

## ABSTRACT

In Kenya high illiteracy rates among adults has prevailed since independence. This prompted the launching of a national campaign against illiteracy in 1979 which was founded on the realization that without education, development would not be realized. Education is not only a catalyst to development and growth but is also a means to the attainment of the millennium development goals and vision 2030. This article is based on the findings of a study that explored the attitude of prisoners, teachers adult education officers and prison officers in the implementation of adult literacy classes in prisons. Survey and naturalistic designs were employed. Adult education officers, teachers (prisoners and adult education teachers), convicted prisoners in class 4-8 and class eight leavers and prison welfare officers were targeted. Simple random and stratified sampling procedures were employed to select three adult education officers, 33 teachers (32 prisoners and 1 adult education teacher); six prisons welfare officers and 96 learners. To collect data questionnaires, interview guides, observation schedules and document analysis were employed. The data was summarized into frequencies, percentages, charts and graphs while data obtained through interviews, observations and document analysis were reported in narratives. Null hypotheses were tested using independent samples t-test and one way ANOVA. Hypotheses testing revealed that sex, class levels and attendance of school prior to joining prisons did not influence of the learners attitude towards PLP however there was a significant difference in the attitude of male and female teachers towards the project. There was also a significant difference in the teachers and learners' attitude on the availability and adequacy of teaching learning materials and facilities when classified by their gender. The study revealed all the respondents had a positive attitude towards the project in the prisons and that the project had been successful in providing opportunities for adults and youth prisoners to attain and improve literacy skills while in prison. In addition, it made prisoners occupied and committed with learning activities reducing time to socialize into the prison culture changing their behaviour and becoming less violent citizens. Post literacy learning is a one way of reducing and preventing recidivism among prisoners once they are released. The study also found out that four out of seven prisons in Nairobi have implemented the post literacy project as a way of reforming and rehabilitating prisoners for a brighter tomorrow