Given the small population of approximately 32 volunteer inmates, the decision to capture the views of all participants served as a safeguard against possible attrition in the case where inmates started the programme but were either released on parole during the 6 month period or were unable to attend the pre and/or post-test administration sessions due to unforeseen circumstances. It was also the intention of the Research Team to include the views of the staff members involved in the programme. However, due to competing time schedules and other logistical challenges, this group could not have been included in the current assessment.

Subsequent to these preliminary discussions, pre and post-test questionnaires were drafted and finalized based on feedback received from all members of the Research Team. Overall, both instruments had to be formatted in a fairly similar manner in order to track the responses of inmates over the 6 month period. The pre-test instrument was separated into two (2) sections with the first section capturing the demographic characteristics of inmates (primarily their age and educational status), their current and/or past involvement in a rehabilitation programme(s) and their general expectations of the End Violence programme.

For the second section, respondents were asked to rate their level of agreement (from strongly disagree to strongly agree) with a series of 5 point likert scale statements which were aligned to the programme's five (5) major thematic areas: *integrity, leadership, responsibility, conflict management and empowerment*. Having been formatted in a similar fashion, the first section of the post-test questionnaire presented the same set of likert scale perception statements as presented in the pre-test. However, the second section captured the likes, dislikes/challenges faced and the recommendations for programme improvement put forth by inmates.

Although the current assessment is quantitative in nature and as such the majority of questions posed were closed ended, some open ended questions were presented to allow inmates to fully express their views, likes, challenges and programme recommendations.

### Data Collection, Entry and Cleaning

Pre and post-test questionnaires were administered to all inmates present on the first and last official day of the programme (March 10, 2015 and August 25, 2015, respectively). In order to facilitate persons with literacy challenges, the REU administered both questionnaires to all inmates via face-to-face interviews which lasted for approximately 10 minutes each. Once collected, data were sorted, cleaned and entered in the Statistical Package for the Social Sciences (SPSS) software programme for further analysis.

Overall, based on records from the DCS/SCACC, thirty-two (32) persons were initially enrolled in the programme. However, after cleaning the data it was observed that 5 inmates who had completed the post-test had not completed the pre-test due to their unavailability on the first day of the programme whereas 3 inmates who had completed the pre-test had been made eligible for parole and were therefore unable to complete the post-test.

Thus, these 8 persons had to be excluded, leaving a total of 24 persons who were eligible for inclusion in the final assessment (Table 1). Though not ideal, this type of attrition was expected and was the major reason the Research Team had initially attempted to get the views of all 32 inmates.

*Table 1- Number of interns initially enrolled in the programme, the number of persons excluded and those included in the final assessment*

Category	Number of persons
Total number of persons initially enrolled in the End Violence Programme	32
Less persons who completed the pre-test but were absent for the post-test (persons who went on parole)	3
Less persons who were absent for the pre-test but completed the post-test	5
<b>Total number of persons who completed both the pre and post-test and were included in the final assessment</b>	<b>24</b>

### Method of Analysis

Uni-variate analyses (mainly frequency distributions and graphical representations) were used primarily to present the demographic characteristics of inmates and to summarize their overall views of the programme. However, given the small population size and the fact that the pre and post-test scores which belonged to the same group of inmates were measured on a likert scale (ranked from strongly disagree to strongly agree), the Wilcoxon Signed-Rank statistical test was selected as the most appropriate means of comparing whether the scores of inmates differed or remained the same across the programme's five (5) major thematic areas: *integrity, leadership, responsibility, conflict management and empowerment*.



## **CHAPTER 3: PRESENTATION AND ANALYSIS OF FINDINGS**

The data presented in this section is organized into four (4) primary sections:

1. Demographics and involvement in rehabilitation programmes
2. Communication and initial expectations of the programme
3. The perception of interns by thematic area
4. Aspects of the programme interns liked and disliked and suggested improvements

### **Demographics and involvement in rehabilitation programmes**

- *Demographics*

Based on the data presented in Table 2, the majority of programme participants assessed (67%) were 35 years or older. However, persons within the 35-44 year age category accounted for 38% of the total sample (Table 2).

