



Challenges of Improving Literacy and Numeracy Skills of Prison Inmates in Nigeria

Stephens OluyemiAdetunji* and Norma Margaret Nel

*Department of Psychology of Education, College of Education, University of South Africa
*Telephone: +27848785151, *E-mail: stephoa@unisa.ac.za*

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ABSTRACT This paper is designed to explore the challenges confronting the improvement of literacy and numeracy skills of prison inmates as perceived by prison inmates themselves. The study adopted a qualitative approach and used a focus group discussion to obtain data from seven prison inmates who were teachers in the school within the Nigerian prison system. The study identified emotional and behavioral problems associated with incarceration, lack of educational resources and inability to ascertain teachers' educational qualifications as some of the challenges militating against the literacy and numeracy skills of prison inmates. On the basis of the study it was recommended that the government employ counseling psychologist to help resolve the emotional and behavioral problems of prison inmates as well as specialist adult educators able to take account of the life circumstances of their students. Implementing these recommendations will improve the literacy and numeracy skills of prison inmates, which will in turn contribute to their effective rehabilitation.