*Table 2- Demographic characteristics (age and educational status) of respondents*

Demographic Characteristics	Number (n) of persons sampled	Percentage (%) of persons sampled
<b>Age</b>		
18-24	1	4
25-34	7	29
35-44	9	38
45-54	7	29
<b>Educational Status</b>		
None/No Formal Education	1	4
Grade 7-9/1st-3rd form	10	42
Grade 10-13/4th- Upper 6th Form	9	38
Technical/Vocational Training (HEART/VTDI)	1	4
Associate's Degree/Other Certificate/Diploma	1	4
Bachelor's Degree	1	4
Other	1	4
<b>Total</b>	<b>24</b>	<b>100</b>

Approximately 42% and 38% of respondents indicated that they had completed some form of secondary education at the lower secondary (Grade 7-9/1<sup>st</sup>-3<sup>rd</sup> Form level) and upper secondary (Grade 10-13/4<sup>th</sup> –Upper 6<sup>th</sup> Form) level respectively (Table 2). The remainder of respondents either completed a Bachelor's Degree (4%), an Associate's Degree (4%), the first year of undergraduate training at the University level (4%-classified in the "other" category) or some form of post-secondary technical/vocational training (4%). Overall, only 1 person (4%) reportedly received no formal education.

- *Involvement in rehabilitation programmes*

In terms of their involvement in rehabilitation programmes offered at the correctional centre, 20 of the 24 respondents (83%) reported that they had participated in at least one rehabilitation programme besides the End Violence programme since they started serving their current sentence. For the most part, respondents were involved in the more formal programmes offered at the centre such as the School (45% of the 20 persons), Computer (25%), Music (25%), Courtney Walsh (Cricket-20%), Farming (20%) and Mechanic programme (15%) and to a lesser extent the Free FM (Radio- 10%), Hush the Gun (10%), and Restorative Justice (10%) programme (Table 3).

*Table 3- Percentage of respondents who participated in a rehabilitation programme(s)*

<b>Rehabilitation Programme</b>	<b>Percentage (%) of total sample (n=24)</b>
School	45
Computer	25
Music	25
Courtney Walsh (Cricket)	20
Farming	20
Work/Kitchen chores/Job as an Orderly	20
Dominoes	15
Mechanic	15
Free FM Radio	10
Hush the Gun	10
Church/Faith Based Group	10
Restorative Justice	10
Sports (Football/Basketball)	10
4H Club	5
Painting/Art and Craft	5
Peer Counselling	5
Other	30

Please Note- This was a multiple response question

Sporting activities such as football and basketball (10%), dominoes (15%), work related activities/kitchen chores/orderly (20%), painting/art and craft (5%), church/faith based

activities (10%) and peer counseling (5%) were some of the other less structured rehabilitation activities respondents were involved in whilst incarcerated. Persons with responses that fell within the “other” category (30%) were involved in the choir, drama group and other informal support groups (Table 3).

### Communication and initial expectations of the programme

More than a half (54%) of respondents reportedly heard about the programme from a fellow inmate whereas 21% were informed by a member of staff at the correctional centre. The 6 remaining persons (25%) who fell within the “other” category reportedly “*did not hear*” but instead were informed that they had been “*selected by the Ministry*” to participate in the programme. Other persons within this category either “*heard the Minister's speech about the programme*” or “*saw the programme in session*” and enquired as to how they could become involved.

Overall, regardless of how respondents heard, the majority (approximately 71%) saw self-improvement as the major motivation for joining the programme whereas 25% joined out of curiosity and 4% joined to acquire key anger management skills. When asked specifically about their initial expectations, persons generally saw the programme as a means of becoming a “*better person*”/member of society, gaining more knowledge, developing in the areas of “*discipline*”, “*self-esteem*,” “*integrity*” and “*leadership*,” applying the skills gained to their lives within and outside of the correctional institution and “*imparting*” the same to others, in an effort to stem the issue of “*crime*” in Jamaica.

### The perception of interns by thematic area

The following section is organized into themes based on the programme's structure and the broad topics discussed over the 6 month period: Conflict Resolution/Management, Responsibility, Integrity, Leadership and Empowerment/Self-Empowerment.

Table 4 and 4a display the percentages and frequency counts for the various thematic statements posed on the pre and post-test questionnaire. In addition, the results (p-values) from the non-parametric Wilcoxon Signed Rank statistical test were also presented to show whether there was a statistically significant difference between the pre and post test figures. It should be noted that the null hypothesis ( $H_0$ ) in the present assessment is that there is no significant difference whereas the alternative hypothesis ( $H_1$ ) is that there is a significant difference between the pre and post-test perception score of respondents at the 5% level, where  $\alpha = 0.05$ .

- *Theme: Conflict Resolution/Management and Responsibility*

In terms of conflict management, by the end of the programme, the majority of participants generally felt that the use of proper verbal communication rather than physical and/or verbal retaliation was significant to the resolution of conflicts/disagreements. In fact, when asked if apologizing is a good way to avoid conflicts, 33% of the 24 respondents (8 persons) were in strong agreement with this statement in the pre-test compared to 63% (15 persons) in the post-test (Table 4).

*Table 4- Cross tabulation and Wilcoxon Signed Rank test analysis of perception statements related to conflict management and responsibility, pre and post-test, % (n)\**

Thematic Area/Question Posed		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	P-Value
<u>Conflict Resolution/Management</u>							
I think apologizing is a good way to avoid conflicts	Pre-Test	4 (1)	0	4 (1)	58 (14)	33 (8)	0.078
	Post-Test	0	0	4 (1)	33 (8)	63 (15)	
If I have an argument with somebody, I would rather talk it out than 'pick a fight' with them	Pre-Test	4 (1)	0	8 (2)	50 (12)	38 (9)	0.484
	Post-Test	0	0	4 (1)	42 (10)	54 (13)	
When I am disrespected by others, I may lose my temper and try to disrespect them to feel better	Pre-Test	33 (8)	58 (14)	8 (2)	0	0	0.717
	Post-Test	33 (8)	54 (13)	8 (2)	4 (1)	0	
<u>Responsibility</u>							
I always take responsibility for my actions	Pre-Test	0	4 (1)	4 (1)	50 (12)	42 (10)	0.593
	Post-Test	0	0	4 (1)	54 (13)	42 (10)	
If I am in a team, I will always complete my tasks/duties even if my team members are not able or willing to finish their own duties	Pre-Test	0	0	4 (1)	46 (11)	50 (12)	0.564
	Post-Test	0	0	4 (1)	38 (9)	58 (14)	

\*Please Note- Frequency counts/numbers in Table 4 have been placed in brackets

Similarly, when asked if they would speak to someone they were in an argument with rather than 'pick a fight,' 38% and 54% of respondents were in strong agreement with this statement on the pre and post-test respectively. On the other hand, the pre and

post-test figures for the statement “When I am disrespected by others, I may lose my temper and try to disrespect them to feel better” remained constant as 33% were in strong disagreement with this statement at the start and end of the programme. An analysis of the results from the Wilcoxon Signed Rank test showed that there was no statistically significant difference between the pre and post-test results for this thematic area as the p-value for all 3 conflict management thematic statements were greater than the 0.05 significance level (Table 4). In other words, the conflict management/resolution perceptions respondents had at the start of the programme were relatively similar to those they had at the end of the programme.

In regards to responsibility, the figures tended to be heavily skewed towards the agree/strongly agree categories for both the pre and post-test. For instance, 50% and 58% of respondents strongly agreed (on the pre-test and post-test respectively) that the completion of tasks, especially in a team setting was a vital aspect of responsibility. Similarly, 42% (10 respondents) were in strong agreement with the statement, “I always take responsibility for my actions” for both the pre and post-test. Despite this, the p-value for both responsibility thematic statements was greater than the 0.05 significance level meaning that there was no statistically significant difference between the pre and post-test scores observed in the current assessment.

- *Theme: Integrity, Leadership and Empowerment*

In contrast to the other themes, a slight shift in the pre/post-test responses was observed for 2 of the 3 statements included in the Integrity thematic area (Table 4a). For instance, in the pre-test, when asked if “what I think of myself is more important than what others think of me,” 13%, 4%, 46% and 38% of respondents strongly disagreed, disagreed, agreed and strongly agreed (respectively) with this statement whereas 22 of the 24 respondents (approximately 92%) either agreed or strongly agreed in the post-test (Table 4a).

*Table 4a- Cross tabulation and Wilcoxon Signed Rank test analysis of perception statements related to integrity, leadership and empowerment, pre and post-test, % (n)\**

Thematic Area/Question Posed		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	P-Value
<u>Integrity</u>							
What I think of myself is more important than what others think of me	Pre-Test	13 (3)	4 (1)	0	46 (11)	38 (9)	0.108
	Post-Test	0	0	8 (2)	33 (8)	58 (14)	
I believe in telling the truth no matter what the consequences/outcome may be	Pre-Test	4 (1)	4 (1)	8 (2)	42 (10)	42 (10)	0.618
	Post-Test	0	0	8 (2)	42 (10)	50 (12)	
When I make a promise to someone I always try to keep it	Pre-Test	0	0	4 (1)	54 (13)	42 (10)	0.796
	Post-Test	0	0	0	50 (12)	50 (12)	
<u>Leadership/Empowerment/Self-Empowerment</u>							
If a problem arises and I see where I can help, I offer to help	Pre-Test	0	0	4 (1)	63 (15)	33 (8)	0.477
	Post-Test	0	0	8 (2)	42 (10)	50 (12)	
When I see someone doing something good I encourage them	Pre-Test	4 (1)	0	4 (1)	42(10)	50 (12)	0.658
	Post-Test	0	0	8(2)	42(10)	50 (12)	
I am always willing to improve myself regardless of my circumstances	Pre-Test	0	0	0	38 (9)	63 (15)	0.796
	Post-Test	0	0	4 (1)	33 (8)	63 (15)	

\*Please Note- Frequency counts/numbers in Table 4a have been placed in brackets

Similarly, when asked if they believed in telling the truth no matter the consequences, interestingly, 2 respondents were in disagreement with this statement in the pre-test; however in the post-test, this finding had disappeared and the number of persons who were in strong agreement had now increased by 2 (Table 4a). Although negligible, given



that there was a statistically insignificant difference between the pre and post-test results (p-value of 0.618 was greater than the 0.05 significance level); this finding could still signal a slight shift in the perception of a few respondents in terms of integrity.

Despite a few minor changes, for the most part, respondents were in agreement with all 3 statements categorized under the Leadership and Empowerment thematic area. In terms of providing assistance with identified problems, approximately 96% of respondents agreed/strongly agreed in the pre-test compared to 92% in the post-test. When asked if they offer encouragement to others who carry out good deeds, 92% of respondents either agreed or strongly agreed in both the pre and post-test (Table 4a). Likewise, when asked if they were willing to improve themselves regardless of their circumstances, a corresponding 63% of respondents strongly agreed with this statement in the pre and post-test (Table 4a). Although none of the aforementioned statements within this thematic area were statistically significant (all had a p-value greater than 0.05), the findings nevertheless highlight the perception of respondents in terms of leadership and empowerment.

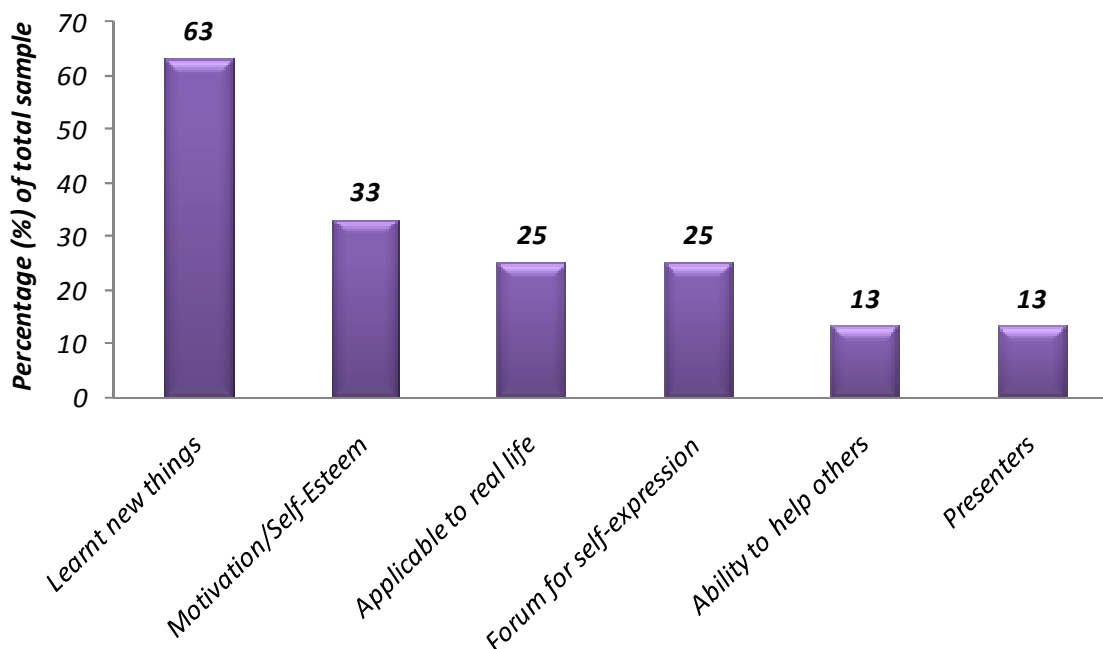
Overall, given the similarity in the findings for the pre and post-test across the 4 major thematic areas, it could be that respondents had entered the End Violence programme with some level of awareness/knowledge as it relates to conflict management/resolution strategies, responsibility, integrity, leadership and empowerment. Therefore, it is possible that the programme helped to further improve and build upon the general knowledge persons had prior to the start of the programme.

## Aspects of the programme interns liked and disliked and suggested improvements

- *Programme likes*

Approximately 63% of respondents reportedly liked that the End Violence programme gave them the opportunity to expand their knowledge especially in the areas of forgiveness, honesty, positive thinking and self-control (Figure 1). Persons with this view not only saw the programme as an “*eye opening*” experience but liked the benefits they received such as learning “*proper etiquette*,” “*self-empowerment*,” sharing, “*learning how to be honest*,” “*how to forgive*” someone, how to be “*a man*”, “*how to work*” towards achieving set goals, “*how to think positively*” as well as learning the true meaning of the words “*transformational thinking and integrity*.”

Figure 1- Aspects of the programme respondents liked the most



Thirty-three percent (33%) of respondents liked that the programme had helped to motivate them as well as improve their self-esteem and confidence (Figure 1). Persons within this category felt more “*courageous*,” “*motivated*,” “*confident*,” “*less aggressive*” and generally speaking, had a renewed “*sense of hope*.”

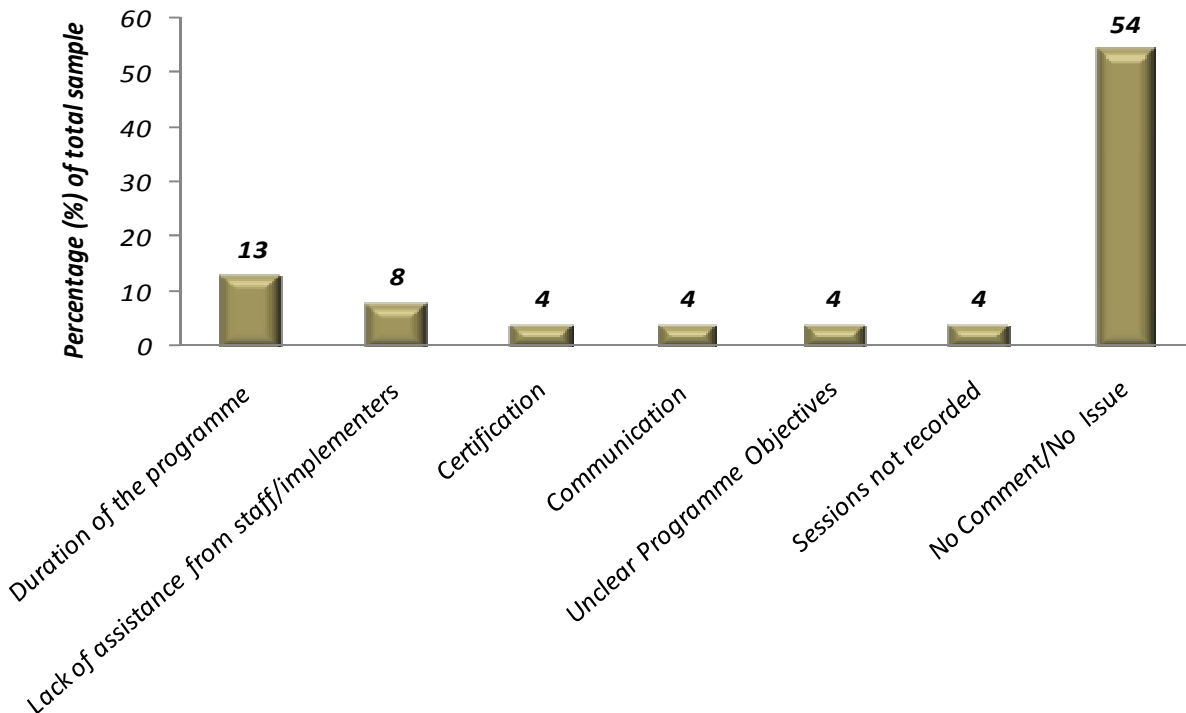
Twenty-five percent (25%) of respondents liked that they were able to apply the topics discussed in the programme to their “*daily lives* (Figure 1).” Based on the responses received, it appeared that persons had entered the programme with general/theoretical knowledge but perhaps did not know how to apply these concepts to their everyday life. For instance, one participant clearly stated that he knew about the importance of forgiveness before starting the programme but still had a tendency to “*hold malice*” and was not in the “*habit of forgiving others*.” However, after attending the session on forgiveness, he not only realized how “*easy*” it was to forgive someone but made a commitment to try this new approach and was successful in his attempt. Other persons within this category liked that the topics learnt had not only helped them to be “*better able to relate to others*” and think before they speak or act but were also applicable to their future lives “*outside*” of the correctional system.

A corresponding 25% of respondents liked that the programme gave them a “*platform*” in which they could “*open up*,” “*speak freely*” and truly “*express*” themselves especially in “*front of an audience*.” Thirteen percent (13%) liked that the programme gave them the opportunity to “*reach out*” and “*mentor*”/“*help others*” and 13% (classified as “*other*”) liked the professionalism of the presenters, their dedication and the way in which they administered the programme (Figure 1).

- *Programme dislikes*

Although 13 of the 24 respondents (54%) reportedly had no issues, the remainder spoke primarily about the length of the programme and general administrative issues (Figure 2).

Figure 2- Aspects of the programme respondents disliked the most



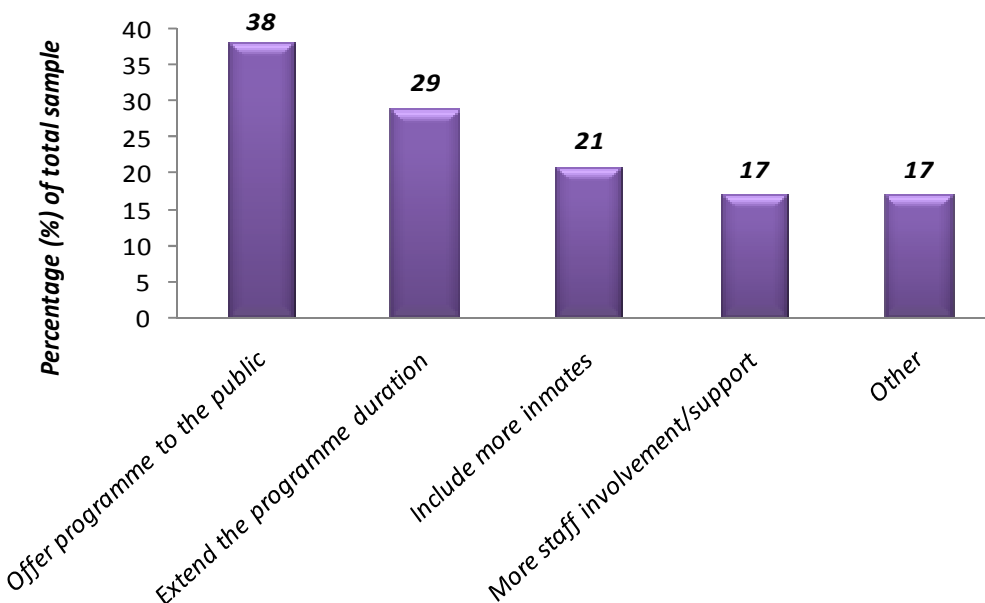
With regards to duration, 13% of respondents felt that the programme was “*too short*” and needed to be extended as the time allotted was somewhat “*rigid* (Figure 2).” Being restricted to “*only 1 hour, 1 day per week for 6 months*” was thought to be an insufficient time for participants to fully grasp all the topics covered over the programme’s span. The lack of assistance from staff members at the centre and programme implementers was another issue highlighted by approximately 8% of respondents (2 persons). Respondents with this view were generally unhappy with the way in which staff members/programme implementers “*failed to take action*” in regards to issues raised by participants over the duration of the programme.

Four percent (4%) of persons wanted to receive a “*certificate at the end of the programme*” and a corresponding percentage (4%) wanted programme presenters/facilitators to “*communicate*” with and ensure that all participants, especially those with limited education fully “*understand*” the topics covered over the 6 month period. Another 4% of persons reportedly did not “*understand the objectives of the programme*” and an equivalent percentage did not like that the “*sessions were not videotaped or recorded*” for persons (whether those on the programme or otherwise) to view or listen to in their “*personal time* (Figure 2).”

- *Suggested programme improvements*

Besides stating their likes and dislikes, respondents were also given the opportunity to provide suggestions as to how they felt the programme could be improved in the future (Figure 3). Having been exposed to the programme, the majority of respondents (approximately 38% of persons) felt that it should be shared with persons outside of the correctional system especially the youth (Figure 3).

Figure 3- Suggested programme improvements put forth by respondents



Exposing the “*younger generation*” to such a programme was seen as a crime prevention strategy and an ideal way of teaching youngsters “*right from wrong*” at an “*early stage*,” “*before it is too late*.” Additionally, exposing children “*from as early*” as the “*basic school*”/“*youth club*” “*level*” could give them as well as members of the “*community*” and “*society*” a sense of “*hope*,” show them “*how to love*,” “*how to be better people*” and how to be more productive members of society. Although the focus seemed to be on the future generation, 21% of respondents still felt that “*more inmates*” across “*all the correctional centres*” should have some amount of exposure to the programme (Figure 3).

On the other hand, 29% felt that the length of the programme should be extended for a period “*longer than 6 months*” and for “*2 days per week instead of 1 day*” whereas 17% called for more involvement and support from staff members (for instance “*Wardens*,” “*Programme Implementers*” and the “*Chaplain*”) especially when “*issues are highlighted*” for “*action*.” Persons with suggestions that were categorized as “*other*” (17%), generally recommended that their “*family members*” be invited “*at the end of each session or phase of the programme*” to see their “*progress and to see how the programme has helped*” them; that steps be taken to “*improve the feedback within the classroom so that all participants have the same degree of understanding*” in terms of the lessons taught and that the sessions be recorded on “*audio tapes or DVDs*” for participants to “*listen or watch in their own time* (Figure 3).”

## **CHAPTER 4: CONCLUSION AND RECOMMENDATIONS**

Besides providing a basic profile of participants, the primary aim of the current assessment was to investigate the general perception of inmates as it relates to the thematic areas/concepts (*Conflict Resolution/Management, Responsibility, Integrity, Leadership and Empowerment/Self-Empowerment*) explored over the 6 month period. Given that the perceptions captured from the pre and post-test were relatively similar (with no statistically significant difference), it appears that the majority of participants entered the programme with a fairly good theoretical understanding of the thematic areas covered during the weekly sessions. Nevertheless, the general statements and recommendations given by respondents would suggest that the programme had provided at least some persons within this small cohort with not only theoretical but practical life skills which they could apply to their everyday life within or outside of the correctional centre. In addition, the fact that the extension of the programme and the inclusion of more inmates, family members and persons within society were some of the major recommendations put forth by inmates, would suggest that participants were generally satisfied with the programme and their overall involvement.

Although the inclusion of the public and more inmates across all the correctional centres was mentioned, this may not be entirely possible, at least not in the short-run, given the scope and structure of the existing programme and the current financial constraints faced by the DCS and by extension the Ministry. However, past programme participants and members of staff could be encouraged to mentor and share the positive messages received over the 6 month period with other inmates within the centre as well as family members, friends and community members.

This transfer of knowledge could be facilitated by the DCS through testimonials and informal sensitization sessions in which former participants could get an opportunity to fully express themselves, share their experiences and provide a “*sense of hope*” for other inmates. Also, if extended or a second phase of the programme is carried out with new inmates, family members could be invited periodically to view their progress over the course of the programme and weekly sessions could be recorded and if possible, made available to all interested persons to enjoy and review at their leisure.

With the current assessment complete, it is hoped that participants of the 2015 cohort will continue to apply the concepts of *Conflict Management, Responsibility, Integrity, Leadership and Empowerment* to their lives within the institution and post-incarceration.